



# LING218

## Grammar and Meaning

S1 Day 2016

*Dept of Linguistics*

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## General Information

Unit convenor and teaching staff

Unit Convenor

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Credit points

3

Prerequisites

3cp from LING units at 100 level

Corequisites

Co-badged status

Unit description

Grammar is the powerhouse of language. The grammar of language emerges over time, as people use language for the varied processes of living. This course will introduce you to the relationship of grammar and meaning, through understanding the three functions of language:- textual function: how we organise our language into coherent text in the many different contexts in which we interact- interpersonal function: how we enact our social relationships through language- ideational function: how we use language to construe our experience of the world around us, and the world inside us. The analysis you will learn about in this unit is used in many different fields of study, including computational linguistics, translation, literary studies, child language development, political and media discourse, the language of health professionals, the language of education, etc. This is a course for people who love language, or who understand that language is important to all aspects of human life.

## 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:

Understand, analyse and be able to discuss the relationship between meaning and social context, through the concepts of field (the type of social action), tenor (the kinds of relations between the interactants), and mode (how language contact occurs)

Be able to analyse the grammar of the ideational function of language, and discuss its contribution to meaning making in real life language use

Be able to analyse the grammar of the interpersonal function of language, and discuss its contribution to meaning making in real life language use

Be able to analyse the grammar of the textual function of language, and discuss its contribution to meaning making in real life language use

## Assessment Tasks

Name	Weighting	Due
<a href="#">Assignment 1</a>	10%	5pm Monday Week 5
<a href="#">Assignment 2</a>	15%	5pm Monday Week 8
<a href="#">Assignment 3</a>	50%	5pm Monday Week 13
<a href="#">Take home exam</a>	25%	Released 13/6 DUE 17/6

### Assignment 1

Due: **5pm Monday Week 5**

Weighting: **10%**

In this assignment we are assessing your ability to locate the boundaries of the grammatical unit of clause, and to find the verbal group and notice some of its characteristics.

On successful completion you will be able to:

- Understand, analyse and be able to discuss the relationship between meaning and social context, through the concepts of field (the type of social action), tenor (the kinds of relations between the interactants), and mode (how language contact occurs)

### Assignment 2

Due: **5pm Monday Week 8**

Weighting: **15%**

In this assignment, you will do some preliminary analysis of a text that we will use for the major assignment. The assignment will be a short extract from a text, for you to discuss and analyse.

On successful completion you will be able to:

- Understand, analyse and be able to discuss the relationship between meaning and social context, through the concepts of field (the type of social action), tenor (the kinds of relations between the interactants), and mode (how language contact occurs)

- Be able to analyse the grammar of the ideational function of language, and discuss its contribution to meaning making in real life language use

## Assignment 3

Due: **5pm Monday Week 13**

Weighting: **50%**

In this assignment you will analyse a text based on the three functions of language introduced in the course. We will use the analysis from Assignment 2, and add a little more text to it. You will analyse the text from the perspective of the functions of language introduced in this unit. You will write an essay based on your analysis, interpreting the linguistics patterns and relating them to the social function of the text.

On successful completion you will be able to:

- Understand, analyse and be able to discuss the relationship between meaning and social context, through the concepts of field (the type of social action), tenor (the kinds of relations between the interactants), and mode (how language contact occurs)
- Be able to analyse the grammar of the ideational function of language, and discuss its contribution to meaning making in real life language use
- Be able to analyse the grammar of the interpersonal function of language, and discuss its contribution to meaning making in real life language use
- Be able to analyse the grammar of the textual function of language, and discuss its contribution to meaning making in real life language use

## Take home exam

Due: **Released 13/6 DUE 17/6**

Weighting: **25%**

This final assessment task is a take home exam. It consists of 5 questions covering: clause analysis, transitivity, mood/modality, theme/rheme, logical relations.

On successful completion you will be able to:

- Be able to analyse the grammar of the ideational function of language, and discuss its contribution to meaning making in real life language use
- Be able to analyse the grammar of the interpersonal function of language, and discuss its contribution to meaning making in real life language use
- Be able to analyse the grammar of the textual function of language, and discuss its contribution to meaning making in real life language use

## Delivery and Resources

The course has a two hour lecture, plus a one hour tutorial. The iLearn website contains self-paced online learning activities. There is also a glossary of terms on the iLearn site.

Although the lectures will be recorded via the ECHO360 system, my lectures are interactive. I like students to engage in discussion and activities around the concepts being introduced. Please consider this when deciding whether to attend lectures or listen via ECHO360. The iLearn website also has 'mini-lectures' – short, prerecorded lectures on key concepts from the course, designed for students unable to attend some lectures.

You can choose between the two following books. The first is more detailed and comprehensive; but the second is easy to read.

Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). *An Introduction to Halliday's Functional Grammar: Fourth Edition (3rd ed.)*. London: Arnold.

This book is not easy to read. An alternative textbook is:

Butt, D, Fahey, R, Feez, S, Spinks, S. 2012. *Using Functional Grammar: An Explorer's Guide*. Macmillan Australia.

