LING1110 - Foundations of Language
Course Outline

Course Coordinator: Catriona Malau
Room: MC124
Email: catriona.malau@newcastle.edu.au
Phone: 4921-6687
Semester: Semester 1 - 2010
Unit Weighting: 10

Teaching Methods:
Case Study
Lecture
Tutorial

Brief Course Description
Introduces students to the study of children's language and literature: how children acquire language, its communicative function, the structure it has that enables language to work, It introduces basic language concepts, and looks at the different levels of language analysis, language variation, acquisition of spoken and written language, the analysis of English sentence structure, basic structural concepts in children's literature, different genres and text types in children's literature, and the role of children's literature in developing literacy.

Contact Hours
Lecture for 2 Hours per Week for the Full Term
Tutorial for 1 Hour per Week for the Full Term
Tutorials commence in Week 2

Learning Materials/Texts

Course Objectives
1. an understanding of the nature of language as the human communication system
2. an understanding of the basic principles of English sentence structure, and the ability to analyse simple English clause structures and to identify the functions of component parts of clauses
3. an awareness of the interpersonal functions and social meanings associated with variation and choice in language use
4. an awareness of differences in language variety and text types which result from choice of medium,

Course Outline Issued and Correct as at: Week 1, Semester 1 2010

CTS Download Date: 11-02-2010
function, or social context
5. an understanding of the processes involved in children's acquisition of language and in the development of literacy
6. an awareness of alternative theories of language learning processes
7. an awareness of a wide range of texts including literary, factual and multimedia texts
8. an understanding of literature that gives insights into Aboriginal, multicultural and children's experiences

Course Content
Topics to be covered in this course include:
1. The nature of language as a human communication system
2. Structure of English: introduction to the study of English sentence structure including the grammatical functions of the noun phrase and the verbal systems of tense and voice
3. Language in society: social variation in language use; the social meaning of language choice; "standard" and "non-standard" varieties of English
4. Spoken and written language - detailed investigation of similarities and differences
5. Language and text: study of various text types; coherence and cohesion in written language
6. Language acquisition: studies of child language acquisition
7. Acquistion of literacy: reading; writing; spelling; analysis of children's output
8. The role of children's literature in developing literacy
9. Structural analysis of children's literature
10. Genres in children's literature

Assessment Items

<table>
<thead>
<tr>
<th>Examination:</th>
<th>Examination 35%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal</td>
<td></td>
</tr>
<tr>
<td>Other: (please specify)</td>
<td>3 x assignment @ 10% each (30%)</td>
</tr>
<tr>
<td>Case Scenario/PBL exercises</td>
<td>Case study 35%</td>
</tr>
</tbody>
</table>

Assumed Knowledge
No assumed knowledge.

Callaghan Campus Timetable
LING1110
Foundations of Language
Enquiries: School of Humanities and Social Science
Semester 1 - 2010

Lecture and Tutorial
Tuesday 9:00 - 11:00 [MCTH] Wks1-13 only
Monday 12:00 - 13:00 [HA110] Commence Wk 2
Monday 12:00 - 13:00 [GP212/214] Commence Wk 2
Tuesday 11:00 - 12:00 [GP218] Commence Wk 2
Tuesday 11:00 - 12:00 [GP322] Commence Wk 2
Tuesday 12:00 - 13:00 [V105] Commence Wk 2
Tuesday 12:00 - 13:00 [V103] Commence Wk 2
Wednesday 9:00 - 10:00 [GP130] Commence Wk 2
Wednesday 10:00 - 11:00 [V104] Commence Wk 2
Wednesday 17:00 - 18:00 [GP130] Commence Wk 2
Wednesday 18:00 - 19:00 [GP130] Commence Wk 2

IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University...
may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

**Academic fraud** is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;

b) using a substitute person to undertake, in full or part, an examination or other assessment item;

c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);

d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;

e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and

f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.

g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

**Plagiarism** is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;

b) using another person's ideas without due acknowledgment;

c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

**Turnitin** is an electronic text matching system. During assessing any assessment item the University may:

- Reproduce this assessment item and provide a copy to another member of the University; and/or

- Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).

