



# LING1120

## Exploring English

Session 1, Special circumstances 2021

*Department of Linguistics*

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#### **Disclaimer**

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#### **Notice**

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group activities on campus, and most will keep an online version available to those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

## General Information

Unit convenor and teaching staff

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Credit points

10

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 and online activities 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:

**ULO1:** Demonstrate an understanding of what is meant by a functional approach to English grammar, and in particular the functional approach taken by systemic functional grammarians.

**ULO2:** Use basic terminology (in terms of both traditional and systemic functional

grammar) used by grammarians to describe grammatical phenomena.

**ULO3:** Analyse short texts in terms of their grammatical patterns.

**ULO4:** Discuss the role of language as it is used in a variety of social contexts.

**ULO5:** 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

### 1. Late Assessment Procedure

- Late submissions without an extension will receive a penalty of 3% of the total mark available for the assessment task per day including weekend days (i.e. this is 3% of the total marks possible for the task – NOT 3% of the marks the student received. For example, if the assessment task is worth 100 marks and the student is two days late their mark for the task is reduced by 6 marks.)
- Late submission of an assessment task without an extension will not be accepted at all after the date on which marked assessment tasks have been released to the rest of the class. Any student with unsubmitted work at this date will receive a mark of 0 for the assessment task.
- 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.
- Extensions that will result in submissions after the assessment task has been returned to the class will require a separate assessment task to be completed at the unit convenor's discretion.
- For more information on Special Consideration, see the university website <https://students.mq.edu.au/study/my-study-program/special-consideration>
- If a student fails the unit due to non-submission of an assignment or non-attendance at an exam, an FA grade will be applied in accordance with the University's Assessment Policy.
- Unit convenors have the discretion to determine whether or not students should fail a unit on the basis of lateness penalties alone if other learning outcomes of the unit have been met.
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## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Clause ID &amp; Thematic analysis</a>	30%	No	Week 13
<a href="#">Major Essay</a>	25%	No	Week 11
<a href="#">Grammar Exercise</a>	35%	No	Week 8
<a href="#">Short Essay</a>	10%	No	Week 3

### Clause ID & Thematic analysis

Assessment Type <sup>1</sup>: Qualitative analysis task

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **Week 13**

Weighting: **30%**

This is an assessment that tests students' understanding of clause identification and Theme / Rheme analysis.

On successful completion you will be able to:

- Demonstrate an understanding of what is meant by a functional approach to English grammar, and in particular the functional approach taken by systemic functional grammarians.
- Use basic terminology (in terms of both traditional and systemic functional grammar) used by grammarians to describe grammatical phenomena.
- Analyse short texts in terms of their grammatical patterns.
- 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.

### Major Essay

Assessment Type <sup>1</sup>: Essay

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **Week 11**

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 an understanding of what is meant by a functional approach to English grammar, and in particular the functional approach taken by systemic functional grammarians.
- Use basic terminology (in terms of both traditional and systemic functional grammar) used by grammarians to describe grammatical phenomena.
- 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.

## Grammar Exercise

Assessment Type <sup>1</sup>: Quiz/Test

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **Week 8**

Weighting: **35%**

This grammar exercise is based on Lectures 4-14 and will cover experiential and interpersonal meanings. Students are strongly advised to participate in the online practice grammar quizzes in order to prepare for this assessment as our research indicates there is a direct correlation between practice quiz participation and the assessment grade.

On successful completion you will be able to:

- Demonstrate an understanding of what is meant by a functional approach to English grammar, and in particular the functional approach taken by systemic functional grammarians.
- Use basic terminology (in terms of both traditional and systemic functional grammar) used by grammarians to describe grammatical phenomena.
- Analyse short texts in terms of their grammatical patterns.
- Discuss the role of language as it is used in a variety of social contexts.

## Short Essay

Assessment Type <sup>1</sup>: Essay

Indicative Time on Task <sup>2</sup>: 10 hours

Due: **Week 3**

Weighting: **10%**

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

On successful completion you will be able to:

- Demonstrate an 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.

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<sup>1</sup> If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

## Delivery and Resources

Lecture content will be delivered to you online via your ilearn site in the form of screencast videos (vlogs) with associated online activities which will be available through the LING1120 ilearn site. There are no face to face lectures.

Tutorials are 1 hour and begin in Week 2. Most streams are available in face to face mode on campus and some are available online via Zoom. Unless you have permission to change, you should attend the tutorial class you registered in. Students should aim to attend at least 80% of these valuable classes.

This unit runs over the full 13 weeks of Semester , however Week 13 will be used to summarise the work throughout the semester. 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.

### Textbook

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. Please ensure you purchase a copy as early as possible because it is an invaluable resource for this unit. The university's official textbook supplier is Booktopia and you can easily order an online copy by going to <https://www.booktopia.com.au/books-online/text-books/textbook-finder/cXC-p1.html?sr=c=header>

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

### Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

### Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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 help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

## 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)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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.