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# General Information

<table>
<thead>
<tr>
<th>Unit convenor and teaching staff</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit Convenor</strong></td>
<td></td>
</tr>
<tr>
<td>John Knox</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:john.knox@mq.edu.au">john.knox@mq.edu.au</a></td>
<td></td>
</tr>
<tr>
<td>Contact via <a href="mailto:john.knox@mq.edu.au">john.knox@mq.edu.au</a></td>
<td></td>
</tr>
<tr>
<td>C5A 507</td>
<td></td>
</tr>
<tr>
<td>By appointment</td>
<td></td>
</tr>
<tr>
<td>Margaret Wood</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:margaret.wood@mq.edu.au">margaret.wood@mq.edu.au</a></td>
<td></td>
</tr>
</tbody>
</table>

| Credit points | 4 |

| Prerequisites | Admission to MAppLing or PGDipAppLing or MTransInterMAppLing or MAppLingTESOL or MTransInterMAppLingTESOL |

| Corequisites |  |

| Co-badged status |  |

| Unit description | This unit focuses on form and function in language through an exploration of both traditional and systemic functional grammars, the two most common approaches to grammar used in applied linguistics. The first part of the unit presents traditional grammar, and explores the extent to which it can be construed as a 'communicative grammar'. The second part presents systemic functional grammar, and explains how this approach links language forms with functions through taking account of contexts of language use. Participants in this unit can expect to consolidate their understanding of traditional grammar and gain a useful foundation in systemic functional grammar. |

# 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. The learning outcomes of this Unit are a basic understanding of two important theories of the grammar of English in applied linguistics: (1) traditional grammar; and (2) systemic
functional grammar. Students should consolidate their understanding of the former; and develop a strong foundation in the latter. Students will develop an appropriate vocabulary for labelling parts of speech, in both traditional and functional terms. Students will be able to analyse texts across a variety of genres using both approaches to grammar. Students will be able to explain the strengths and weaknesses of each approach to grammar both in abstract theoretical and practical terms.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>15%</td>
<td>March 18</td>
</tr>
<tr>
<td>Text analysis using traditional</td>
<td>30%</td>
<td>April 8</td>
</tr>
<tr>
<td>Guided research project</td>
<td>50%</td>
<td>June 17</td>
</tr>
<tr>
<td>Online discussion participation</td>
<td>5%</td>
<td>Weeks 2, 7, 12</td>
</tr>
</tbody>
</table>

Essay
Due: **March 18**
Weighting: **15%**

Complete an essay on a set task. (1,000 words)

Marked assignments will be returned to your official Macquarie email address.

This Assessment Task relates to the following Learning Outcomes:

- The learning outcomes of this Unit are a basic understanding of two important theories of the grammar of English in applied linguistics: (1) traditional grammar; and (2) systemic functional grammar. Students should consolidate their understanding of the former; and develop a strong foundation in the latter. Students will develop an appropriate vocabulary for labelling parts of speech, in both traditional and functional terms. Students will be able to analyse texts across a variety of genres using both approaches to grammar. Students will be able to explain the strengths and weaknesses of each approach to grammar both in abstract theoretical and practical terms.

Text analysis using traditional
Due: **April 8**
Weighting: **30%**
Traditional grammar analysis.
Marked assignments will be returned to your official Macquarie email address.

This Assessment Task relates to the following Learning Outcomes:
• The learning outcomes of this Unit are a basic understanding of two important theories of the grammar of English in applied linguistics: (1) traditional grammar; and (2) systemic functional grammar. Students should consolidate their understanding of the former; and develop a strong foundation in the latter. Students will develop an appropriate vocabulary for labelling parts of speech, in both traditional and functional terms. Students will be able to analyse texts across a variety of genres using both approaches to grammar. Students will be able to explain the strengths and weaknesses of each approach to grammar both in abstract theoretical and practical terms.

Guided research project
Due: June 17
Weighting: 50%

Complete an analysis of a provided text using SFG, and provide interpretation and discussion of the results. (2,000 words + presentation of analysis)
Marked assignments will be returned to your official Macquarie email address.

This Assessment Task relates to the following Learning Outcomes:
• The learning outcomes of this Unit are a basic understanding of two important theories of the grammar of English in applied linguistics: (1) traditional grammar; and (2) systemic functional grammar. Students should consolidate their understanding of the former; and develop a strong foundation in the latter. Students will develop an appropriate vocabulary for labelling parts of speech, in both traditional and functional terms. Students will be able to analyse texts across a variety of genres using both approaches to grammar. Students will be able to explain the strengths and weaknesses of each approach to grammar both in abstract theoretical and practical terms.

Online discussion participation
Due: Weeks 2, 7, 12
Weighting: 5%

Participate in online discussions. The grade is simply for participation, not for the quality of contributions.
This Assessment Task relates to the following Learning Outcomes:

• The learning outcomes of this Unit are a basic understanding of two important theories of the grammar of English in applied linguistics: (1) traditional grammar; and (2) systemic functional grammar. Students should consolidate their understanding of the former; and develop a strong foundation in the latter. Students will develop an appropriate vocabulary for labelling parts of speech, in both traditional and functional terms. Students will be able to analyse texts across a variety of genres using both approaches to grammar. Students will be able to explain the strengths and weaknesses of each approach to grammar both in abstract theoretical and practical terms.

