



EDIT8081

Language, Writing and Editing

Session 2, Online-flexible 2026

Department of Linguistics

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General Information

Unit convenor and teaching staff Adam Smith adam.smith@mq.edu.au
Credit points 10
Prerequisites Admission to GradCertEditElecPub or MCrWrit or GradDipCrWrit or MAccComm or MEd
Corequisites
Co-badged status
Unit description In this unit, you will examine language in use, with a focus on varying standards in grammar, usage, and punctuation, as well as linguistic approaches to writing style, discourse development, and readability. You will analyse the features of a range of text types, both spoken and written, including those emerging in digital environments. The unit explores communicative approaches to writing, such as using plain English to convey complex information clearly, and crafting promotional texts for advertising purposes. You will also engage with specialised modules on editing Aboriginal English and on academic writing and editing, with particular attention to theses and journal articles.

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:** Analyse a range of grammatical categories and evaluate their effectiveness in shaping meaning across diverse text types.
- ULO2:** Critically assess alternative linguistic styles and modes of communication.
- ULO3:** Evaluate the readability of manuscripts and justify editorial strategies to enhance clarity, coherence, and accessibility.
- ULO4:** Identify the communicative needs of specific audiences and apply advanced language choices to meet those needs effectively.

Assessment Tasks

Name	Weighting	Hurdle	Due	Groupwork/Individual	Short Extension	AI Approach
Online discussion on readability	30%	No	06/09/2026	Individual	No	Open
Exercise on punctuation	30%	No	05/10/2026	Individual	No	Observed
Exercise on promotional writing/scholarly editing	40%	No	15/11/2026	Individual	Yes	Open

Online discussion on readability

Assessment Type ¹: Reflection task

Indicative Time on Task ²: 15 hours

Due: **06/09/2026**

Weighting: **30%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Open

You will identify linguistic features that affect the readability of written texts, such as nominalisation and lexical density. You will then apply advanced editorial strategies to improve readability for a defined audience.

On successful completion you will be able to:

- Analyse a range of grammatical categories and evaluate their effectiveness in shaping meaning across diverse text types.
- Critically assess alternative linguistic styles and modes of communication.
- Identify the communicative needs of specific audiences and apply advanced language choices to meet those needs effectively.

Exercise on punctuation

Assessment Type ¹: Professional task

Indicative Time on Task ²: 15 hours

Due: **05/10/2026**

Weighting: **30%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Observed

You will apply punctuation conventions to a range of texts and analyse how punctuation choices influence meaning, tone, and readability across different text types.

On successful completion you will be able to:

- Critically assess alternative linguistic styles and modes of communication.
- Evaluate the readability of manuscripts and justify editorial strategies to enhance clarity, coherence, and accessibility.

Exercise on promotional writing/scholarly editing

Assessment Type ¹: Written Submission

Indicative Time on Task ²: 20 hours

Due: **15/11/2026**

Weighting: **40%**

Groupwork/Individual: Individual

Short extension ³: Yes

AI Approach: Open

You will have the choice of a) creating and justifying promotional material for publications designed for different audience types, or b) curating and justifying the selection of material to be included in the special issue of an academic journal.

On successful completion you will be able to:

- Analyse a range of grammatical categories and evaluate their effectiveness in shaping meaning across diverse text types.
- Critically assess alternative linguistic styles and modes of communication.
- Evaluate the readability of manuscripts and justify editorial strategies to enhance clarity, coherence, and accessibility.
- Identify the communicative needs of specific audiences and apply advanced language choices to meet those needs effectively.

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
- Academic Success 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.

³ An automatic short extension is available for some assessments. Apply through the Service Connect Portal.

Delivery and Resources

This unit is delivered entirely online. Online lectures are available as audio recordings with supporting slides. Weekly tasks will also be given online, and readings are made available via the Leganto reading list.

Unit Schedule

Week 1 (27.7)	Grammar in the context of editing
Week 2 (3.8)	Sentence patterns: clauses and phrases
Week 3 (10.8)	Nominal and verbal style
Week 4 (17.8)	Readability and lexical density
Week 5 (24.8)	Cohesion and coherence in writing
Week 6 (31.8)	Information delivery: topic and topical progression
Week 7 (7.9)	The punctuation system and its functions
Week 8 (14.9)	Writing, speech, and the language of the internet
Semester Break	
Week 9 (6.10)	Editing Indigenous texts
Week 10 (12.10)	Persuasive and promotional writing
Week 11 (19.10)	Editing theses and dissertations
Week 12 (26.10)	Editing scholarly articles

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](#)
- [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) (<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 connect.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/>

Academic Success

[Academic Success](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Ask a Study Coach](#)
- [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 the [Service Connect Portal](#), or contact [Service Connect](#).

IT Help

For help with University computer systems and technology, visit <https://students.mq.edu.au/support/technology/service-desk>.

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.

Artificial Intelligence Tools

Macquarie University recognises that artificial intelligence (AI), especially generative AI, is rapidly reshaping education and the modern workplace. As AI becomes increasingly accessible, the University and your teaching staff are committed to preparing you to use these tools effectively, ethically, and with strong professional judgment. Rather than restricting technology, the emphasis is on helping you understand when and how AI can be used to enhance productivity, support learning, and reflect real-world professional practice. Across your degree, we will support you to develop the critical thinking, adaptability, and values-based decision-making skills required to navigate evolving AI tools responsibly, including acknowledging their use appropriately. You should always appropriately acknowledge when you have used AI tools within assessment tasks, including which AI tools you have used and how you have used them.

To provide clarity, Macquarie University uses a simple, two-tiered approach to AI in assessment:

AI Open assessments allow you to fully incorporate AI, reflecting authentic tasks where AI would normally be used in professional settings.

Observed with AI Optional assessments involve tasks where you either demonstrate essential knowledge without technology or show how you apply AI under supervision.

Across both categories, the goal is to ensure you build foundational knowledge, exercise sound judgment, and engage with AI in ways that uphold ethical, cultural, and university values.

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.

