



# APPL901

## Genre, Discourse and Multimodality

S1 Day 2017

*Dept of Linguistics*

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## General Information

Unit convenor and teaching staff

Lecturer

John Knox

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C5A514

Credit points

4

Prerequisites

Admission to MAppLing or PGDipAppLing or MAppLingTESOL or MTransInterMAppLingTESOL

Corequisites

Co-badged status

Unit description

This unit is concerned with the study of human communication from a social-semiotic perspective. It includes the study of the philosophical and practical differences between different schools of genre in applied linguistics; context-related patterns of communication in language and other semiotic systems (such as gesture, image, and layout); and the ways in which such patterns occur across semiotic systems and are systematically related. Multimodal communication in sites of practice such as educational, media, and professional contexts is explored and analysed from a coherent theoretical perspective.

## 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:

Identify the three major schools of genre in Applied Linguistics, their underlying philosophies, analytical approaches, and typical applications

Recognise textual patterns associated with a number of commonly occurring genres in educational and other contexts

Identify systematic relationships between social context and discourse

Identify patterns of meaning across different semiotic systems (e.g. language, image,

layout) in specific communicative contexts

Analyse the semiotic systems involved in specific acts of communication

Explain the relations between specific acts of communication and the contexts in which they occur

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Online discussion participatio</a>	5%	No	Weeks 1, 2, 7, 12
<a href="#">Essay</a>	45%	No	April 18 5pm Sydney time
<a href="#">Multimodal analysis and commen</a>	50%	No	June 16 5pm Sydney time

### Online discussion participatio

Due: **Weeks 1, 2, 7, 12**

Weighting: **5%**

Participate in online discussions.

On successful completion you will be able to:

- Identify the three major schools of genre in Applied Linguistics, their underlying philosophies, analytical approaches, and typical applications
- Recognise textual patterns associated with a number of commonly occurring genres in educational and other contexts
- Identify systematic relationships between social context and discourse
- Identify patterns of meaning across different semiotic systems (e.g. language, image, layout) in specific communicative contexts
- Analyse the semiotic systems involved in specific acts of communication
- Explain the relations between specific acts of communication and the contexts in which they occur

### Essay

Due: **April 18 5pm Sydney time**

Weighting: **45%**

Complete an essay on a set task.

On successful completion you will be able to:

- Identify systematic relationships between social context and discourse

- Identify patterns of meaning across different semiotic systems (e.g. language, image, layout) in specific communicative contexts
- Analyse the semiotic systems involved in specific acts of communication
- Explain the relations between specific acts of communication and the contexts in which they occur

## Multimodal analysis and commen

Due: **June 16 5pm Sydney time**

Weighting: **50%**

Complete a multimodal analysis of a provided text and provide a commentary on the analysis.

On successful completion you will be able to:

- Recognise textual patterns associated with a number of commonly occurring genres in educational and other contexts
- Identify systematic relationships between social context and discourse
- Identify patterns of meaning across different semiotic systems (e.g. language, image, layout) in specific communicative contexts
- Analyse the semiotic systems involved in specific acts of communication
- Explain the relations between specific acts of communication and the contexts in which they occur

## Delivery and Resources

The learning and teaching strategies used in this Unit are face-to-face sessions (for on-campus students) and recordings of these sessions; interaction with materials on iLearn; discussion; and self-study of course readings. The course lecturer will be contactable through email to answer any queries that might arise.

It is expected that students in this unit will read all set readings, participate in group discussions and go beyond the required readings to follow the academic literature in specific areas of interest to them.

The reading material for this unit is challenging, and learners should expect to read each of the readings a number of times.

## 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)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.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 (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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/](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 outcomes

- Identify systematic relationships between social context and discourse
- Explain the relations between specific acts of communication and the contexts in which they occur

#### Assessment tasks

- Online discussion participatio
- Essay
- Multimodal analysis and commen

### 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 outcomes

- Identify the three major schools of genre in Applied Linguistics, their underlying philosophies, analytical approaches, and typical applications
- Recognise textual patterns associated with a number of commonly occurring genres in educational and other contexts
- Identify systematic relationships between social context and discourse
- Identify patterns of meaning across different semiotic systems (e.g. language, image, layout) in specific communicative contexts
- Analyse the semiotic systems involved in specific acts of communication
- Explain the relations between specific acts of communication and the contexts in which

they occur

## Assessment tasks

- Online discussion participatio
- Essay
- Multimodal analysis and commen

## 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 outcomes

- Identify the three major schools of genre in Applied Linguistics, their underlying philosophies, analytical approaches, and typical applications
- Recognise textual patterns associated with a number of commonly occurring genres in educational and other contexts
- Identify systematic relationships between social context and discourse
- Identify patterns of meaning across different semiotic systems (e.g. language, image, layout) in specific communicative contexts
- Analyse the semiotic systems involved in specific acts of communication
- Explain the relations between specific acts of communication and the contexts in which they occur

## Assessment tasks

- Online discussion participatio
- Essay
- Multimodal analysis and commen

## 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 outcomes

- Recognise textual patterns associated with a number of commonly occurring genres in educational and other contexts
- Identify systematic relationships between social context and discourse
- Identify patterns of meaning across different semiotic systems (e.g. language, image, layout) in specific communicative contexts
- Analyse the semiotic systems involved in specific acts of communication
- Explain the relations between specific acts of communication and the contexts in which they occur

## Assessment tasks

- Online discussion participatio
- Essay
- Multimodal analysis and commen

## 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 outcomes

- Identify systematic relationships between social context and discourse
- Identify patterns of meaning across different semiotic systems (e.g. language, image, layout) in specific communicative contexts
- Analyse the semiotic systems involved in specific acts of communication
- Explain the relations between specific acts of communication and the contexts in which they occur

## Assessment tasks

- Online discussion participatio
- Essay
- Multimodal analysis and commen

## 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 outcomes**

- Identify systematic relationships between social context and discourse
- Explain the relations between specific acts of communication and the contexts in which they occur

## **Assessment tasks**

- Online discussion participatio
- Essay
- Multimodal analysis and commen