



# APPL8010

## Genre, Discourse and Multimodality

Session 2, In person-scheduled-weekday, North Ryde 2026

*Department of Linguistics*

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#### Disclaimer

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## General Information

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Credit points

10

Prerequisites

Admission to MAppLingTESOL and completion of 40CP at 8000 level incl. APPL8001, APPL8200, APPL8250

Corequisites

Co-badged status

Unit description

In this unit, you will develop your understanding of theories of genre, discourse and multimodality and how they are applied in communication, and more specifically to English language teaching and learning. You will consider how different spaces affect teaching and learning. You will also learn to analyse how and why multimodal choices and combinations are made in different contexts and develop your understanding of multimodal English language resources and their pedagogical aims.

## 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. (Capability 1: Scholar)

**ULO2:** Critically evaluate the uses of genre, discourse and multimodality to English language teaching and learning, including learning materials and spaces. (Capability 2: Practitioner)

**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. (Capability 1: Scholar)

**ULO4:** Communicate key concepts related to genre, discourse and multimodality effectively to a professional audience. (Capability 2: Practitioner)

## 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 and 129).

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

### 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. Please notify the Unit Convenor if this happens.

Extensions are 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>

Unless a Special Consideration request has been submitted and approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day an 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        | Groupwork/Individual | Short Extension | AI Approach |
|-----------------------------------------------------------------------------|-----------|--------|------------|----------------------|-----------------|-------------|
| <a href="#">Multimodal explainer resource for English language teachers</a> | 25%       | No     | 13/09/2026 | Individual           | Yes             | Open        |
| <a href="#">Classroom space and language teaching and learning</a>          | 30%       | No     | 12/10/2026 | Individual           | No              | Observed    |
| <a href="#">Multimodal instructional unit of study</a>                      | 45%       | No     | 15/11/2026 | Individual           | No              | Observed    |

### Multimodal explainer resource for English language teachers

Assessment Type <sup>1</sup>: Professional task

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

Due: **13/09/2026**

Weighting: **25%**

Groupwork/Individual: Individual

Short extension <sup>3</sup>: Yes

AI Approach: Open

In this assessment task, you will create a publishable multimodal explainer that introduces and clarifies one key concept for a specific English language teaching audience. You will synthesise relevant theory and present it in an accessible form, demonstrating how this concept informs English language teaching and learning.

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. (Capability 1: Scholar)
- 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. (Capability 1: Scholar)
- Communicate key concepts related to genre, discourse and multimodality effectively to a professional audience. (Capability 2: Practitioner)

## Classroom space and language teaching and learning

Assessment Type <sup>1</sup>: Presentation task

Indicative Time on Task <sup>2</sup>: 25 hours

Due: **12/10/2026**

Weighting: **30%**

Groupwork/Individual: Individual

Short extension <sup>3</sup>: No

AI Approach: Observed

In this assessment task, you will deliver a presentation analysing how the physical configuration of a classroom and the introduction of technology shape patterns of attention, interaction, and meaning making. You will explain the implications for English language teaching and learning.

On successful completion you will be able to:

- Critically evaluate the uses of genre, discourse and multimodality to English language teaching and learning, including learning materials and spaces. (Capability 2: Practitioner)
- 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. (Capability 1: Scholar)
- Communicate key concepts related to genre, discourse and multimodality effectively to a professional audience. (Capability 2: Practitioner)

## Multimodal instructional unit of study

Assessment Type <sup>1</sup>: Professional task

Indicative Time on Task <sup>2</sup>: 40 hours

Due: **15/11/2026**

Weighting: **45%**

Groupwork/Individual: Individual

Short extension <sup>3</sup>: No

AI Approach: Observed

In this assessment task, you will develop a multimodal instructional unit by analysing a selected teaching resource using multimodal discourse analytical tool tools based on Systemic Functional Linguistics and designing a short sequence of lessons that explicitly teaches a genre to a defined learner group. You will explain how multimodal features support learning and present a portfolio that includes your analysis, instructional report, and supporting teaching materials.

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. (Capability 1: Scholar)
- Critically evaluate the uses of genre, discourse and multimodality to English language teaching and learning, including learning materials and spaces. (Capability 2: Practitioner)
- 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. (Capability 1: Scholar)

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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
- [Academic Success](#) 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.

<sup>3</sup> An automatic short extension is available for some assessments. Apply through the [Service Connect Portal](#).

## Delivery and Resources

The unit is delivered face-to-face for internal students, with one weekly seminar. See [timetable.s.mq.edu.au](https://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 \(https://policies.s.mq.edu.au\)](https://policies.s.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](https://connect.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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.

## 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.

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Unit information based on version 2026.04 of the [Handbook](#)