



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 <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

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.

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

Name	Weighting	Due
<u>Exam</u>	40%	University examination period
<u>Short essay</u>	10%	Tuesday March 29.
<u>Grammar exercise</u>	20%	Tuesday May 10
<u>Major essay</u>	30%	Tuesday May 24

Exam

Due: **University examination period**

Weighting: **40%**

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

On successful completion you will be able to:

- 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)

On successful completion you will be able to:

- 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.

On successful completion you will be able to:

- 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.

On successful completion you will be able to:

- 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 a set textbook: Butt, Fahey, Feez and Spinks, *Using Functional Grammar: An explorer's guide to English*, Edition 3, published by Palgrave Macmillan.

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:

Lecture Schedule	
Week 1.	1. Introduction 2. Traditional grammar
Week 3.	5. Functional constituents of a clause 6. Groups and their structure
Week 4.	7. Clauses as processes 8. "Being" processes
Week 5.	9. Circumstances 10 Workshop : experiential meanings
Week 6.	11. Interpersonal meanings: the Finite 12. Interpersonal meanings: interaction
Two week semester break from classes	
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:

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

- 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

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.

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

- 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.
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Assessment tasks

- Exam
- Short essay
- Grammar exercise
- Major essay

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 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

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
- 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.

Changes from Previous Offering

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