



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES

TESOL PROGRAMME TSOL 203 TEXT AND CULTURAL CONTEXT 20 POINTS

TRIMESTER 2 2016

Key dates

Trimester dates: 11 July to 13 November 2016

Teaching dates: 11 July to 16 October 2016

Mid-trimester break: 22 August to 4 September 2016

Last assessment item due: 13 October 2016

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

Lectures

CRN 28268 Tuesday and Thursday 10am – 10.50am in Alan MacDiarmid Building AM106

Tutorials

Tutorials run from Week 2 to Week 11. Students should sign up for one of the following tutorials:

Monday 9:00 am – 10:50 am in CO228

Tuesday 2:10 pm – 3:00 pm in CO228

Names and contact details

Course Coordinator

Dr Jean Parkinson

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Phone: 463 5233 x8009

Office hours: By Appointment

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Course Lecturer

Dr Corinne Seals

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Phone: 463 5608

Office hours: By appointment

Email corinne.seals@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

The course explores the language demands of written and spoken genres at school in English and other languages, as well as how the teacher can meet these demands. The course considers the language of schooling and the learning and teaching of languages across cultural contexts.

Course content

Week	Topic	Lecture	Course reading
1	Introduction: Linking language to text and text to context.	1	Gibbons (2015). Chapter 1.
1	Nature of schooled literacy	2	Michaels (1981).
2		3	Gibbons (2015). Chapter 2
2	Genre	4	Gibbons (2015) Chapter 5
3		5	Wollman-Bonilla (2000).
3	Using popular genres in language teaching	6	Murphey (1992).
4	Content-based language teaching	7	Gibbons (2015). Chapter 8 (p. 206-232). + Glossary (p. 233-242)
4	Register	8	Gibbons (2015). Chapter 4.
5		9	Schleppegrell and Achugar (2003)
5	Focus on EFL textbooks	10	Cots (2006).
6		11	Gilmore (2004).
6		12	Hill (2003).
7	Transcultural, cross-cultural, & intercultural	13	Liddicoat & Scarino (2013) Chapter 4
7		14	Thompson (2011)
8	Cross-cultural concepts of literacy & multiliteracies	15	Gee (1998)
8		16	Street (2009)
9	Languaging & translanguaging in multilingual education	17	Gynne & Bagga-Gupta (2015)
9		18	Garcia & Wei (2014) Chapter 6
10	Language socialisation in education	19	Duff (2014)
10		20	Bucholtz et al (2011)
11	Heritage language education	21	He (2014)
11		22	Seals & Kreeft Peyton (2016)
12	Final poster presentations	23	Review
12		24	Review

Course learning objectives (CLOs)

Students who pass this course should be able to:

1. Identify and analyse features of the language of schooling and the structure of key school genres.
2. Demonstrate understanding of how children acquire the language of schooling.
3. Plan a range of ways of supporting acquisition of the language of schooling.
4. Demonstrate understanding of comparative cross-cultural educational contexts.
5. Analyse language use within appropriate cross-cultural contexts.

Teaching format

There are two lectures and one tutorial each week. Students engage in short analysis tasks as part of the lectures. Students are expected to have completed relevant readings prior to class, and to participate in class discussions and group work. Students are expected to attend all lectures and tutorial classes.

Mandatory course requirements

Students must obtain at least 40% for each assignment, in order to demonstrate the achievement of all the CLOs of the course

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 poster presentation.

	Assessment	%	Word limit	CLO(s)	Due date
1	Assignment 1: Analysis and materials design	40%	1500-2000	1, 2, 3	Wednesday 24 th August 2016
2	Assignment 2: critical analysis of learner discourse and implications for teaching	40%	1500-2000	4, 5, 6	Friday 30 September 2016
3	Assignment 3:Poster and presentation	20%	10 minutes	Any mix of 1,2,3,4,5,6	11 and 13 October 2016

The poster presentation involves working in a group to identify a focused topic related to the course material, designing and making a poster and making a 10 minute presentation to the class. Assessment on the poster and presentation are based equally on your individual contribution and that of the group as a whole.

Marking criteria are posted on Blackboard.

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
- 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 relevant lecturer 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 relevant lecturer 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 relevant lecturer 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 cannot be resubmitted.

Set texts

Gibbons, P. (2015). Scaffolding language Scaffolding Learning. Portsmouth N.H.: Heinemann.

Links to readings for each lecture that are not in the set textbook will be available on Tallis Aspire via Blackboard.

Customers can order textbooks online at www.vicbooks.co.nz

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:

Student feedback

This is a new course so no feedback is available

Student feedback on University courses may be found at 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
- 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