TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

School of Linguistics and Applied Language Studies
Course Outline

ALIN 302, Language across the curriculum
Trimester 2, 2012
(16 July to 17 November 2012)

Trimester dates
Trimester dates: 16 July to 17 November 2012
Teaching dates: 16 July to 19 October 2012
Mid-trimester break: 27 August to 9 September 2012
There is no external exam

Withdrawal dates
Information on withdrawals and refunds may be found at
http://www.victoria.ac.nz/home/admisenrol/payments/withdrawlsrefunds.aspx

Course Coordinator:

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Staff: Lecturers and tutors:
Stuart Webb and Jean Parkinson

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Jean Parkinson	Office:	VZ 417
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Class times and rooms:
There are two lectures and one tutorial each week.
Lectures are on Monday 5:10-6:00pm (MY220) and Thursday 5:10-6:00pm (MY220)

Course members must attend one tutorial on

Tuesday	14:10	15:00	KP24201
Wednesday	14:10	15:00	KP24201
Tuesday	15:10	16:00	KP24201
Wednesday	15:10	16:00	KP24201

Tutorials begin in Week 2. Allocation to tutorial groups will be done in Week 1 and posted on Blackboard.

Announcements: Undergraduate BEd(TESOL) notice board Level 3 Von Zedlitz

LALS main office: VZ210, 2nd floor Von Zedlitz Building, Kelburn Parade

 Course Administrator: Anette Klaassen, Undergraduate administration
                            Tel: 463 5627, 463-5600

Teaching learning summary
The course is delivered in two six week modules. Each module consists of twelve lectures, given twice a week together with a weekly tutorial. Students are expected to have completed relevant readings prior to class as well as any required tasks, and to participate in class discussions and group work.

Communication of additional information
Additional information about this course and information about any changes will be announced in classes and posted on the course website in Blackboard.

Course Prescription
This course looks at the role of English in a second language curriculum from two perspectives - how does the use of English form a barrier to understanding, and how does learning through the curriculum set up conditions for second language learning? The major focus will be on vocabulary and discourse across the curriculum.

Learning objectives
Students who pass this course should be able to:

(1) decide what language features need special attention,
(2) plan a range of ways of giving attention to these features,
(3) design appropriate assessment which takes account of both content matter and language learning, and
(4) ensure that language issues do not hold back content matter learning.

Expected workload:
In order to make satisfactory progress in this course you should expect to devote, on average, 13 hours a week to it. This includes attendance at lectures and tutorials, preparation for tutorials, background reading and preparation for the test and assignments. Some students will find that they need to do more than this, and students aiming for high grades will almost certainly need to do more.

Content:

A vocabulary perspective on Language across the curriculum
FV = Focus on Vocabulary (set text)
Week 1: Types of vocabulary, vocabulary knowledge (*FV* Ch 1)
Week 2: Counting words, tools for teaching vocabulary (*FV* Ch2)
Week 3: Measuring vocabulary knowledge, technical vocabulary (*FV* Chs 3 and 7)
Week 4: Shared, guided and experience tasks (*FV* Chs 4 and 5)
Week 5: Learner strategies, interference (*FV* Ch 6)
Week 6: Measuring progress, planning the vocabulary component of a course (*FV* Chs 3 and 7)

A discourse perspective on Language across the curriculum
The following reading is in the required reading: the course notes available from vicbooks and in Gibbons (2002)

	Nature of schooled literacy
10 Sep	Michaels, S. (1981). "Sharing Time": Children's Narrative Styles and Differential Access to Literacy. *Language in Society*, 10, (3), 423-442.
13 Sep	Gibbons, P. (2002). From speaking to writing in the classroom context. In P. Gibbons *Scaffolding language Scaffolding Learning,* 40-50. Portsmouth N.H.: Heinemann.
	Genre
17 Sep	Gibbons Chapter 4 Writing in a second language across the curriculum. In P. Gibbons *Scaffolding language Scaffolding Learning,* 51-76. Portsmouth N.H.: Heinemann.
20 Sep	Gerot, L. & Wignell, P. (1994). *Making Sense of Functional Grammar*, 52-79. Queensland: Antipodean Educational Enterprises.
24 Sep	Wollman-Bonilla J. E. (2000). Teaching science writing to first graders: Genre learning and recontextualization. *Research in the Teaching of English*, 35, 35-65.
	Language across the curriculum – curriculum design
27 Sep	Gibbons, P. (2002). Learning language, learning through language and learning about language: Developing an integrated curriculum. In P. Gibbons *Scaffolding language Scaffolding Learning* p118-139. Portsmouth N.H.: Heinemann.
27 Sep	Gibbons, P. (2002). Glossary of teaching activities. In P. Gibbons *Scaffolding language Scaffolding Learning* p141-152. Portsmouth N.H.: Heinemann.
	Register
1 Oct	Schleppegrell and Achugar 2003 Learning language and learning history: A Functional Linguistics approach. *Tesol Journal, 12, (2),* 21-27
4 Oct	Unsworth, L. (1997). Scaffolding Reading of Science Explanations: Accessing the Grammatical and Visual Forms of Specialized Knowledge. *Reading, 31, (3),* 30-42.
8 Oct	Royce, T. (2002). Multimodality in the TESOL classroom: Exploring visual-verbal synergy. *TESOL Quarterly*. 36, (2), 91-205.
11 Oct	Young, R. F., & Nguyen, H. T. (2002). Modes of meaning in high school science. *Applied Linguistics,* 23, (3), 348-372.
15 Oct	Test
18 Oct	Dalton-Puffer, C. (2007). Questions in the CLIL classroom. In Christiane Dalton Puffer *Discourse in content and language integrated learning (CLIL) classrooms,* 93-126. John Benjamins: Amsterdam.
	Assignment 2 due: 2 pm Friday 19th October VZ210

