Course Outline Semester 1 2018



# LANGTCHG 205 Developing Literacy in a Second Language

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| Course description  |

This course introduces students to concepts relating to literacy development, including academic literacy and methods for instruction to foster the development of L2 reading and writing.

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| Aims  |

The aims of the course are to enable students to

* Understand processes and theories involved in L2 literacy development.
* Develop understanding of the teaching of L2 literacy including academic writing, reading, vocabulary and assessment.

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| Class information  |

**Semester dates:** 26 February – 25 June

**Classes:** Monday, 10-12 **Location**: 302-G20

**There are 3 tutorials scheduled:** Please check your tutorial enrolment for this information.

**Time & location of tutorials:** Locations and times vary. Please check your tutorial enrolment for this information.

**Lecturers:**

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| Dr Louisa Buckingham (Course coordinator)Room 204 Arts 2 Building, Ext. 87045 l.buckingham@auckland.ac.nz Office hour: Thursdays 2-3pm | Associate Professor Helen Basturkmen Room 325 Arts 2 Building, Ext. 84965 h.basturkmen@auckland.ac.nz Office hour: Tuesdays 11-12pm |

**Course Tutor:** Judit McPherson j.mcpherson@auckland.ac.nz

Room 451 Arts 1 Building Ext. 82427

Kate Edger Information commons, BLDG 315, L3, Room 338.

Office hour: To be confirmed

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| Workload |

The University’s general expectation is that each course requires an average of **ten hours** **of work** per week. This includes reading, attending lectures, revising notes, and preparing for assignments. Please note that this is an average amount of time, and students who achieve high marks will generally dedicate more time than this to this course.

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| Syllabus |

The table below outlines the basic lecture content of the course and required reading for each session. Should variations or any minor changes to this schedule become necessary, we will let you know in class (and/or on Canvas).

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| Dates | Topic | Reading |  |
| 1 HB26 Feb | Course overviewFactors influencing L2 literacy development | Helman (2009) |  |
| 2 HB5 March | Features of writing, L1/L2 writing differences Genre & process approaches  | Hyland (2003)  |   |
| 3 HB12 March | Writing instruction   | Badger & White (2000)Chen & Su (2012) |  |
| 4 HB 19 March | Academic writing | Hewings, Lillis & Mayor (2007) | *Tutorial*  |
| 5 HB26 March  | Emergent literacy, learning to read in a second language, models of reading, L1/L2 reading | Nation (2009) |  |
| *30 March – 15 April Mid-Semester Break* |
| 6 LB 16 April | Intensive and extensive reading Extensive reading in English at university | Richards (2015) Harmer (2007) | Assignment 1Due 16 April |
| 7 LB23 April | L2 reading and vocabulary learning | Nation (2001) |  |
| 8 LB30 April | The relationship between reading and writing in literacy development | Schmitt & Carter (2000) | *Tutorial* |
| 9 7 May  | *Topic and lecturers to be confirmed* |  |  |
| 10 LB14 May | Assessing reading | Alderson (2000)Richards (2015) |  |
| 11 LB21 May | Assessing writing  | Hedgcock & Ferris (2005) | Assignment 2Due 24 May*Tutorial* |
| 12 HB/LB28 May | Assignment 3 (20%)In-class |  |  |

**Readings (all are available through the Canvas course site)**

Alderson, C. (2000). Chapter 7: Techniques for testing reading. In Alderson, C.J. *Assessing reading* (pp. 202-270). Cambridge: Cambridge University Press.

Badger, R. & White, G. (2000). A process genre approach to teaching writing. *English Language Teaching Journal,* 54, 2: 153-160.

Chen, Y-S. & Su, S-W. (2012). A genre-based approach to teaching EFL summary writing. English Language Teaching Journal, 66/2: 184-192.

Harmer, J. (2007). Chapter 17 Reading. In Harmer, J. *The practice of English language teaching.* 4th Edition. (pp. 283-302). Harlow: Pearson Longman.

Hedgcock, J. & Ferris, D. (2005). Chapter 8: Classroom approaches to ESL writing assessment. In Ferris, D. & Hedgcock, J. *Teaching ESL composition* (pp. 299-343). 2nd Edition. Mahwah: Lawrence Erlbaum.

