



School of Linguistics and Applied Language Studies Course Outline

LALS 511, Methodology 2: Reading and writing, Trimester 2, 2006

1. Course Coordinator:

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Post: School of Linguistics and Applied Language Studies
Victoria University of Wellington
PO Box 600
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NEW ZEALAND

2. Staff: John Macalister

3. Class times and rooms: Tuesday 1-3 pm, Hunter 214

The class meets on the following ten dates:

July 11, 18, 25, August 1, 8, 15, [Break], September 5, 12, 19, 26.

For distance students, the course is available at <http://blackboard.vuw.ac.nz>. 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 scs-help@vuw.ac.nz or phone (04) 463 5050. If you want to use other student computing services, you need to call the SCS Help Desk on (04) 463 5050. Staff will re-confirm your username and re-set your password after confirming your identity. Useful websites include <http://www.vuw.ac.nz/its> and <http://www.vuw.ac.nz/scs>. If you are an international student the following site could be useful for you <http://www.victoria-international.ac.nz/>.

Distance students are welcome to come to the class if they are in Wellington.
Contact John Macalister for details.

4. Announcements: MA noticeboard Level 2 Von Zedlitz, and via Blackboard.

Some additional information relevant to this course can be found in the School MA Handbook for 2004. The handbook is available on the web.

<http://www.vuw.ac.nz/lals/degrees/docs/Handbook%202006.pdf>

5. LALS main office: VZ 210, 2nd floor Von Zedlitz Building, Kelburn Parade

6. LALS 511 Course Administrator: Jane Dudley, Postgraduate administration
Tel: 463 5600 / 463 5255 / 463 5894
Web contact: www.blackboard.vuw.ac.nz

7. Aims: This course looks at the teaching of reading and writing in a second or foreign language.

8. Objectives: By the end of the course, course members should be able to discuss some of the important current issues in the teaching and learning of reading and writing, describe important areas for research in these areas, comment critically on research and practice, design the reading and writing components of a language course, teach a reading and writing course, and advise teachers and learners on reading and writing.

9. Content: The following topics will be covered in the course. The reading for each topic is indicated in brackets. The full references can be found in the table of contents of the set readings. There is a task associated with five of the topics that needs to be submitted on the due date for assessment. The readings in italics are the two set texts for the course. *TRW* refers to the LALS publication *Teaching Reading and Writing* available from Student Notes.

- 1 **Learning to read in a second language** (11 July)
(*TRW* ch. 1, Field 2002; Grabe 1995; Grabe and Stoller 2002; Smith and Elley 1997; Williams 1986) TASK
- 2 **Attention to form, attention to meaning: the example of spelling** (18 July)
(*TRW* ch. 2, Moseley 1994; Stahl, Duffy-Hester and Stahl 1998; Spelling and pronunciation – points of correspondence) TASK
- 3 **Intensive reading** (25 July)
(*TRW* ch. 3, Nation, 2004; Murdoch 1986; Palmer 1982; Rasinski 2003) TASK
- 4 **Extensive reading and book floods** (1 August)
(*TRW* ch. 4, Elley and Mangubhai, 1981; Nation 2001; Day and Bamford 2002)
- 5 **Reading fluency** (8 August)
(*TRW* ch. 5, Stahl and Kuhn 2002; Rasinski 2000)
- 6 **Assessing reading** (15 August)
(*TRW* ch. 6, Alderson 1996)
- 7 **Guiding writing** (5 September)
(*TRW* ch. 7, *Grabe and Kaplan Chapters 10 & 11*; Wong et al 2002; Cumming 1992; Cotterall and Cohen 2003) TASK
- 8 **The writing process** (12 September)
(*TRW* ch. 8, *Grabe and Kaplan Chapters 4 & 5*) TASK
- 9 **Text structure: topic types** (19 September)
(*TRW* ch. 9, Johns and Davies, 1983; Nation, 1993; Franken 1987)
- 10 **Responding to and assessing writing** (26 September)
(*TRW* ch. 10, *Grabe and Kaplan Chapter 13*; Ferris 2004)

10. Texts: There are three required texts and one recommended text.

Required

Grabe, W. and Kaplan R.B. (1996) *Theory & Practice of Writing* Addison, Wesley Longman, Harlow (cost \$86.95), available from the Victoria Book Centre (enquiries@vicbooks.co.nz).

Nation, I.S.P. (2005) *Teaching Reading and Writing*. Student Notes Victoria University of Wellington. This can be bought from student notes for \$17: Bar code number 3337/05 (studentnotes@vicbooks.co.nz).

LALS 511: Methodology 2: Teaching Reading and Writing: Selected Readings. This can be bought from student notes for \$19-20: Bar code number 3266/05 (studentnotes@vicbooks.co.nz).

Selected readings will also be available electronically through Blackboard.

Recommended

Urquhart, S. and Weir, C. (1998) *Reading in a Second Language: Process, Product and Practice* Addison, Wesley Longman, Harlow (\$85.95).

A graded reader of your choice.

This web site for Victoria Books allows on-line shopping for books. <http://www.vicbooks.co.nz>

11. Assessment: The course will be assessed by an assignment worth 60% of the final grade and five tasks each worth 8% totalling 40% of the final grade.

The assignment is due by Friday 13th October 2006. Assignments are expected to be around 2,500 words.

The tasks are due on the following dates. Each task is expected to be around 300 words or less.

Task 1 25 July
Task 2 01 August
Task 3 08 August
Task 4 12 September
Task 5 26 September

Assignment 13 October

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

Tasks and assignments can be submitted as e-mail attachments. Please submit each one as a **single** document in WORD format or pdf, and e-mail them to LALS-511@vuw.ac.nz. If you send them by post, please include **two** copies of each assignment or task. The other will be retained for external examining. The postal address is on page 1 of this outline. The assignment topics and tasks are described in this course outline.

Assignment

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.

OR

Design a unit of work on reading or writing which is ready to use. Comment on the features of your design. About one-third of the work for your assignment should be your commentary.

OR

Design and carry out a small piece of research focusing on reading or writing.

Tasks

Each task is worth 8% of the final grade. The five tasks total 40% of the final grade. They must be submitted on the assigned dates. This is to allow feedback on the tasks to be distributed soon after the submission of the task. The answers to each task should typically fit within two pages. The tasks are designed to draw on set reading and to get you to apply ideas covered in the course.

Task 1: Module 1 (25 July)

- 1 What strand does the technique of *Shared reading* fit into (meaning focused input, meaning focused output, language focused learning, or fluency development)? Why does it fit into this strand?
- 2 What problems would you face in using the technique of *Shared reading* with a group of young non-native speaking beginners?
- 3 Choose one of Grabe's (1995) dilemmas and suggest two or three solutions that could apply in the situation you teach in.

Task 2: Module 2 (1 August)

- 1 Using the list of sound spelling correspondences in Appendix 1 of *Teaching Reading and Writing*, analyze the relative regularity of these five words - *price, number, between, help, access*.
- 2 Explain how the different spellings of *bath* and *bathe* reflect the different pronunciations. In addition note which correspondences in Appendix 1 of *Teaching Reading and Writing* apply.

3 Find four of your own examples of the free and checked spelling rule which is described in Chapter 2 of *Teaching Reading and Writing* and explain how they fit the rule. Find an exception that does not, and explain why it does not.

Task 3: Module 3 (8 August)

1 Briefly comment on five different items in the *Limestone* text in the set readings booklet that you could draw attention to in intensive reading. For instance, one kind of item could be some problematic words, another kind of item could be necessary background knowledge. Relate each these to specific parts of the *Limestone* text. In your commentary say (1) why you have chosen to focus on this item, (2) how you will deal with it, and (3) how you expect focusing on it will have future value for the learners.

2 Design a short exercise suitable for inclusion on a reading card or in a course book to focus on an aspect of the *Dotterel chicks* text in the set readings booklet. Briefly describe and justify the exercise.

3 Make four questions based on the *Dotterel chicks* text and describe what kind of comprehension each one is focusing on – literal, inference, application, evaluation.

Task 4: Module 7 (12 September)

1 Design a ready-to-use guided writing activity suitable for the level of learner you teach. Briefly comment on the main features of your activity.

2 List in order of preference five ways of supporting learners in their writing. Explain why the top one is your preferred choice.

Task 5: Modules 8, 9 and 10 (26 September)

1 Using the model of the writing process described in Chapter 8 of *Teaching Reading and Writing*, briefly describe what part of the writing process you find most difficult in your own writing when writing assignments.

2 Choose one part of the writing process and describe three ways you could give feedback to learners (see Chapter 10 of *Teaching Reading and Writing*) to help them improve their skill at dealing with this part.

3 Grabe and Kaplan (1999) Chapter 8 Use the question on page 203 “Who writes what to whom, for what purpose, why, when, where, and how?” to briefly analyse a writing context relevant to you or your learners. Pages 217-219 of Grabe and Kaplan list contexts etc you can choose from if you wish.

12. Penalties: Assignments and tasks must be submitted by the due date. There is no penalty for late submission but permission must be sought and a good reason given. Try to keep within the word limits especially for the tasks. Assignments and tasks which are plagiarised will not receive a grade and cannot be resubmitted.

13. Relationship between assessment and course objectives:

The assignment provides an opportunity to evaluate research, plan teaching, and carry out a small scale research project. The tasks assess the practical application of ideas and comprehension of the set texts and set readings.

14. Workload: LALS 511 is a fifteen point one-trimester paper. Course members should expect to spend about 12 hours per week for ten weeks on all the work for this course including lectures.

15. Mandatory Course Requirements (Terms): There are minimum course requirements which must be satisfied to be assessed for the final grade. In order to meet these requirements, course members must

complete the 5 tasks

attend all the ten classes or participate at least once in each of the ten web-based discussions

complete the assignment.

16. Attendance: On-campus course members must attend all ten lectures. If an absence is unavoidable, then the course member should participate in the Blackboard Discussion Board for that week. Course members studying by distance must make a contribution to each one of the ten Discussion Boards.

General University policies and statutes

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

Student Conduct and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at:

www.vuw.ac.nz/policy/StudentConduct

The policy on Staff Conduct can be found on the VUW website at:

www.vuw.ac.nz/policy/StaffConduct

Academic Grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean of your faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website:

www.vuw.ac.nz/policy/AcademicGrievances

Academic integrity and Plagiarism

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at:

www.vuw.ac.nz/home/studying/plagiarism.html

Students with Disabilities

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the Course Co-ordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on ground floor, Robert Stout Building:

Telephone: 463-6070

Email: disability@vuw.ac.nz

The School's Disability Liaison Person for 2006 is Dr Dianne Bardsley, ext 5644, email dianne.bardsley@vuw.ac.nz

Student Support

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, the following staff members will either help you directly or quickly put you in contact with someone who can.

	Staff member	Location
FHSS	Allison Kirkman	MY 407
Law	Kirstin Harvey	Old Govt Building, room 103
Science, and Architecture and Design	Liz Richardson	Cotton Building, room 150
Commerce and Administration	Colin Jeffcoat	Railway West Wing, room 119
Kaiwawao Maori	Liz Rawhiti	Old Kirk, room 007
Manaaki Pihipihinga	Melissa Dunlop	14 Kelburn Pde, room 109D
Victoria International	Anne Cronin	10 Kelburn Pde, room 202

The Student Services Group is also available to provide a variety of support and services. Find out more at:

www.vuw.ac.nz/st_services/

Email: student-services@vuw.ac.nz.

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building:

Telephone 463 6983 or 463 6984

Email: education@vuwsa.org.nz.