



EDIT981

Language, Writing and Editing

S2 External 2015

Dept of Linguistics

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General Information

Unit convenor and teaching staff

Unit Convenor

Adam Smith

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Contact via adam.smith@mq.edu.au

Credit points

4

Prerequisites

Admission to PGCertEditElecPub or GradCertEditElecPub or MCrWrit or GradDipCrWrit

Corequisites

Co-badged status

Unit description

This unit focuses on language, including variation in grammar, usage and punctuation, and linguistic approaches to writing style, discourse development and readability. It examines the features of different text types, spoken and written, as well as those evolving on the internet. It discusses communicative approaches to writing, including plain English for mediating complex content, and promotional writing for advertising purposes. It includes modules on editing Aboriginal English, and on academic writing and editing, especially theses and journal articles.

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:

Full awareness of the parameters of language with which writers and editors work

Familiarity with alternative linguistic styles and forms of communication

Ability to assess manuscripts for readability, and to suggest measures for their enhancement

Ability to write for particular audiences and purposes

Familiarity with the demands and limits of editing academic theses

Assessment Tasks

Name	Weighting	Due
Online discussion 1	20%	30/5/15
International punctuation	20%	04/10/15
Online discussion 2	20%	25/10/15
Practical work (2 options)	40%	15/11/15

Online discussion 1

Due: **30/5/15**

Weighting: **20%**

The first assessable discussion of this unit focuses on nominal style and the extent to which nominalizations are essential to the discipline or type of discourse, or unnecessary to it. Your task is to find:

- (i) a short paragraph in which nominalizations are part of the professional language of writers in the discipline (= essential nominalizations)
- (ii) a short paragraph in which nominalizations are unnecessary for the communication, or perhaps a deliberate strategy to mask difficult information which will be unwelcome, for whatever reason (= nonessential nominalizations)

These two passages (essential/non-essential) should be posted separately, with a few sentences (3 to 4) below, commenting on the nature of the nominalizations in each case, and what editorial action, if any, should be taken to amend the sentences in which they occur.

If in doubt about whether the nominalizations are part of the terminology of a discipline, you might like to consult the relevant specialized dictionary (in print or online).

Post two initial contributions to the relevant forum, and respond to at least four postings from other students.

On successful completion you will be able to:

- Full awareness of the parameters of language with which writers and editors work
- Familiarity with alternative linguistic styles and forms of communication
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- Ability to write for particular audiences and purposes
- Familiarity with the demands and limits of editing academic theses

International punctuation

Due: **04/10/15**

Weighting: **20%**

Your punctuation assignment is to repunctuate a passage, supplied from an Australian short story, which has had all its punctuation removed.

Your task is to present it in two versions:

1. punctuated according to British style
2. punctuated according to American style

Please insert your punctuation marks into the text itself, highlighting the letters/space around each mark to draw attention to your changes. In addition, you should provide a page of discussion on the similarities and differences (no more than 500 words).

On successful completion you will be able to:

- Full awareness of the parameters of language with which writers and editors work
- Familiarity with alternative linguistic styles and forms of communication
- Ability to write for particular audiences and purposes

Online discussion 2

Due: **25/10/15**

Weighting: **20%**

Your task is to find two short pieces of electronic communication (say 2 to 3 sentences each), which contrast spoken and written styles of English as much as possible. They can be taken from any of the electronic media you access regularly.

The two pieces should be posted separately (in either order and on separate occasions if you wish), with a brief commentary (no more than 200 words) highlighting their spoken and written features respectively.

Post an initial contribution to the relevant forum, and respond to at least two postings of each type from other students.

On successful completion you will be able to:

- Full awareness of the parameters of language with which writers and editors work
- Familiarity with alternative linguistic styles and forms of communication
- Ability to write for particular audiences and purposes

Practical work (2 options)

Due: **15/11/15**

Weighting: **40%**

NOTE: Complete **either** Option 1 **or** Option 2.

