APPL912
Language, Learning and Community
S1 Day 2013
Linguistics

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General Information

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Contact via john.knox@mq.edu.au
C5A 501

Other Staff
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Contact via philip.benson@mq.edu.au

Credit points
4

Prerequisites
Admission to MAppLing or PGDipAppLing or PGCertAppLing

Corequisites

Co-badged status

Unit description
This unit is concerned with the study of language and language learning from a social perspective. It provides a historical perspective on the development of social understandings of language, and on the social/cognitivist divide in linguistics in the mid-twentieth century. Language and language learning are studied as collective, interpersonal processes, and the role of the brain in these social processes is also considered. The nature of ‘community’ is examined from anthropological and sociological perspectives, and the relations between language, learning, and community are explored.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates

Learning Outcomes
1. Explain the historical development of social theories of language and language learning
2. Explain the differences between social and cognitive perspectives on language learning
3. Identify a range of factors important to the development of language in the individual,
including relations between biological (the human body and brain) and social (family and group) factors

4. Explain how individual-group relations are linguistically constructed and mediated

5. Discuss the implications of the social aspects of language learning for language policy at institutional, local, and/or national levels

### Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tbody>
<tr>
<td>Assignment One</td>
<td>5%</td>
<td>25 Feb; 11 Mar; 29 Apr; 27 May</td>
</tr>
<tr>
<td>Assignment Two</td>
<td>15%</td>
<td>March 22, 5pm</td>
</tr>
<tr>
<td>Assignment Three</td>
<td>35%</td>
<td>May 3, 5pm</td>
</tr>
<tr>
<td>Assignment Four</td>
<td>45%</td>
<td>June 14, 5pm</td>
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</table>

### Assignment One

**Due:** 25 Feb; 11 Mar; 29 Apr; 27 May  
**Weighting:** 5%

This Assessment Task relates to the following Learning Outcomes:
- Explain the historical development of social theories of language and language learning
- Explain the differences between social and cognitive perspectives on language learning
- Identify a range of factors important to the development of language in the individual, including relations between biological (the human body and brain) and social (family and group) factors
- Explain how individual-group relations are linguistically constructed and mediated
- Discuss the implications of the social aspects of language learning for language policy at institutional, local, and/or national levels

### Assignment Two

**Due:** March 22, 5pm  
**Weighting:** 15%

This Assessment Task relates to the following Learning Outcomes:
- Identify a range of factors important to the development of language in the individual, including relations between biological (the human body and brain) and social (family and group) factors
• Explain how individual-group relations are linguistically constructed and mediated

Assignment Three
Due: May 3, 5pm
Weighting: 35%

This Assessment Task relates to the following Learning Outcomes:
• Explain the historical development of social theories of language and language learning
• Identify a range of factors important to the development of language in the individual, including relations between biological (the human body and brain) and social (family and group) factors
• Explain how individual-group relations are linguistically constructed and mediated
• Discuss the implications of the social aspects of language learning for language policy at institutional, local, and/or national levels

Assignment Four
Due: June 14, 5pm
Weighting: 45%

This Assessment Task relates to the following Learning Outcomes:
• Explain the historical development of social theories of language and language learning
• Explain the differences between social and cognitive perspectives on language learning
• Identify a range of factors important to the development of language in the individual, including relations between biological (the human body and brain) and social (family and group) factors
• Explain how individual-group relations are linguistically constructed and mediated
• Discuss the implications of the social aspects of language learning for language policy at institutional, local, and/or national levels

Delivery and Resources
The learning and teaching strategies used in this Unit are face-to-face sessions (for on-campus students); interaction with materials on iLearn; online discussions; and self-study of course readings. On-campus sessions are recorded and made available to distance students. The course lecturer will be contactable through email to answer any queries that might arise.

It is expected that students in this unit will read all set readings, participate in group discussions and go beyond the required readings to follow the academic literature in specific areas of interest to them.

