Contents

General Information 2
Learning Outcomes 2
Assessment Tasks 3
Delivery and Resources 4
Unit Schedule 4
Policies and Procedures 5
Graduate Capabilities 6

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General Information

Unit convenor and teaching staff
Jean Brick
Margaret Wood
margaret.wood@mq.edu.au
Convenor
Dana Skopal
dana.skopal@mq.edu.au
Contact via dana.skopal.mq.edu.au

Credit points
4

Prerequisites
Admission to MAppLing or PGDipAppLing or MTransInterMAppLing or MAppLingTESOL or MTransInterMAppLingTESOL

Corequisites

Co-badged status
APPL725

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 http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

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

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary</td>
<td>20%</td>
<td>21 March 2014</td>
</tr>
<tr>
<td>Essay</td>
<td>40%</td>
<td>28 April 2014</td>
</tr>
<tr>
<td>Materials review</td>
<td>40%</td>
<td>6 June 2014</td>
</tr>
</tbody>
</table>

**Summary**

Due: **21 March 2014**
Weighting: **20%**

This Assessment Task relates to the following Learning Outcomes:
- Demonstrate an understanding of the nature and features of academic discourse

**Essay**

Due: **28 April 2014**
Weighting: **40%**

This Assessment Task relates to the following 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
Materials review
Due: 6 June 2014
Weighting: 40%

This Assessment Task relates to the following 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.

Delivery and Resources
Class Time: Wednesday 3.00 - 5.00
Room: W5C 220
iLearn: https://ilearn.edu.au

Lectures will be recorded on ECHO

Unit Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to EAP: What is academic discourse?</td>
</tr>
<tr>
<td>2</td>
<td>Genre in EAP</td>
</tr>
<tr>
<td>3</td>
<td>The language of Academic English: Nominal groups, nominalisation and abstraction</td>
</tr>
<tr>
<td>4</td>
<td>Stance and identity in professional academic texts</td>
</tr>
<tr>
<td>5</td>
<td>Developing expression of stance and identity in student writing</td>
</tr>
</tbody>
</table>
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:


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/)
Results

Results shown in iLearn, 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.

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) 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 Enquiry Service

For all student enquiries, visit Student Connect at ask.mq.edu.au

Equity 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.

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 - 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

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