



LING1120

Exploring English

Session 1, In person-scheduled-weekday, North Ryde 2024

Department of Linguistics

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General Information

Unit convenor and teaching staff

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Credit points

10

Prerequisites

Corequisites

Co-badged status

Unit description

The English language is used in many different ways: to inform, to question, to report, to regulate, to express emotions, to advertise products, to create images, to construct works of literature. Drawing on a view of language as a 'social semiotic', this unit moves from some basic and traditional concepts in English grammar to looking at the grammatical choices users of English make in a variety of contexts, with lectures covering both theory and practice. The theoretical lectures provide an introduction to some basic concepts of, and tools for, a functional approach to grammar description and analysis of its application to context. The practical lectures and online activities invite students to explore the relationship between the grammar of and the contextual meanings in texts - both spoken and written - drawn from many different social contexts.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

ULO1: Demonstrate an understanding of what is meant by a functional approach to English grammar, and in particular the functional approach taken by systemic functional grammarians.

ULO2: Use basic terminology (in terms of both traditional and systemic functional

grammar) used by grammarians to describe grammatical phenomena.

ULO3: Analyse short texts in terms of their grammatical patterns.

ULO4: Discuss the role of language as it is used in a variety of social contexts.

ULO5: Communicate in academic writing the ways composers of either written or spoken texts use language choices and other text design strategies to target their chosen audience as well as meet their own needs in the communicative process.

General Assessment Information

Grade descriptors and other information concerning grading are contained in the [Macquarie University Assessment Policy](#).

All final grades are determined by a grading committee, in accordance with the Macquarie University Assessment Policy, and are not the sole responsibility of the Unit Convenor.

Students will be awarded a final grade and a mark which must correspond to the grade descriptors specified in the [Assessment Procedure](#) (clause 128).

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, and achieve a final mark of 50 or better.

Further details for each assessment task will be available on iLearn.

Late Submissions

Unless a Special Consideration request has been submitted and approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of '0' will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical concern.

For example:

Number of days (hours) late	Total Possible Marks	Deduction	Raw mark	Final mark
1 day (1-24 hours)	100	5	75	70
2 days (24-48 hours)	100	10	75	65
3 days (48-72 hours)	100	15	75	60
7 days (144-168 hours)	100	35	75	40
>7 days (>168 hours)	100	-	75	0

For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance

assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for Special Consideration.

Assessment Tasks

Name	Weighting	Hurdle	Due
Short Essay	10%	No	Week 3 10/03/24
Grammar Exercise	35%	No	Week 6 & Week 8
Major Essay	25%	No	Week 11 19/05/24
Clause ID & Thematic analysis	30%	No	Week 13 2/06/24

Short Essay

Assessment Type ¹: Essay

Indicative Time on Task ²: 10 hours

Due: **Week 3 10/03/24**

Weighting: **10%**

In this short essay students analyse the context of a provided text (500 words)

On successful completion you will be able to:

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- Discuss the role of language as it is used in a variety of social contexts.
- Communicate in academic writing the ways composers of either written or spoken texts use language choices and other text design strategies to target their chosen audience as well as meet their own needs in the communicative process.

Grammar Exercise

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 30 hours

Due: **Week 6 & Week 8**

Weighting: **35%**

This grammar exercise is based on Lectures 4-14 and will cover experiential and interpersonal

meanings. Students are strongly advised to participate in the online practice grammar quizzes in order to prepare for this assessment as our research indicates there is a direct correlation between practice quiz participation and the assessment grade.

On successful completion you will be able to:

- Demonstrate an understanding of what is meant by a functional approach to English grammar, and in particular the functional approach taken by systemic functional grammarians.
- Use basic terminology (in terms of both traditional and systemic functional grammar) used by grammarians to describe grammatical phenomena.
- Analyse short texts in terms of their grammatical patterns.
- Discuss the role of language as it is used in a variety of social contexts.

Major Essay

Assessment Type ¹: Essay

Indicative Time on Task ²: 20 hours

Due: **Week 11 19/05/24**

Weighting: **25%**

This 1200 word essay will require you to compare two texts using both experiential and interpersonal meanings as your analytical tools.

On successful completion you will be able to:

- Demonstrate an understanding of what is meant by a functional approach to English grammar, and in particular the functional approach taken by systemic functional grammarians.
- Use basic terminology (in terms of both traditional and systemic functional grammar) used by grammarians to describe grammatical phenomena.
- Analyse short texts in terms of their grammatical patterns.
- Discuss the role of language as it is used in a variety of social contexts.
- Communicate in academic writing the ways composers of either written or spoken texts use language choices and other text design strategies to target their chosen audience as well as meet their own needs in the communicative process.

Clause ID & Thematic analysis

Assessment Type ¹: Qualitative analysis task

Indicative Time on Task ²: 30 hours

Due: **Week 13 2/06/24**

Weighting: **30%**

This is an assessment that tests students' understanding of clause identification and Theme / Rheme analysis.

On successful completion you will be able to:

- Demonstrate an understanding of what is meant by a functional approach to English grammar, and in particular the functional approach taken by systemic functional grammarians.
- Use basic terminology (in terms of both traditional and systemic functional grammar) used by grammarians to describe grammatical phenomena.
- Analyse short texts in terms of their grammatical patterns.
- Communicate in academic writing the ways composers of either written or spoken texts use language choices and other text design strategies to target their chosen audience as well as meet their own needs in the communicative process.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Lecture content will be delivered to you online via your iLearn site in the form of screencast videos (vlogs) with associated online activities which will be available through the LING1120 iLearn site. There are no face to face lectures because the unit has been designed to allow you maximum flexibility in organising your timetable. However, you *must* ensure you have watched the relevant lecture prior to attending your tutorial.

Tutorials are 1 hour and begin in Week 2. Most streams are available in face to face mode on campus and one will be available online via Zoom. Unless you have permission to change, you

should attend the tutorial class you are registered in. Students should aim to attend at least 80% of these valuable classes because they really do help you to understand the material.

This unit runs over the full 13 weeks of Semester , however Week 13 will be used to summarise the work throughout the semester. Please note that the Semester break is a break from face to face teaching, not a vacation break, and we may set work to be done during those two weeks. Part B on Assessment 2 will be due in the semester break to allow you a little more time to complete.

Textbook

There is a set textbook: Butt, Fahey, Feez and Spinks, Using Functional Grammar: An explorer's guide to English, Edition 3, published by Palgrave Macmillan. Please ensure you purchase a copy as early as possible because it is an invaluable resource for this unit. The university's official textbook supplier is Booktopia <https://www.booktopia.com.au/books-online/text-books/textbook-finder/cXC-p1.html?src=header> however the book is currently very hard to get. Because of this I have permission from the authors to make scanned copies of the chapters available to you. I will be emailing these to you so please check your uni email on a regular basis.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault

- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Inclusion and Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all

learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.

Unit information based on version 2024.01R of the [Handbook](#)