



# APPL942

## Teaching English for Academic Purposes

S1 Day 2014

*Linguistics*

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## General Information

Unit convenor and teaching staff

Unit Convenor

Jean Brick

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Contact via [jean.brick@mq.edu.au](mailto:jean.brick@mq.edu.au)

C5A 504

Credit points

4

Prerequisites

Admission to MAppLing in (TESOL or LSP) or PGDipAppLing in LSP or PGCertAppLing in LSP

Corequisites

Co-badged status

Unit description

This unit will provide you with an understanding of the features of academic discourse, focusing on the genres used by different disciplinary communities, and the way these communities use the lexico-grammatical resources of academic English to achieve their purposes. We examine the identities projected by academics in their writing, and the ways in which student writers develop their understanding of and ability to project appropriate identities. This understanding provides the basis for consideration of approaches to needs analysis, course and materials development and assessment. The problems faced by both native and non-native speakers of English will be explored. Students will have the opportunity to follow their own interests in their selection of assignments.

## 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:

Demonstrate an understanding of the nature and features of academic discourse

Demonstrate an understanding of and ability to appropriately use a range of academic genre

Demonstrate an understanding of the issues related to teaching language for academic purposes to both first language and second language speakers

Apply principles of discourse analysis to the analysis of academic texts

Apply principles of needs analysis and discourse analysis to course design and materials selection

Evaluate the appropriacy of a range of teaching materials and assessment tasks for use with specific student cohorts.

## Assessment Tasks

| Name                    | Weighting | Due           |
|-------------------------|-----------|---------------|
| <u>Summary</u>          | 20%       | 21 March 2014 |
| <u>Essay</u>            | 40%       | 28 April 2014 |
| <u>Materials review</u> | 40%       | 6 June 2014   |

### Summary

Due: **21 March 2014**

Weighting: **20%**

On successful completion you will be able to:

- Demonstrate an understanding of the nature and features of academic discourse

### Essay

Due: **28 April 2014**

Weighting: **40%**

On successful completion you will be able to:

- Demonstrate an understanding of the nature and features of academic discourse
- Demonstrate an understanding of and ability to appropriately use a range of academic genre
- Demonstrate an understanding of the issues related to teaching language for academic purposes to both first language and second language speakers

### Materials review

Due: **6 June 2014**

Weighting: **40%**

On successful completion you will be able to:

- Demonstrate an understanding of the nature and features of academic discourse
- Demonstrate an understanding of and ability to appropriately use a range of academic genre
- Demonstrate an understanding of the issues related to teaching language for academic purposes to both first language and second language speakers
- Apply principles of discourse analysis to the analysis of academic texts
- Apply principles of needs analysis and discourse analysis to course design and materials selection
- Evaluate the appropriacy of a range of teaching materials and assessment tasks for use with specific student cohorts.

## Delivery and Resources

Class Time: Tuesday 4.00 - 6.00

Room: E8A 188

iLearn: <https://ilearn.edu.au>

Lectures will be recorded on Echo

## Unit Schedule

| Week | Topic  |
|------|--|
| 1    | Introduction to EAP: What is academic discourse?                                 |
| 2    | Genre in EAP   |
| 3    | The language of Academic English: Nominal groups, nominalisation and abstraction |
| 4    | Stance and identity in professional academic texts                               |
| 5    | Developing expression of stance and identity in student writing                  |
| 6    | EAP, intertextuality and plagiarism  |
| 7    | Multimodality and the use of social media in academic discourse                  |

|    |   |
|----|---|
|    | Mid-Semester break                                      |
| 8  | Approaches to EAP: study skills, literacy or literacies |
| 9  | Needs analysis in EAP                                   |
| 10 | Course design in EAP                                    |
| 11 | Materials selection and design in EAP                   |
| 12 | Assessment in EAP                                       |
| 13 | EAP teachers and professional identity                  |

## Policies and Procedures

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

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Student Support

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

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

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

## Graduate Capabilities

### PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate an understanding of the nature and features of academic discourse
- Demonstrate an understanding of and ability to appropriately use a range of academic genre
- Demonstrate an understanding of the issues related to teaching language for academic purposes to both first language and second language speakers
- Apply principles of discourse analysis to the analysis of academic texts
- Apply principles of needs analysis and discourse analysis to course design and materials selection

- Evaluate the appropriacy of a range of teaching materials and assessment tasks for use with specific student cohorts.

### Assessment tasks

- Summary
- Essay
- Materials review

## PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate an understanding of the issues related to teaching language for academic purposes to both first language and second language speakers
- Apply principles of discourse analysis to the analysis of academic texts
- Apply principles of needs analysis and discourse analysis to course design and materials selection

### Assessment tasks

- Essay
- Materials review

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

### Learning outcome

- Apply principles of discourse analysis to the analysis of academic texts

### Assessment task

- Essay

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate an understanding of and ability to appropriately use a range of academic genre
- Apply principles of discourse analysis to the analysis of academic texts

### Assessment tasks

- Summary
- Essay
- Materials review

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

### Learning outcomes

- Demonstrate an understanding of the issues related to teaching language for academic purposes to both first language and second language speakers
- Apply principles of needs analysis and discourse analysis to course design and materials selection
- Evaluate the appropriacy of a range of teaching materials and assessment tasks for use with specific student cohorts.

### Assessment task

- Materials review

## PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their



professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

## **Learning outcomes**

- Demonstrate an understanding of the issues related to teaching language for academic purposes to both first language and second language speakers
- Apply principles of needs analysis and discourse analysis to course design and materials selection
- Evaluate the appropriacy of a range of teaching materials and assessment tasks for use with specific student cohorts.

## **Assessment task**

- Materials review