OPTION 1: Promotional writing

Choose any two books, one (a) from the *general trade area of publishing*, the other (b) from the *professional/educational* area.

For each of them, write copy for

- the *banner* for electronic advertising
- the *feature line* for a single-page advertisement (or the front side of a leaflet/flyer). You should also indicate in a couple of sentences what graphics you'd suggest to go with the feature line, to support the intended message and ensure its impact.
- *two or three paragraphs for the back cover* of the book

Then write no more than a page comparing the promotional strategies and the kinds of language you've used in each batch of copy.

Note that the two books you choose to promote should have been *published at least ten years ago*, so that you can do the exercise without being influenced by any publicity that may have been developed by others.

OPTION 2: Scholarly editing

Project yourself into the role of an editorial project manager responsible for producing an anthology of scholarly articles in a particular field (in print or online).

Your task is to create a cohesive collection of fresh papers in a specialized field with which you are familiar. Such papers often appear first in the "working papers" of a university or academic discipline, and are easily found on the web via a Google search >> *working papers education/ geography/ linguistics*. You should select **five** interesting papers from at least **two** different sources publishing during the last five years, to make a coherent set with a common topic or theme.

Option 2 consists of two parts:

1. Create a title for your anthology, and write an introduction of about 500 words, foregrounding the theme and the contribution of each paper to it.
2. Provide a page of notes on the style proposed for the anthology, so as to reconcile differences between the styles of the source publications.

Please append a list of the papers you are including in your anthology, with full details of the sources from which you have extracted them.

On successful completion you will be able to:

- Familiarity with alternative linguistic styles and forms of communication
- Ability to write for particular audiences and purposes

Delivery and Resources

Students will require Internet access with a reliable web browser and e-mail facility, and must be able to play back recorded lectures (audio only).

Unit Schedule

Unit will be conducted by Distance and activities will include: Online reading, audio lectures, interactive quizzes, and online discussion groups x 2 (3 weeks each).

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

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

Disruption to Studies Policy 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/

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 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

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

- Full awareness of the parameters of language with which writers and editors work
- Familiarity with alternative linguistic styles and forms of communication
- Ability to assess manuscripts for readability, and to suggest measures for their enhancement
- Ability to write for particular audiences and purposes
- Familiarity with the demands and limits of editing academic theses

Assessment tasks

- Online discussion 1
- International punctuation
- Online discussion 2
- Practical work (2 options)

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

- Full awareness of the parameters of language with which writers and editors work
- Familiarity with alternative linguistic styles and forms of communication
- Ability to assess manuscripts for readability, and to suggest measures for their enhancement
- Ability to write for particular audiences and purposes
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Assessment tasks

- Online discussion 1
- International punctuation
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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

- Full awareness of the parameters of language with which writers and editors work
- Familiarity with alternative linguistic styles and forms of communication
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enhancement

- Ability to write for particular audiences and purposes
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- International punctuation
- Online discussion 2
- Practical work (2 options)

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 outcomes

- Familiarity with alternative linguistic styles and forms of communication
- Ability to write for particular audiences and purposes
- Familiarity with the demands and limits of editing academic theses

Assessment tasks

- Online discussion 1
- International punctuation
- Online discussion 2
- Practical work (2 options)

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

- Full awareness of the parameters of language with which writers and editors work
- Familiarity with alternative linguistic styles and forms of communication
- Ability to assess manuscripts for readability, and to suggest measures for their

enhancement

- Ability to write for particular audiences and purposes
- Familiarity with the demands and limits of editing academic theses

Assessment tasks

- Online discussion 1
- International punctuation
- Online discussion 2
- Practical work (2 options)

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

- Full awareness of the parameters of language with which writers and editors work
- Familiarity with alternative linguistic styles and forms of communication
- Ability to assess manuscripts for readability, and to suggest measures for their enhancement
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