



**School of Linguistics and Applied Language Studies  
English Language Institute**

**Course Outline**

**ELIN 941**

**English for Professional Purposes  
Trimester 2, 2007**

**1. Programme Director:** Angela Joe, Room VZ 213, telephone 463 5607  
Email: [angela.joe@vuw.ac.nz](mailto:angela.joe@vuw.ac.nz)  
<http://www.vuw.ac.nz/lals>

**2. Staff:**  
**Course Co-ordinator:** Nicky Riddiford, Room VZ309,  
Telephone 463 6471  
Email: [nicky.riddiford@vuw.ac.nz](mailto:nicky.riddiford@vuw.ac.nz)

**Work Placement Co-ordinator:**

**3. Class times and places:**

**Classroom: 20 Kelburn Parade, Room 101**

Classes take place from 9.00 am to 1.00 pm Monday to Thursday, and 9.00 am to 12.00 noon on Friday, for the first five weeks. After five weeks in the classroom, you will be placed into a Wellington workplace for a maximum of six weeks. During the work placement period, you must attend class on Mondays from 1.00 pm to 4.00 pm. In the final week of the course, classes will take place from 9.00 am to 1pm each day.

The course will start on Monday 30<sup>th</sup> July 2007 and finish on Friday 19<sup>th</sup> October 2007.

#### 4. Announcements:

##### Noticeboards

Course information will be announced in class and displayed on the class noticeboard.

##### Where you can go to study on your own

We hope that, early in the course, you will take responsibility for your own learning. Outside class hours, these are some of the places you can go to work on your own. Ask your teachers if you need further guidance.

<b>Place</b>	<b>Location</b>	<b>Suggested activities</b>
<b>The Language Learning Centre (LLC)</b>	Ground floor of the von Zedlitz building.	You can do listening or pronunciation practice with audio materials, including materials used in class work that you might want to listen to for a second time. You can work with computers for language learning and word processing.
<b>The Self Access Centre (SAC)</b>	VZ007 in the Language Learning Centre.	You can use materials to study grammar and vocabulary. There is also popular reading material for you to enjoy.
<b>The University Library</b>	The Rankine Brown building.	The library has a very large collection of academic and general interest periodicals and books, including newspapers and magazines. The library has an interloan system with other libraries in New Zealand.
<b>The Audio-Visual suite of the library</b>	On Level 9 of the Library in the Rankine Brown Building.	Watch or listen to video and audio material on the library equipment.
<b>The Wellington Public Library</b>	Victoria Street in the centre of the city.	Wellington Public Library welcomes membership applications. If you are only living in Wellington for a short time (up to 3 months) you can borrow books for \$2.00 per book. If you live permanently in Wellington, then membership is free. You need to supply both residential ID (for example, a letter to you with your address on it) and personal ID (for example, your passport).

## Student services

As a student at the university you will be able to use the student services. They are:

<b>Service</b>	<b>Address and Phone Number</b>	<b>Extra Information</b>
<b>Emergency Contact</b>	<b>029 463 5595</b>	<b>This is a 24 hour contact phone number for International Students in the event of an emergency.</b>
<b>Student Health Service</b>	4 Wai-te-ata Road. Phone 463-5308	You need to make an appointment to see a doctor or a nurse. They can deal with a wide range of health problems and questions.
<b>Recreation Service</b>	Wai-te-ata Road. Phone 463-6614.	At the Recreation Centre you can play sports such as volleyball and badminton with other course members or with local students.
<b>Accommodation Service</b>	14 Kelburn Parade. Phone 463-5896.	The Accommodation Officer can help you find suitable accommodation and can answer questions about accommodation.
<b>Counselling Service</b>	2 Wai-te-ata Road. Phone 463-5310.	The counselling staff can help you with any difficulties which stop you from studying effectively. This service is free.
<b>Student Finance Advisors</b>	In offices behind 14 Kelburn Parade. Phone 463-6644	The Student Finance Officer can help you to work out a budget and may also be able to assist you financially in certain circumstances.
<b>Student Learning Support</b>	In offices on Level O, Kirk Wing, Hunter courtyard. Phone 463-5999	Student Learning Support staff provide study skills advice.
<b>Career Development and Employment</b>	14 Kelburn Parade Phone 463-5393.	This service can help you with career planning.
<b>Victoria International</b>	Level 2, Rutherford House, Pipitea Campus Phone 463-5350	Victoria International deal with admissions for International students.
<b>Student Creche</b>	67, 69 and 71 Fairlie Terrace Phone Jean Sunko, 463-5151	If you have young children, it may be possible to take them to the crèche during the day. However, you need to make a reservation early.
<b>Disability Support</b>	Robert Stout Bldg. Level 1. 463-6070	If you require support for a disability, you can contact this office or talk to your teacher.
<b>Prayer room</b>	EA 214	If you want a quiet room for prayer, you may use this room.
<b>Student Recruitment and Course Advice</b>	Hunter Bldg. Level 1. 463-5374	You can ask Student Recruitment and Course Advice for help in choosing or planning courses if you intend to study a degree course at Victoria University.

