

SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES

**MASTER OF ARTS
LALS 512 PEDAGOGICAL GRAMMAR OF ENGLISH**

TRIMESTER 2 2011
11 July to 12 November 2011

Trimester dates

Teaching dates: 11 July to 14 October 2011

Mid-trimester break: 22 August to 04 September 2011

Study week: 17-21 October 2011

Examination/Assessment period: 21 October to 12 November 2011

Withdrawal dates

Information on withdrawals and refunds may be found at

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

Name and contact details - Course coordinator

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Class times and locations

Class weeks for this course for both on-campus and distance students are the weeks beginning 18, 25 July, 01, 08, 15 August, 05, 19, 26 September, 03, 10 October 2011. Please note that the weeks beginning 22 and 29 August (university mid-trimester break) and the week beginning 12 September are not class weeks.

On-campus class meeting time: Thursday, 4.10-6.00pm
Room: 24 Kelburn Parade, Room 203

Class meetings are on the following dates: 21, 28 July, 04, 11, 18 August, University break, 08, 22, 29 September, 06, 13 October 2011.

Course delivery

The course is delivered in two modes: on campus and by distance. On-campus classes are run as workshops. For distance students, the course is available at <http://blackboard.vuw.ac.nz>. Blackboard is Victoria's online teaching and learning system. In both modes, students are expected to participate actively in activities and discussions. Further information about

Blackboard is available under Frequently Asked Questions, under the Study tab of the School website.

Communication of additional information

Additional information about this course and information about any changes will be announced in on-campus classes and posted on the course website in Blackboard.

Course Prescription

Study of the grammatical system of English with particular reference to frequency of data with a focus on using this knowledge for the preparation of teaching materials and assisting learners' language use.

Course content

This course aims to help teachers become familiar with the grammatical/syntactic systems used in English. It focuses on aspects of English grammar which are pedagogically important because they are frequently used or difficult for learners. Learning English involves more than mastering the grammar of the language. Learners have to be able to use the grammatical systems effectively to construct and interpret spoken and written texts. Thus, the course explores both formal and functional perspectives on English grammar.

Week beginning	Course Week #	Topics	Textbook reading
18 July	1	Introduction Simple sentences	Introduction Ch 3.1-3.2
25 July	2	Clause patterns Interrogatives, imperatives and negation	Ch 3.3-3.6
01 Aug	3	Lexical and auxiliary verbs Finite verbs	Ch 5.1-5.2 Ass 1 due by 5pm Mon 08 August 2011
08 Aug	4	Non-finite verbs Verb phrase functions	Ch 5.3-5.5
15 Aug	5	Nouns and noun phrases	Ch 4.1-4.2 Ass 2 due by 5pm Mon 22 August 2011
22 Aug		Trimester break - no classes	
29 Aug		Trimester break - no classes	
05 Sept	6	Determiners and Pronouns	Ch 4.3-4.5
12 Sept		EV away – no class	Ass 3 due by 5pm Mon 19 Sept 2011
19 Sept	7	Adjectives and Adverbs	Ch 6.1-6.2
26 Sept	8	Prepositions Coordination	Ch 6.3 Ch 7.1-7.2

03 Oct	9	Ellipsis Subordination	Ch 7.3-7.4
10 Oct	10	Non-finite clauses Review	Ch 7.5
			Ass 4 due by 5pm Fri 14 October 2011

Learning objectives

By the end of this course you should:

1. have a clearer understanding of the nature and scope of the task facing learners of English as a second language with respect to grammar;
2. have an understanding of a pedagogically-relevant description of English grammar;
3. be able to identify and analyse pedagogically-significant grammatical features of English texts, both spoken and written;
4. be able to make and justify decisions about grammatical aspects of course materials, course content and teaching/learning activities.

Expected workload

Students are expected to devote a total of about 150 hours, spread throughout the trimester, to this course in order to maintain satisfactory progress. The following gives an indication of how that time may be distributed:

For each of the 10 class weeks:

- 4 hours textbook reading and exercises to prepare for class or Blackboard discussion
- 2 hours class attendance OR participation in Blackboard discussion

For the assignments (including reading, researching, analysing, writing up):

- Assignment 1: 18 hours
- Assignment 2: 18 hours
- Assignment 3: 18 hours
- Assignment 4: 36 hours

Group work

There are no formal requirements for group work in this course, but students are encouraged to work together wherever possible, either face-to-face or online as appropriate.

Readings

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 4 to 22 July 2011, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on Level 4 of the Student Union Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers

or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

Essential text:

Kennedy, G. 2003. *Structure and meaning in English: A guide for teachers*. Harlow, England: Pearson/Longman. (Available from vicbooks, est. \$64.99)

In preparation for each class week you should read the required sections of the textbook (see schedule of course content above) and have a go at the practice tasks in those sections. Please note that the practice tasks are not for submission or assessment. Distance students will participate in discussions on Blackboard about the reading and the tasks, and on-campus students will have similar discussions in class meetings. On-campus classes will be run as workshops where we work together to build our understanding of the reading and the tasks. This course will cover the Introduction and Chapters 3 to 7 of the textbook. The other chapters are relevant to other MA courses: Chapter 1 - LALS 513, Pronunciation of English; Chapter 2 - LALS 522, Teaching and learning vocabulary; Chapter 8 - LALS 544, Discourse analysis.