The reading material for this unit spans a variety of disciplines, including Applied Linguistics,
Linguistics, Sociology, Anthropology, Psychology, and Biology. Some of the material will be in areas unfamiliar to many students, and may be challenging.

## Unit Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td></td>
<td><strong>Part I: Community</strong></td>
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<td></td>
<td><strong>Part II: Language</strong></td>
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</table>
Chapter 3: Symbols aren’t simple (Section: ‘The symbolic threshold’); Chapter 11: And the word became flesh (Sections: ‘The brain that didn’t evolve; Language adaptations) and Chapter 12: Symbolic origins (Sections: ‘A symbolic solution’; ‘Ritual beginnings’) - pp. 79-92; 321-340; 393-410.  
| Part III: Learning |   |

**Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](https://unitguides.mq.edu.au/2013/unit_offerings/APPL912/S1%20Day/print). Students
should be aware of the following policies in particular with regard to Learning and Teaching:


**Special Consideration Policy** [http://www.mq.edu.au/policy/docs/special_consideration/policy.html](http://www.mq.edu.au/policy/docs/special_consideration/policy.html)

In addition, a number of other policies can be found in the **Learning and Teaching Category** of **Policy Central**.

**Student Support**

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)

**UniWISE provides:**

- Online learning resources and academic skills workshops [http://www.students.mq.edu.au/support/learning_skills/](http://www.students.mq.edu.au/support/learning_skills/)
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

**Student Enquiry Service**

Details of these services can be accessed at [http://www.student.mq.edu.au/ses/](http://www.student.mq.edu.au/ses/).

**Equity 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.

**IT Help**

If you wish to receive IT help, we would be glad to assist you at [http://informatics.mq.edu.au/help/](http://informatics.mq.edu.au/help/).

When using the university's IT, you must adhere to the **Acceptable Use Policy**. The policy applies to all who connect to the MQ network including students and it outlines what can be done.

**Graduate Capabilities**

**PG - Research and Problem Solving Capability**

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or
practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

**Learning outcomes**

- Explain the historical development of social theories of language and language learning
- Explain the differences between social and cognitive perspectives on language learning
- Identify a range of factors important to the development of language in the individual, including relations between biological (the human body and brain) and social (family and group) factors
- Explain how individual-group relations are linguistically constructed and mediated
- Discuss the implications of the social aspects of language learning for language policy at institutional, local, and/or national levels

**PG - Capable of Professional and Personal Judgment and Initiative**

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

**Learning outcomes**

- Identify a range of factors important to the development of language in the individual, including relations between biological (the human body and brain) and social (family and group) factors
- Discuss the implications of the social aspects of language learning for language policy at institutional, local, and/or national levels

**PG - Discipline Knowledge and Skills**

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

**Learning outcomes**

- Explain the historical development of social theories of language and language learning
- Explain the differences between social and cognitive perspectives on language learning
- Identify a range of factors important to the development of language in the individual, including relations between biological (the human body and brain) and social (family and group) factors
group) factors
• Explain how individual-group relations are linguistically constructed and mediated
• Discuss the implications of the social aspects of language learning for language policy at institutional, local, and/or national levels

PG - Critical, Analytical and Integrative Thinking
Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes
• Explain the historical development of social theories of language and language learning
• Explain the differences between social and cognitive perspectives on language learning
• Identify a range of factors important to the development of language in the individual, including relations between biological (the human body and brain) and social (family and group) factors
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• Discuss the implications of the social aspects of language learning for language policy at institutional, local, and/or national levels

PG - Effective Communication
Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes
• Explain the historical development of social theories of language and language learning
• Explain the differences between social and cognitive perspectives on language learning
• Identify a range of factors important to the development of language in the individual, including relations between biological (the human body and brain) and social (family and group) factors
• Explain how individual-group relations are linguistically constructed and mediated
• Discuss the implications of the social aspects of language learning for language policy at
PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues.

This graduate capability is supported by:

**Learning outcome**

- Discuss the implications of the social aspects of language learning for language policy at institutional, local, and/or national levels