

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	ENGLISH LANGUAGE STUDIES A: GRAMMAR AND WRITTEN COMMUNICATION
<b>Unit ID:</b>	EDMST6011
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070115

## Description of the Unit:

This unit provides an overview of English grammar and discourse, from the perspective of educational and language sciences. Students completing this unit will learn the metalanguage and functions of grammar in Australian Standard English, including the parts of speech (noun, verb, adjective etc.), phrases, clause and sentences types. Students will develop the skills and knowledge required to understand and deliver a functional grammar curriculum, including, though not limited to, the grammar-related benchmarks of the Australian National Curriculum and Victorian Curriculum F-10.

Grammatical development and milestones in children such as orders of acquisition, and grammatical development in second language learners will be examined. The current research on grammatical development, grammar pedagogy and evidence-based instructional practices will also be considered. The unit will teach students about the relationship between grammar, written communication and discourse. Students will learn about the different text types needed for literacy, e.g. recounts, information reports, narratives etc. and be able to explicitly articulate how these different text types use grammar in different ways to achieve specific functions. How coherence and cohesion in communication is achieved, and its relationship to grammar, will also be studied.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**CourseLevel:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Learning Outcomes:**
**Knowledge:**

- K1.** Recognise the components of English Grammar at the clause, sentence and discourse level.
- K2.** Examine the different text types of English
- K3.** Identify how grammar functions to create meaning in authentic texts
- K4.** Examine and consider the current research and best practices relating to grammar pedagogy
- K5.** Apply the developmental milestones in the acquisition of grammar

**Skills:**

- S1.** Use grammatical metalanguage to analyse the English language
- S2.** Transfer knowledge of grammar and discourse to effective intervention and pedagogy
- S3.** Use evidence-based research on grammar to inform practice

**Application of knowledge and skills:**

- A1.** Apply knowledge of grammar and discourse to correctly interpret curriculum
- A2.** Produce analysis of texts demonstrating an understanding of English grammar
- A3.** Plan appropriate strategies and interventions to promote grammatical knowledge in students to improve literacy outcomes

**Unit Content:**

This unit will cover the following topics:

Topics may include:

- Key metalanguage of English grammar and discourse
- Current research and best practice in pedagogical grammar
- The functions of grammar in authentic texts
- The relationship between grammar and written communication
- The development and acquisition of grammar
- Text types and genre analysis

## Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course**

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, K4 S1, S2, S3 A1, A2, A3	AT1 AT2
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S2 A3	AT2
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	S3	AT1 AT2
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1, K2, K3, K4 S1, S2, S3 A1, A2, A3	AT1 AT2
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K2, K3, S3, A1, A2, A3	AT2

## Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4 S1, A2	Analysis of grammar and discourse: MCQ and short answer format to display mastery of the metalanguage needed for understanding English grammar.	Quiz	30-50%
K1, K3, K4, K5 S2, S3 A1, A3,	Lesson plan/intervention outline for teaching an aspect of grammar, with justification from current research, language development and/or curriculum benchmarks.	Written task/essay	50-70%

## Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment

5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

**MICS Mapping has been undertaken for this Unit** No

Date:

**Adopted Reference Style:**

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)