Hedge. T. (2000). Chapter 6: Reading. In Hedge. T. *Teaching and learning in the language classroom* (pp. 187-225). Oxford: Oxford University Press.

Helman, L. (2009). Chapter 1 Factors influencing second language literacy development. In Helman, L. (ed.) *Literacy development with English learners* (pp. 1-17). New York: The Guildford Press.

Hewings, A., Lillis, T. & Mayor, B. (2007). Chapter 7 Academic writing in English. In Mercer, N., Swann, J. & Mayor, B. (eds.) *Learning English* (pp. 227-259). Abingdon: Routledge.

Hyland, K. (2003). Chapter 1 Writing and teaching writing. In Hyland, K. *Second Language Writing (pp. 1-30)*. Cambridge: Cambridge University Press.

Lee, S. Y. (2015). Joining the ‘literacy club’: when reading meets blogging. *ELT Journal*, *69*(4), 373-382.

Macalister, J. (2008). Implementing extensive reading in an EAP programme. *ELT journal*, *62*(3), 248-256.

Macalister, J. (2014). Teaching reading: Research into practice. *Language Teaching*, *47*(3), 387-397.

Millett, S. (2008). A daily fluency programme The key to using what you know. *Modern English Teacher*, *17*(2), 21.

Nation, I.S.P. (2001): Chapter 5: Vocabulary and reading. In Nation, I.S.P. *Learning vocabulary in another language* (pp. 144-186). Cambridge: Cambridge University Press.

Nation, I.S.P. (2009): Chapter 1: Learning to read in another language. In Nation, I.S.P. *Teaching ESL/EFL reading and writing* (pp. 1-8). London: Routledge.

Richards, J.C. (2015). Reading, in J.C Richards, *Key Issues in Language Teaching* (pp.442-477). Cambridge: Cambridge University Press.

Schmitt, N. and Carter, R. (2000). The lexical advantages of narrow reading for second language learners. *TESOL Journal*, 9(1), 4-9.

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| Assessment |

**Assignment 1** essay worth 40%, (1500 words) Upload to Canvas and submit hard copy to Arts Assignment Centre reception.

**Assignment 2** essay worth 40% (1500 words) Upload to Canvas only; no hard copy required.

**Assignment 3** in-class assessment worth 20% (80 minutes).

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| CLL Assignments Policy: Extensions, Deadlines and Penalties |

1. TIME MANAGEMENT

Time management is essential to academic success, and it is the responsibility of students to manage their time so all assignments can be submitted on or before the due dates.

2. HOW TO SEEK/ REQUEST/APPLY FOR AN EXTENSION

In *serious circumstances\** beyond the student’s control (see below), s/he may request an extension from the Course Convenor. The request should…

* be made by email at least 2-3 days BEFORE the due date for the assignment
* provide an explanation of the circumstances
* be supported by a satisfactory medical certificate or other documentation

If an extension is granted, you will be given a new due date.

Only ONE extension can be granted to a student per assignment.

Only in extreme circumstances will late requests for extensions be considered.

*\*Serious circumstance*s refers to major, unexpected events such as sudden illness (in the case of in-class tests etc.), long-term illness (for essays etc. done over a week or more), or bereavement in the immediate family. Documentary evidence will be requested. It does NOT include time management difficulties, wanting to go on holiday, relatives visiting from overseas, computer breakdowns, etc.

3. SUBMISSION OF ALL ASSIGNMENTS

Unless indicated otherwise by the Course Lecturer, hardcopies of assignments should be posted **in the appropriate assignment at the Arts Assignment Centre 4 pm on the due date.** The Reception Area is not open on Saturday or Sunday or during public holidays.

Assignment 2 should be uploaded to Canvas. No hardcopy is required.

4. DEADLINES & PENALTIES FOR LATENESS

**Any work submitted *after* the due date and *without* an extension form** or permission in writing from the Course Convenor will be treated as overdue and **penalties will apply** (*see below*).

