Course Co-ordinator: Dr Catriona Malau
Room: MC124
Ph: 4921 6687
Fax: 4921 6933
Email: catriona.malau@newcastle.edu.au
Consultation hours: Please email your lecturer or tutor for an appointment

Course Overview
Semester: Semester 2 - 2010
Unit Weighting: 10
Teaching Methods: Lecture

Brief Course Description
Explores the role of language in the education setting, focussing on areas of knowledge about language structure and language use which are of direct relevance to the classroom teacher. It will include discussion of the following topics:

- the nature of spoken language and its inherent difference from written text;
- the use of "grammar" in the classroom, both as a basis for discussing authors’ techniques and as a means of analysing children's language output;
- the concept of "literacy";
- the implications of different theories of learning on the teaching of reading, writing and spelling;
- social factors influencing language in the classroom, including teacher-pupil interactions and variation in children's language.

Callaghan Campus Timetable
LING3280
Language in Education
Enquiries: School of Humanities and Social Science
Semester 2 - 2010
Lecture Thursday 10:00 - 12:00 [ES204]
Learning Materials/Texts
- You are required to purchase, and bring to classes, the Course Readings for LING3280 (available at UPrint in the Shortland Union Building).
- There is no textbook for this course.
- Additional learning materials will be delivered via the course Blackboard site, available to enrolled students at <www.blackboard.newcastle.edu.au>

Course Objectives
On successful completion of this course, the student will:
1. be aware of the nature of spoken language and the mismatch between phonemic and graphemic representations
2. be able to compare and contrast features of spoken and written English texts
3. be competent to apply grammatical knowledge to the analysis of texts and of child-generated language
4. have an understanding of competing concepts of the notion of "literacy" and be able to apply knowledge of children's language development to specific issues in literacy
5. be aware of sociolinguistic aspects of language in the classroom, including social, gender and age-based variation in children's language and social factors influencing teacher-pupil interactions

Course Content
- Introduction: the scope and content of "educational linguistics"
- Spoken and Written Language: some differences, and their implications; phonetic and graphemic conventions; cohesion in spoken and written text; conversational structure
- Linguistic approaches to "literacy": What is "literacy"; the development of reading, the development of writing, the development of spelling
- Grammar in the classroom: using grammar vs teaching grammar; using grammar to study texts; using grammar to analyse children's language
- Sociolinguistic aspects of language in the classroom: teacher-pupil interaction; social, gender and age-based variation in children's language

Assessment Items
<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>Assignment 1 (35%) (approx. equivalent 1500 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assignment 2 (10%) (approx. equivalent 500 words)</td>
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<tr>
<td></td>
<td>Assignment 3 (20%) (approx. equivalent 1000 words)</td>
</tr>
<tr>
<td></td>
<td>Essay (1500 words) 35%</td>
</tr>
</tbody>
</table>

Assumed Knowledge
LING1110
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
- whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at:

*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>Campus</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>Callaghan Campus</td>
<td>Shortland Hub: Level 3, Shortland Building</td>
</tr>
<tr>
<td></td>
<td>Hunter Hub: Level 2, Student Services Centre</td>
</tr>
<tr>
<td>City Precinct</td>
<td>City Hub &amp; Information Common, University House</td>
</tr>
<tr>
<td>Central Coast Campus (Ourimbah)</td>
<td>Student Hub: Opposite the Main Cafeteria</td>
</tr>
<tr>
<td>Port Macquarie Student Hub</td>
<td>The University of Newcastle</td>
</tr>
<tr>
<td></td>
<td>A Block, Administration</td>
</tr>
<tr>
<td></td>
<td>Widderson Road</td>
</tr>
<tr>
<td></td>
<td>Port Macquarie NSW 2444</td>
</tr>
<tr>
<td></td>
<td>Phone: 49215000</td>
</tr>
<tr>
<td>Singapore students</td>
<td>contact your PSB Program Executive</td>
</tr>
</tbody>
</table>

OTHER CONTACT INFORMATION

Faculty Websites
- www.newcastle.edu.au/faculty/business-law/
- www.newcastle.edu.au/faculty/education-arts/
- www.newcastle.edu.au/faculty/engineering/
- www.newcastle.edu.au/faculty/health/
- www.newcastle.edu.au/faculty/science-it/

Rules Governing Undergraduate Academic Awards
www.newcastle.edu.au/policylibrary/000311.html

Rules Governing Postgraduate Academic Awards

Rules Governing Professional Doctorate Awards
www.newcastle.edu.au/policylibrary/000580.html

General enquiries
Callaghan, City and Port Macquarie
Phone: 02 4921 5000
Email: EnquiryCentre@newcastle.edu.au

