



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES

MASTER OF ARTS
LALS 511 TEACHING READING AND WRITING

TRIMESTER 2 2012
16 July to 17 November 2012

Trimester dates:

Teaching dates: 23 July to 14 October 2012

Mid-trimester break: 27 August to 9 September 2012

Last piece of assessment due: 12 October 2012

Study week: 22–26 October 2012

Examination/Assessment Period: 26 October to 17 November 2012

Withdrawal dates:

Information on withdrawals and refunds may be found at

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

Names and contact details:

Course coordinator and lecturer

Dr John Macalister Office: von Zedlitz Building, Room VZ 211
Phone: (04) 463 5609 (direct line) Fax: (04) 463 5604
E-mail: John.Macalister@vuw.ac.nz
Post: School of Linguistics and Applied Language Studies
Victoria University of Wellington
PO Box 600
Wellington 6140
NEW ZEALAND

Course administrator

Janet Attrill Office: von Zedlitz Building, Room VZ210
Phone: 463 5894 or 463 5600
E-mail: Janet.Attrill@vuw.ac.nz
Post: as above

Class times and locations: Tuesday 4 – 6 p.m., 24KP 103

Teaching learning summary:

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.

The class meets on the following nine dates:

July 24, 31, August 7, 14, 21 [Break], September 11, 18, 25, October 2.

For distance students, the course is available at <http://blackboard.vuw.ac.nz>. When you enrol you will automatically be given a computer user account, which will be on your *Confirmation of Study* form. Usually, it is the first six letters of your family name and four letters of your first name. So if your name is Robert Cameron, your user name might be *camerorobe*. Your password will be your student ID number. You need to use this computer user account when you access journals from off-campus. For help, contact scs-help@vuw.ac.nz or phone (04) 463 5050. If you want to use other student computing services, you need to call the SCS Help Desk on (04) 463 5050. Staff will re-confirm your username and re-set your password after confirming your identity. Useful websites include <http://www.victoria.ac.nz/its> and <http://www.victoria.ac.nz/scs>. If you are an international student the following site could be useful for you <http://www.victoria-international.ac.nz/>.

Distance students are welcome to come to the class if they are in Wellington. Contact John Macalister for details.

Communication of additional information:

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

Course prescription:

Examination of the principles behind the effective teaching of reading and writing skills in another language and the application of these principles in the preparation and use of teaching materials.

Course content:

The following topics will be covered in the course. The reading for each topic is indicated in brackets. The full references can be found in the table of contents of the set readings. There is a task directly associated with seven of the topics that needs to be submitted on the due date for assessment. The readings in italics are the two set texts for the course. *TRW* refers to the set text *Teaching ESL/EFL Reading and Writing*.

1 Learning to read in a second language (24 July)

(*TRW* ch. 1, Field 2002; Grabe 1995; Grabe and Stoller 2002; Smith and Elley 1997; Williams 1986) TASK 1

2 Intensive reading (31 July)

(*TRW* ch. 3, Nation, 2004; Murdoch 1986; Palmer 1982; Rasinski & Hoffman 2003) TASK 2

3 Text structure: topic types (7 August)

(*TRW* ch. 9, Johns and Davies, 1983; Nation, 1993; Franken 1987) TASK 2

4 Extensive reading and book floods (14 August)

(*TRW* ch. 4, Elley and Mangubhai, 1981; Day and Bamford 2002) TASK 3

5 Reading fluency (21 August)

(*TRW* ch. 5, Grabe 2010; Stahl and Kuhn 2002; Rasinski 2000)

6 Assessing reading (11 September)

(*TRW* ch. 6, Alderson 1996)

7 Guiding writing (18 September)

(*TRW* ch. 7, Grabe and Kaplan Chapters 10 & 11; Wong et al 2002; Cumming 1992; Cotterall and Cohen 2003; Cullen 2008) TASK 4

8 The writing process (25 September)

(TRW ch. 8, *Grabe and Kaplan Chapters 4 & 5*; Casanave 2004; Badger & White 2000) TASK 4

9 Responding to and assessing writing (2 October)

(TRW ch. 10, *Grabe and Kaplan Chapter 13*; Ferris 2004) TASK 4

Learning objectives:

By the end of the course, course members should be able to:

- (1) discuss some of the important current issues in the teaching and learning of reading and writing,
- (2) describe important areas for research in these areas,
- (3) comment critically on research and practice,
- (4) design the reading and writing components of a language course,
- (5) teach a reading and writing course,
- (6) advise teachers and learners on reading and writing.

Workload:

LALS 511 is a fifteen point one-trimester paper. Course members should expect to spend about 17 hours per week for nine weeks on all the work for this course including lectures. Over the nine weeks this is likely to average 2 hours in-class or contributing to on-line discussion, 10 hours reading, and 5 hours on assessment each week.

Readings:

Set texts:

Nation, I.S.P. (2009) *Teaching ESL/EFL Reading and Writing*. New York: Routledge/Taylor & Francis.