## Unit Schedule

Week	Lecture topics	Readings
1	<p><b>What is language? What is grammar?</b></p> <p>We begin this unit by exploring some ideas about the nature of language including how it is that we come to be users of language. Language is more than grammar, so we also need to understand the place of grammar within language. While often thought of as 'rules', grammar is a resource for meaning. I'll illustrate this point by looking at what verbs do. Verbs are at the centre of the most important grammatical unit, the clause. The verb is a structure that allows us to represent and construe process, flux and change. So, it's time to move beyond the 'verb is a doing word' definition, to explore the power and beauty of the grammar of verbs.</p> <p>Also, see my column <a href="#">here</a> for a bit of background on the way grammar is explored in this unit.</p>	<p><b>Halliday's Introduction to Functional Grammar (IFG):</b></p> <p>Chapter 1</p> <p><b>Using Functional Grammar (UFG):</b></p> <p>Chapter 1&amp;2</p>
2	<p><b>Constituency: units in grammar</b></p> <p>In week 1, we looked at the forms and functions of a key piece of structure in grammar, the 'verbal group'. This week we extend our picture by looking at the other important units in grammar. As we know, language can be viewed from different points of view. The units that we study depend on how we are looking at language. If we are looking at sound or writing patterns, then we identify units relevant to those aspects of language. These units are different from units in grammar, or semantics. We will look at the grammatical units of clause, group and phrase, word, and morpheme. As always, to understand what we can 'see' in language structure we have to understand what motivates it, and relate it to the motif of 'choice'.</p>	<p><b>IFG:</b> Chapter 2</p> <p><b>UFG:</b> Chapter 1&amp;2</p>

<p>3</p>	<p><b>What is a clause?</b></p> <p>To use language in the many and varied ways we interact, we need to put words into structures. The most important grammatical unit is the clause, because it is through the clause we create 'experiential', 'interpersonal' and 'textual meanings'. In this lecture we will build on the two previous weeks by looking at whole clauses, and different types of clauses. We will even see clauses inside (i.e. 'embedded in') other clauses.</p>	<p><b>IFG:</b> Chapter 2 (section 2.7)</p> <p><b>UFG:</b> Chapter 3</p>
<p>4</p>	<p><b>How do we join clauses together?</b></p> <p>Sometimes our interactions are very short. Often they are not. Humans in all kinds of situations create extended texts. They do this by joining clauses together into long stretches of clauses. In this lecture, we look at the grammatical systems which underpin our ways of joining clauses together. We will also look at how we represent grammar as 'systems of options'.</p>	<p><b>IFG:</b> Chapter 7 (This is a long, detailed chapter. Please have a look at the first two sections 7.1 and 7.2 in particular, and browse through the rest of the chapter looking at the tables and examples)</p> <p><b>UFG:</b> Chapter 8</p>
<p>5</p>	<p><b>Clause as representation: language construing experience 1</b></p> <p>Humans use language for meaning making of three kinds. This week we begin exploring how grammar allows us to make sense of experience, to turn experience into meaning that we can share with our nearest and dearest, or complete strangers. We will come back to the verbal group, and look at different kinds of verbs/processes, and how we use grammar to construe action, saying and thinking, and relations of identity and similarity.</p>	<p><b>IFG:</b> Chapter 5</p> <p><b>UFG:</b> Chapter 4</p>
<p>6</p>	<p><b>Clause as representation: language construing experience 2</b></p> <p>PART 2</p>	<p><b>IFG:</b> Chapter 5</p> <p><b>UFG:</b> Chapter 4</p>
<p>7</p>	<p><b>Clause as exchange: language enacting social relationships 1</b></p> <p>Humans don't produce linguistic structure as an end in itself. We don't just talk, we talk to someone, even when that someone is someone we don't know or can never know. There is always an audience for our talk. There are many dimensions to our social relations. For instance, how do you talk to people who have some kind of power over you? How does your talk reflect a relation of familiarity or intimacy? When you talk to very young kids, or to elderly people, how does your language vary? These kinds of distinctions are reflected and made through linguistic choices. This week we begin looking at the grammar that enables us to enact our social relations.</p>	<p><b>IFG:</b> Chapter 4</p> <p><b>UFG:</b> Chapter 5&amp;6</p>
<p>8</p>	<p><b>Clause as exchange: language enacting social relationships 2</b></p> <p>PART 2</p>	<p><b>IFG:</b> Chapter 4</p> <p><b>UFG:</b> Chapter 5&amp;6</p>
<p>9</p>	<p><b>Clause as message: language for creating coherent text 1</b></p> <p>Language allows us to make meanings of two kinds simultaneously: meanings about the world, and meanings about the social relations that pertain to a given situation. How do we make all this hang together? The textual function is the grammar for creating coherent texts. This week we look into the options in grammar for the order of elements in a clause, and how this order has consequences for text structure and coherence.</p>	<p><b>IFG:</b> Chapter 3</p> <p><b>UFG:</b> Chapter 7</p>
<p>10</p>	<p><b>Clause as message: language for creating coherent text 2</b></p> <p>PART 2</p>	<p><b>IFG:</b> Chapter 3</p> <p><b>UFG:</b> Chapter 7</p>

