



## FACULTY OF HUMANITIES AND SOCIAL SCIENCES

### SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES

#### BEEd(TESOL)/SLE PROGRAMME ALIN 302 LANGUAGE ACROSS THE CURRICULUM 20 POINTS

TRIMESTER 2 2015

### Important dates

**Trimester dates:** 13 July to 15 November 2015

**Teaching dates:** 13 July to 16 October 2015

**Mid-trimester break:** 24 August to 6 September 2015

**Last assessment item due:** 14<sup>th</sup> October 2015

**Withdrawal dates:** Refer to [www.victoria.ac.nz/students/study/withdrawals-refunds](http://www.victoria.ac.nz/students/study/withdrawals-refunds). If you cannot complete an assignment or sit a test or examination, refer to [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats).

### Class times and locations

#### Lectures

CRN10213 Monday and Wednesday 12pm – 12.50pm in New Kirk 105

#### Tutorials

Tutorial begins in Week 2. It is on Thursday 12pm – 12.50pm in AM102

### Names and contact details

#### Course Coordinator

Dr Jean Parkinson

Office: VZ417

Phone: 463 5233 x8009

Office hours: By Appointment

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#### Course Lecturer

Dr Anna Siyanova

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## 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 learning and use of a second or foreign language across the curriculum. It focuses on both learning content through language and learning language through content. The major focus will be on vocabulary and discourse across the curriculum.

## Course content

The course has two parts:

1. A discourse perspective on Language across the curriculum:

lecture	Course reading
1	Introduction: Linking language to text and text to context. Gibbons, P. (2002). Scaffolding language and learning. In P. Gibbons <i>Scaffolding language Scaffolding Learning</i> , 1-13. Portsmouth N.H.: Heinemann.
	<b>Nature of schooled literacy</b>
2	Michaels, S. (1981). "Sharing Time": Children's Narrative Styles and Differential Access to Literacy. <i>Language in Society</i> , 10, (3), 423-442.
3	Gibbons, P. (2002). Classroom talk: creating contexts for language learning. In P. Gibbons <i>Scaffolding language Scaffolding Learning</i> , 14-39. Portsmouth N.H.: Heinemann.
	<b>Genre</b>
4	Gibbons Chapter 4 Writing in a second language across the curriculum. In P. Gibbons <i>Scaffolding language Scaffolding Learning</i> , 51-76. Portsmouth N.H.: Heinemann.
5	Wollman-Bonilla J. E. (2000). Teaching science writing to first graders: Genre learning and recontextualization. <i>Research in the Teaching of English</i> , 35, 35-65.
	<b>Language across the curriculum – curriculum design</b>
6	Gibbons, P. (2002). Learning language, learning through language and learning about language: Developing an integrated curriculum. In P. Gibbons <i>Scaffolding language Scaffolding Learning</i> p118-139. Portsmouth N.H.: Heinemann. Gibbons, P. (2002). Glossary of teaching activities. In P. Gibbons <i>Scaffolding language Scaffolding Learning</i> p141-152. Portsmouth N.H.: Heinemann.
	<b>Register</b>
	Gerot, L. & Wignell, P. (1994). <i>Making Sense of Functional Grammar</i> , 52-79. Queensland: Antipodean Educational Enterprises.
7	Gibbons, P. (2002). From speaking to writing in the classroom context. In P. Gibbons <i>Scaffolding language Scaffolding Learning</i> , 40-50. Portsmouth N.H.: Heinemann.
8	Schleppegrell, M. and Achugar 2003 Learning language and learning history: A Functional Linguistics approach. <i>Tesol Journal</i> , 12, (2), 21-27
9	Coffin, C. (2006). Learning the language of school history: the role of linguistics in mapping the writing demands of the secondary school curriculum. <i>Journal of Curriculum Studies</i> , 38(4), pp. 413–429.
10	Unsworth, L. (1997). Scaffolding Reading of Science Explanations: Accessing the Grammatical and Visual Forms of Specialized Knowledge. <i>Reading</i> , 31, (3), 30-42.
11	Young, R. F., & Nguyen, H. T. (2002). Modes of meaning in high school science. <i>Applied Linguistics</i> , 23, (3), 348-372.
12	Heberle, V. M. & Meurer, J.L. (2007). Aspects of visual analysis for the EFL class. <i>Anais do I</i>

## 2. A vocabulary perspective on Language across the curriculum:

(FV = Focus on Vocabulary (set text))

Week 7: Types of vocabulary, vocabulary knowledge (FV Ch 1)

Week 8: Counting words, tools for teaching vocabulary (FV Ch 2)

Week 9: Measuring vocabulary knowledge, technical vocabulary (FV Chs 3 and 7)

Week 10: Shared, guided and experience tasks (FV Chs 4 and 5)

Week 11: Learner strategies, interference (FV Ch 6)

Week 12: Measuring progress, planning the vocabulary component of a course (FV Chs 3 and 7)

## 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
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

Any student who is concerned that they have been (or might be) unable to meet any of the MCRs because of exceptional personal circumstances, should contact the course coordinator as soon as possible.

## Workload

In order to make satisfactory progress in this course you should expect to devote, on average,

13 hours a week to it, and overall about 200 hours. 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	%	Word limit	CLO(s)	Due date
1 Assignment 1	40%	1500-2000	1, 2, 4	24 <sup>th</sup> August 2015
2 Assignment 2	40%	1500-2000	1, 2, 4	9 <sup>th</sup> October 2015
3 Test (50 minutes)	20%		1, 2, 3	14 <sup>th</sup> October 2015

Assignment 1: 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.

Assignment 2: focuses on CLOs 1, 2, and 4 from a vocabulary perspective.

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 and return of work

All student assignments are to be submitted in hard copy form during class and electronically through Blackboard. All assignments will automatically be submitted to Turnitin to check for plagiarism. If you are unable to submit the hardcopy in class, then it should be submitted in the dropbox on the second floor of the von Zedlitz building. It is situated on the wall of the School office, which is VZ210. Feedback will be given to students via 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

## Extensions and penalties

### Extensions

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 illness or family emergencies.

## 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 [www.antlab.sci.waseda.ac.jp/software.html](http://www.antlab.sci.waseda.ac.jp/software.html)

OR

ConCAPP 4.0 available from [www.edict.com.hk/concordance](http://www.edict.com.hk/concordance)

The RANGE program available from [www.vuw.ac.nz/lals/staff/paul-nation/nation.aspx](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.lex tutor.ca](http://www.lex tutor.ca)

## Set texts

- Language across the Curriculum (student notes for module 1)
- Gibbons, P. (2002). *Scaffolding language Scaffolding learning*. Portsmouth N.H.: Heinemann.
- Paul Nation and Peter Yongqi Gu. (2007) *Focus on Vocabulary*. Sydney: NCELTR, Macquarie. (available through student notes).

Customers can order textbooks and student notes online at [www.vicbooks.co.nz](http://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:
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## Student feedback

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php).

## 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/students/study/exams/integrity-plagiarism](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)
- Aegrotats: [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)
- Academic Progress: [www.victoria.ac.nz/students/study/progress/academic-progress](http://www.victoria.ac.nz/students/study/progress/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/students/study/progress/grades](http://www.victoria.ac.nz/students/study/progress/grades)
- Resolving academic issues: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Special passes: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Statutes and policies including the Student Conduct Statute: [www.victoria.ac.nz/about/governance/strategy](http://www.victoria.ac.nz/about/governance/strategy)
- Student support: [www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter)
- Student Contract: [www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)
- Victoria graduate profile: [www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)