## **Student Health Service**

The telephone number for the **Wellington Accident and Urgent Medical Centre** at **17 Adelaide Road** in Newtown is **384-4944**. You will have to pay for your medical care there. It is open from 8 am to 11 pm, seven days a week.

If you think you need medicine, see a doctor. In New Zealand you must get a prescription note from a doctor to buy most medicines. You take the prescription note to a pharmacy/chemist.

If you are a permanent resident of New Zealand and have a Community Services Card, there is no charge to see the doctor. If you are a permanent resident but do not have a Community Services Card, you must pay \$15 at Student Health.

## **Computer facilities**

There are many computers available to students, which all have word-processing software. You can use computers in the library and you will be using computers in the Language Learning Centre. You must activate your email account in order to use the computers in the Language Learning Centre. The Student Computing Services (SCS) Help Desks are on the second floor of the Murphy Building and the university library. You need to take your VUW ID. If you want to print or visit internet sites beyond the university, you must put \$10 into your account.

## **Language learning research**

An important part of the English Language Institute's work is research on language learning which contributes to the quality of our programme. You may find that your teachers want to collect data from your classroom activities. If this occurs, teachers will ask whether you agree to participate. If you are uncomfortable with it, you can say you don't want to participate.

## **Teacher training**

The English Language Institute is a teacher training institution. From time to time trainee teachers may observe your classes.

### **5. LALS main office:**

VZ210, 2<sup>nd</sup> floor Von Zedlitz Building, Kelburn Parade

### **6. ELIN 941 Course Administrator:**

Sarah Dunstan, IELTS/EPP/941 administration  
Tel: 463 5255

### **7. Aims:**

The course aims to help you understand and develop appropriate communication skills in professional workplaces, to understand employment conditions in New Zealand and to gain New Zealand workplace experience.

The course will provide you with intensive guided language practice in a range of communicative situations related to the workplace. Both the classroom-based learning and the work placements are intended to help you to critically analyse workplace interactions and effectively communicate within New Zealand workplace contexts.

## 8. Objectives:

ELIN941 aims to help you:

- a. Interpret and practise social interactions such as using small talk to establish rapport.
- b. Analyse and appropriately manage interactions in the workplace such as making a request, disagreeing and negotiating.
- c. Present information through oral and written reports.
- d. Understand the workplace expectations of the organisation you are based in for the work placement.
- e. Interpret, analyse and respond appropriately to key issues relevant to the New Zealand employment context identified through reading, discussion and observation.

## 9. Content:

- Needs Analysis: Negotiating focus tasks for classroom teaching.
- Setting language learning goals. Writing a career path plan.
- Developing strategies for achieving language learning and career path goals.
- Practising, interpreting and critiquing role- plays, simulations, discussions and interview techniques with class members and native speakers.
- Analysing examples of authentic discourse.
- Discussing New Zealand culture.
- Presenting oral reports in small and large groups.
- Researching and writing a professional report.
- Reporting on and responding to key issues identified in the media.
- Reflecting critically on communication styles.
- Interpreting, evaluating and responding to a range of texts.
- Accessing work-related information from the media, websites, workplaces.
- Observing, responding to, managing and negotiating communication issues arising in workplaces.
- Varying language use to suit the context.

## 10. Texts:

### Required:

You will be provided with readings on the course.

### Recommended:

You should have a dictionary for learners of English. The following dictionaries are available at the Victoria Book Centre and downtown bookshops. They range in price from \$35 to \$70. Some bookshops will give a discount if you show them your student ID card. Before you buy a dictionary, ask for advice from your teacher.