11	<p><b>The three functions of language: reviewing the course so far</b></p> <p>This week we review all grammatical ideas and concepts introduced so far, looking at how to use them to analyse and interpret text.</p>	<p><b>UFG:</b> Chapter 12</p>
12	<p><b>Language in context: when language breaks down</b></p> <p>Language is meaningful because we weave our words into texts that hang together. Illness and injury can affect our language. Many professionals treat people who suffer language disorders, such as aphasia. This week we will have a guest lecture from Dr Scott Barnes, on language disorders. In this session we will look at what disordered speech looks like, some ways of analysing it and understanding it. We will put this discourse in the context of what makes a text cohesive and coherent.</p> <p><b>Guest lecturer: Dr Scott Barnes</b></p>	<p><b>IFG:</b> Chapter 9 <b>UFG:</b> Chapter 9</p>
13	<p><b>Language in context: spoken and written language</b></p> <p>Language varies according to context. One key dimension of variation is the mode of contact e.g. whether we are communicating face-to-face, or via a written mode. If written, we could be writing a formal letter or texting a friend. The grammatical patterns in a text change, depending on the mode of contact. This week we will review the concepts and terminology introduced in this course, through looking at the grammatical differences between speaking and writing.</p>	<p><i>Halliday, MAK. 1985. Spoken and Written Language. Geelong: Deakin University Press. (e-Reserve)</i></p>

## Learning and Teaching Activities

### Face to face lectures

Ling218 has a weekly 2 hour face to face lecture. This time combines presentation of concepts, and working through the application of these concepts to real discourse in its social context. We examine a wide variety of discourse, including from the domains of education, politics and media, advertising and literature.

### Online lectures

Short online video lectures are available. These are designed for those unable to attend the face to face lectures, or who wish to revised the lecture content.

### Tutorials

From week 2, there is a one hour tutorial. Attendance is at these tutorials is required for this course.

### Online activities

The iLearn site provides online, self-paced activities which review key concepts of the course.

### Assessment activities

Assessment activities are designed to enable students to apply the concepts of the course to real-life examples of language in social context.

## 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](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](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/](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](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](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/](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](http://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](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](#)



- [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](http://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/](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

### 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:

#### Assessment task

- Assignment 3

### 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

- Understand, analyse and be able to discuss the relationship between meaning and social context, through the concepts of field (the type of social action), tenor (the kinds of relations between the interactants), and mode (how language contact occurs)

## Assessment tasks

- Assignment 1
- Take home exam

## 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

- Understand, analyse and be able to discuss the relationship between meaning and social context, through the concepts of field (the type of social action), tenor (the kinds of relations between the interactants), and mode (how language contact occurs)
- Be able to analyse the grammar of the ideational function of language, and discuss its contribution to meaning making in real life language use
- Be able to analyse the grammar of the interpersonal function of language, and discuss its contribution to meaning making in real life language use
- Be able to analyse the grammar of the textual function of language, and discuss its contribution to meaning making in real life language use

## Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3
- Take home 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

- Understand, analyse and be able to discuss the relationship between meaning and social context, through the concepts of field (the type of social action), tenor (the kinds of relations between the interactants), and mode (how language contact occurs)
- Be able to analyse the grammar of the ideational function of language, and discuss its contribution to meaning making in real life language use
- Be able to analyse the grammar of the interpersonal function of language, and discuss its contribution to meaning making in real life language use
- Be able to analyse the grammar of the textual function of language, and discuss its contribution to meaning making in real life language use

## Assessment tasks

- Assignment 2
- Assignment 3
- Take home 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

- Understand, analyse and be able to discuss the relationship between meaning and social context, through the concepts of field (the type of social action), tenor (the kinds of relations between the interactants), and mode (how language contact occurs)
- Be able to analyse the grammar of the ideational function of language, and discuss its contribution to meaning making in real life language use
- Be able to analyse the grammar of the interpersonal function of language, and discuss its contribution to meaning making in real life language use
- Be able to analyse the grammar of the textual function of language, and discuss its contribution to meaning making in real life language use

## Assessment tasks

- Assignment 2
- Assignment 3

- Take home 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

- Understand, analyse and be able to discuss the relationship between meaning and social context, through the concepts of field (the type of social action), tenor (the kinds of relations between the interactants), and mode (how language contact occurs)
- Be able to analyse the grammar of the ideational function of language, and discuss its contribution to meaning making in real life language use
- Be able to analyse the grammar of the interpersonal function of language, and discuss its contribution to meaning making in real life language use
- Be able to analyse the grammar of the textual function of language, and discuss its contribution to meaning making in real life language use

### Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

## 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 outcome

- Understand, analyse and be able to discuss the relationship between meaning and social context, through the concepts of field (the type of social action), tenor (the kinds of relations between the interactants), and mode (how language contact occurs)

## Assessment task

- Assignment 3

## Changes from Previous Offering

This year I have changed the exam over to a take-home exam.