



School of Linguistics and Applied Language Studies Course Outline

ALIN 202, Second Language Curriculum Trimester 2, 2007

- 1. Course Coordinator:** Dr John Macalister
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NEW ZEALAND
- 2. Lecturer:** Dr John Macalister
- Tutors:** Dr Angela Joe
Ewa Kusmierczyk
- 3. Class times and rooms:** There are two lectures each week for the twelve weeks of the second trimester. Lectures are on Monday and Tuesday 3 – 4 p.m in HULT 220.
There will be one two-hour tutorial each week, beginning in Week 2.
Further information about tutorials will be provided in the first lecture.
- 4. Announcements:** Undergraduate B. Ed. TESOL noticeboard Level 3 Von Zedlitz or posted on Blackboard.
- 5. LALS main office:** VZ 210, 2nd floor Von Zedlitz Building, Kelburn Parade
- 6. ALIN 202 Course Administrator:** Vivien Trott, Undergraduate administration
Vivien.Trott@vuw.ac.nz
Tel: 463 5600/463 5894
- 7. Aims:** This course looks at the principles and practice of curriculum design in the overall design of courses and in the teaching of particular skills.
- 8. Objectives:** By the end of the course, you should be able to systematically
- (1) evaluate the design of an existing course and decide if it is worth adopting
 - (2) suggest how to improve an existing course
 - (3) systematically design a short course with limited goals, for example, a three week course or a reading course
 - (4) play a useful part in guiding a team to design a large course
 - (5) run a short workshop on course design.
 - (6) critically examine approaches to course design

- (7) implement change in a language program
- (8) design an in-service workshop

9. Content: The following topics will be covered in the course. The dates given are for the Monday at the beginning of each week. Required reading is given in brackets. *LCD* is the set text *Language Curriculum Design*. Tasks are associated with three of the topics.

1	9 July	Overview (<i>LCD</i> Ch. 1; Littlewood, 1992)	TASK 1
2	16 July	Environment analysis (<i>LCD</i> Ch. 2; Tessmer, 1990)	TASK 2
3	23 July	Needs analysis (<i>LCD</i> Ch. 3; West, 1994; Long, 2005)	
4	30 July	Principles (<i>LCD</i> Ch. 4; Williams, 1986; Cotterall, 2000)	
5	6 August	Goals, Content and sequencing (<i>LCD</i> Ch. 5; Van Ek and Alexander, 1975; Long and Crookes, 1992; Ellis, 2003)	
6	13 August	Format and presentation (<i>LCD</i> Ch. 6; Gibbons, 1989; Batstone, 1988)	
Break			
7	3 September	Monitoring and assessment (<i>LCD</i> Ch. 7; Brown, 1992; Read, 1983)	
8	10 September	Evaluation (<i>LCD</i> Ch. 8; Brown, 1994)	TASK 3
9	17 September	Approaches to curriculum design and negotiated syllabuses (<i>LCD</i> Ch. 9 & 10; Murdoch, 1989; Tessmer and Wedman, 1990; Hutchinson and Waters, 1987; Ellis, 2003; Clarke, 1991)	
10	24 September	Using a course book (<i>LCD</i> Ch. 11; Clarke, 1991; Prabhu, 1989; Block, 1991)	
11	1 October	Introducing change (<i>LCD</i> Ch. 12; Markee, 1997; Stoyhoff, 1991)	
12	8 October	Planning an in-service course (<i>LCD</i> Ch. 13; Ellis, 1986)	

10. Texts: The set texts for the course are *Language Curriculum Design* (est. cost \$22) by I. S. P. Nation and John Macalister, and *Language Curriculum Design: Selected Readings* (est. cost \$15). Both are available from the University Notes Distribution Centre.

11. Assessment:

This course will be examined by in-term assessment. There is no final examination.

Two in-class tests	15% each, totalling 30%	
Three tasks	10% each, totalling 30%	Each task – 600 words
Assignment	40%	Approximately 2,000 words

Due dates for tasks

Task 1	3 August
Task 2	17 August
Task 3	21 September

Test dates

Test 1	14 August	Topics 1-5
Test 2	25 September	Topics 1-8

Assignment date

Assignment due Friday 12 October 2007

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

- Task 1 Find an article describing a piece of course design and analyse it using the table on page 12 of *Language Curriculum Design*. Make a brief comment on the adequacy of the course design (were all the parts of the model well covered?) and the adequacy of the reporting in the article. (Did the article adequately explain what was done?). Attach a photocopy of the article to your task and give the reference for the article.
- Task 2 Do an environment analysis of a teaching situation you know. Be sure to show the effects on the course.
- Task 3 What means would you use to evaluate ALIN 202? Choose three preferred ways and justify your choices. Say why you rejected some methods of evaluation.

