



APPL900

Communicative Grammar

S1 Day 2016

Dept of Linguistics

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General Information

Unit convenor and teaching staff

Unit Convenor

John Knox

john.knox@mq.edu.au

Contact via john.knox@mq.edu.au

C5A 507

By appointment

Margaret Wood

margaret.wood@mq.edu.au

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

Learning Outcomes

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

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

Name	Weighting	Due
<u>Essay</u>	15%	March 18
<u>Text analysis using traditiona</u>	30%	April 8
<u>Guided research project</u>	50%	June 17
<u>Online discussion participatio</u>	5%	Weeks 2, 7, 12

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.

On successful completion you will be able to:

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Text analysis using traditiona

Due: **April 8**

Weighting: **30%**

Traditional grammar analysis.

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

On successful completion you will be able to:

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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.

On successful completion you will be able to:

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Online discussion participatio

Due: **Weeks 2, 7, 12**

Weighting: **5%**

Participate in online discussions. The grade is simply for participation, not for the quality of contributions.

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- 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 coursenotes. 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

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

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

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

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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

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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 participatio

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 participatio