

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF LINGUISTICS & APPLIED LANGUAGE STUDIES

MASTER OF ARTS

LALS 511 TEACHING READING & WRITING

15 POINTS

TRIMESTER 1 2016

Key dates

Trimester dates: 29 February to 29 June 2016

Teaching dates: 29 February to 5 June 2016

Easter break: 24–30 March 2016

Mid-trimester break: 25 April to 1 May 2016

Last assessment item due: 15 April

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds.

If you cannot complete an assignment or sit a test in the last three weeks of teaching, or an examination, it may instead be possible to apply for an aegrotat (refer to www.victoria.ac.nz/students/study/exams/aegrotats).

Class times and locations

RELC Singapore, daily from 29 February – 11 March, class times TBA

By distance

Names and contact details

Course coordinator

A/Prof John Macalister

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Course administrator

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Communication of additional information

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

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. There are extra course readings in the LALS 511 course book for each topic.

Date	Topic	Chapter from set text
29 Feb	Introduction & orientation to course	-
1 March	Learning to read in a second language	1
2 March	Intensive reading	3
3 March	Extensive reading and book floods	4
4 March	Reading fluency	5
7 March	Assessing reading	6
8 March	Guiding writing	7
9 March	Text structure: topic types	8
10 March	The writing process	9
11 March	Responding to writing /Assessing writing	10

Course learning objectives (CLOs)

Students who pass this course 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.

Teaching format

The course is delivered in two modes: on campus at RELC 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.

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 its-service@vuw.ac.nz or phone (04) 463 5050. For IT services available to students see <http://www.victoria.ac.nz/its>

If you are an international student the following site could be useful: <http://www.victoria-international.ac.nz/>.

Mandatory course requirements

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

1. Complete tasks by due dates
2. Attend all nine classes (on-campus).*
3. Participate in each of the nine web-based discussions (distance).
4. Complete the assignment.

*If an absence is unavoidable, then the course member should participate in the Blackboard Discussion Board for that topic. Please let John know that you will be online for that topic.

Course members studying by distance must make a contribution to each topic of the Discussion Boards. If this is not possible, please email John.

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

The purpose of the Mandatory Course Requirements is to promote engagement with and facilitate learning through the course.

Workload

LALS 511 is a fifteen point one-trimester course. Course members should expect to spend about 150 hours on the course, spread over the days of the intensive course and in the weeks following. This means:

- two contact hours per day for the ten days of the intensive, or for participation on Blackboard (20 hours in total)
- between two and three hours per day for the ten days of the intensive doing core reading for each topic (20 – 30 hours in total)
- working on small tasks (20 - 30 hours in total)
- supplementary readings for each topic and reading for assignment following end of intensive course (40 – 50 hours)
- around 40 hours working on the final assignment.

Assessment

Assessment	Due date	Word length	Percentage of final grade	Learning objectives
Reading portfolio	See guidelines as due dates are staggered	1000 words	25%	1, 2, 3,
Wiki entry	11 March	200 – 300 words	5%	6
Task	18 March	750 words	15%	1, 3
Assignment	15 April, 5pm	2,000 words	55%	3, 4, 5, 6

Reading portfolio (to be completed by 11 March) (25% of the final grade)

As this is an intensive course, it is important that you are well-prepared before class. To do this, you will be asked to read 6 articles and submit commentaries on 5 during the two week intensive.

The commentaries must be submitted **before** the relevant class. **No credit will be given for a commentary submitted after the relevant class.**

I will be monitoring but not providing individual comment on your commentaries.

Further information will be provided in the first class in which the first reading will be discussed.

The schedule is as follows:

Before class on 29 February:

Read: Barkhuizen, G. (2002). The QUEST for an approach to guided critical reading and writing. *Prospect*, 17(3), 19-28.

Before class on 1 March:

Read and provide comment on: Grabe, W. and Stoller, F. (2002) Chapter 2 *Comparing L1 and L2 reading* in *Teaching and Researching Reading* Longman, Harlow. 40-63; 273-285.

Before class on 4 March:

Read and provide comment on: Yen, T. T. N. (2012). The Effects of a Speed Reading Course and Speed Transfer to Other Types of Texts. *RELC Journal*, 43(1), 23-37.

Before class on 8 March:

Read and provide comment on: Cullen, R. (2008) Teaching grammar as a liberating force. *ELT Journal* 62, 3: 221 – 230.

In addition, choose one reading from another reading module and another from another writing module, and post it before the class is held.

Wiki Task (due 11 March)

(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 1 (due 18 March)

(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 Choose one of Grabe's (1995) dilemmas and suggest two or three solutions that could apply in the situation you teach in.
- 3 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.

Assignment (due Friday 15 April)

(55% of the final grade)

Maximum length – 2000 words

Either

Design a unit of work on **either** reading **or** writing which is ready to use with a particular group of students. Comment on the features of your design, drawing on readings and insight from the course as well as your own teaching experience. About one-third of the total work for your assignment should be your commentary.

Or

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.

N.B. Note that if no work is submitted for assessment before the last three days of teaching, there will be nothing on which to base an aegrotat consideration.

Marking criteria

Marking criteria will be posted on Blackboard at the beginning of the course.

Submission and return of work

Submit your assignment through the Blackboard (BB) system, whether you are a distance or face-to-face member of the course. Instructions on how to use the BB assignment tool are on the BB website. You might need to email John the attachments for your unit of work.

As a backup measure only, assignments may be submitted as email attachments to: lals-ma@vuw.ac.nz. Task 1 and the Assignment will be returned on Blackboard or by email within three weeks of submission.

Extensions and penalties

Extensions

All work must be submitted by the due date. There is no penalty for late submission of Task 1 or the Assignment provided permission has been sought from and given by John in advance.

No extensions will be given for the Reading Portfolio or Wiki Task.

Penalties

No mark/grade will be given for the Wiki Task or for any part of the Reading Portfolio if work is not submitted by the due dates.

You are expected to keep within the word limit for the assignment. 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.

Set texts

1. Nation, I.S.P. (2009) Teaching ESL/EFL Reading and Writing. London: Routledge
2. Course readings for LALS 511.

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

Recommended reading

Grabe, W., & Kaplan, R. B. (1996). *Theory and practice of writing*. New York: Longman.

You will also need access to a graded reader of your choice. See the Extensive Reading Foundation website for some suggestions on graded readers - <http://erfoundation.org>.

Class representative

There is one class representative for the MA programme. Details are posted on Blackboard.

Student feedback

In this course, I will be seeking feedback on the development of engagement with the readings and how well-organised the course is. In response to feedback from a previous class, the assignment information has been clarified.

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Changes to assessment have been made to this course to reflect its intensive nature.

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
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Special passes: refer to the *Assessment Handbook*, at www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Terms and conditions: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz