Victoria
UNIVERSITY OF WELLINGTON
Te Whare Wānanga
o te Ūpoko o te Ika a Māui

School of Linguistics and Applied Language Studies
Course Outline

ALIN 302, Language education for science and technology
Trimester 2, 2007

1. Course Coordinator: Paul Nation

Office:	Von Zedlitz Building, Room VZ 317
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2. Staff: Lecturers and tutors: Paul Nation and Elaine Vine

Elaine Vine	Office:	VZ 405
	Phone:	4635608
	E-mail:	elaine.vine@vuw.ac.nz

3. Class times and rooms:

There are two lectures and one tutorial each week.
Lectures are on Thursday 12.00-12.50pm (HU 323) and Friday 12.00-12.50pm (MY 101).
Course members must attend one tutorial on Monday 1.10-2.00pm or 2.10-3.00pm in HU 324.
Tutorials begin in Week 2. Allocation to tutorial groups will be done in Week 1 lectures.

4. Announcements: Undergraduate BEd(TESOL) noticeboard Level 3 Von Zedlitz

5. LALS main office: VZ210, 2nd floor Von Zedlitz Building, Kelburn Parade

6. Course Administrator: Vivien Trott, Undergraduate administration
                               Tel: 463-5600/463-5255/463-5894

7. Aims:

This course explores ways of helping second or foreign language learners increase their language proficiency while studying content matter subjects like mathematics and science through the medium of English. It also looks at ways of reducing language-related problems in content matter learning.

8. Objectives:

By the end of this course, students should be able to
        (1) decide what language features need special attention,

(2) plan a range of ways of giving attention to these features,
(3) design appropriate assessment which takes account of both content matter and language learning, and
(4) ensure that language issues do not hold back content matter learning.

9. Content:

A discourse perspective on EST
DP = Set Readings: A Discourse Perspective on EST (set text)
Week 1: Introduction to the course (*DP* Reading 1, Chan & Tan 2006); Register and mode continuum (*DP* Reading 3, Gibbons 2003)
Week 2: How texts construct scientific meaning (*DP* Reading 11, Young & Nguyen 2002)
Week 3: Knowledge framework (*DP* Reading 7, Tang 2001); Levels of questioning (*DP* Reading 4, Gray 1996)
Week 4: Recasts as scaffolds (*DP* Reading 5, Mohan & Beckett 2003); Mathematics register (*DP* Reading 8, Vine 1985, Reading 10, Vine Devere & Luxford 2005)
Week 5: Language demands and learning activities (*DP* Reading 9, Vine 1997)
Week 6: Assessing language and content learning (*DP* Reading 6, Short 1993)

A vocabulary perspective on EST
FV = Focus on Vocabulary (set text)
Week 7: Types of vocabulary and levels of vocabulary (*FV* Chs 1 and 3) (Coxhead, 2000; Chung and Nation, 2003)
Week 8: Investigating words (*FV* Ch2) (see the *Corpus studies* and *Concordances* sections of the set readings)
Week 9: Vocabulary as a barrier to learning (*FV* Ch 1) (Neville-Barton and Barton, 2005)
Week 10: Shared tasks and guided tasks (*FV* Chs 4 and 5) (Nation, 2004; Ellis, 2005)
Week 11: Experience tasks (*FV* Chs 4 and 5) (Langham, 2003; Teemant et al, 1996)
Week 12: Planning and assessing the vocabulary component of a course (*FV* Chs 3 and 7) (Nation, 2000)

10. Texts:

Required:

1 A set of readings from the students notes centre called *ALIN 302 Language education for Science and technology: Set readings: A Discourse Perspective on EST* ($12.27)
2 Paul Nation and Peter Yongqi Gu. (2007) *Focus on Vocabulary* Sydney: NCELTR, Macquarie ($40.95).
3 A set of readings from the students notes centre called *ALIN 302 Module 2 Set readings* (Cost to be advised).

Recommended:

1 A text from the student notes centre called *Creating, adapting and using language teaching techniques*.
2 Vocabulary Resource Booklet (Available from the student notes centre)

Any other relevant material/equipment:

A concordance program *Antconc* available from http://www.antlab.sci.waseda.ac.jp/software.html
or ConCAPP 4.0 available from http://www.edict.com.hk/concordance/
The RANGE program available from http://www.vuw.ac.nz/lals/staff/paul-nation/nation.aspx

Course members should also be familiar with Range, Vocabprofile and the concordancers on Tom Cobb's website www.lextutor.ca

11. Assessment:

The course will be assessed by two tasks, one test and an assignment.

Task 1	Due 12.00 noon Thursday 09 August 2007	20%	1,200-1,600 words
Task 2	Due 12.00 noon Thursday 20 September 2007	20%	1,200-1,600 words
Test	In class on Thursday 04 October 2007	20%	
Assignment	Due 5.00pm Friday 12 October 2007	40%	2,500-3,200 words

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.

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. Be careful to keep within the word limits. Assignments and tasks which are plagiarised will not receive a grade and cannot be resubmitted.

13. Relationship between assessment and course objectives:

The tasks focus on objective 1, deciding what language features need special attention, from a discourse perspective for Task 1 and from a vocabulary perspective for Task 2. The test focuses on important ideas covered in the course relating to objectives 1, 2 and 3 from both a discourse and a vocabulary perspective. The assignment focuses on objective 4 by giving class members a chance to integrate the learning from the whole course and apply this to a text or practical situation to ensure that language issues do not hold back content matter learning.

14. Workload:

In order to make satisfactory progress in this course you should expect to devote, on average, 18 hours a week to it. This includes attendance at lectures and tutorials, preparation for tutorials, background reading and preparation for tasks, test and assignment. 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.

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, you must hand in the two tasks and the assignment by 5pm on Friday 12 October 2007 and sit the test in class. You must make a satisfactory attempt at the two tasks and the assignment. 'Satisfactory' means that if the work does not reach a C standard, it must nevertheless reflect the fact that the task/assignment has been taken seriously and that a reasonable amount of effort has been devoted to the topic. You must also get a grade of D or better in the class test.

16. Attendance:

Course members are expected to attend all lecture and tutorial classes.

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:

<div align="center">telephone: 463-6070   email: disability@vuw.ac.nz</div>

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 contact is **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-Progamme@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
- Post graduate 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.