



LING111

Language: Its Structure and Use

S2 Day 2016

Dept of Linguistics

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Disclaimer

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General Information

Unit convenor and teaching staff

Convener

Deanna Wong

deanna.wong@mq.edu.au

Margaret Wood

margaret.wood@mq.edu.au

Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit examines how languages are structured and how people use language. Aspects of linguistic theory covered include study of sounds and sound systems (phonetics and phonology), the structure of words (morphology), and sentence patterns (syntax). Linguistic theory is presented with a focus on English, but students analyse data from a range of the world's languages. Other areas of linguistic study that are introduced include language in the brain, psycholinguistics and child language acquisition. Language use in everyday conversation is examined, along with issues such as language change, standardisation of language, concepts of linguistic 'correctness', and how different groups use language to express social and cultural identity. The unit provides a thorough grounding for students wishing to further their knowledge of linguistics in higher-level units.

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:

Acquire a basic knowledge of several significant linguistic theories.

Demonstrate understanding of core areas of linguistics: syntax, phonetics/phonology, morphology, semantics, sociolinguistics.

Analyse structural units of language relevant to the various levels of linguistic

organisation. These analyses will include tasks in phonetics/phonology, morphology, syntax, and semantics.

Identify, collect, describe and examine language data to engage with theoretical linguistic issues.

Identify relationships between language and social life.

Recognise the role of experimental design in linguistics by participating in a departmental research project.

General Assessment Information

To gain a Pass grade in LING111 Students must:

- Sit the final exam, and
- Gain an overall mark of 50%.

Referencing for Assessments

Please note that all assessable submissions to LING111 require that version 6 of the APA Referencing Scheme is used. For more information on the APA v.6 Referencing Scheme, please see <http://www.apastyle.org/manual/index.aspx>

For answers to common questions about the APA v.6 Referencing Scheme, please see: <http://www.apastyle.org/learn/faqs/index.aspx>

Assessment submission

Assessments are to be submitted electronically via the LING111 iLearn page unless otherwise advised.

Most assessments are submitted to Turnitin. Instructions for submitting assessments via Turnitin are available here: http://www.mq.edu.au/iLearn/student_info/assignments.htm

When submitting your assessments to Turnitin, please ensure that you do the following:

- Please add a header to each page with your name, your student number, and the assessment name e.g., Matt Smith 40123456 Descriptive Essay
- Please number all pages
- Please use double line spacing

All assessments must be submitted before the cut-off times. Assessments submitted after these times are likely to incur late submission penalty of 5% per day they are late. Please keep a copy of your assessments in case of misadventure.

Access to Marked Assignments

Marked assessments will, in general, be available to them within 2 to 3 weeks of submission. All marked assessments can be accessed via iLearn.

Please note that assessments submitted after the return of marked materials will not be marked.

Extensions Policy

Extensions are granted only on grounds of serious and unavoidable disruption, and appropriate supporting documentation must be submitted. Assessments submitted after the deadline, regardless of the reason, will be marked and returned at a date determined by the unit convener.

Extensions cannot continue beyond the start of the following semester, and students should be aware that long extensions may impact graduation dates.

Requests for an extension can be made by submitting a notification of Disruption to Studies via AskMQ <http://ask.mq.edu.au/>

Note that your notification should be submitted within five (5) working days of the disruption beginning.

For the university Disruption to Studies Policy, please see : http://mq.edu.au/policy/docs/disruption_studies/policy.html

To ensure you provide appropriate documentation, please see the Disruption to Studies Supporting Evidence Schedule: http://www.mq.edu.au/policy/docs/disruption_studies/schedule_evidence.html

Please note that submitting a notification of Disruption to Studies does not guarantee an extension, and you should consider carefully before making a notification. **As a university student, you are expected to plan your time so that all assessments can be submitted in a timely manner. A Notification of Disruption to Studies is for serious and unavoidable disruption, not for poor time management.**

Requests for an extension made within one week of the due date, or after the due date will only be granted if warranted by the circumstances and supported by appropriate documentation (see the Disruption to Studies Supporting Evidence Schedule link above).

Late Submissions Policy

Late submissions will attract a penalty of 5% per day for each day it is late after the due date. This includes Saturdays and Sundays. Assessments submitted after the return of marked materials will not be marked.

In the event of an exceptional circumstance such as a major illness or misadventure, students should submit a notification of Disruption to Studies via AskMQ <http://ask.mq.edu.au/> (please see the extensions policy above).

All information on assessment including the marking criteria will be available via iLearn.

