

**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

**School of Linguistics and Applied Language Studies**

**MA by Coursework  
LALS 521: Language for Specific Purposes**

**TRIMESTER 2 2012  
16 July to 18 November 2012**

**1. Trimester Dates**

Teaching dates: 23 July 2012 to 14 October 2012  
Mid-trimester break: 27 August to 9 September 2012  
Last piece of assessment due: 16 October 2012  
There is no examination for this course

Withdrawal dates – Please refer to information on withdrawals at:

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

**2. Names and Contact Details**

*Course Coordinator and lecturer*

**Dr Jean Parkinson**

Von Zedlitz (VZ) 415

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Office hours: TBA



**Postal Address:**

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**3. LALS main office:** VZ 210, 2<sup>nd</sup> floor Von Zedlitz Building, Kelburn Parade

**4. LALS 521 Course Administrator:** Janet Attrill, Postgraduate administration  
Tel: 463 5600/ 463 5255/ 472 1000 ext 5894  
Web contact: [www.blackboard.vuw.ac.nz](http://www.blackboard.vuw.ac.nz)

**5. Class times and rooms:** Tuesday 1:10-3:00 pm, 24 Kelburn Parade, room 101

The class meets on the following ten dates:

July 25, 31, August 7, 14, 21, [Break], September 11, 18, 25, October 2, 9.

## 6. Teaching learning summary

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-hda@vuw.ac.nz](mailto:scs-hda@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/scs/services/services.aspx> and <http://www.victoria.ac.nz/scs/>. If you are an international student, the following site could be useful for you: <http://www.victoria.ac.nz/international/>.

Before you log into Blackboard or make any use of your Victoria University programmes, you will need to change your original password. To do this, please visit: <https://password.student.vuw.ac.nz/psynch/nph-psf.exe?lang=en-us>. Please log in with your user name and your student ID (your student number) as the initial password to change it. You can also find the link to change your password in the top of the box on the left on the Blackboard login page.

On-campus students meet for a two hour session every week.

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

## 7. Communication of additional information

Announcements will be posted on Blackboard. For other additional information, please visit the Blackboard site for this course.

## 8. Course Prescription

A study of the theory and practice of developing courses for adult learners with specific professional or academic purposes for learning a language. In particular, the course examines ways of understanding the specific purposes in detail through analysis of target communication, and how learning opportunities relevant to that target should be selected and managed in particular contexts of learning.

**9. Content:** Topics and readings will be posted on Blackboard at the beginning of the course.

**10. Learning objectives:** By the end of the course, students should, in the context of developing a language course for learners with specific purposes, be able to:

- 1 Identify the difference between a specific purposes context and a more general language learning context

- 2 ascertain and analyse needs and set realistic objectives
- 3 design and select materials and tasks
- 4 explain how the course would be taught and managed
- 5 explain the assessment and evaluation procedures which would be used
- 6 relate decisions about course design to principles from the relevant literature

**11. Expected workload:** Students are expected to devote a total of about 150 hours to this course, spread throughout the trimester, 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:

6 hours required for reading and to prepare for class or Blackboard discussion

2 hours class attendance OR participation in Blackboard discussion

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

Assignment 1: 10 hours

Assignment 2: 25 hours

Assignment 3: 35 hours

**12. Readings:** Chapters and articles for LALS521 will be made available via the Blackboard site. There is no set text but the following books provide useful background reading:

- Basturkmen, H. 2006. *Ideas and options in English for Specific Purposes*. London: Lawrence Erlbaum.
- Basturkmen, Helen. 2010. *Developing Courses in English for Specific Purposes*. Basingstoke: Palgrave Macmillan.
- Belcher, D. 2009. *English for Specific Purposes in Theory and Practice*. Ann Arbor: University of Michigan Press.
- Douglas, D. 2000. *Assessing Languages for Specific Purposes*. Cambridge: Cambridge University Press.
- Dudley-Evans, T. & St John, M. J. 1998. *Developments in English for Specific Purposes*. Cambridge: Cambridge University Press.
- Flowerdew, J. & Peacock, M. (Eds.) 2001. *Research perspectives on English for Academic Purposes*. Cambridge: Cambridge University Press.
- Gavioli, L. 2005. *Exploring corpora for ESP learning*. Amsterdam: John Benjamins.
- Harwood, N. 2010. *English Language Teaching materials: Teaching and Practice*. Cambridge: Cambridge University Press.
- Hyland, K. 2006. *English for Academic Purposes: An Advanced Resource Book*. New York: Routledge.
- Johns, A.M. 2002. *Genre in the classroom*. New Jersey: Lawrence Erlbaum.
- Jordan, R. R. 1997. *English for Academic Purposes*. Cambridge: Cambridge University Press.
- Long, M. 2005. (ed.) *Second Language Needs Analysis*. Cambridge, UK and New York: Cambridge University Press.
- Swales, J. 1990. *Genre analysis: English in academic and research settings*. Cambridge: Cambridge University Press.