The textbook is the only required reading for this course. The focus of the course is on developing your ability to identify and analyse relevant aspects of English grammar in texts and to see the pedagogical implications. You may find it useful to read more widely, and some suggestions will be made during the course, but this course is different from most courses in this MA programme in that wide reading is not a requirement.

Recommended Reading:

You will need to have access to at least one reference grammar of English. This is the reference grammar that I will refer to most frequently in classes and on Blackboard, and I strongly recommend it:

Biber, D., Conrad, S., and G. Leech. 2002. *Longman student grammar of spoken and written English*. Harlow, England: Pearson/Longman. (Available from vicbooks, est. \$54.99)

Students are also advised to ensure that they have access to at least one advanced learner's dictionary. You will find a useful list in your textbook on pp. 345-346 (Section 4, dictionaries). There is also a more recent version of the Collins Cobuild dictionary available, which I recommend that you consider if you are planning to buy a dictionary:

Collins Cobuild advanced learner's English dictionary (5th edition, including CD-ROM, 2006). Glasgow: HarperCollins. (Available from vicbooks, est. \$40.99)

Note that having access to a good reference grammar and a good advanced learner's dictionary (and preferably more than one of each) is advisable for all English teachers all the time, not just for this course.

Materials and equipment

None.

Assessment requirements

This course will be examined by in-term assessment. There is no final examination. The final grade will be awarded on the basis of your marks for four assignments:

Assignment	Due date	Weighting	Required length
1	5pm Monday 08 August 2011	20%	800-900 words
2	5pm Monday 22 August 2011	20%	800-900 words
3	5pm Monday 19 September 2011	20%	800-900 words
4	5pm Friday 14 October 2011	40%	1500-1700 words

The required length applies to the 'body' of the assignment (excluding list of references and any appendices). Appendices will present your analysis, usually in the form of annotations to the text(s). The 'body' of the assignment will introduce, summarise and discuss the analysis. Provide a word count of the assignment 'body' on each assignment.

Assignments 1, 2 and 3 give you practice at analysing pedagogically-relevant aspects of the grammar of spoken and written texts. These three assignments address learning objectives 1-3 (see above). Assignment 4 also addresses learning objectives 1-3, but focuses particularly on learning objective 4 (the pedagogical implications of grammatical understanding). The course textbook lists very specific learning objectives at the beginning of each chapter.

Details of the four assignments, including marking criteria, will be provided in a separate document when the course begins. The points you will find listed under each assignment topic are intended as guidelines to help you do the assignment. They are not intended as an outline of the assignment. You should decide for yourself how best to organise and present your work. For Assignment 1, examples of strong assignments from previous years will be made available on Blackboard to get you started.

Ethical considerations for assignments

Assignment 4 requires you to collect sample(s) of written English. You must pay attention to ethical considerations when you collect samples. You must find person(s) who are willing to participate, ensure that they are appropriately informed about their participation, and obtain informed consent from them for you to copy sample(s) of their writing. You will find further details in the guidelines for Assignment 4. Make sure you start early on the assignment so that you have plenty of time to find appropriate participant(s) and to obtain their informed consent.

Penalties

Please take careful note of the length requirement for each assignment. If an assignment exceeds the word limit, only the first part of the assignment, from the beginning up to the word limit, will be considered for assessment purposes. It is important both academically and professionally that you be able to explain your ideas concisely and coherently.

Submitting Assessments

Distance and on-campus members of the course should submit assignments through the Blackboard (BB) system, if possible. Instructions on how to use the BB assignment tool are on the BB website, and below.

To submit an assignment on Blackboard:

- Click the green Assessment button on the left of your screen.
- Scroll down to the relevant assignment folder and click on the link to open the folder.
- Click on the red Assignment link.
- Click on the Browse button, then find and select your Assignment file, click on Open, then click on the Submit button (bottom right of your screen) to submit your assignment.

If you are unable to submit an assignment on Blackboard, you may submit it as an email attachment to lals-ma@vuw.ac.nz but please do not use that option unless you absolutely have to.

Formatting assignments

- Submit your assignment as a single file (which includes the title page/ cover sheet)
- Set margins to at least 2.5 cm
- Set line spacing to 1.5
- Set font size to 12 point
- Include page numbers
- Include a title page (or assignment cover sheet, available on the course Blackboard site) which shows the course number and name, your name, the course lecturer, the title of the assignment, and the date the assignment is due
- Provide a word count at the end of the assignment (not including the Reference section)

Your assignment will be returned to you with written feedback after it has been provisionally assessed. It will be returned to you on Blackboard. To access and download your marked assignment, click on the 'My Grades' button at the left of your screen. Go to 'LALS512', and finally **click on your grade** for the assignment to download your marked assignment.

The School will keep a copy of each assignment for use in external and overall assessment of your MA work.

Mandatory course requirements

These are the minimum course requirements. Not meeting these requirements will result in a 'fail' grade for the course. All students must submit all assignments. On-campus students must attend all classes and contribute to class activities and discussions. Distance students must contribute to on-line discussion at least once for each 'course week'. In the case of absences from class (on-campus students), or inadequate participation in on-line discussions (distance students), you may be required to submit a written task to make up for the activities missed. Any such tasks submitted must be of an acceptable standard.

Class Representative

The MA programme has a student representative whose name and contact details will be available to VUWSA, the Course Coordinator and the class. The representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

Academic Integrity and Plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the *Calendar* webpage at www.victoria.ac.nz/home/study/calendar.aspx (See Section C). Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at www.victoria.ac.nz/home/about_victoria/avcacademic.