Collins COBUILD English Dictionary for Advanced Learners

Collins COBUILD Learner's Dictionary (also called Collins COBUILD Concise Learner's Dictionary)  
 Longman Dictionary of Contemporary English  
 Macmillan English Dictionary for Advanced Learners  
 Oxford Advanced Learner's Dictionary  
 Oxford Wordpower Dictionary for Learners of English

**Other relevant material:**

Useful workplace related websites

There are a large number of useful websites which can help you to access information related to New Zealand employment. Try visiting some of the following:

- <http://www.kiwicareers.govt.nz>
- <http://www.winz.govt.nz>
- <http://www.ers.dol.govt.nz>
- <http://www.cab.org.nz/lowdown/employment.html>
- <http://www.nzjobs.co.nz>
- <http://www.myjob.co.nz>
- <http://www.workinfo.govt.nz>
- <http://www.netcheck.co.nz>
- <http://www.osh.dol.govt.nz>
- <http://www.psa.org.nz>
- <http://www.union.org.nz>
- <http://www.acc.co.nz>
- <http://www.mwa.govt.nz>
- <http://www.worksite.govt.nz>
- <http://www.nzte.govt.nz>
- <http://www.med.govt.nz>
- <http://www.eeotrust.org.nz>
- <http://www.seek.co.nz>
- <http://www.trademe.co.nz>

**11. Assessment:**

ELIN941 is an in-term assessed course based on competencies achieved in the following areas:

<b>Task</b>	<b>Relationship with objectives (p.5)</b>
Written report on one organisation in Wellington	<b>c</b>
Professional portfolio including a career plan, CV, cover letter, email, learning goals and a reflective summary	<b>c</b>
Oral presentation (10-15 minutes)	<b>c,d,e</b>
Participation in interactions relevant to the workplace	<b>a,b,d</b>
Reflection on communication styles	<b>b,d</b>

Refer to the Course Calendar at the end of the Course Outline for the due dates for each assessment task.

After the course has finished, you will receive a report of the competencies achieved in each of the areas outlined on the previous page. Reporting categories for the competencies include achieved, partly achieved or not attempted. The report will include comments and advice from your teachers about your English language learning relevant to the workplace. It will also include a report from your mentor or manager in the six-week work placement.

**A Certificate of Participation in Workplace Communication for Skilled Migrants** will be awarded to students who have fulfilled the mandatory course requirements.

#### **12. Penalties:**

You must complete all assigned work by the deadlines. If you have strong personal reasons for needing an extension (such as an illness or a bereavement), you must get explicit permission to hand work in late before the due date from your class teacher, Nicky Riddiford. Work handed in late without prior permission to do so may not be eligible for assessment.

#### **13. Responsibilities for practicum arrangements:**

A work placement coordinator will be responsible for arranging and supervising work placements on the course. The work placement coordinator will consult with participants on the course and match them with appropriate workplace organisations. During placements, a workplace consultant will provide support for the course participant and the manager or mentor from the organisation. In addition, the consultant will liaise with language teachers to keep them informed of the progress of interns in their work placement.

#### **14. Workload:**

In addition to the 19 class contact hours per week during the classroom component of the course, you are expected to work 10-15 hours independently a week on your individual language learning needs. This is in order to maintain satisfactory progress on the course.

#### **15. Mandatory Course Requirements (Terms):**

In order to pass this course, you must fulfil the mandatory course requirements set out below:

- You must attend for at least 48 days for the full morning class programme and work placements.
- You must complete satisfactorily all class tasks and written and oral assignments specified in the course outline.
- Hand in all required assignments on time. No work will be accepted after **19<sup>th</sup> October**.

You must fulfill the mandatory course requirements to be eligible for the Certificate of Participation. If you do not fulfill these requirements you will still receive a report (provided that you attend at least half of the course).

#### **16. Attendance:**

You must attend a minimum of 48 days. This means you may only miss 10 days of the course, which should only be for strong reasons such as illness or bereavement.

## 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](http://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](http://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](http://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](http://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](http://www.vuw.ac.nz/home/studying/plagiarism.html)



## Students with Impairments

The University has a *Policy on Meeting the Needs of Students with Impairments* (<http://policy.vuw.ac.nz/Amphora!~~policy.vuw.ac.nz~POLICY~00000001116.pdf>). This policy aims to give students with impairments 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](mailto: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 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 under graduate study for the faculties of Commerce & Administration and Humanities & Social sciences. Contact [Manaaki-Pihipihinga-Programme@vuw.ac.nz](mailto: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
- 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](mailto: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](mailto: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/](http://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](mailto:education@vuwsa.org.nz)) is located on the ground floor, Student Union Building.

## APPENDIX 1: WRITING A LIST OF REFERENCES

At the end of an essay or report, on a separate piece of paper, you must list all the sources you have used. This is called a *list of references*. You must list your references in alphabetical order according to the authors' surnames. You should only list sources that you have referred to in your essay. A list of useful books and other materials about a topic is called a *bibliography* and you are not required to give a bibliography in this course.