- Submit the assessment item to other forms of plagiarism checking

**RE-MARKS AND MODERATIONS**

Students can access the University's policy at: [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)

**MARKS AND GRADES RELEASED DURING TERM**

All marks and grades released during term are indicative only until formally approved by the Head of School.

**SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS**

*Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations* items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in **Late Penalty** (under student) at the link above.

Requests for **Extensions of Time** must be lodged no later than the due date of the item. This applies to students:

- applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: http://www.newcastle.edu.au/policylibrary/000641.html

**Note:** different procedures apply for minor and major assessment tasks.

**Students should be aware of the following important deadlines:**

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.
- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

*Late applications may not be accepted.* Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

**STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS**

University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au. As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability.

**CHANGING YOUR ENROLMENT**

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

**Students cannot enrol in a new course after the second week of term,** except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: https://myhub.newcastle.edu.au

**STUDENT INFORMATION & CONTACTS**

Various services are offered by the Student Support Unit: www.newcastle.edu.au/service/studentsupport/

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>contact your program officer or <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td></td>
</tr>
</tbody>
</table>
This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.

End of CTS Entry

Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - http://www.newcastle.edu.au/study/enrolment/regdates.html
NB: Registrations close at the end of week 2 of semester.

**Studentmail and Blackboard:** Refer - [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

**Important Additional Information**

Details about the following topics are available on your course Blackboard site (where relevant). Refer - [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students

**Assessment:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>10%</td>
<td>Phonetics</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>10%</td>
<td>Grammar</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>10%</td>
<td>Grammar</td>
</tr>
<tr>
<td>Case Study</td>
<td>35%</td>
<td>Children’s Literature and Language Acquisition</td>
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<tr>
<td>Exam</td>
<td>35%</td>
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**Compulsory Materials:**

Course Readings

<table>
<thead>
<tr>
<th>Wk</th>
<th>Starting</th>
<th>Lecture 1</th>
<th>Lecture 2</th>
<th>Tutorial</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>March 1</td>
<td>Basic Concepts</td>
<td>Basic Concepts</td>
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<tr>
<td>2</td>
<td>March 8</td>
<td>Sounds of English</td>
<td>Language Acquisition</td>
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<tr>
<td>3</td>
<td>March 15</td>
<td>Sounds of English</td>
<td>Language Acquisition</td>
<td>Sounds of English</td>
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<tr>
<td>4</td>
<td>March 22</td>
<td>Acquisition of Reading and Writing</td>
<td>Language Acquisition</td>
<td>Sounds of English</td>
<td>Assignment 1 - 10%</td>
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<tr>
<td>5</td>
<td>March 29</td>
<td>Grammar</td>
<td>Australian English</td>
<td>Grammar</td>
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**Mid Semester Break**

<table>
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<tr>
<th>Wk</th>
<th>Starting</th>
<th>Lecture 1</th>
<th>Lecture 2</th>
<th>Lecture 2 Literature</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>6</td>
<td>April 12</td>
<td>Grammar</td>
<td>Standard English</td>
<td>Grammar</td>
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<tr>
<td>7</td>
<td>April 19</td>
<td>Grammar</td>
<td>Standard English</td>
<td>Grammar</td>
<td>Assignment 2 - 10%</td>
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<tr>
<td>8</td>
<td>April 27</td>
<td>Grammar</td>
<td>Written and spoken language</td>
<td>Grammar</td>
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<tr>
<td>9</td>
<td>May 3</td>
<td>Grammar</td>
<td>Language genre and children's literature</td>
<td>Grammar</td>
<td></td>
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<tr>
<td>10</td>
<td>May 10</td>
<td>Grammar</td>
<td>LOTE and TESOL</td>
<td>Grammar</td>
<td>Assignment 3 - 10%</td>
</tr>
<tr>
<td>11</td>
<td>May 17</td>
<td>Lang &amp; Brain – speech disorders</td>
<td>Aboriginal Languages</td>
<td>Case Study</td>
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<tr>
<td>12</td>
<td>May 24</td>
<td>Children’s language acquisition – social issues</td>
<td>Aboriginal Languages</td>
<td>Revision</td>
<td>Case Study - 35%</td>
</tr>
<tr>
<td>13</td>
<td>May 31</td>
<td>Classroom Applications</td>
<td>Classroom Applications</td>
<td></td>
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