Requests for special consideration, and Notification of Disruption to Study should be directed to AskMQ <http://ask.mq.edu.au/>

Please note that **tutorials begin in Week 2.**

Assessment Tasks

Name	Weighting	Due
<u>Short Definition Task</u>	10%	Week 3, 17-08-2016, 5pm
<u>Phonemic & Morphology Task</u>	15%	Week 6, 07-09-2016, 5pm
<u>Mini Research Report</u>	30%	Week 10, 19-10-2016, 5pm
<u>Research Participation</u>	5%	Week 13, 11-11-2016
<u>Final Exam</u>	40%	End of Semester Exam Period

Short Definition Task

Due: **Week 3, 17-08-2016, 5pm**

Weighting: **10%**

Students will be required to write three (3) short definitions for terms chosen from the following set of terms: syntax, phonetics, phonology, morphology, semantics, or sociolinguistics. This assessment is designed to help you gain an awareness of these core areas of linguistics. The task will also provide you with early feedback, and allow you to develop your academic writing abilities and become familiar with correct referencing procedures.

On successful completion you will be able to:

- Acquire a basic knowledge of several significant linguistic theories.
- Demonstrate understanding of core areas of linguistics: syntax, phonetics/phonology, morphology, semantics, sociolinguistics.
- Identify, collect, describe and examine language data to engage with theoretical linguistic issues.
- Identify relationships between language and social life.

Phonemic & Morphology Task

Due: **Week 6, 07-09-2016, 5pm**

Weighting: **15%**

This task will involve the phonemic transcription and morphological analysis of a short series of sound files.

On successful completion you will be able to:

- Demonstrate understanding of core areas of linguistics: syntax, phonetics/phonology, morphology, semantics, sociolinguistics.

- Analyse structural units of language relevant to the various levels of linguistic organisation. These analyses will include tasks in phonetics/phonology, morphology, syntax, and semantics.

Mini Research Report

Due: **Week 10, 19-10-2016, 5pm**

Weighting: **30%**

For this task students will be asked to analyse some real language data, in terms of a set topic, and write a report on their findings.

On successful completion you will be able to:

- Acquire a basic knowledge of several significant linguistic theories.
- Demonstrate understanding of core areas of linguistics: syntax, phonetics/phonology, morphology, semantics, sociolinguistics.
- Analyse structural units of language relevant to the various levels of linguistic organisation. These analyses will include tasks in phonetics/phonology, morphology, syntax, and semantics.
- Identify, collect, describe and examine language data to engage with theoretical linguistic issues.
- Identify relationships between language and social life.
- Recognise the role of experimental design in linguistics by participating in a departmental research project.

Research Participation

Due: **Week 13, 11-11-2016**

Weighting: **5%**

Students will have the chance to be participants in research being carried out by Linguistics staff and higher degree candidates, receiving 5% raw marks for that participation. There will be various research projects to choose from; these will be advertised on iLearn during the semester. For students who do not wish to participate in this research, there will be a short alternative task set at the end of semester.

On successful completion you will be able to:

- Recognise the role of experimental design in linguistics by participating in a departmental research project.

Final Exam

Due: **End of Semester Exam Period**

Weighting: **40%**

This task is a formal examination held during the University's exam period. It will consist of a combination of multiple choice and short answer questions, all based on content from the set textbook, lectures and tutorials.

On successful completion you will be able to:

- Acquire a basic knowledge of several significant linguistic theories.
- Demonstrate understanding of core areas of linguistics: syntax, phonetics/phonology, morphology, semantics, sociolinguistics.
- Analyse structural units of language relevant to the various levels of linguistic organisation. These analyses will include tasks in phonetics/phonology, morphology, syntax, and semantics.
- Identify relationships between language and social life.

Delivery and Resources

Please note that tutorials begin in Week 2.

The learning and teaching strategies used in this Unit include face-to-face lectures taught by a number of different staff members from linguistics.

There is a set textbook: **An introduction to Language, Australia and New Zealand 8th Edition, 2014, by Fromkin, Rodman, Hyams, Amberber, Cox, and Thornton.** Please note that the 8th edition of the unit text book has had significant updates, and previous editions will not be reliable substitutes.

There is also a recommended text book, **Academic Culture: A student's guide to studying at university, 2016, by Brick, Herke, and Wong.** This book is available in the Coop Bookshop on Campus, Please note that this is not compulsory, but is recommended as a support text.

Lecture notes, assessment task instructions and other relevant materials are uploaded to the LING111 iLearn site. The lectures are recorded, which makes lectures available to students who are unable to attend classes, although attendance at lectures will be an advantage. Students are expected to attend or listen to all of the lectures in order and as they are delivered. In addition, they are advised to use the recordings to review or revise lectures, especially as the exams draw near. Note that in this unit, much of the lecture material and related learning experience is accumulative, meaning that within the various topic areas one lecture will usually provide necessary knowledge for the next one, as well as for the following week's tutorial. In addition, the tutorial material is designed for students to practice progressively what has been covered in lectures in the previous week or weeks, so students who do not keep up to date with the lecture material will find themselves at a serious disadvantage in tutorials during the semester.

Each week students are expected to study the lecture notes, and come to their tutorial class having read the relevant section in the textbook and having attempted the tutorial preparation as set out each week in the tutorial worksheets posted online. Tutors will check each week that

students have at least made a serious attempt at the tutorial preparation as set out in the worksheets.

Unit Schedule

This schedule may be changed at short notice. Please refer to the LING111 iLearn for announcements on scheduling changes.

