



## Course Outline

**Code: EDU307**

**Title: The English Language**

**School:** Education  
**Teaching Session:** Semester 2  
**Year:** 2020  
**Course Coordinator:** Dr Michael Carey Tel: 5456 5109 Email: mcarey@usc.edu.au  
**Course Moderator:** Dr Ken Young

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered

### **1. What is this course about?**

#### **1.1 Description**

This course enables you to gain an understanding of the structure and usage of the English language, including concepts of traditional grammar, functional grammar and the history of the English language. The course approaches the topic holistically, taking into account the different functions of language, textual features, traditional and functional grammar terms, and aspects of language and literacy acquisition. You will familiarise yourself with a wide range of English language aspects that you will need to teach English.

#### **1.2 Field trips, WIL placements or activities required by professional accreditation**

Activity	Details
N/A	N/A

### **2. What level is this course?**

300 level Graduate - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. Normally taken in the 3rd or 4th year of an undergraduate program

### **3. What is the unit value of this course?**

12 units

#### 4. How does this course contribute to my learning?

<b>Specific Learning Outcomes</b> On successful completion of this course you should be able to:	<b>Assessment Tasks</b> You will be assessed on the learning outcome in task/s:	<b>Graduate Qualities or Professional Standards mapping</b> Completing these tasks successfully will contribute to you becoming:
Demonstrate an understanding of prescriptive and descriptive grammars, and the changing nature of language use.	Task 1 Personal reflection Task 2 Language awareness quizzes	Knowledgeable. Empowered.
Demonstrate an understanding of English as socially constructed phenomena	Task 1 Personal reflection Task 3 Text analysis	Empowered. Creative and critical thinkers.
Demonstrate an understanding of English language structures	Task 2 Language awareness quizzes Task 3 Text analysis	Knowledgeable. Creative and critical thinkers.
Analyse the repertoires of practice needed to acquire communicative competence in English.	Task 3 Text analysis	Empowered. Creative and critical thinkers.

#### 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

##### 5.1 Enrolment restrictions

Nil

##### 5.2 Pre-requisites

Nil

##### 5.3 Co-requisites

Nil

##### 5.4 Anti-requisites

Nil

##### 5.5 Specific assumed prior knowledge and skills (where applicable)

Nil

#### 6. How am I going to be assessed?

##### 6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

##### 6.2 Details of early feedback on progress

Your assessment includes an early formative assessment task (Task 1 Personal Reflection) which provides you with an opportunity to reflect on your response to the assessment in this course and the standards within the rubric. In week 2 you will be guided through the task and the assessment criteria. In week 3 you will be given the opportunity to compare a draft of this assessment piece with your peers in the tutorial.

**6.3 Assessment tasks**

Task No.	Assessment Product	Individual or Group	Weighting	Duration / length	When should I submit?	Where should I submit it?
1	Written Piece	Individual	20%	1000 words	Week 4 Friday 5pm	Online Assignment Submission with Plagiarism check
2	Quiz/zes	Individual	Part A - 20% Part B - 20%	Part A - 10 hours Part B - 1 hour	Week 7 Friday 5pm	Quiz (Online Test)
3	Written Piece	Individual	40%	2000 words	Week 10 Friday 5pm	Online Assignment Submission with Plagiarism check
			100%			

**Assessment Task 1: Personal reflection writing task:**

<b>Goal:</b>	To personally reflect upon your English language learning experience in relation to articles which describe the current and past history of English language teaching in Australia.
<b>Product:</b>	Written Piece
<b>Format:</b>	Context: Your English language learning experience. Student's role: Reflect personally. Audience: Your tutor. Mode: written. Medium: Discursive essay. Text type: Personal response in the first person but in an academic register. Length: 1000 words. This is an individual task.
<b>Criteria:</b>	Demonstrate your understanding of explicit teaching of sentence level grammar. Engage deeply with the topic through personal reflection. Extent to which communication is effective.

