



## FACULTY OF HUMANITIES AND SOCIAL SCIENCES

### SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES

#### TESOL PROGRAMME TSOL 202 VOCABULARY AND GRAMMAR FOR TESOL 20 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:** 10 June 2016

**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 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](http://www.victoria.ac.nz/students/study/exams/aegrotats)).

### Class times and locations

Each week there are TWO one-hour lectures for the twelve weeks of the first trimester. A one-hour tutorial each week runs from Week Two until Week Eleven of the trimester.

#### *Lectures*

Wednesday	10.00-10.50	CO228
Friday	10.00-10.50	CO228

#### *Tutorials/Workshops*

Wednesday	11.00-11.50	FT77/306
Wednesday	16.10-17.00	KK203

### Names and contact details

#### **Course coordinators and lecturers**

Dr Peter Gu

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Dr Averil Coxhead  
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### Course Administrator

Matthew Vink  
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### LALS main office

VZ 210, 2<sup>nd</sup> floor Von Zedlitz Building, Kelburn Parade  
Phone: 463 5600

## Communication of additional information

Additional information concerning this course will be displayed on the School noticeboard Level 3 Von Zedlitz. Announcements will be made on Blackboard and emailed to your student email account.

## Prescription

The course explores the key features and patterns of English vocabulary and grammar from the perspective of the challenges they present to learners and teachers. It examines the implications for planning teaching and assessing learning. Students will evaluate the content of courses and published teaching materials.

## Course content

Week	Week starting	Lecture Topic	Text/Reading	Notes and assessment
1.	29 Feb	Word-based grammar	Kennedy (2003) Chapter 2	PG
2.	7 March	Sentence-based grammar	Kennedy (2003) Chapter 3	PG
3.	14 March	Grammar beyond the sentence	Larsen-Freeman (2002)	PG Grammar test: Friday 18 March
4.	21 March	Key concepts in vocabulary: Counting words, frequency, size, types of vocabulary	Gardner (2013) Chapter 2 Kennedy (2003) Chapter 2	AC
5.	4 April	Knowing a word and word families; Building vocabulary knowledge	Nation (2013) Chapter 2	AC
6.	11 April	Vocabulary patterns: Collocations	Schmitt (2000) Chapter 6	AC Vocab test: Friday 15 April

7.	18 April	Vocabulary and grammar in learning contexts	Nation & Crabbe (1991)	Students/AC Group work
8.	2 May	Multi-word expressions	Liu (2014) Chapter 14	AC
9.	9 May	Explicit vs implicit teaching of grammar Options in form-focused instruction	Ellis(1998)	PG
10.	16 May	Direct and indirect teaching Four Strands	Webb (2012) Nation (2007)	AC
11.	23 May	Learning vocabulary and grammar	Gu (2013) Boers (in press)	PG
12.	30 May	Assessing vocabulary and grammar	Purpura (2004) Nation (2008) Chapter 9	PG
				Final assessment due: 10 June

## Course learning objectives (CLOs)

Students who pass this course should be able to:

- 1) Explain key features and patterns of English vocabulary and grammar for TESOL.
- 2) Identify features of English vocabulary and grammar which need special attention by particular groups of language learners.
- 3) Critically evaluate pedagogic options for addressing these features.
- 4) Design and evaluate options for monitoring and assessing learning of English vocabulary and grammar.

## Teaching format

The course has two lectures a week and one tutorial. Tutorials form an essential part of this course. It is expected that students will prepare for and attend all of their scheduled tutorials. You should inform your tutor if you are unable to attend a tutorial, and arrange to attend at another time if at all possible.

## Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must make a credible attempt at all pieces of assessment:

- 1) Submit the assignment;
- 2) Attempt the two tests;
- 3) In addition, they need to attend at least eight of ten tutorials.

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 200 hours overall. This includes attendance at lectures and tutorials, preparation for tutorials, background reading and preparation for tests and assignments. Some students will find they need to do more than this, and students aiming for high grades will almost certainly need to do more.

## Assessment

Assessment items and workload per item		%	CLO(s)	Due date
1	In-class Test One: Vocabulary puzzles and patterns (50 minutes)	25%	1, 2, 3	18 March
2	In-class Test Two: Grammar puzzles and patterns (50 minutes)	25%	1, 2, 3	15 April
3	Assignment: Vocabulary and grammar patterns and language teaching (2000-2200 words)	50%	1, 2, 3, 4	10 June

## Submission and return of work

The in-class tests will be collected at the end of the tests. Test results and a marking criteria sheet will be available on Blackboard about one to two weeks after the test.

The assignment should be submitted before 5pm on the due date. You should submit both a hard copy and an electronic copy. The hardcopy of the assignment should be handed in either in class or in the drop box outside the School Office. Please submit the electronic copy (including cover sheet) as a single document in MS WORD format on Blackboard. **DO NOT SUBMIT YOUR ASSIGNMENT IN PDF FORMAT.** Marked assignments are normally returned to you in two to three weeks. You can collect them at the School Office.

## Extensions and penalties

### Extensions

If you require an assignment extension for good reasons, ask the course coordinator ahead of the date for handing in the assignment. In line with school policy, assignments handed in after the due date will receive a considerably reduced grade unless accompanied by a medical certificate or other evidence of exceptional circumstances.

### Penalties

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 trimester.

Assignments will be marked down if they are 20% below the word limit or 10% over the word limit. Plagiarism is not acceptable in assessed work, and will be penalised. The penalty will depend on the severity of the plagiarism. Find out more about plagiarism, how to avoid it and penalties, on the University's website: [www.victoria.ac.nz/home/study/plagiarism](http://www.victoria.ac.nz/home/study/plagiarism)

## Materials and equipment

The assignment should be typed up, and both a printed copy and an MS Word file should be submitted. No computers will be allowed in the two in-class tests, unless a proven disability prevents hand-writing. For special needs, please contact the course coordinator beforehand.

## Set texts

The set readings TSOL 202 Set Readings will be available from vicbooks ([www.vicbooks.co.nz](http://www.vicbooks.co.nz)) before the course begins. No set textbook is required.

## Recommended reading

Recommended and additional reading materials can be downloaded from Blackboard.

## 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.

## Student feedback

As part of a new programme, this is the first time TSOL 202 is run. Students will be asked to provide feedback towards the end of the course.

## 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)
- 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)
- Special passes: refer to the *Assessment Handbook*, at [www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf](http://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](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)
- 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](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- 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)