**13. Assessment:** Your performance in the course will be assessed by three assignments:

Assignment 1,	due Monday 20 August	20%	(1000 words)
Assignment 2,	due Monday 10 September	30%	(1500 words)
Assignment 3	due Thursday 16 October	40%	(2000 words)
Blackboard contribution		10%	(max. 300 words per week Plus, for distance students, response to classmate's post)

Assignments, submitted as a single document in word format, should be submitted through Blackboard. If for some reason you are unable to do this, assignments can be submitted as e-mail attachments. Please submit each one as a single document in WORD format, and e-mail them to [LALS-MA@vuw.ac.nz](mailto:LALS-MA@vuw.ac.nz). If you send them by post, please include **two** copies of each assignment/task and ensure that you post them early enough so that they arrive by the due date. One will be returned to you with comments on it. The other will be retained for external examining. The postal address is on page 1 of this outline. You can also hand them in through the Assignments slot by the door to the School Office (VZ 210). The assignment topics are described in this course outline.

#### **General Content Guidelines**

- The assignments should relate to a particular specific purposes language teaching/learning situation. If you are not teaching/have not taught in a specific purposes context, please use this course to investigate one, rather than describing your current situation in the assignments. You will learn more that way.
- The assignment should show that you have done *a significant amount of reading* on the topic (course notes, set articles *and* other sources) and can *apply* what you have read to the teaching/learning situation you have chosen.
- Where the assignment topic requires you to prepare teaching or assessment materials, the grading will be based partly on an evaluation of the quality of the material but more importantly on your discussion of how you went about designing, selecting and/or preparing the material for its intended purpose.

#### **Assignment 1 (due Monday 20 August) 1000 words**

For a course in which learners will learn a language for a specific purpose, describe the context and purpose, and summarise relevant research findings on the needs of students in a similar context and with a similar purpose.

In the assignment, you should:

- describe the learners and the specific purposes learning context
- describe the learners' purpose
- summarise findings from a review of relevant literature about the needs of such learners

### **Assignment 2 (due Monday 10 September) 1500 words**

For the course described in Assignment 1, carry out an analysis of needs *in one area* of your specific purposes course, and produce goals and objectives based on this. Give an overview of how these objectives would be assessed, and produce an assessment task which could be used to assess one major objective.

In the assignment, you should:

- describe and justify the approach taken to course design and to the needs analysis
- explain how the needs analysis was carried out, and the results
- present and justify the goals and objectives derived from the needs analysis
- explain in detail how the assessment task assesses achievement of the objective

### **Assignment 3 (due Thursday 16 October) 2000 words**

Drawing on the same specific purposes context and learners from Assignment 1, consider the language skills (kinds of speaking, listening, reading, writing), discourse features (e.g., indirect use of language for politeness) or genres (e.g., research proposal; business letter) they will need in their target academic, workplace or professional discourse community. Select an appropriate theme and devise an original unit of work ( $\pm 8$  hours) to teach a subset of skills, features or genres so learners have opportunities to understand, examine and communicate within their disciplines.

In the assignment, you should:

- explain how you would identify the skills, features or genres deemed to be of key importance
- present a rationale for the unit with a clear set of objectives and outcomes
- present 3-4 lesson plans with a brief outline of the tasks that learners would engage in
- include the materials for one lesson (in an appendix). These must be original materials created by you.
- trial the materials with one learner and evaluate the strengths and weaknesses in relation to the objectives and outcomes set

#### **14. Relationship between assessment and course objectives:**

The assignments in general provide an opportunity to demonstrate your understanding of issues involved in specific purpose course design and to show the practical application of ideas covered in class and in the set readings. Assignment 1 relates to course objective 5. Assignment 2 relates to course objectives 1, 2, 4, 5 and 6. Assignment 3 relates to objectives 2, 3, 4, 5 and 6.

**15. Penalties:** No specific penalty will be imposed if you obtain permission to submit the assignment after the deadline. If you find that you need an extension, you must get explicit permission from the course coordinator before the due date. Extensions will only be granted when the assignment is not completed due to unforeseeable circumstances such as unforeseen illness or family emergencies. For assignments handed in late without an extension the maximum grade possible is B+ and no personal comment will be provided.

Assignments that are handed in on time will be marked and commented on and returned in a timely manner. Late assignments will be marked when possible, and receive no comments.

Please take careful note of the length requirement for each assignment. Assignments that are 10% or more over the word limit will be marked down one grade (e.g. from a B+ to a B).

#### **16. Mandatory Course Requirements:**

- Submit all three assignments for assessment
- On-campus students: attend all the ten class meetings. If an absence is unavoidable, then the course member should participate in the Blackboard Discussion Board for that week.
- Distance students: Make at least one contribution each week to the Discussion Board on Blackboard, and respond to at least one of your classmates' contributions. The initial contributions need to be posted by the Sunday after the date of the on-campus class for that topic (i.e. for week 1 by 29 July). Late postings will receive no marks but will still be accepted as fulfilling mandatory requirements.

#### **17. Details of class representative system**

There will be a class representative for the MA programme and details will be posted on BlackBoard.

#### **18. 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>

## 19. Statement on the use of Turnitin

Student work provided for assessment in this course must be submitted through Turnitin <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.

## 20. WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://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](http://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](http://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/avcacademic](http://www.victoria.ac.nz/home/about_victoria/avcacademic).