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| Course Code: | LDM200 |
| Course Name: | Language Development Module 2 |
| Semester: | Semester 3, 2018 |
| Program: | Language Development |
| Credit Points: | 0 |
| Course Coordinator: | Remy Boccalatte |
| Document modified: | 25 th September 2018 |

Teaching Team

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| Your lecturer/tutor can be contacted via the email system on the portal. | |
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| Name | Email |
| Inez Chai | inez.chai@staff.griffithcollege.edu.au |
| Philip Thomas | philip.thomas@staff.griffithcollege.edu.au |

Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the "myTimetable" link.

Prerequisites

There are no prerequisites for this course

Brief Course Description

The program is designed to provide students with opportunities to review, develop and practice the English language systems and skills required to successfully participate in an undergraduate degree program.

Rationale

Effective English language skills are essential for successful participation in higher education studies. LDST100 provides students with an opportunity to review, develop and practice their language skills in a participatory learning environment.

Aims

The program aims to develop students' understanding and awareness of the English language and to improve their proficiency by providing review and practice of:

- analysis of academic discourse
- grammar points
- vocabulary skills
- listening skills
- reading skills
- the mechanics of effective spoken delivery
- pronunciation
- effective writing

Grammar points are taught and practised explicitly and there is a balance of skills work over the entire program.

Learning Outcomes

On successful completion of this course students will:

1. have practised and developed speaking skills and confidence
2. have practised and developed English pronunciation skills
3. have developed strategies for recording, learning and remembering vocabulary
4. have practised and developed reading and listening skills
5. have practised and developed writing skills
6. be better able to recognise errors in grammar that they may make in their written and spoken language
7. have developed their general and academic English language skills

NOTE: Students that:

*** do not achieve a non-graded pass for the Language Development Module for Science and Technology (LDST100), will be required to re-enrol in LDST100 in the following semester.**

Texts and Supporting Materials

The text required for this course will be provided in the first week of class. All learning materials necessary will be provided to you via the Learning@Griffith College section of the Griffith College portal.

Organisation and Teaching Strategies

Lessons have been created using an integrated skills and communicative approach. This means students will be expected to participate in class by answering questions, joining discussions and activities, undertaking group

work and individually studying outside of class time. There is also an online component of mostly assessment which will need to be completed to gain marks for the module.

The course consists of one 2 hour class per week and runs for 13 weeks, starting in week 1. The online component requires you to study self-access material for 2-3 hours per week.

Class Contact Summary

Attendance:

Your attendance in class will be marked once during the two hour class. To receive full attendance, you must be present in the classroom for the duration of the class. You are encouraged to attend and participate in all classes throughout the semester.

Participation in Class:

During classes each week you are expected to actively participate in exercises and discussions related to the current topic. You are also encouraged to participate in group work activities and to speak English at all times.

Course Materials:

Course materials will be made available to you on the Learning@Griffith College site on the student portal and you are advised to print these out and bring these to each class, if you do not receive a workbook already. There are also a number of self-directed web based activities to enhance learning. You are encouraged to access these throughout the course and complete online assessment.

Independent Learning:

Throughout this course you will be encouraged to take personal responsibility for improving your own English language skills. You will also be expected to reinforce your learning from class time by undertaking sufficient independent study {approximately 2-3 hours per week outside of class time} so that you can achieve the learning outcomes of the course.

Program Progression:

You are reminded that satisfactory program progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 with passing grades achieved in more than 50% of courses in any semester [please see Griffith College Policy Library - Program Progression Policy - for more information].

Content Schedule

Weekly Teaching Schedule

| Week | Topic | Activity | Readings |
|-------------|--|----------------------------|---|
| 1 | Psychology <ul style="list-style-type: none"> • S: Discussing Psychology • L: Brain Neurons • G: Relative clauses • L: TED Lecture/comprehension - | Class Class | Unit 1- Workbook Online Assessment– Grammar Quiz 1 L&R Compreh. 1 Job Ready Port.- Writing 1- Resume |

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| | <p>"Neurons that shaped civilisation"</p> <ul style="list-style-type: none"> • S: Personality quiz and interview | | |
| 2 | <p>Design</p> <ul style="list-style-type: none"> • S: Discussing Innovation • L: "How to innovate" • G: Participle clauses • W: Reducing clauses- Van Gogh • S: Group design task • L: Ted Lecture/comprehension - "The Invention that unlocked" | <p>Class</p> <p>Class</p> | <p>Unit 2- Workbook</p> <p>Online Assessment– Grammar Quiz 2 L&R Compreh. 2</p> |
| 3 | <p>Gender Bias</p> <ul style="list-style-type: none"> • S: Gender Bias discussion • L: "Gender in the workplace" • G: Nominalisation • W: Morphology- reducing to noun phrases • W: Active to Passive to Nominalised • W: Editing complex text • L: Ted Lecture/comprehension - "Drawing on Humour for Change" | <p>Class</p> <p>Class</p> | <p>Unit 3- Workbook</p> <p>Online Assessment– Grammar Quiz 3 L&R Compreh. 3</p> |
| 4 | <p>Individual Differences</p> <ul style="list-style-type: none"> • S: Discussing individual differences • L: Diversity in the workplace • G: Appositive phrases • S: Student interview and appositive summary • L: TED Lecture/comprehension- "Chinese Zodiac Explained" | <p>Class</p> <p>Class</p> | <p>Unit 4- Workbook</p> <p>Online Assessment– Grammar Quiz 4 L&R Compreh. 4 Job ready Port.- Writing 2- Cover letter</p> |
| 5 | <p>Ethics</p> <ul style="list-style-type: none"> • S: Ethical topic discussion | <p>Class</p> <p>Class</p> | <p>Unit 5- Workbook</p> <p>Online Assessment–</p> |