Week	Lecture Number	LING111 Topic
1	1 (2-08-16 12pm)	Introduction: Linguistic fundamentals
	2 (4-08-16 3pm)	Phonetics 1
2	3 (9-08-16 12pm)	Phonetics 2- Consonants
	4 (11-08-16 3pm)	Phonetics 3- Vowels
3	5 (16-08-16 12pm)	Phonology 1
	6 (18-08-16 3pm)	Phonology 2
4	7 (23-08-16 12pm)	Morphology1
	8 (25-08-16 3pm)	Morphology 2
5	9 (30-08-16 12pm)	Syntax 1
	10 (1-09-16 3pm)	Syntax 2
6	11 (6-09-16 12pm)	Syntax 3
	12 (8-09-16 3pm)	Syntax 4
7	13 (13-09-16 12pm)	Sociolinguistics 1
	14 (15-09-16 3pm)	Sociolinguistics 2
8	15 (4-10-16 12pm)	Child Language Acquisition
	16 (6-10-16 3pm)	Psycholinguistics
9	17 (11-10-16 12pm)	Speech Pathology
	18 (13-10-16 3pm)	Brain and Language

10	19 (18-10-16 12pm)	Australian Indigenous Languages
	20 (20-10-16 3pm)	Second Language Acquisition
11	21 (25-10-16 12pm)	Global English
	22 (27-10-16 3pm)	Semantics
12	23 (1-11-16 12pm)	Pragmatics
	24 (3-11-16 3pm)	Court Room Interpreting
13	25 (8-11-16 12pm)	Audio-Visual Translation and Subtitles
	26 (10-11-16 3pm)	Revision

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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://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.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Analyse structural units of language relevant to the various levels of linguistic organisation. These analyses will include tasks in phonetics/phonology, morphology, syntax, and semantics.

- Identify, collect, describe and examine language data to engage with theoretical linguistic issues.
- Identify relationships between language and social life.

Assessment tasks

- Short Definition Task
- Phonemic & Morphology Task
- Mini Research Report
- Final Exam

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Analyse structural units of language relevant to the various levels of linguistic organisation. These analyses will include tasks in phonetics/phonology, morphology, syntax, and semantics.
- Identify, collect, describe and examine language data to engage with theoretical linguistic issues.
- Identify relationships between language and social life.

Assessment tasks

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Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- Recognise the role of experimental design in linguistics by participating in a departmental research project.

Assessment tasks

- Mini Research Report
- Research Participation

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Acquire a basic knowledge of several significant linguistic theories.
- Demonstrate understanding of core areas of linguistics: syntax, phonetics/phonology, morphology, semantics, sociolinguistics.
- Analyse structural units of language relevant to the various levels of linguistic organisation. These analyses will include tasks in phonetics/phonology, morphology, syntax, and semantics.
- Identify, collect, describe and examine language data to engage with theoretical linguistic issues.
- Identify relationships between language and social life.
- Recognise the role of experimental design in linguistics by participating in a departmental research project.

Assessment tasks

- Short Definition Task
- Phonemic & Morphology Task
- Mini Research Report
- Research Participation
- Final Exam

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Demonstrate understanding of core areas of linguistics: syntax, phonetics/phonology, morphology, semantics, sociolinguistics.
- Analyse structural units of language relevant to the various levels of linguistic organisation. These analyses will include tasks in phonetics/phonology, morphology, syntax, and semantics.
- Identify, collect, describe and examine language data to engage with theoretical linguistic issues.
- Identify relationships between language and social life.

Assessment tasks

- Short Definition Task
- Phonemic & Morphology Task
- Mini Research Report
- Final Exam

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Analyse structural units of language relevant to the various levels of linguistic organisation. These analyses will include tasks in phonetics/phonology, morphology, syntax, and semantics.
- Identify, collect, describe and examine language data to engage with theoretical linguistic issues.

- Identify relationships between language and social life.

Assessment tasks

- Short Definition Task
- Phonemic & Morphology Task
- Mini Research Report
- Final Exam

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Demonstrate understanding of core areas of linguistics: syntax, phonetics/phonology, morphology, semantics, sociolinguistics.
- Analyse structural units of language relevant to the various levels of linguistic organisation. These analyses will include tasks in phonetics/phonology, morphology, syntax, and semantics.
- Identify, collect, describe and examine language data to engage with theoretical linguistic issues.
- Identify relationships between language and social life.

Assessment tasks

- Short Definition Task
- Phonemic & Morphology Task
- Mini Research Report
- Final Exam

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Identify, collect, describe and examine language data to engage with theoretical linguistic issues.
- Identify relationships between language and social life.
- Recognise the role of experimental design in linguistics by participating in a departmental research project.

Assessment tasks

- Short Definition Task
- Mini Research Report
- Research Participation
- Final Exam

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Identify relationships between language and social life.
- Recognise the role of experimental design in linguistics by participating in a departmental research project.

Assessment tasks

- Short Definition Task
- Mini Research Report
- Research Participation
- Final Exam