Texts:

Required:
1. Paul Nation and Peter Yongqi Gu. (2007) *Focus on Vocabulary* Sydney: NCELTR, Macquarie ($40.95).
2. Language across the Curriculum (student notes for module 2)
3. Gibbons, P. (2002). *Scaffolding language Scaffolding Learning*. Portsmouth N.H.: Heinemann.

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 9–27 July 2012, 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.

The Language across the Curriculum student notes can be purchased from vicbooks. (www.victoria.ac.nz/home/study/notestexts.aspx)

Recommended:
1 A text from the student notes centre called *Creating, adapting and using language teaching techniques*.
2 Vocabulary Resource Booklet (Available from the vicbooks).

Materials and equipment:
A concordance program *Antconc* available from http://www.antlab.sci.waseda.ac.jp/software.html   or
ConCAPP 4.0 available from http://www.edict.com.hk/concordance/
The RANGE program available from http://www.vuw.ac.nz/lals/staff/paul-nation/nation.aspx

Course members should also be familiar with Range, Vocabprofile and the concordancers on Tom Cobb's website www.lextutor.ca

Assessment:
The course will be assessed by two assignments and one test.

Assignment 1	In class on Thursday 16 August 2012	40%	2000 words
Assignment 2	2 pm Friday 19th October 2012 VZ210	40%	2000 words
Test	In class on Monday 15 October 2012	20%	

N.B. Note that if no work is submitted for assessment before the last three weeks of teaching, there will be nothing on which to base an aegrotat consideration. All assignments should be submitted with one hard copy **and an electronic copy submitted through Blackboard**.

Submitting assignments
General guidelines
When submitting typed or word-processed assignments:
• Set margins to at least 2.5 cm
• Set line spacing to 1.5
• Set font size of 12 point
• Include page numbers
• Include a title page 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)
• References should be cited where appropriate using APA guidelines
Hard copy submissions
• Put a LALS cover-sheet on the assignment, and complete the information requested there
• Type on one side of A4 paper
• Staple pages together
• Avoid presenting assignments in bulky folders or sleeves unless necessary
• Avoid inserting individual pages in clearfile sleeves

 Penalties:
The assignments must be submitted by the due date. If you require an extension for good reasons, ask the course coordinator ahead of the date for handing in the assignment. Assignments handed in after the due date must be accompanied by a medical certificate or other evidence of exceptional circumstances. *Only assignments carrying a cover-sheet signed by the course coordinator have a valid extension permitted to them*. Unless you have a valid extension granted for your assignment, the following penalties will apply:

- One grade less (5%) per working day and without expectations that comments be provided for late assignments.

- After one week, no mark, but the assignment can still count for mandatory course requirements if submitted by the end of term.

Plagiarism is not acceptable in assessed work, and will be penalised. The penalty will depend on the severity of the plagiarism. Assignments which are plagiarised will not receive a grade and cannot be resubmitted.

Relationship between assessment and course objectives:
Assignment 1 focuses on objectives 1, 2, and 4 from a vocabulary perspective. The test focuses on important ideas covered in the course relating to objectives 1, 2 and 3 from both a discourse and a vocabulary perspective. Assignment 2 focuses on objective 4 by giving class members a chance to integrate the learning from the whole course and apply this to a text or practical situation to ensure that language issues do not hold back content matter learning.

Mandatory Course Requirements:
There are minimum course requirements which must be satisfied to be assessed for the final grade. In order to meet these requirements, you must hand in the two assignments by 5pm on Friday 19 October 2012 and sit the test in class. You must make a satisfactory attempt at the two assignments. 'Satisfactory' means that if the work does not reach a C standard, it must nevertheless reflect the fact that the assignments have been taken seriously and that a reasonable amount of effort has been devoted to the topic. You must also get a grade of D or better in the class test.

Attendance:
Course members are expected to attend all lectures and tutorial classes.

Class Representative
A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class 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

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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.