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| | <ul style="list-style-type: none"> • L: Ethics in Business • G: Reported Speech • G: Reported questions/commands/requests • S: Jigsaw student interview-crosschecking ethics • L: Ted Lecture/comprehension -"Panama Papers Exposed" | | Grammar Quiz 5 L&R Comprehen. 5 |
| 6 | <p>Interviewing</p> <ul style="list-style-type: none"> • S: Discussing Interviews • L: Job interview questions • G: Polite Questioning • G: Embedded Questions • S: Conducting Interviews • L: Ted Lecture/comprehension - "The Best hire may not have the Perfect Resume" | Class | Unit 6- Workbook |
| | | Class | Online Assessment– Grammar Quiz 6 L&R Comprehen. 6 Job Ready Port.- Writing 3- Referral letter |
| 7 | <p>Collaboration</p> <ul style="list-style-type: none"> • S: Discussing working together • L: Value of Collaboration • G: Gerund Phrases • W/S: Gerunds narrative • L: Ted Lecture/comprehension -"Build a Tower, build a team" | Lecture | Unit 7- Workbook |
| | | Class | Online Assessment– Grammar Quiz 7 L&R Comprehen. 7 |
| 8 | <p>Public Speaking</p> <ul style="list-style-type: none"> • S: Discussing Public Speaking • L: Tips for Public Speaking • R: Analysing Verb Patterns • V/G: Verb Patterns (ing/ infinitive) • S: Two minute topics • L&R: "TED's secret to public speaking" | Class | Unit 8- Workbook |
| | | Class | Online Assessment– Grammar Quiz 8 L&R Comprehen. 8 Job Ready port. Writing 4-Linkedin profile |
| 9 | <p>Body Language</p> <ul style="list-style-type: none"> • S: Discussing Body language • L: Hand gestures in different cultures | Class | Unit 9- Workbook |
| | | Class | Online Assessment– Grammar Quiz 9 L&R Comprehen. 9 |

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| | <ul style="list-style-type: none"> • G: Correlative conjunctions • W/S: Analysing hand gestures with correlative conjunctions • W: Creating similes • L&R: Ted Lecture- "The hidden power of smiling" | | |
| 10 | Social Media | Class | Unit 10- Workbook |
| | <ul style="list-style-type: none"> • S: Discussing Social media • L: Social Media Use in business • G: Phrasal Verbs extension- Transitive/intransitive • S: Phrasal Verb Dominoes • L&R: TED Lecture- "The Agony of trying to unsubscribe" | Class | Online Assessment– Grammar Quiz 10 L&R Compreh. 10 |
| 11 | Advanced Phonology | Class | Unit 11- Workbook |
| | <ul style="list-style-type: none"> • S: Discussing advanced phonology • L: Connected speech • S: Using connected speech • S: Assimilation/Intrusion/Elision • S: Rhythm patterns • S: Back to Back conversations | Class | |
| 12 | Oral Assessment | Class | Unit 12- Workbook |
| | Job Interview role play Revision | Class | Oral Assessment |

Assessment

This section sets out the assessment requirements for this course.

| Item | Assessment Task | Weighting | Relevant Learning Outcomes | Due Date |
|------|---------------------|-----------|----------------------------|--------------------------------------|
| 1 | Job ready Portfolio | 20% | 1,2,3,5 | Every two weeks starting from week 1 |

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| 2 | Grammar Quizzes | 20% | 1,2,7 | Weekly 1-10 |
| 3 | Listening and Reading Quizzes | 20% | 1,3 | Weekly 1-10 |
| 4 | Vocabulary Journal | 20% | 3,5,6 | Weekly |
| 5 | Speaking Assessment | 20% | 1,4,5,6 | Week 12 |

Assessment Details

Rationale for assessment

Assessment in this course is primarily aimed at assessing English language skills. All assessment in the Language Development Modules target the building of vocabulary and increasing precision with accuracy of grammatical structures, and to provide opportunity to apply these within other courses in an academic environment. The assessment is broken down into five (5) equally weighted sections.

Successful completion of LDP requires that students:

- * attend their LDP classes, and
- * complete all assessment items. If you do not complete the assessment items, you cannot be awarded marks.

