APPL742
Advanced Topics in Teaching English for Academic Purposes
S1 Day 2016
Dept of Linguistics

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## General Information

<table>
<thead>
<tr>
<th>Unit convenor and teaching staff</th>
<th>Margaret Wood</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><a href="mailto:margaret.wood@mq.edu.au">margaret.wood@mq.edu.au</a></td>
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</tbody>
</table>

**Convenor**

Dana Skopal  
dana.skopal@mq.edu.au  
Contact via dana.skopal.mq.edu.au

Jean Brick  
jean.brick@mq.edu.au

Margaret Wood  
margaret.wood@mq.edu.au

| Credit points | 4 |

| Prerequisites | Admission to MRes |

| Corequisites |  |

| Co-badged status | APPL725 |

| Unit description |

This unit involves a critical analysis of the discourses of academic English, and an examination of the issues faced by both first and second language students in gaining access to these discourses. A range of approaches to assisting such students to use the discourse of specific disciplines are examined, and teaching materials and assessment practices are critically evaluated.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at [https://students.mq.edu.au/important-dates](https://students.mq.edu.au/important-dates)

## Learning Outcomes

1. Demonstrate an understanding of the nature and features of academic discourse  
2. Demonstrate an understanding of and ability to appropriately use a range of academic discourses
3. Demonstrate an understanding of the issues related to teaching language for academic purposes to both first language and second language speakers
4. Apply principles of discourse analysis to the analysis of academic texts
5. Apply principles of needs analysis and discourse analysis to course design and materials selection
6. Evaluate the appropriacy of a range of teaching materials and assessment tasks for use with specific student cohorts.

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary</td>
<td>20%</td>
<td>18 March 2016</td>
</tr>
<tr>
<td>Essay</td>
<td>40%</td>
<td>15 April 2016</td>
</tr>
<tr>
<td>Materials review</td>
<td>40%</td>
<td>3 June 2016</td>
</tr>
</tbody>
</table>

**Summary**
Due: **18 March 2016**  
Weighting: **20%**  
Summary of article 1000 words

This Assessment Task relates to the following Learning Outcomes:  
- Demonstrate an understanding of the nature and features of academic discourse

**Essay**
Due: **15 April 2016**  
Weighting: **40%**  
Essay on topic in EAP: 2500 words

This Assessment Task relates to the following Learning Outcomes:  
- Demonstrate an understanding of the nature and features of academic discourse  
- Demonstrate an understanding of and ability to appropriately use a range of academic genre  
- Demonstrate an understanding of the issues related to teaching language for academic purposes to both first language and second language speakers
Materials review

Due: 3 June 2016
Weighting: 40%

Review of published teaching materials: 2500 words

This Assessment Task relates to the following Learning Outcomes:

• Demonstrate an understanding of the nature and features of academic discourse
• Demonstrate an understanding of and ability to appropriately use a range of academic genre
• Demonstrate an understanding of the issues related to teaching language for academic purposes to both first language and second language speakers
• Apply principles of discourse analysis to the analysis of academic texts
• Apply principles of needs analysis and discourse analysis to course design and materials selection
• Evaluate the appropriacy of a range of teaching materials and assessment tasks for use with specific student cohorts.

Delivery and Resources

Audio of lectures, power point presentations and worksheets available on iLearn

Unit Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to EAP: What is academic discourse?</td>
</tr>
<tr>
<td>2</td>
<td>Genre in EAP</td>
</tr>
<tr>
<td>3</td>
<td>The language of Academic English: Nominal groups, nominalisation and abstraction</td>
</tr>
<tr>
<td>4</td>
<td>Stance and identity in professional academic texts</td>
</tr>
<tr>
<td>5</td>
<td>Developing expression of stance and identity in student writing</td>
</tr>
<tr>
<td>6</td>
<td>EAP, intertextuality and plagiarism</td>
</tr>
<tr>
<td>7</td>
<td>Mid-semester break</td>
</tr>
<tr>
<td></td>
<td>Multimodality and the use of social media in academic discourse</td>
</tr>
</tbody>
</table>
Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [mq.edu.au/policy/docs/academic_honesty/policy.html]

New Assessment Policy in effect from Session 2 2016 [mq.edu.au/policy/docs/assessment/policy_2016.html]. For more information visit [students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/]

Assessment Policy prior to Session 2 2016 [mq.edu.au/policy/docs/assessment/policy.html]

Grading Policy prior to Session 2 2016 [mq.edu.au/policy/docs/grading/policy.html]

Grade Appeal Policy [mq.edu.au/policy/docs/gradeappeal/policy.html]

Complaint Management Procedure for Students and Members of the Public [www.mq.edu.au/policy/docs/complaint_management/procedure.html]

Disruption to Studies Policy [www.mq.edu.au/policy/docs/disruption_studies/policy.html] The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.

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

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [students.mq.edu.au/support/student_conduct/]

Results

Results shown in iLearn, 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.
Student Support

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

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Enquiry Service

For all student enquiries, visit Student Connect at ask.mq.edu.au

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

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.

Graduate Capabilities

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

- Demonstrate an understanding of the issues related to teaching language for academic purposes to both first language and second language speakers
- Apply principles of needs analysis and discourse analysis to course design and materials selection
• Evaluate the appropriacy of a range of teaching materials and assessment tasks for use with specific student cohorts.

**Assessment task**

• Materials review

**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**

• Demonstrate an understanding of the nature and features of academic discourse
• Demonstrate an understanding of and ability to appropriately use a range of academic genre
• Demonstrate an understanding of the issues related to teaching language for academic purposes to both first language and second language speakers
• Apply principles of discourse analysis to the analysis of academic texts
• Apply principles of needs analysis and discourse analysis to course design and materials selection
• Evaluate the appropriacy of a range of teaching materials and assessment tasks for use with specific student cohorts.

**Assessment tasks**

• Summary
• Essay
• Materials review

**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**

• Demonstrate an understanding of the issues related to teaching language for academic
purposes to both first language and second language speakers

• Apply principles of discourse analysis to the analysis of academic texts
• Apply principles of needs analysis and discourse analysis to course design and materials selection

**Assessment tasks**

• Essay
• Materials review

**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 outcome**

• Apply principles of discourse analysis to the analysis of academic texts

**Assessment task**

• Essay

**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**

• Demonstrate an understanding of and ability to appropriately use a range of academic genre
• Apply principles of discourse analysis to the analysis of academic texts

**Assessment tasks**

• Summary
• Essay
• Materials review
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 outcomes**

- Demonstrate an understanding of the issues related to teaching language for academic purposes to both first language and second language speakers
- Apply principles of needs analysis and discourse analysis to course design and materials selection
- Evaluate the appropriacy of a range of teaching materials and assessment tasks for use with specific student cohorts.

**Assessment task**

- Materials review