The mark given to an overdue assignment will be reduced by **up to 10 per cent (at the discretion of the Course Convenor) of the total possible marks for that assignment for each day that it is late up to 5 days** (e.g. for an assignment marked out of 20, deduct up to 2 marks per day up to a total of 10 marks). Assignments which are due on Friday, or the day before a university holiday, but are not received until the next working day will be counted as TWO days late.

Overdue assignments that are submitted **more** than five days late will **not be marked**; nor will assignments be marked if submitted after the assignment has been marked and returned. Unmarked assignments will be held by the marker until the end of the semester, and in cases where the final grade for the student is borderline (D+), the marker may choose to award a minimal completion mark. **For this reason, it is better to hand in an assignment late than not at all.**

5. EXTENSIONS

When a staff member grants an extension they will set a *new due date*. The completed assignment must be submitted on or before the *new* due date **together with** the medical certificate and other documentation. **If an assignment is submitted after the new due date, penalties for lateness apply as above.**

6. IN CLASS TESTS, ELECTRONIC TESTS AND ORAL PRESENTATIONS ETC.

When serious circumstances (e.g. sudden serious illness or a car accident) cause a student to miss an in-class test/assessed presentation~~s~~ or electronic test it is expected that the student will notify the course convenor at the earliest possible opportunity, if possible *before* the scheduled test or presentation takes place. If the student or their representative makes no contact within five days of the scheduled test/presentation, they will be awarded a zero grade for that piece of assessment.

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| Plagiarism and the use of Information and Communications Technology (ICT) |

Students need to be aware of University regulations with regard to…

1. PLAGIARISM

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the Internet. A student's assessed work may be reviewed against electronic source material using computerised detection mechanisms. Upon reasonable request, students may be required to provide an electronic version of their work for computerised review.

Students may not translate work from another source without proper acknowledgment and referencing. The use of translation machines to translate and copy texts into the target language of an assignment constitutes academic dishonesty.

The penalties for plagiarism are severe and can range from gaining no marks for the assignment to disciplinary action under the terms of the Examination Regulations.

For further information and advice on University regulations and how to reference appropriately, see:

<https://www.auckland.ac.nz/en/about/teaching-learning/academic-integrity/tl-about-academic-integrity.html>.

This webpage provides links and information about various aspects of academic integrity: sources of information and advice (e.g. Referen©ite) as well as University regulations (the Student Academic Conduct Statute), and Turnitin. All students entering the University are required to complete the **Academic Integrity Module.**

2. USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY (E.G. CLASS FACEBOOK PAGES)

If students in any course wish to set up a Facebook page for the course or to use any other form of ICT, they need to be aware that the University of Auckland Information and Communications Technology (ICT) Statute sets out rules governing use of any ICT hardware or software at or for University activities. It forbids using ICT “to store, display or communicate… files containing any text, image that is deceptive or misleading, is abusive or defamatory, contravenes anyone’s privacy… or that reproduces all or part of any work in breach of the Copyright Act 1994”. The Statute refers students to the relevant University Disciplinary Statute and the penalties that may apply. It can be found at: <https://policies.auckland.ac.nz/student-undergraduate.aspx>

The Discussion option on CANVAS is a more appropriate forum for student discussions about coursework.

**DELNA SERVICES (Diagnostic English Language Needs Assessment)**

If your academic English skills are keeping you from performing well in your courses, you should know that there is help available and that it will not cost you anything.

DELNA is a free check of your academic English language skills. Your results will not exclude you from courses you are already enrolled in and will not appear on your official academic record.

The process begins with a computer-based screening, which may reveal that you need to do a diagnosis. Do this as soon as you can. The diagnosis will give you a finer language profile of your listening, reading and writing skills. You will then be able to discuss these results with a friendly language adviser who will advise the best language enrichment for you on campus. This will put you on track to achieving better academic results!

Note: You only need to do the DELNA screening ONCE (NOT for each course). You will be emailed your results and your faculty will be informed that you have completed this assessment.

**DELNA** Kate Edger Commons (BLDG 315), Level 3

T. 3737599 x 88947 / 82427 delna@auckland.ac.nz [www.delna.auckland.ac.nz](http://www.delna.auckland.ac.nz)