LING2218

Grammar and Meaning

Session 1, Online-scheduled-weekday 2023

Department of Linguistics

Contents

General Information

Unit convenor and teaching staff
Annabelle Lukin
annabelle.lukin@mq.edu.au

Maria Herke
maria.herke@mq.edu.au

Credit points
10

Prerequisites
10cp from LING units at 1000 level

Corequisites

Co-badged status

Unit description
Grammar is the powerhouse of language. The grammar of language emerges over time, as people use language for the varied processes of living. This course will introduce you to the relationship of grammar and meaning, through understanding the three functions of language: - textual function: how we organise our language into coherent text in the many different contexts in which we interact - interpersonal function: how we enact our social relationships through language - ideational function: how we use language to construe our experience of the world around us, and the world inside us. The analysis you will learn about in this unit is used in many different fields of study, including computational linguistics, translation, literary studies, child language development, political and media discourse, the language of health professionals, the language of education, etc. This is a course for people who love language, or who understand that language is important to all aspects of life.

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 understanding of three functions of language: the ideational, interpersonal, the textual functions

ULO2: Apply grammatical concepts to the study of naturally occurring text

ULO3: Identify grammatical patterns in naturally occurring text

ULO4: Analyse and interpret grammatical patterning in naturally occurring text

ULO5: Explain the effects of the grammatical patterning in text in relation to the nature of the social and cultural context of the text

General Assessment Information

Grade descriptors and other information concerning grading are contained in the Macquarie University Assessment Policy.

All final grades are determined by a grading committee, in accordance with the Macquarie University Assessment Policy, and are not the sole responsibility of the Unit Convenor.

Students will be awarded a final grade and a mark which must correspond to the grade descriptors specified in the Assessment Procedure (clause 128).

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, and achieve a final mark of 50 or better.

Further details for each assessment task will be available on iLearn.

Late Submissions

Unless a Special Consideration request has been submitted and approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of '0' will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical concern.

 For example:

Number of days (hours) late	Total Possible Marks	Deduction	Raw mark	Final mark
1 day (1-24 hours)	100	5	75	70
2 days (24-48 hours)	100	10	75	65
3 days (48-72 hours)	100	15	75	60
7 days (144-168 hours)	100	35	75	40
>7 days (>168 hours)	100	-	75	0

For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs, students need to

submit an application for Special Consideration.

Assessment Tasks

Name	Weighting	Hurdle	Due
Text analysis 1	20%	No	21/04/24
Text analysis 2	40%	No	02/06/23
Tutorial preparation and participation	15%	No	Ongoing through semester
Five short online quizzes	25%	No	Ongoing through semester

Text analysis 1

Assessment Type [1]: Case study/analysis
Indicative Time on Task [2]: 22 hours
Due: **21/04/24**
Weighting: **20%**

In this assignment, students analyse text data for its constituency patterns and its experiential patterns, and write an interpretation in 500 words.

On successful completion you will be able to:
- Demonstrate understanding of three functions of language: the ideational, interpersonal, the textual functions
- Apply grammatical concepts to the study of naturally occurring text
- Identify grammatical patterns in naturally occurring text
- Analyse and interpret grammatical patterning in naturally occurring text
- Explain the effects of the grammatical patterning in text in relation to the nature of the social and cultural context of the text

Text analysis 2

Assessment Type [1]: Case study/analysis
Indicative Time on Task [2]: 40 hours
Due: **02/06/23**
Weighting: **40%**

In this assignment students continue with the same short text from assignment 1, but extend the

analysis to include the interpersonal and textual metafunctions, and write an interpretation of the analysis in 1000 - 1200 words.(1200 max).

On successful completion you will be able to:

- Demonstrate understanding of three functions of language: the ideational, interpersonal, the textual functions
- Apply grammatical concepts to the study of naturally occurring text
- Identify grammatical patterns in naturally occurring text
- Analyse and interpret grammatical patterning in naturally occurring text
- Explain the effects of the grammatical patterning in text in relation to the nature of the social and cultural context of the text

Tutorial preparation and participation

Assessment Type [1]: Participatory task
Indicative Time on Task [2]: 12 hours
Due: **Ongoing through semester**
Weighting: **15%**

A mark of 15 is allocated for tutorial attendance, preparation and participation in group discussions (hours included in scheduled and non-scheduled learning activities e.g. tutorial and class preparation)

On successful completion you will be able to:

- Demonstrate understanding of three functions of language: the ideational, interpersonal, the textual functions
- Apply grammatical concepts to the study of naturally occurring text
- Identify grammatical patterns in naturally occurring text
- Analyse and interpret grammatical patterning in naturally occurring text
- Explain the effects of the grammatical patterning in text in relation to the nature of the social and cultural context of the text

Five short online quizzes

Assessment Type [1]: Quiz/Test
Indicative Time on Task [2]: 2 hours
Due: **Ongoing through semester**
Weighting: **25%**

Five short quizzes each worth 5% testing understanding of grammatical concepts

On successful completion you will be able to:

- Demonstrate understanding of three functions of language: the ideational, interpersonal, the textual functions
- Apply grammatical concepts to the study of naturally occurring text

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[1] 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.

