APPL8010

Genre, Discourse and Multimodality

Session 2, Online-flexible 2024

Department of Linguistics

Contents

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General Information

Unit convenor and teaching staff
Lecturer; Convenor
Philip Chappell
philip.chappell@mq.edu.au
Contact via Email
12 Second Way Room 513
by appointment

Lecturer
Maria Herke
maria.herke@mq.edu.au
Contact via Email
12 Second Way Room 506
by appointment

Credit points
10

Prerequisites
(Admission to MAppLingTESOL and APPL8200) or (Admission to
MTransInterMAppLingTESOL)

Corequisites

Co-badged status

Unit description
This unit is concerned with the study of human communication from a social-semiotic
(meaning-making in interaction) 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 educational practice 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:

ULO1: Explain the concept of multimodality and how it can be understood in relation to established approaches to genre and discourse in Applied Linguistics.

ULO2: Explain the contribution of spatial meanings in classrooms to learning and teaching through analysing a specific physical classroom

ULO3: Apply knowledge of social semiotic theory through analysis of patterns of meaning across different semiotic systems (e.g. language, image, layout) in specific communicative contexts

ULO4: Communicate to a professional audience key concepts related to genre, discourse and multimodality using audiovisual presentation technology

General Assessment Information

All assessment tasks must be submitted in order to be eligible to pass this unit.

Requesting an extension to assignment due date

On occasion, you may be in a situation when you aren't able to submit an assessment task on time. Extensions are only given in special circumstances, by completing a Special Consideration request. For more information on Special Consideration, see https://students.mq.edu.au/study/my-study-program/special-consideration

Late submission of assignments

If you haven't been approved for an extension and you submit your assessment task late, penalties are applied. You should consult your unit convenor if you are in this position. Late submissions will receive a 5% per day penalty. If you submit the assessment task 10 days or more beyond the due date, without an approved extension, you will be awarded a maximum of 50% of the overall assessment marks. Weekends and public holidays are included.

Assessment Tasks

Name	Weighting	Hurdle	Due
Multimodality and its relation to genre and discourse	20%	No	End of week 5 (Sunday)
Classroom space and language teaching and learning	40%	Yes	End of mid-semester recess (Sunday)
Multimodal analysis of an ELT course book	40%	No	End of Week 13 (Sunday)

Multimodality and its relation to genre and discourse

Assessment Type [1]: Essay
Indicative Time on Task [2]: 15 hours
Due: **End of week 5 (Sunday)**
Weighting: **20%**

Critically evaluate theories of genre and discourse and explain the relation between your working definitions of these concepts and a social semiotic theory of multimodality.

On successful completion you will be able to:

- Explain the concept of multimodality and how it can be understood in relation to established approaches to genre and discourse in Applied Linguistics.
- Apply knowledge of social semiotic theory through analysis of patterns of meaning across different semiotic systems (e.g. language, image, layout) in specific communicative contexts
- Communicate to a professional audience key concepts related to genre, discourse and multimodality using audiovisual presentation technology

Classroom space and language teaching and learning

Assessment Type [1]: Media presentation
Indicative Time on Task [2]: 30 hours
Due: **End of mid-semester recess (Sunday)**
Weighting: **40%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

An audio-visual presentation describing a physical teaching space, explaining how space is used in the teaching and learning activity that takes place, and explaining the affordances and constraints on teaching and learning of the physical space.

On successful completion you will be able to:

- Explain the contribution of spatial meanings in classrooms to learning and teaching through analysing a specific physical classroom

- Apply knowledge of social semiotic theory through analysis of patterns of meaning across different semiotic systems (e.g. language, image, layout) in specific communicative contexts
- Communicate to a professional audience key concepts related to genre, discourse and multimodality using audiovisual presentation technology

Multimodal analysis of an ELT course book

Assessment Type [1]: Media presentation
Indicative Time on Task [2]: 40 hours
Due: **End of Week 13 (Sunday)**
Weighting: **40%**

An audio-visual presentation presenting an analysis of a unit of work from an ELT (English Language Teaching) course book, where the experiential, interpersonal and textual meanings from a multi-modal perspective are identified and explained.

On successful completion you will be able to:

- Explain the concept of multimodality and how it can be understood in relation to established approaches to genre and discourse in Applied Linguistics.
- Apply knowledge of social semiotic theory through analysis of patterns of meaning across different semiotic systems (e.g. language, image, layout) in specific communicative contexts
- Communicate to a professional audience key concepts related to genre, discourse and multimodality using audiovisual presentation technology

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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

The unit is delivered face-to-face for internal students, with one weekly seminar. See timetable s.mq.edu.au for more information. All resources are online. For external students, seminars are recorded and there are weekly learning tasks including mini-lectures, learning activities, and

online forum discussions to be completed.

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. Some learning activities are recorded (e.g., face-to-face seminars), 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.

Unit information based on version 2024.03 of the Handbook