Ourimbah
Phone: 02 4348 4030
Email: EnquiryCentre@newcastle.edu.au

Dean of Students Office
The Dean of Students and Deputy Dean of Students work to ensure that all students receive fair and equitable treatment at the University. In doing this they provide information and advice and help students resolve problems of an academic nature.
http://www.newcastle.edu.au/service/dean-of-students/
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: Dean-of-Students@newcastle.edu.au

University Complaints Managers Office
The University is committed to maintaining and enhancing fair, equitable and safe work practices and promoting positive relationships with its staff and students. There is a single system to deal with all types of complaints, ranging from minor administrative matters to more serious deeply held grievances concerning unfair, unjust or unreasonable behaviour.
http://www.newcastle.edu.au/service/complaints/
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: Complaints@newcastle.edu.au

Campus Care
The Campus Care program has been set up as a central point of enquiry for information, advice and support in managing inappropriate, concerning or threatening behaviour.
Phone: 02 4921 8600
Fax: 02 4921 7151
Email: campuscare@newcastle.edu.au

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.
Studentmail and Blackboard: Refer - 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/

- 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 Schedule

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>35%</td>
<td>Friday 27th August (Friday of week 5)</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>10%</td>
<td>Friday 10th September (Friday of week 7)</td>
</tr>
<tr>
<td>Major essay</td>
<td>35%</td>
<td>Friday Friday 24th September (Friday of week 9)</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>20%</td>
<td>Friday 5th November (Friday of week 13)</td>
</tr>
</tbody>
</table>

All assessment items are due at 2300, i.e. by 11 pm on the due date, and are to be submitted electronically (instructions will be given with the assignment).

All information provided here has been checked at the time of printing, but you are advised to visit your course Blackboard site weekly for any updates, announcements, or changes.
<table>
<thead>
<tr>
<th>Week</th>
<th>Begins</th>
<th>Topics, Readings and Assessment Schedule</th>
</tr>
</thead>
</table>
| 1    | 26 July | Introduction  
-connections between language and education  
-what teachers need to know about language  
*Read*: Hudson, Fillmore & Snow [CR pp.5-30, 31-71] |
| 2    | 2 Aug   | Spoken and written language  
-the nature of spoken language  
-how differences between speech and writing affect literacy development  
*Read*: Chafe & Tannen, Halliday [CR p.73-97, 99-103] |
| 3    | 9 Aug   | Written and spoken texts  
-comparing and contrasting linguistic features of spoken and written texts [CO2]  
*Read*: Derewianka [CR p.105-113] |
| 4    | 16 Aug  | Texts and genres in education  
-conversational structure and written discourse structures  
-cohesion in spoken and written texts  
*Read*: Collerson, Thwaite [CR p.115-126, 127-146] |
| 5    | 23 Aug  | Language and literacy issues  
-the concept and politics of literacy: linguistic approaches to literacy  
-implications of different theories on the teaching of reading, writing, and spelling  
**Asst 1** (35%) due Fri 27 Aug – analysis of reading an unfamiliar text |
| 6    | 30 Aug  | Language and the teaching and learning of literacy: Reading  
-Phonics vs. Whole language vs. A balanced approach  
-Phonological Awareness – what it is and how to develop and assess it  
| 7    | 6 Sept  | Language and the teaching and learning of literacy: Writing  
-children’s development of writing  
*Read*: Garton & Pratt [CR p. 203-220]  
**Asst 2** (10%) due Fri 10 Sept – literature review for essay topic |
| 8    | 13 Sept | Language and the teaching and learning of literacy: Spelling  
-phonemic versus graphemic representations of language  
-being aware of mismatches and their consequences for literacy learning  
-history of English spelling  
*Read*: Graves [CR p.221-236] |
| 9    | 20 Sept | Grammar: using grammar versus teaching grammar  
-using grammar in discussing authors’ techniques in texts and literature  
-using grammar to analyse children’s speech and writing  
**Essay** (35%) due Fri 24 Sept |
| 10   | 11 Oct  | Grammar in the classroom  
-applying grammatical knowledge to analysis of texts and of child language [CO3]  
| 11   | 18 Oct  | Sociolinguistic aspects of language in the classroom  
-understanding social, gender, and age-based variation in children’s language, and  
-social factors influencing teacher-pupil interaction [CO5]  
*Read*: Solsken [CR p.237-262] |
| 12   | 25 Oct  | Social and cultural issues in 21st century education  
-the politics of literacy in Australian education; language and ethnicity in schools  
-cultural background and values; Aboriginal education and bilingualism  
*Read*: Louden & Hunter [CR p.263-271] |
| 13   | 1 Nov   | No Linguistics classes in Week 13  
-lecturers available for individual consultation, by appointment  
**Asst 3** (20%) due Fri 5 Nov– short answer questions |

Examination period: Monday 8 November – Friday 26 November 2010  
(There is no final examination in LING3280)