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

BEd(TESOL)/SLE PROGRAMME
ALIN 302: LANGUAGE ACROSS THE CURRICULUM
20 POINTS

TRIMESTER 2 2013

Important dates

Trimester dates: 15 July to 17 November 2013
Teaching dates: 15 July to 18 October 2013
Mid-trimester break: 26 August to 8 September 2013
Last assessment item due: *18 October 2013*

Withdrawal dates: Refer to www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds
If you cannot complete an assignment or sit a test or examination (aegrotats), refer to
www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

Class times and locations

There are two lectures and one tutorial each week.
Lectures are on:
Monday 1:10–2:00pm (KK 203) and Thursday 12:00–12:50 (KK 203)

Tutorials are on:
Tuesday 2:10-3:00pm (MY403) and Tuesday 3:10-4:00pm (MY 403)

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

Names and contact details

Lecturers and tutors:

Stuart Webb	Office:	VZ 412
(Course co-ordinator)	Office hours:	By appointment
	Phone:	04 463-9779
	E-mail:	stuart.webb@vuw.ac.nz
Jean Parkinson	Office:	VZ 417
	Office hours:	By appointment
	Phone:	04 463-5233 ext. 8009
	E-mail:	jean.parkinson@vuw.ac.nz

Course Administrator:

Dayna Taramai	Office:	VZ 210
	Phone:	04 463-5255
	E-mail:	dayna.taramai@vuw.ac.nz

Communication of additional information

Additional information about this course and information about any changes will be announced in class and posted on Blackboard.

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.

Course 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 Ch 2)
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:

Both of the set texts are available at Vicbooks:
Course notes: A discourse perspective on Language across the curriculum [These readings
will also be available on Blackboard]
Gibbons, P. (2002). *Scaffolding language Scaffolding Learning*. Portsmouth N.H.:
Heinemann

		Register
Week		
7		Gerot, L. & Wignell, P. (1994). *Making Sense of Functional Grammar*, 52-79. Queensland: Antipodean Educational Enterprises.
7		Schleppegrell, M.J. and Achugar, M. (2003). Learning language and learning history: A Functional Linguistics approach. *Tesol Journal, 12, (2),* 21-27
8		Unsworth, L. (1997). Scaffolding Reading of Science Explanations: Accessing the Grammatical and Visual Forms of Specialized Knowledge. *Reading, 31, (3),* 30-42.
8		Visual images: reading TBA
9		Gibbons, P. (2002). From speaking to writing in the classroom context. In P. Gibbons *Scaffolding language Scaffolding Learning,* 40-50. Portsmouth N.H.: Heinemann.
9		Young, R. F., & Nguyen, H. T. (2002). Modes of meaning in high school science. *Applied Linguistics,* 23, (3), 348-372.
		Genre
10		Wollman-Bonilla J. E. (2000). Teaching science writing to first graders: Genre learning and recontextualization. *Research in the Teaching of English*, 35, 35-65.
10		Gibbons Chapter 4 Writing in a second language across the curriculum. In P. Gibbons *Scaffolding language Scaffolding Learning,* 51-76. Portsmouth N.H.: Heinemann.
		Language across the curriculum – curriculum design
11		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. Gibbons, P. (2002). Glossary of teaching activities. In P. Gibbons *Scaffolding language Scaffolding Learning* p141-152. Portsmouth N.H.: Heinemann.
12		Test
		Nature of schooled literacy
11		Michaels, S. (1981). "Sharing Time": Children's Narrative Styles and Differential Access to Literacy. *Language in Society*, 10, (3), 423-442.
12		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.

Course learning objectives (CLOs)

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.

Teaching format

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

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. hand in the two assignments by 5pm on Friday 18 October 2013
2. sit the test in class
3. 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

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.

Assessment

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

Assessment	Due Date	%	Word limit	CLO(s)
Assignment 1	In class on Monday 19 August	40%	2000 words	1, 2, 4
Assignment 2	5 pm Friday 18 October	40%	2000 words	1, 2, 4
Test	In class on Thursday 10 October	20%		1, 2, 3

Assignment 1: focuses on CLOs 1, 2, and 4 from a vocabulary perspective.
Assignment 2: focuses on CLOs 1,2, and 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.
The test: focuses on important ideas covered in the course relating to CLOs 1, 2 and 3 from both a discourse and a vocabulary perspective. Marking criteria for all assessment will be provided in class.

Submission of work

All assignments should be submitted with one hard copy **and an electronic copy submitted through Blackboard**.

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.

Materials and equipment and/or additional expenses

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

Set texts

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

Customers can order textbooks and student notes online at www.vicbooks.co.nz

Recommended reading

A text from the student notes centre called Creating, adapting and using language teaching techniques

Vocabulary Resource Booklet (Available from the vicbooks).

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/home/study/plagiarism
- Aegrotats: www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat
- Academic Progress: www.victoria.ac.nz/home/study/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/home/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/home/study/exams-and-assessments/grades
- Resolving academic issues: www.victoria.ac.nz/home/about/avcacademic/publications2#grievances
- Special passes: www.victoria.ac.nz/home/about/avcacademic/publications2#specialpass
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/home/about/policy
- Student support: www.victoria.ac.nz/home/viclife/studentservice
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/home/viclife/student-charter
- Student Contract: www.victoria.ac.nz/home/admisenrol/enrol/studentcontract
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/home/about
- VUWSA: www.vuwsa.org.nz