



# LING120

## Exploring English

S1 Day 2018

*Dept of Linguistics*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Policies and Procedures</u>	6
<u>Graduate Capabilities</u>	8
<u>Changes from Previous Offering</u>	12

#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

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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:

Demonstrate 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 final grade for LING120 will be based on your aggregate marks across all assessments. Please note that attendance at the exam is compulsory - students can pass overall even if they fail the exam but failure to sit the exam will result in automatic failure overall no matter what your aggregate raw mark.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Exam</a>	30%	No	University examination period
<a href="#">Short essay</a>	10%	No	Tuesday March 27, 11.55 pm
<a href="#">Grammar exercise</a>	35%	No	Tuesday May 8, 11.55pm
<a href="#">Major essay</a>	25%	No	Tuesday May 22, 11.55pm

## Exam

Due: **University examination period**

Weighting: **30%**

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

On successful completion you will be able to:

- Demonstrate 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 27, 11.55 pm**

Weighting: **10%**

In this short essay students analyse the context of a text (500 words)

On successful completion you will be able to:

- Demonstrate 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 8, 11.55pm**

Weighting: **35%**

This grammar exercise is based on Lectures 4-14 and will cover experiential and interpersonal meanings. Students will also be required to participate in the online practice grammar quizzes and this participation will form part of the mark for this assessment.

On successful completion you will be able to:

- Demonstrate 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 22, 11.55pm**

Weighting: **25%**

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:

- Demonstrate 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 online lectures and weekly tutorials, both beginning in week 1. Lectures will be available through ECHO (accessible through the learn site). We also use iLearn for uploading notes and other materials. 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.

This unit runs over the full 13 weeks of Semester 1. 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.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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](https://ask.mq.edu.au).

### How to apply for a late submission of an assignment

All requests for special consideration, including extensions, must be submitted via [ASK.mq.edu.au](https://ask.mq.edu.au) and provide suitable supporting documentation

## Late Assignment Submission

- Late submissions without an extension will receive a penalty of 5% of the total mark available for the assignment per day
- Late submission of an assignment without an extension will not be permitted after marks have been released to the rest of the class.
- Extensions will only be given in special circumstances, and can be requested by completing the Special Consideration request at [ask.mq.edu.au](https://ask.mq.edu.au) and providing the requisite supporting documentation.
- For more information on Special Consideration, see the university website <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Assignments submitted after the deadline, regardless of the reason, will be marked and returned at a date determined by the unit convenor.

Extensions cannot continue beyond the start of the following semester, and students should be aware that long extensions may impact graduation dates.

## 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](https://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

### 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**

- Demonstrate 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.

## **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

- Demonstrate 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
- 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
- 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

- Demonstrate 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

Change to the convenor, removal of lecture schedule from this guide, removal of the advice from 2016 that assessments had changed from 2015 as this is no longer relevant. Otherwise the same information, assignment dates updated to reflect 2017 dates.