[2] 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

This unit has a weekly two hour lecture and a weekly one hour tutorial. Tutorials start in week 2, and each week there is a task to prepare prior to coming to the tutorial. There is a choice between two textbooks which cover the content which covers the content of this unit - there are weekly readings from the textbook. Extra activities are available on iLearn.

Recommended textbooks:

1. *An Introduction to Functional Grammar*, by Halliday and Matthiessen. The library has an electronic copy. If you want your own copy it is OK to buy an earlier edition second hand.
2. *Using Functional Grammar: An Explorer's Guide*, by Butt, Fahey, Feez, Spinks, Yallop. 2nd Edition.

Using Functional Grammar is definitely easier to read, but has less detail. The library has hard copy of this book

Unit Schedule

Week	Lecture topics	Readings

1	**What is language? What is grammar?** We begin this unit by exploring some ideas about the nature of language including how it is that we come to be users of language. Language is more than grammar, so we also need to understand the place of grammar within language. While often thought of as 'rules', grammar is a resource for meaning. I'll illustrate this point by looking at what verbs do. The verb is a structure that allows us to represent and construe process, flux and change. It's time to move beyond the 'verb is a doing word' definition, to explore the power and beauty of the grammar of verbs. Also, see my column here for background on the way grammar is explored in this unit.	Halliday's Introduction to Functional Grammar (IFG): Chapter 1 Using Functional Grammar (UFG): Chapter 1&2
2-3	**Constituency: units in grammar** In weeks 2-3, we extend our picture by looking at the other important units in grammar. We will look at the grammatical units of clause, group and phrase, word, and morpheme. To understand what we can 'see' in language structure we have to understand what motivates it, and relate it to the motif of 'choice'.	IFG: Chapter 2 UFG: Chapter 1&2
4	**What is a clause?** To use language in the many and varied ways we interact, we need to put words into structures. The most important grammatical unit is the clause, because it is through the clause we create 'experiential', 'interpersonal' and 'textual meanings'. In this lecture, we will build on the two previous weeks by looking at whole clauses, and different types of clauses. We will even see clauses inside (i.e. 'embedded in') other clauses.	IFG: Chapter 2 (section 2.7) UFG: Chapter 3
5-6	**Clause as representation: language construing experience** Humans use language for meaning making of three kinds. In weeks 5 and 6 we begin exploring how grammar allows us to make sense of experience, to turn experience into meaning that we can share with our nearest and dearest, or complete strangers. We will come back to the verbal group, and look at different kinds of verbs/ processes, and how we use grammar to construe action, saying and thinking, and relations of identity and similarity.	IFG: Chapter 5 UFG: Chapter 4
7-8	**Clause as exchange: language enacting social relationships** Humans don't produce linguistic structure as an end in itself. We don't just talk, we talk to someone, even when that someone is someone we don't know or can never know. There is always an audience for our talk. There are many dimensions to our social relations. For instance, how do you talk to people who have some kind of power over you? How does your talk reflect a relation of familiarity or intimacy? When you talk to very young kids, or to elderly people, how does your language vary? These kinds of distinctions are reflected and made through linguistic choices.	IFG: Chapter 4 UFG: Chapter 5&6
9-10	**Clause as message: language for creating coherent text** Language allows us to make meanings of two kinds simultaneously: meanings about the world, and meanings about the social relations that pertain to a given situation. How do we make all this hang together? The textual function is the grammar for creating coherent texts. In weeks 9-10 we look into the options in grammar for the order of elements in a clause, and how this order has consequences for text structure and coherence.	IFG: Chapter 3 UFG: Chapter 7
11	**Analysing text: patterns of meaning** In week 11 we work through all the analysis we have done so far, to bring out the patterns of meaning in a sample text.	UFG: Chapter 12

12	**Language in society, society in language**	See iLearn for suggested readings.
	We analyse real data in linguistics to help us understand the nature of language. But we also apply our insights to understanding all kinds of language-related issues, from language as an aesthetic resource in the study of literature, to language used to divide communities for political purposes. In this final lecture I examine some of the many applications of the tools you have studied in this unit.	

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (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
- Assessment Procedure
- Complaints Resolution 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). 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) 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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a

range of resources and services to help you reach your potential, including free online writing and maths support, academic skills development and wellbeing consultations.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

The Writing Centre

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops
- Chat with a WriteWISE peer writing leader
- Access StudyWISE
- Upload an assignment to Studiosity
- Complete the 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

Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study
- Mental health support
- Safety support to respond to bullying, harassment, sexual harassment and sexual assault
- Social support including information about finances, tenancy and legal issues
- Student Advocacy provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via AskMQ, or contact Service Connect.

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.

Inclusion and Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.

Changes since First Published

Date	Description
05/02/2023	Added information on the textbook