



APPL942

Teaching English for Academic Purposes

S2 External 2018

Dept of Linguistics

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General Information

Unit convenor and teaching staff

Convenor

Dana Skopal

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Margaret Wood

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Credit points

4

Prerequisites

Admission to MAppLing or PGDipAppLing or MAppLingTESOL or MTransInterMAppLingTESOL

Corequisites

Co-badged status

APPL742

Unit description

This unit will provide you with an understanding of the features of academic discourse, focusing on the genres used by different disciplinary communities, and the way these communities use the lexico-grammatical resources of academic English to achieve their purposes. We examine the identities projected by academics in their writing, and the ways in which student writers develop their understanding of and ability to project appropriate identities. This understanding provides the basis for consideration of approaches to needs analysis, course and materials development and assessment. The problems faced by both native and non-native speakers of English will be explored. Students will have the opportunity to follow their own interests in their selection of assignments.

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 an understanding of the nature and features of academic discourse

Demonstrate an understanding of and ability to appropriately use a range of academic

genre

Demonstrate an understanding of the issues related to teaching language for academic purposes to both first language and second language speakers

Apply principles of discourse analysis to the analysis of academic texts

Apply principles of needs analysis and discourse analysis to course design and materials selection

Evaluate the appropriacy of a range of teaching materials and assessment tasks for use with specific student cohorts.

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
<u>Summary</u>	20%	No	19 Aug 2018
<u>Essay</u>	40%	No	23 Sep 2018
<u>Materials review</u>	40%	No	11 Nov 2018

Summary

Due: **19 Aug 2018**

Weighting: **20%**

Summarise the main ideas in a chapter or article on academic discourse.

On successful completion you will be able to:

- Demonstrate an understanding of the nature and features of academic discourse

Essay

Due: **23 Sep 2018**

Weighting: **40%**

An essay on a topic of your interest relating to EAP

On successful completion you will be able to:

- Demonstrate an understanding of the nature and features of academic discourse
- Demonstrate an understanding of and ability to appropriately use a range of academic genre
- Demonstrate an understanding of the issues related to teaching language for academic purposes to both first language and second language speakers

Materials review

Due: **11 Nov 2018**

Weighting: **40%**

Critically analyse EAP teaching materials taken from published sources.

On successful completion you will be able to:

- Demonstrate an understanding of the nature and features of academic discourse
- Demonstrate an understanding of and ability to appropriately use a range of academic genre
- Demonstrate an understanding of the issues related to teaching language for academic purposes to both first language and second language speakers
- Apply principles of discourse analysis to the analysis of academic texts
- Apply principles of needs analysis and discourse analysis to course design and materials selection
- Evaluate the appropriacy of a range of teaching materials and assessment tasks for use with specific student cohorts.

Delivery and Resources

The learning and teaching strategies used in this Unit are recordings of lectures; interaction with materials on iLearn; on-line discussion; and self-study of course readings.

Lectures will be available on ECHO.

Distance students are expected to participate in the on-line discussion, making a minimum of five posts in addition to their self-introduction.

Unit Schedule

Week	Topic
1	Introduction to EAP: What is academic discourse?
2	Genre in EAP
3	The language of Academic English: Nominal groups, nominalisation and abstraction
4	Stance and identity in professional academic texts
5	Developing expression of stance and identity in student writing
6	EAP, intertextuality and plagiarism
7	Multimodality and the use of social media in academic discourse
	Mid-Semester break
8	Approaches to EAP: study skills, literacy or literacies
9	Needs analysis in EAP
10	Course design in EAP
11	Materials selection and design in EAP
12	Assessment in EAP
13	EAP teachers and professional identity

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.

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

- Demonstrate an understanding of the issues related to teaching language for academic purposes to both first language and second language speakers
- Apply principles of needs analysis and discourse analysis to course design and materials selection
- Evaluate the appropriacy of a range of teaching materials and assessment tasks for use with specific student cohorts.

Assessment task

- Materials review

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

- Demonstrate an understanding of the nature and features of academic discourse
- Demonstrate an understanding of and ability to appropriately use a range of academic genre
- Demonstrate an understanding of the issues related to teaching language for academic purposes to both first language and second language speakers
- Apply principles of discourse analysis to the analysis of academic texts
- Apply principles of needs analysis and discourse analysis to course design and materials selection
- Evaluate the appropriacy of a range of teaching materials and assessment tasks for use with specific student cohorts.

Assessment tasks

- Summary
- Essay
- Materials review

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

- Demonstrate an understanding of the nature and features of academic discourse
- Demonstrate an understanding of the issues related to teaching language for academic purposes to both first language and second language speakers
- Apply principles of discourse analysis to the analysis of academic texts
- Apply principles of needs analysis and discourse analysis to course design and materials selection

Assessment tasks

- Essay
- Materials review

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

- Apply principles of discourse analysis to the analysis of academic texts

Assessment task

- Essay

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

- Demonstrate an understanding of and ability to appropriately use a range of academic genre
- Apply principles of discourse analysis to the analysis of academic texts

Assessment tasks

- Summary
- Essay
- Materials review

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

- Demonstrate an understanding of the issues related to teaching language for academic

purposes to both first language and second language speakers

- Apply principles of needs analysis and discourse analysis to course design and materials selection
- Evaluate the appropriacy of a range of teaching materials and assessment tasks for use with specific student cohorts.

Assessment task

- Materials review