We have based this guide on *Publication Manual of the American Psychological Association* (5<sup>th</sup> ed.) 2001. Washington, D.C.: American Psychological Association.

### 1. Books

Author's surname, author's initials. (Year of publication). *Title of the book*. Place of publication: Name of the publisher.

#### **Example**

Orange, C. (1987). *The Treaty of Waitangi*. Wellington: Allen and Unwin.

Phillips, T. (2005). *Skills in English level 2: Reading resources*. Reading: Garnet.

Rubin, J. & Thompson, I. (1994). *How to be a more successful language learner: Toward learner autonomy*. Boston: Heinle and Heinle.

If there is an editor, use the following order:

Editor's surname, editor's initials. (Ed.). (Year of publication). *Title of the book*. Place of publication: Name of the publisher.

#### **Example**

Kleeman, G. (Ed.). (1995). *Global interactions: A senior geography*. Melbourne: Heinemann.

### 2. Chapter from an edited book

Author's surname, author's initials. (Year of publication). Title of the chapter. In editor's initials. Editor's surname (Ed.), *Title of the book*. (pp. page numbers). Place of publication: Name of the publisher.

#### **Example**

Huberman, A. M. & Miles, M. B. (1994). Data management and analysis methods. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research*. (pp. 428-444). London: Sage.

### 3. Journal Articles

Author's surname, author's initials. (Year of publication). Title of the article. *Title of the journal, volume number*(issue number), page numbers.

#### **Example**

Williams, K. (1990). Three new tests for international students entering post graduate and vocational training courses. *ELT Journal*, 44(1), 55-65.

### 4. Newspaper articles

Author's surname, author's initials (if known). (Year, month, day of publication, if author is known). Title of the article. (Year, month, day of publication, if author is not known). *Title of the newspaper*, p. (if one page) pp. (if more than one page) page number(s).

#### **Example (where author is known)**

Towers, K. (2000, January 18). Doctor not at fault: Coroner. *The Australian*, pp. 3-4.

#### **Example (where author is not known)**

One in eight of world's birds face extinction. (2004, March 3). *Dominion Post*, p. B3.

### 5. The Internet

Author's surname, author's initials (if available). (Year of publication, if available). *Title of the article*. Retrieved date (month date, year), from Internet address

**Example (where the author and the year of publication are known)**

Kenneth, I.A. (2000). *A Buddhist response to the nature of human rights*. Retrieved February 20, 2001, from <http://www.cac.psu.edu/jbe/twocont.html>

**Example (where neither the author nor the year of publication is known)**

*A brief natural history of New Zealand*. (n.d.). Retrieved 29 March, 2001, from <http://www.sanctuary.org.nz/nature/1brief.html>

**6. Information from a Study Theme**

Author's surname, author's initials (if available). Title of the article. Year of the publication). In *Title of the study theme, including its course number*, Victoria University of Wellington, page number.

**Example**

Dynes, M. Cheetahs in the race against time. (2003). In *Endangered Species, ELIN 933*. Victoria University of Wellington: 16.

**7. Corporate Author**

The name of the business or government department. (Year of publication). *Title of the book/publication*. Place of publication: Publisher

**Example**

Australian Bureau of Statistics. (1999). *Disability, aging and carers: Summary of findings*. Canberra: ABS.

**8. Film or Video**

Film-maker's surname, film-maker's initials. (Year that the video was produced). *Title of the video* [video] Any information available about the source of the video, e.g., the city in which the company which produced the video is located: the name of the company which produced the video.

**Example**

Andrews, G., Carey, P. (2000). *Our small world*. [video]. Auckland: George Andrews Productions.

**9. Guest Lecture**

Lecturer's surname, lecturer's initials. (Year, then day and month of lecture). *Title of lecture* [lecture]. Place of lecture.

**Example**

Smith, E. (2003, 29 January). *Earthquakes - what are they and why are they are a threat?* [E. L. I. Guest lecture series]. Victoria University of Wellington.

**10. Television or Radio Programme**

*Title of programme* [television/radio programme]. (Year, month date of broadcast). Place from which programme was broadcast: television/radio station/channel.

**Example**

*Three Score and ten - and then?* [radio programme]. (2000, March 19). Wellington: Radio New Zealand.

**11. Reports and Newsletters with no author**

Name of organization which produced the report or newsletter. (Year, month of publication). *Title of publication* [Newsletter]. Place of publication.

**Example**

South East Asian Ministers of Education Regional Language Centre. (2000, November). *Report of the RELC seminar on language in the global context: Implications for the language classrooms*. Singapore.