# APPL901

## Genre, Discourse and Multimodality

S2 External 2018

*Dept of Linguistics*

## Contents

**Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

# General Information

Unit convenor and teaching staff
Philip Chappell
philip.chappell@mq.edu.au

Maria Herke
maria.herke@mq.edu.au

Credit points
4

Prerequisites
Admission to MAppLing or PGDipAppLing or MAppLingTESOL or
MTransInterMAppLingTESOL or MAccComm

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

# General Assessment Information

## 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 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 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.

# Assessment Tasks

| Name | Weighting | Hurdle | Due |
|------|-----------|--------|-----|
| Online discussion participatio | 5% | No | Weeks 1, 2, 6, 11 |
| Essay | 45% | No | Sep 17, 11:59pm Sydney time |
| Multimodal analysis and commen | 50% | No | Nov 12, 11:59pm Sydney time |

## Online discussion participatio

Due: **Weeks 1, 2, 6, 11**
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: **Sep 17, 11:59pm 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: **Nov 12, 11:59pm 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.

# Unit Schedule

| Week | Topic | Readings (provisional) <br><br>To access readings, go to the Library homepage and search: <br><br>"APPL901" | Comments |
|---|---|---|---|
| 1 | Introduction to genre and discourse | Swales, J. (1990). *Genre Analysis: English in academic and research settings*. Cambridge: Cambridge University Press. Chapter 3: The concept of genre. <br><br> Gee, J. P. (1990). *Social linguistics and literacies: Ideology in discourses*. Hampshire: The Falmer Press. Chapter 6: Discourses and literacies: Two theorems. | Online discussion 1 |
| 2 | Genre | Hyon, S. (1996). Genre in three traditions: Implications for ESL. *TESOL Quarterly, 30*(4), 693-722. <br><br> Martin, J. R., & Rose, D. (2008). *Genre relations: Mapping culture*. London: Equinox. Chapter 1: Getting going with genre. pp. 1-30. | Online discussion 2 |
| 3 | Discourse | McCarthy, M. (1991). *Discourse analysis for language teachers*. Cambridge: Cambridge University Press. Chapter 1: What is discourse analysis? <br><br> Martin, J. R., & Rose, D. (2008). *Genre relations: Mapping culture*. London: Equinox. Chapter 1: Getting going with genre. pp. 30-48 | |
| 4 | Introduction to multi-modality | Goodman, S. (1996). Visual English. In S. Goodman & D. Graddol (Eds.), *Redesigning English: New texts, new identities* (pp. 38-105). London and New York: The Open University and Routledge. <br><br> O'Halloran, K. L. (2005). *Mathematical discourse: Language, symbolism and visual images*. London: Continuum. Chapter 2: Evolution of the semiotics of mathematics. | |

| 5 | Space and time | Kress, G., Jewitt, C., Bourne, J., Franks, A., Hardcastle, J., Jones, K., & Reid, E. (2005). *English in urban classrooms: A multimodal perspective on teaching and learning*. New York: RoutledgeFalmer. Chapter 4: The English classroom as a multimodal sign.<br><br>Iedema, R. (2003). Multimodality, resemiotization: Extending the analysis of discourse as multisemiotic practice. *Visual Communication, 2*(1), 29-57. | |
| 6 | Multimodality and social action: Pedagogy and analysis | Jewitt, C. (2006). *Technology, literacy and learning: A multimodal approach*. London: Routledge. Chapter 7: Pedagogy as design.<br><br>Djonov, E., & Knox, J. S. (2014). How to analyze webpages. In S. Norris & C. D. Maier (Eds.), *Texts, images and interactions: A reader in multimodality* (pp. 171-193): De Gruyter. | Online discussion 3 |
| 7 | Multimodal concepts and genres | Kress, G., & van Leeuwen, T. (2001). *Multimodal discourse: The modes and media of contemporary communication*. London: Hodder Arnold. Chapter 1: Introduction.<br><br>Bateman, J. A. (2008). *Multimodality and genre: A foundation for the systematic analysis of multimodal documents*. Hampshire: Palgrave Macmillan. Chapter 5: Multimodal documents and genre.<br><br>Lemke, J. L. (2002). Travels in hypermodality. *Visual Communication, 1*(3), 299-325. **OPTIONAL** | |
| | | **MID-SEMESTER BREAK (2 weeks)**<br><br>September 17-28 | Assignment 2 due: Monday September 17, 11.59pm Sydney time |
| 8 | Building and linking concepts I | Royce, T. D. (1998). Synergy on the page: Exploring intersemiotic complementarity in page-based multimodal text. *JASFL Occasional Papers, 1*(1), 25-49. **Pages 25-35 only**.<br><br>Derewianka, B., & Coffin, C. (2008). Time visuals in history textbooks: Some pedagogic issues. In L. Unsworth (Ed.), *Multimodal semiotics: Functional analysis in contexts of education* (pp. 187-200). London and New York: Continuum. | |
| 9 | Building and linking concepts II | van Leeuwen, T. (2005). *Introducing social semiotics*. London: Routledge. Chapter 11: Information linking. | |
| 10 | Inter-personal meanings I | Royce, T. D. (1998). Synergy on the page: Exploring intersemiotic complementarity in page-based multimodal text. *JASFL Occasional Papers, 1*(1), 25-49. **Pages 35-40 only**.<br><br>Chen, Y. (2010). Exploring dialogic engagement with readers in multimodal EFL textbooks in China. *Visual Communication, 9*(4), 485-506. | |

| 11 | Inter-personal meanings II | | |
|----|----|----|----|
| | | | Online discussion 4 |
| 12 | Composi-tion I | Kress, G., & van Leeuwen, T. (2006). *Reading images: The grammar of visual design* (2nd ed.). London: Routledge. Chapter 6: The meaning of composition.<br><br>Royce, T. D. (1998). Synergy on the page: Exploring intersemiotic complementarity in page-based multimodal text. *JASFL Occasional Papers, 1*(1), 25-49. **Pages 41-46 only**. **OPTIONAL** | |
| 13 | Review | Bednarek, M., & Caple, H. (2012). *News discourse*. London & New York: Continuum. Chapter 7: Balancing act: Image composition.<br><br>Knox, J. S. (2009). Punctuating the home page: Image as language in an online newspaper. *Discourse and Communication, 3*(2), 145-172. | Assignment 3 due next week: Mon Nov 12, 11.59pm Sydney time |

# 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). 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). 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).

# 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.

# 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 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