

# 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:

No work experience

**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.

### Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory				✓		
Intermediate						
Advanced						

### 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:
- 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

#### FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge)

provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate high-level skills to effectively communicate, interact and work with others both individually and in groups Students will be required to display (in person and/or online) high-level skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Effective verbal and non-verbal communication via a range of synchronous and asynchronous methods</li> <li>• Active listening for meaning and influencing</li> <li>• High-level empathy for others</li> <li>• Negotiating and demonstrating extended conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams</li> </ul>	Not applicable	Not applicable
FEDTASK 2 Leadership	Students will demonstrate the ability to apply leadership skills and behaviours Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Creating, contributing to, and enabling collegial environments</li> <li>• Showing self-awareness and the ability to self-reflect for personal growth</li> <li>• Inspiring and enabling others</li> <li>• Making informed and evidence-based decisions through consultation with others</li> <li>• Displaying initiative and ability to solve problems</li> </ul>	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complex and ambiguous environments, using their imagination to create new ideas Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Reflecting critically on complex problems</li> <li>• Synthesising, evaluating ideas, concepts and information</li> <li>• Proposing alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts through deep inquiry</li> <li>• Proposing creative solutions in problem solving</li> </ul>	Not applicable	Not applicable
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work proficiently across a range of tools, platforms and applications to achieve a range of tasks Students will be required to display high-level skills in: <ul style="list-style-type: none"> <li>• Finding, accessing, collating, evaluating, managing, curating, organising and appropriately and securely sharing complex digital information at a high-level</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Using digital tools appropriately to conduct research</li> <li>• Contributing proficiently to digital teams and working groups</li> <li>• Participating in and utilising digital learning opportunities</li> </ul>	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to think ethically and sustainably. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• The responsible conduct of research</li> <li>• Making informed judgments that consider the impact of devising solutions in multiple global economic environmental and societal contexts</li> <li>• Demonstrating commitment to social responsibility as a professional and a citizen</li> <li>• Generating research solutions which are sustainable, ethical, socially responsible and/or sustainable</li> <li>• Extending lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Demonstrate extended actions to foster sustainability in their professional and personal life.</li> </ul>	Not applicable	Not applicable

**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%

**Adopted Reference Style:**

APA ()

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

 Fed Cite - [referencing tool](#)