LING120
Exploring English
S1 Day 2016
Dept of Linguistics

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# General Information

**Unit convenor and teaching staff**

**Unit Convenor**

Sue Spinks  
>sue.spinks@mq.edu.au

Contact via sue.spinks@mq.edu.au  
C5A 562  
TBA to students at beginning of Session

**Administration**

Margaret Wood  
margaret.wood@mq.edu.au

Contact via 98508740

**Credit points**

3

**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, conducted as interactive workshops, 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 [http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/](http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/)
Learning Outcomes

1. Have a general understanding of what is meant by a functional approach to English grammar, and in particular the functional approach taken by systemic functional grammarians
2. Demonstrate knowledge of the basic terminology (in terms of both traditional and systemic functional grammar) used by grammarians to describe grammatical phenomena
3. Be able to analyse short texts in terms of their grammatical patterns.
4. Discuss the role of language as it is used in a variety of social contexts
5. 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

The examination during the exam period is compulsory. Students must sit the exam to pass the unit. Grades are calculated based on an aggregate of all assessment tasks, so you do not need to pass the exam to pass the unit. However, you cannot gain pass the unit if you miss the exam, even if your aggregate raw mark is over 50% without the exam mark.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>40%</td>
<td>University examination period</td>
</tr>
<tr>
<td>Short essay</td>
<td>10%</td>
<td>Tuesday March 29.</td>
</tr>
<tr>
<td>Grammar excercise</td>
<td>20%</td>
<td>Tuesday May 10</td>
</tr>
<tr>
<td>Major essay</td>
<td>30%</td>
<td>Tuesday May 24</td>
</tr>
</tbody>
</table>

Exam

Due: University examination period
Weighting: 40%

This is a compulsory exam held in the formal University examination period.

This Assessment Task relates to the following Learning Outcomes:
Have a general understanding of what is meant by a functional approach to English grammar, and in particular the functional approach taken by systemic functional grammarians.

Demonstrate knowledge of the basic terminology (in terms of both traditional and systemic functional grammar) used by grammarians to describe grammatical phenomena.

Be able to 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.

Short essay
Due: Tuesday March 29.
Weighting: 10%

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

This Assessment Task relates to the following Learning Outcomes:

- Have a general understanding of what is meant by a functional approach to English grammar, and in particular the functional approach taken by systemic functional grammarians.
- 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
Due: Tuesday May 10
Weighting: 20%

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

This Assessment Task relates to the following Learning Outcomes:
• Have a general understanding of what is meant by a functional approach to English grammar, and in particular the functional approach taken by systemic functional grammarians
• Demonstrate knowledge of the basic terminology (in terms of both traditional and systemic functional grammar) used by grammarians to describe grammatical phenomena
• Be able to 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**

**Due: Tuesday May 24**

**Weighting:** 30%

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

This Assessment Task relates to the following Learning Outcomes:

• Have a general understanding of what is meant by a functional approach to English grammar, and in particular the functional approach taken by systemic functional grammarians
• Demonstrate knowledge of the basic terminology (in terms of both traditional and systemic functional grammar) used by grammarians to describe grammatical phenomena
• Be able to 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.

**Delivery and Resources**

**Unit delivery**

We deliver this unit through lectures beginning in week 1, and with weekly tutorials beginning in week 2. We use iLearn for uploading notes and other materials and for your access to the recording of the lectures through ECHO. For other information about how the unit runs, once you have enrolled in LING120 please see the iLearn site, where you will find a more detailed Unit Outline.

There is also a tutorial workbook that will be available to students in week 1. This workbook sets out the weekly tutorial tasks, some to be completed by students before class and some to be done in class. The workbook and the textbook should be brought to class each week.

This unit runs over the full 13 weeks of Semester 1, except that tutorials do not begin until week 2 of classes. 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.

Changes to the unit for 2016

There has been a change to the assessment schedule from 2015 to 2016. There will now be four pieces of assessment including the exam. The material covered by two short grammar exercises (10% each) in the past has been slightly reduced and will now be assessed in one short grammar exercise (20%). See assessment schedule above. The compulsory formal exam has been reduced from a 2.5 hour exam with four questions to be answered to a new format three questions to be answered in two hours.

Unit Schedule

LECTURES:
The lectures are held on Tuesdays and Wednesdays at 2pm in X5B T1. The lectures will be recorded and available on Echo each week. The schedule of lectures is as follows:

<table>
<thead>
<tr>
<th>Lecture Schedule</th>
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<tbody>
<tr>
<td>Week 1.</td>
</tr>
<tr>
<td>1. Introduction</td>
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<tr>
<td>2. Traditional grammar</td>
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<td>Week 3.</td>
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<tr>
<td>5. Functional constituents of a clause</td>
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<td>6. Groups and their structure</td>
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<td>Week 4.</td>
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<tr>
<td>7. Clauses as processes</td>
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<tr>
<td>8. “Being” processes</td>
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<tr>
<td>Week 5.</td>
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<tr>
<td>9. Circumstances</td>
</tr>
<tr>
<td>10 Workshop: experiential meanings</td>
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</tbody>
</table>
| Week 6. | 11. Interpersonal meanings: the Finite  
12. Interpersonal meanings: interaction |
<table>
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<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Two week semester break from classes</td>
</tr>
</tbody>
</table>
| Week 7. | 13. Interpersonal meanings: opinion  
14. **Workshop**: interpersonal meanings |
| Week 8. | 15. Essay assignment workshop  
16. Clause complexes |
| Week 9. | 17. Textual meanings: Theme and Rheme  
18 **Workshop**: textual meanings |
| Week 10. | 19. Context of situation (Field, Tenor, Mode)  
20. An aspect of Tenor: Appraisal |
| Week 11. | 21. An aspect of Mode: Cohesion  
22. **Workshop**: Context of Situation |
| Week 12. | 23 Functional grammar & multi-modality 1  
24. Functional grammar & multi-modality 2 |
| Week 13. | 25. Exam preparation: revision  
26. Exam preparation: (continued) |

**TUTORIALS**: Weekly classes starting in week two of semester.
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/](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**
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

• Have a general understanding of what is meant by a functional approach to English grammar, and in particular the functional approach taken by systemic functional grammarians
• Demonstrate knowledge of the basic terminology (in terms of both traditional and systemic functional grammar) used by grammarians to describe grammatical phenomena
• Be able to 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.
Assessment tasks

- Exam
- Short essay
- Grammar exercise
- Major essay

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

- Be able to 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.

Assessment tasks

- Exam
- Grammar exercise
- Major essay

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

- Be able to 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.

Assessment task
• Short essay

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
• 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.

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
• 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.

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**

- Have a general understanding of what is meant by a functional approach to English grammar, and in particular the functional approach taken by systemic functional grammarians
- Be able to analyse short texts in terms of their grammatical patterns.
- Discuss the role of language as it is used in a variety of social contexts
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**Assessment tasks**

- Exam
- Short essay
- Grammar excercise
- Major essay

**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**

- Be able to 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.

**Assessment tasks**

- Exam
- Short essay
- Major essay

**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**

- 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.

**Assessment tasks**

- Short essay
- Major essay

**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**

- Have a general understanding of what is meant by a functional approach to English grammar, and in particular the functional approach taken by systemic functional grammarians
- Discuss the role of language as it is used in a variety of social contexts
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**Changes from Previous Offering**

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