

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF LINGUISTICS & APPLIED LANGUAGE STUDIES

**MASTER OF ARTS
LALS 511 TEACHING READING & WRITING
15 POINTS**

TRIMESTER 2 2014

Important dates

Trimester dates: 14 July to 16 November 2014

Teaching dates: 28 July to 17 October 2014

Mid-trimester break: 25 August to 7 September 2014

Last assessment item due: 24 October 2014

Study week: 20–24 October 2014

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

Class times and locations

Monday 4 – 6 pm, VZ104

Names and contact details

Course coordinator

Dr Averil Coxhead



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Course administrator

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Communication of additional information

Additional information about this course and information about any changes will be posted on the course website in Blackboard.

Prescription

Examination of the principles behind the effective teaching of reading and writing skills in another language and the application of these principles in the preparation and use of teaching materials

Course content

The following topics will be covered in the course. There are extra readings in the course readings.

1 Learning to read in a second language 28 July
Teaching ESL/EFL Reading and Writing ch. 1

2 Intensive reading 4 August
Teaching ESL/EFL Reading and Writing ch. 3

3 Extensive reading and book floods 11 August
Teaching ESL/EFL Reading and Writing ch. 4

4 Reading fluency 18 August
Teaching ESL/EFL Reading and Writing ch. 5

MID TRIMESTER BREAK: 25 AUGUST – 5 September INCLUSIVE

5 Assessing reading 8 September
Teaching ESL/EFL Reading and Writing ch. 6

6 Guiding writing 15 September
Teaching ESL/EFL Reading and Writing ch. 7

7 Text structure: topic types 22 September
Teaching ESL/EFL Reading and Writing ch. 9

8 The writing process 29 September
Teaching ESL/EFL Reading and Writing ch. 8

9 Responding to writing 6 October
Teaching ESL/EFL Reading and Writing ch. 10

10 Assessing writing 13 October
Teaching ESL/EFL Reading and Writing ch. 10

Course learning objectives (CLOs)

By the end of the course, course members should be able to:

1. Discuss some of the important current issues in the teaching and learning of reading and writing.
2. Describe important areas for research in these areas.
3. Comment critically on research and practice.
4. Design the reading and writing components of a language course.
5. Teach a reading and writing course.
6. Advise teachers and learners on reading and writing.

Teaching format

The course is delivered in two modes: on campus and by distance. On campus classes are run as workshops. For distance students, the course is available at <http://blackboard.vuw.ac.nz>. Blackboard is Victoria's online teaching and learning system. In both modes, students are expected to participate actively in activities and discussions. Further information about Blackboard is available under Frequently Asked Questions, under the Study tab of the School website.

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 its-service@vuw.ac.nz or phone (04) 463 5050. For IT services available to students see <http://www.victoria.ac.nz/its>

If you are an international student the following site could be useful: <http://www.victoria-international.ac.nz/>.

Distance students – you are very welcome to come to the class if you are in Wellington. Just let Averil know beforehand.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. Complete the tasks.
2. Attend all ten classes (on-campus).*
3. Participate each week in each of the ten web-based discussions (distance).
4. Complete the assignment.

*If an absence is unavoidable, then the course member should participate in the Blackboard Discussion Board for that week. Please let Averil know that you will be online in that week.

Course members studying by distance must make a contribution to each week of the Discussion Boards in the week of each module. If this is not possible, please email Averil.

Workload

LALS 511 is a fifteen point one-trimester paper. Course members should expect to spend about 15 hours per week for ten weeks on all the work for this course including lectures. Over the ten weeks, this is likely to average 2 hours in-class or contributing to on-line discussion, 10 hours reading, and 3 hours on assessment each week.

Assessment

The course will be assessed by an assignment worth 60% of the final grade and two tasks that total 40% of the final grade.

Assessment	Due date	Word length	Percentage of final grade	Learning objectives
Task One	20 August	Answer all sections. Each section of a task is expected to be around 500 words or fewer.	20%	1, 2, 3, 4, 5, 6,
Task Two	26 September		20%	1, 2, 3, 4, 5, 6,
Assignment	24 October	2,500 words	60%	1, 2, 3, 4, 5, 6,

Here is the rubric for each piece of assessment for the course.

Tasks

Each section of a task is expected to be around 500 words or fewer. The two tasks total 40% of the final grade. They must be submitted on the assigned dates 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: Teaching Reading

20 August

20% of the final grade

1. Explain how the technique of Shared reading first into all four strands of a language programme (meaning focused input, meaning focused output, language focused learning, and fluency development) (Nation, 2009.) Which strand seems most important to you, and why?
2. What problems could 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: Teaching Writing

26 September

20% of the final grade

1. Design a ready-to-use shared or guided writing task (see *Teaching ESL/EFL Reading and Writing* Chapter 7) suitable for the level of learner you teach. Briefly comment on the main features of your activity.
2. Identify one part of the writing process learners you teach or have taught find difficult and describe three ways you could give feedback to learners to help them improve their skill at dealing with this part.

Assignment

24 October

60% of the final grade

2,500 word commentary

Either

Design a unit of work on reading which is ready to use with a particular group of students. Comment on the features of your design, drawing on readings and insight from the course as well as your own teaching experience. About one-third of the total work for your assignment should be your commentary.

Or

Design a unit of work on writing which is ready to use with a particular group of students. Comment on the features of your design, drawing on readings and insight from the course as well as your own teaching experience. About one-third of the total work for your assignment should be your commentary.

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.

Submission and return of work

Submit your assignments through the Blackboard (BB) system, whether you are a distance or face-to-face member of the course. Instructions on how to use the BB assignment tool are on the BB website. As a backup measure only, assignments may be submitted as email attachments to lals-ma@vuw.ac.nz. Work will be returned on Blackboard or by email.

Extensions and penalties

Extensions

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.

Penalties

You are expected to keep within the word limits especially for the tasks. No credit will be given for work beyond the word limits.

Assignments and tasks which are plagiarised will not receive a grade and cannot be resubmitted.

Set texts

1. Nation, I.S.P. (2009) *Teaching ESL/EFL Reading and Writing*. New York: Routledge/Taylor & Francis.
2. Course readings for LALS 511.

You can order textbooks and student notes online at www.vicbooks.co.nz.

Recommended reading

Grabe, W., & Kaplan, R. B. (1996). *Theory and practice of writing*. New York: Longman.

You will also need access to a graded reader of your choice. See the Extensive Reading Foundation website for some suggestions on graded readers - <http://erfoundation.org>.

Course reserves for LALS 511 are available through the library website.

Class representative

There is one class representative for the MA programme. Details are posted on Blackboard.

Student feedback

In this course, I will be seeking feedback on the development of creative thinking and communication skills. In response to earlier student feedback, course requirements have now been made clearer.

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
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- 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
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- 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
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- 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