Assignment

The assignment is due on Friday 12 October 2007. There is no word limit, but a typical assignment is around 2,000 words long.

Assignment topics

Reading lists for each topic will **not** be provided. Each topic has particular links to identified chapter/s of the set text. You are expected to select appropriate further reading relevant to your assignment after careful reading of the set text and use of the References section.

- 1 Design a reading course for either primary or secondary learners of English as a Foreign Language. Explain how you will assess needs, the impact of environment analysis on the course, and the impact of key principles. (Chapters 1 – 8)
- 2 You have to teach a first year English class in a university where English is not the language of instruction. The course is obligatory but the learners receive no credit for it. Describe the steps you would follow to design a course that would be valued by the learners. (Chapters 1 – 8)
- 3 Design and justify a programme for assessing the needs and proficiency of new arrivals in a teaching context of your choice. (Chapter 3)
- 4 Design a course book evaluation form to use when choosing a course book. Apply it to some course books. (Chapter 11)
- 5 Choose a unit from a commercially available course book. Identify ways in which you would adapt this unit for use in a particular teaching and learning situation. Explain and justify the changes you would make with reference to the language curriculum design model. (Chapter 11)
- 6 Identify a curriculum innovation that you would like to introduce in a specific teaching and learning context. Describe your approach to ensure the innovation's acceptance and successful use in that context. (Chapter 12)
- 7 Design a short in-service course (from half a day to two days' duration) for teachers in a specific teaching and learning situation. (Chapter 13)

If you wish to do a different topic you should first consult with John Macalister.

Deadlines and Penalties

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. If you require an extension for good reasons, ask the course coordinator ahead of the date for handing in the assignment.

Unless you have a valid extension granted for your assignment, the following penalties will apply:

For assignments handed in within a week after the due date, the maximum grade possible is C and no personal comment will be provided. Assignments handed in after this time receive no mark.

Plagiarism is not acceptable in assessed work, and will be penalised. The penalty will depend on the severity of the plagiarism. See General University Policies.

12. Relationship between assessment and course objectives: The assignment aims to get you to apply a model of course design to a familiar situation to extend your knowledge of the model and provide you with an outcome that you can use in your own teaching. The tests will focus on understanding the course book and readings. The tasks concentrate on application of the course design process.

13. Workload: ALIN 202 is a 22 point one-trimester paper. Course members should expect to spend about 15 hours per week for twelve weeks on all the work for this course including lectures. The total assessment should be around 5,000 words.

14. Mandatory Course Requirements

To meet Mandatory Course Requirements, each course member is required to do the following work:

- a. Attend all workshops and lectures.
- b. Complete all assessment requirements.

15. Attendance

You should attend all workshops unless alternative arrangements have been made in advance. An attendance register is kept in workshops. We also expect course members to attend all lectures.

General University policies and statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at www.vuw.ac.nz.

Student 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 are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy 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; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in 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 at:

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. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

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

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

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

Students with Impairments (see Appendix 3 of the Assessment Handbook)

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as 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 coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building:

telephone: 463-6070

email: disability@vuw.ac.nz

The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

Student Support

Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contacts are **Dr Allison Kirkman, Murphy Building, room 407** and **Dr Stuart Brock, Murphy Building, room 312**. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

Manaaki Pihipihinga Programme

This programme offers:

- Academic mentoring for all Māori & Pacific students at all levels of undergraduate study for the faculties of Commerce & Administration and Humanities & Social Sciences. Contact Manaaki-Pihipihinga-Programme@vuw.ac.nz or phone 463 6015 to register for Humanities & Social Science mentoring and 463 8977 to register for mentoring for Commerce and Administration courses
- Postgraduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities
- Pacific Support Coordinator who can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Contact; Pacific-Support-Coord@vuw.ac.nz or phone 463 5842.

Manaaki Pihipihinga is located at: 14 Kelburn Parade, back court yard, Room 109 D (for Humanities mentoring & some first year Commerce mentoring) or Room 210 level 2 west wing railway station Pipitea (commerce mentoring space). Māori Studies mentoring is done at the marae.

Student Services

In addition, the Student Services Group (email: student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at:

www.vuw.ac.nz/st_services/

VUWSA employs 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 (tel. 463-6983 or 463-6984, email at education@vuwsa.org.nz) is located on the ground floor, Student Union Building.