**Assessment Task 2: Language awareness quizzes: Part A and B**

<b>Goal:</b>	To demonstrate your understanding of four components of written English language: meta-language and parts of speech; sentence level grammar; English punctuation, and English usage and style.
<b>Product:</b>	Quiz/zes
<b>Format:</b>	Context: Your English language knowledge. Student's role: complete formative (graded) grammar activities (Part A) and a summative grammar quiz (part B). Audience: NA. Mode: online. Medium: multiple choice quizzes. Text type: Personal response. Duration: Part A – 6 hours; Part B - 1 hour. This is an individual task.
<b>Criteria:</b>	Understanding and application of four components of written English language: meta-language and parts of speech; sentence level grammar; English punctuation, and English usage and style

**Assessment Task 3: Text analysis based on the Four Resources Model**

<b>Goal:</b>	To produce a critical analysis of a provided text and a discussion of the repertoires of practice needed to understand, deconstruct and interact with that text effectively.
<b>Product:</b>	Written Piece
<b>Format:</b>	Context: Critical reading and writing. Student's role: Critical reviewer. Audience: Your tutor. Mode: written. Medium: analytical essay in the first person. Text type: Critical review essay in the first person but written in an academic register. Length: 2000 words. This is an individual task.
<b>Criteria:</b>	Application of critical analysis to the provided text and exemplification of the repertoires of practice needed to understand, deconstruct and interact with that text effectively. Demonstrated knowledge and exemplification of language as social interaction Extent to which communication is effective and the conventions of the analytical essay genre are used appropriately, including referencing conventions (APA).

**7. Directed study hours**

The directed study hours listed here are a portion of the workload for this course. A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

This course will be delivered via technology-enabled learning and teaching. All lectures will remain in this mode for Semester 2 2020. When government guidelines allow, students that elected on-campus study via the class selection process will be advised when on campus tutorials and practical sessions will resume.

**8. What resources do I need to undertake this course?**

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

**8.1 Prescribed text(s)**

Please note that you need to have regular access to the resource(s) listed below as they are required:

<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>
Emmitt, Marie et al.	2015	Language and Learning: An Introduction for Teaching (6 <sup>th</sup> ed.) Note: This is available through the library as an e-book.	Oxford University Press
Faigley, L., Carey, M., & Munoz, G.	2017	The Little Pearson Handbook 4 <sup>th</sup> Australasian edition, and bundled software "My Writing Lab Global". <i>Note - this <b>MUST BE</b> purchased directly from the publisher. See 8.2. for more details</i>	Pearson Education

## 8.2 Specific requirements

Purchase of The Little Pearson Handbook and a bundled software license supplied by Pearson Education.

Note: This licence can only be purchased online. Details for the purchase of the licence will be provided in lecture 1, on Blackboard and in an email to enrolled students.

## 9. Risk management

Health and safety risks have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

### 10.2 Assessment: Additional requirements

#### Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

### 10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

### 10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)

### 10.5 Wellbeing Services

Student Wellbeing Support Staff are available to assist on a wide range of personal, academic, social and psychological matters to foster positive mental health and wellbeing for your success. Student Wellbeing is comprised of professionally qualified staff in counselling, health and disability Services.

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, mental health issue, learning disorder, injury or illness, or you are a primary carer for someone with a disability, [AccessAbility Services](#) can provide assistance, advocacy and reasonable academic adjustments.

To book an appointment with either service go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or [accessability@usc.edu.au](mailto:accessability@usc.edu.au) or call 07 5430 1226

### 10.6 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

### 10.7 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** – Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)

### 10.8 School specific information

The assessment tasks in this course support pre-service teachers to *explicitly* demonstrate the following Australian Professional Standards for Teachers (Graduate).

Assessment Task	Australian Professional Standards for Teachers (Graduate)
Task 1: Personal reflection writing task	1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. 1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. 1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. 1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities. 2.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
Task 2: Language awareness quizzes: Part A and B	2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
Task 3: Text analysis based on the Four Resources Model	1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities. 2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. 2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.