LALS 511: Teaching Reading and Writing: Selected Readings. This can be bought from vicbooks for est. \$19-20.

Recommended reading:

Grabe, W. and Kaplan R.B. (1996) *Theory & Practice of Writing* Addison, Wesley Longman, Harlow (cost c. \$85).

You will also need access to a graded reader of your choice.

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.

Assessment requirements:

The course will be assessed by an assignment worth 60% of the final grade and four tasks totalling 40% of the final grade.

The assignment is due by Friday 12th October 2012. Assignments are expected to be around 2,500 words.

The tasks are due on the following dates. Each section of a task is expected to be around 300 words or less.

| | |
|--------|-----------|
| Task 1 | 3 August |
| Task 2 | 17 August |
| Task 3 | 31 August |
| Task 4 | 5 October |

Assignment 12 October

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.

Submitting Assessments

Distance members of the course should submit your assignments through the Blackboard (BB) system. Instructions on how to use the BB assignment tool are on the BB website. As a backup measure only, assignments may be submitted as email attachments to lals-ma@vuw.ac.nz.

On-campus students may submit a hardcopy to the School office, or submit electronically through BB.

Assignment

Review research, theory and practice on an issue affecting the teaching of reading and/or writing and show the practical applications to your teaching situation.

OR

Design a unit of work on reading or writing which is ready to use. Comment on the features of your design. About one-third of the work for your assignment should be your commentary.

OR

Design and carry out a small piece of research focusing on reading or writing. [Please note: If you plan to choose this option, you should discuss your intention with John Macalister as soon as possible. This will allow time to plan and implement the research.]

Tasks

The four tasks total 40% of the final grade. They must be submitted on the assigned dates. This is to allow feedback on the tasks to be distributed soon after the submission of the task. The answers to each task should typically fit within two pages. The tasks are designed to draw on set reading and to get you to apply ideas covered in the course.

Task 1: Module 1 (due 3 August) (15% of the final grade)

- 1 Explain how the technique of *Shared reading* fits into all four strands of a language programme (meaning focused input, meaning focused output, language focused learning, and fluency development). Which strand seems most important to you, and why?
- 2 What problems could you face in using the technique of *Shared reading* with a group of young non-native speaking beginners?
- 3 Choose one of Grabe's (1995) dilemmas and suggest two or three solutions that could apply in the situation you teach in.

Task 2: Modules 2 and 3 (due 17 August) (10% of the final grade)

- 1 Briefly comment on five different kinds of item in the *Limestone* text in the set readings booklet that you could draw attention to in intensive reading. For instance, one kind of item could be some problematic words, another kind of item could be necessary background knowledge. Relate each of these to specific parts of the *Limestone* text. In your commentary say (1) why you have chosen to focus on this item, (2) how you will deal with it, and (3) how you expect focusing on it will have future value for the learners. *TRW* Chapter 3 and Nation (2004) may be useful in answering this question.
- 2 Design a post-reading activity for one of the *School Journal* texts based on the topic type (*TRW* Chapter 9). Briefly explain how the activity will contribute to learners' understanding of the text.

Task 3: Module 4 (due 31 August) (5% of the final grade)

- 1 Read a graded reader and write a model book report on it. Keep the report no longer than 200 words. In the report be sure to give the title of the graded reader, the series it comes from and its level. For example *The Elephant Man*, Oxford Bookworms, Level 1. Put your report on the Wiki for others to read.
- 2 Comment constructively on two other course members' book reports.

Task 4: Modules 7, 8, and 9 (due 5 October) (10% of the final grade)

- 1 Design a ready-to-use shared or guided writing task (*TRW* Chapter 7) suitable for the level of learner you teach. Briefly comment on the main features of your activity.
- 2 Identify one part of the writing process learners you teach or have taught find difficult and describe three ways you could give feedback to learners to help them improve their skill at dealing with this part.

Penalties:

Assignments and tasks must be submitted by the due date. There is no penalty for late submission but permission must be sought and a good reason given.

You are expected to keep within the word limits especially for the tasks. No credit will be given for work beyond the word limits.

Assignments and tasks which are plagiarised will not receive a grade and cannot be resubmitted.

Relationship between assessment and course objectives:

The assignment provides an opportunity to evaluate research, plan teaching, and carry out a small scale research project. The tasks assess the practical application of ideas and comprehension of the set texts and set readings.

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, course members must:

- complete the 4 tasks
- attend all the nine classes (on-campus)
- participate each week in each of the nine web-based discussions (distance)
- complete the assignment.

(See "Attendance" below.)

Attendance: On-campus course members must attend all nine lectures. If an absence is unavoidable, then the course member should participate in the Blackboard Discussion Board for that week. Course members studying by distance must make a contribution to each of the nine Discussion Boards in the week of each module.

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>

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 <http://www.victoria.ac.nz/home/study/academic-progress.aspx>. 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 Academic Office website, at www.victoria.ac.nz/home/about_victoria/avcademic.