Summary of Assessment

Weekly Grammar Quizzes:

These quizzes can be accessed online and target the grammar foci for each week. You will have unlimited attempts to answer the questions in the quizzes, and your grade will take an average of all of your attempts. The access to these quizzes will stay open all semester. The total of the quizzes is worth 20% of the final grade.

Weekly Listening and Reading Comprehension and vocabulary

These tasks are also accessed online like the grammar quizzes. You will have a listening task (usually around 5 minutes), accompanied with a script for you to answer comprehension questions and questions about vocabulary. You will have unlimited attempts to answer the questions, and your grade will take an average of all of your attempts. The access to these tasks will stay open all semester. The total of the comprehension tasks is worth 20% of the final grade.

Job Ready Portfolio –writing tasks

Over the semester, you will be required to submit five (5) writing tasks online through the course notes. Each task requires you to write at least 150 words and your teacher will give you online feedback about your language. These tasks will only stay open for a period of a few weeks, to allow your teachers to mark effectively. You only get *one* attempt at each task. The total of the writing tasks is worth 20% of the final grade.

Speaking Role Play

Conducted in week 12, the speaking role play is a one on one task with your teacher. You will have a conversation in an academic context. You will be given a situation and are required to speak for between 3-5 minutes. The total of the speaking task is worth 20% of the final grade.

Vocabulary Building Journal

Over the semester, you will be required to complete ten (10) separate pages of a vocabulary journal (at the back of the student workbook). You are to choose ten to fifteen (10-15) words from one of your text books from your other courses and explore the meaning, word family, synonyms, and example sentence to build your vocabulary. Your teacher will check this each week at the start of each class. The total of the vocabulary journal is worth 20% of the final grade.

Note: LDBA200 is a non-award course and as such is not included in the calculation of your grade point average (GPA). At the completion of the course you will be awarded either an NP (Non-graded Pass) or an NC (Not Complete) grade. If you have been required to complete LDBA200, receive a NC grade and you have poor academic performance (as outlined in the Program Progression Policy), you will be required to repeat LDBA200 the following semester.

Submission and Return of Assessment Items

Normally you will be able to collect your assignments in class within fourteen [14] days of the due date for submission of the assignment.

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Extensions

To apply for an extension of time for an assessment item you must submit a written request to your lecturer via the Student Website at least 48 hours before the date the assessment item is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. medical certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Penalties for late submission without an approved extension

Penalties apply to assignments that are submitted after the due date without an approved extension. Assessment submitted after the due date will be penalised 10% of the TOTAL marks available for assessment (not the mark awarded) for each day the assessment is late. Assessment submitted more than five days late will be awarded a mark of zero (0) For example:

- > 5 minutes and <= 24 hours 10%

- > 24 hours and <= 48 hours 20%
- > 48 hours and <= 72 hours 30%
- > 72 hours and <= 96 hours 40%
- > 96 hours and <= 120 hours 50%
- > 120 hours 100%

Note:

- Two day weekends will count as one day in the calculation of a penalty for late submission.
- When a public holiday falls immediately before or after a weekend, the three days will count as one day in the calculation of a penalty for late submission.
- When two public holidays (e.g. Easter), fall immediately before or after, or one day either side of a weekend, the four days will count as two days in calculating the penalty for late submission.
- When a single public holiday falls mid-week, the day will not be counted towards the calculation of a penalty.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

Assessment Feedback

Marks awarded for assessment items will also be available on the on-line grades system on the Student Website within fourteen [14] days of the due date.

Generic Skills

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

| Generic Skills | Taught | Practised | Assessed |
|----------------------------------|---------------|------------------|-----------------|
| Written Communication | Yes | Yes | Yes |
| Oral Communication | Yes | Yes | Yes |
| Information Literacy | Yes | Yes | Yes |
| Secondary Research | | | |
| Critical and Innovative Thinking | | Yes | |
| Academic Integrity | Yes | Yes | Yes |
| Self Directed Learning | Yes | Yes | Yes |
| Team Work | | Yes | |
| Cultural Intelligence | | Yes | |
| English Language Proficiency | Yes | Yes | Yes |

Additional Course Generic Skills

| Specific Skills | Taught | Practised | Assessed |
|------------------|--------|-----------|----------|
| English Language | Yes | Yes | Yes |

Additional Course Information

In addition to formal contact hours, you are provided with extra support for your award courses through individual consultation with teaching staff, tutorials in English language, and self-access computer laboratories.

Teacher and Course Evaluations

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations on the Griffith College portal whenever these are available.

Academic Integrity

Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

Please ensure that you are familiar with the [Griffith College Academic Integrity Policy](#); this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Academic Integrity Policy on the Griffith College website – Policy Library.

Risk Assessment Statement

There are no out of the ordinary risks associated with engagement in this course.

Note: For all Diploma level programs, Griffith College acknowledges content derived from Griffith University.