Delivery and Resources

The learning and teaching strategies used in this Unit are face-to-face sessions which are recorded for distance students, and self-study of readings and online courses notes. The unit convenor will be contactable through email to answer any queries that might arise.

It is expected that students in this unit will read set readings, participate in small group discussions and follow current developments in the academic literature in specific areas of interest to them.
## Unit Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Formal and functional grammars</td>
</tr>
<tr>
<td>2</td>
<td>Grammar of procedures</td>
</tr>
<tr>
<td>3</td>
<td>Grammar of descriptions</td>
</tr>
<tr>
<td>4</td>
<td>Grammar for talking about the past</td>
</tr>
<tr>
<td>5</td>
<td>Grammar for predicting and hypothesising</td>
</tr>
<tr>
<td>6</td>
<td>Context-text relations</td>
</tr>
<tr>
<td>mid-semester break</td>
<td>two weeks</td>
</tr>
<tr>
<td>7</td>
<td>Genre and grammar</td>
</tr>
<tr>
<td>8</td>
<td>Grammar for representing experience I</td>
</tr>
<tr>
<td>9</td>
<td>Grammar for representing experience II</td>
</tr>
<tr>
<td>10</td>
<td>Grammar for interacting with others I</td>
</tr>
<tr>
<td>11</td>
<td>Grammar for interacting with others II</td>
</tr>
<tr>
<td>12</td>
<td>Grammar for making a text flow I</td>
</tr>
<tr>
<td>13</td>
<td>Grammar for making a text flow II</td>
</tr>
</tbody>
</table>

## 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:

  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/)


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**
- **Ask a Learning Adviser**

**Student Enquiry Service**

For all student enquiries, visit Student Connect at ask.mq.edu.au

**Equity 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.

**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/).
Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcome

- The learning outcomes of this Unit are a basic understanding of two important theories of the grammar of English in applied linguistics: (1) traditional grammar; and (2) systemic functional grammar. Students should consolidate their understanding of the former; and develop a strong foundation in the latter. Students will develop an appropriate vocabulary for labelling parts of speech, in both traditional and functional terms. Students will be able to analyse texts across a variety of genres using both approaches to grammar. Students will be able to explain the strengths and weaknesses of each approach to grammar both in abstract theoretical and practical terms.

Assessment tasks

- Guided research project
- Online discussion participatio

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcome

- The learning outcomes of this Unit are a basic understanding of two important theories of the grammar of English in applied linguistics: (1) traditional grammar; and (2) systemic functional grammar. Students should consolidate their understanding of the former; and develop a strong foundation in the latter. Students will develop an appropriate vocabulary for labelling parts of speech, in both traditional and functional terms. Students will be able to analyse texts across a variety of genres using both approaches to
grammar. Students will be able to explain the strengths and weaknesses of each approach to grammar both in abstract theoretical and practical terms.

Assessment tasks

• Essay
• Text analysis using traditional
• Guided research project
• Online discussion participation

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcome

• The learning outcomes of this Unit are a basic understanding of two important theories of the grammar of English in applied linguistics: (1) traditional grammar; and (2) systemic functional grammar. Students should consolidate their understanding of the former; and develop a strong foundation in the latter. Students will develop an appropriate vocabulary for labelling parts of speech, in both traditional and functional terms. Students will be able to analyse texts across a variety of genres using both approaches to grammar. Students will be able to explain the strengths and weaknesses of each approach to grammar both in abstract theoretical and practical terms.

Assessment tasks

• Essay
• Text analysis using traditional
• Guided research project
• Online discussion participation

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:
Learning outcome

- The learning outcomes of this Unit are a basic understanding of two important theories of the grammar of English in applied linguistics: (1) traditional grammar; and (2) systemic functional grammar. Students should consolidate their understanding of the former; and develop a strong foundation in the latter. Students will develop an appropriate vocabulary for labelling parts of speech, in both traditional and functional terms. Students will be able to analyse texts across a variety of genres using both approaches to grammar. Students will be able to explain the strengths and weaknesses of each approach to grammar both in abstract theoretical and practical terms.

Assessment tasks

- Text analysis using traditional
- Guided research project
- Online discussion participation

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcome

- The learning outcomes of this Unit are a basic understanding of two important theories of the grammar of English in applied linguistics: (1) traditional grammar; and (2) systemic functional grammar. Students should consolidate their understanding of the former; and develop a strong foundation in the latter. Students will develop an appropriate vocabulary for labelling parts of speech, in both traditional and functional terms. Students will be able to analyse texts across a variety of genres using both approaches to grammar. Students will be able to explain the strengths and weaknesses of each approach to grammar both in abstract theoretical and practical terms.

Assessment tasks

- Essay
- Guided research project
- Online discussion participation
PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues.

This graduate capability is supported by:

**Learning outcome**

- The learning outcomes of this Unit are a basic understanding of two important theories of the grammar of English in applied linguistics: (1) traditional grammar; and (2) systemic functional grammar. Students should consolidate their understanding of the former; and develop a strong foundation in the latter. Students will develop an appropriate vocabulary for labelling parts of speech, in both traditional and functional terms. Students will be able to analyse texts across a variety of genres using both approaches to grammar. Students will be able to explain the strengths and weaknesses of each approach to grammar both in abstract theoretical and practical terms.

**Assessment tasks**

- Guided research project
- Online discussion participation