



1. General Course Information

1.1 Course Details

Course Code:	LDM200
Course Name:	Language Development Module 2
Trimester:	Trimester 3, 2019
Program:	Language Development
Credit Points:	0
Course Coordinator:	Remy Boccalatte
Document modified:	13/08/2019

Course Description

This free module 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. The module is mandatory for students commencing with the base level English language for entrance into the College. The module comprises both face to face contact and online material on a weekly basis for 12 weeks.

Assumed Knowledge

There is no assumed knowledge for this module.

1.2 Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Name	Email
Remy Boccalatte	Remy.boccalatte@griffithcollege.edu.au
Phillip Thomas	
Brett Cummings	
Melinda Villimizar	
Desiree Kawabata	

1.3 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 "Support and Services/Teacher Consultation Times" link.

1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

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

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

2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Imitate pronunciation to develop intelligibility in speaking
2. Apply strategies for categorizing and using lexis
3. Develop receptive language skills (reading and listening)
4. Produce reflective writing and develop writing skills
5. Increase awareness to identify and resolve grammar errors
6. Participate in group communication to increase confidence

NOTE: Students that:

*** do not achieve a non-graded pass for the Language Development Module 1 (LDM100), will be required to re-enrol in LDM100 in the following trimester.**

2.3 Generic skills

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

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

3. Learning Resources

3.1 Required Resources

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.

3.2 Recommended Resources

3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including personal support such as Counselling; Academic support; and Welfare support.

Jobs and Employment in the [Student Hub](#) can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Learning Information

Attendance

You are expected to attend all lectures and tutorials and to actively engage in learning during these sessions. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you may BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Preparation and Participation in Class

In order to enhance learning, prepare before lectures and tutorials. Read the relevant section of your text book before a lecture, and for a tutorial read both the textbook and the relevant lecture notes. If you have been given tutorial exercises, make sure you complete them. Active participation in lectures and tutorials will improve your learning. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Materials

Lecture notes will be made available to you in MyStudy on the Griffith College Portal and you are advised to either print these out and bring them to each class so that extra notes can be added or BYOD (bring your own device) and add extra notes digitally.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and learn the course content even when you are not specifically asked to do so by your lecturer or tutor. This involves revising the weekly course material. It also means you will need to find additional information for some assessment items beyond that given to you in textbooks and lecture notes, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

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 [please see Griffith College Policy Library - Program Progression Policy - for more information].

Teacher and course Evaluation

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 via Griffith College's evaluation tool whenever these are available.

4. Learning and Teaching Activities

4.1 Weekly Learning Activities

Week	Topic	Activity	Readings
1	Psychology	Class	Unit 1- Workbook
	<ul style="list-style-type: none"> S: Discussing Psychology L: Brain Neurons G: Relative clauses L: TED Lecture/comprehension - "Neurons that shaped civilisation" S: Personality quiz and interview 	Class	Online Assessment– Grammar Quiz 1 L&R Comprehen. 1 Job Ready Port.- Writing 1- Resume
2	Design	Class	Unit 2- Workbook
	<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" 	Class	Online Assessment– Grammar Quiz 2 L&R Comprehen. 2
3	Gender Bias	Class	Unit 3- Workbook
	<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" 	Class	Online Assessment– Grammar Quiz 3 L&R Comprehen. 3
4	Individual Differences	Class	Unit 4- Workbook
	<ul style="list-style-type: none"> S: Discussing individual differences L: Diversity in the workplace G: Appositive phrases S: Student interview and appositive summary 	Class	Online Assessment– Grammar Quiz 4 L&R Comprehen. 4 Job ready Port.- Writing 2- Cover letter

5	<ul style="list-style-type: none"> L: TED Lecture/comprehension- "Chinese Zodiac Explained" 	Class	Unit 5- Workbook
	<ul style="list-style-type: none"> S: Ethical topic discussion 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" 	Class	Online Assessment– Grammar Quiz 5 L&R Comprehen. 5
6	<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
	<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	Online Assessment– Grammar Quiz 6 L&R Comprehen. 6 Job Ready Port.- Writing 3- Referral letter
7	<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
	<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" 	Class	Online Assessment– Grammar Quiz 7 L&R Comprehen. 7
8	<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
	<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	Online Assessment– Grammar Quiz 8 L&R Comprehen. 8 Job Ready port. Writing 4-Linkedin profile

9	Body Language	Class	Unit 9- Workbook
	<ul style="list-style-type: none"> • S: Discussing Body language • L: Hand gestures in different cultures • G: Correlative conjunctions • W/S: Analysing hand gestures with correlative conjunctions • W: Creating similes • L&R: Ted Lecture- "The hidden power of smiling" 	Class	Online Assessment– Grammar Quiz 9 L&R Compreh. 9
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

5. Assessment Plan

5.1 Assessment Summary

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Date
1	Job ready portfolio	20%	1,2,4,5	Every two weeks starting from wk 1

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

5.2 Assessment Detail

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 LDM100 requires that students:

- * attend their LDM100 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: LDM100 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 LDM100, receive a NC grade and you have poor academic performance (as outlined in the Program Progression Policy), you will be required to repeat LDM100 the following trimester.

5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

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

5.4 Other Assessment Information

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.

Requests for extension

To apply for an extension of time for an assignment, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment 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. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Return of Assessment Items

1. Marks awarded for in-trimester assessment items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final assessment item in this course (marks for this item will be provided with the final course result).
2. Students will be advised of their final grade through the Student Portal. Students can review their exam papers after student grades have been published (see relevant Griffith College Fact Sheet for allocated times at Support> Factsheets). Review of exam papers will not be permitted after the final date to enrol.
3. Marks for **all** assessment items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

The sum of your marks overall assessment items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.

6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sitting, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed using the 'Document Search' feature within the [Policy Library](#)

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.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

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 Griffith College website - Policy Library > Academic Integrity Policy

Reasonable Adjustments for Assessment – The Disability Services policy

The Disability Services policy (accessed using the Document Search' feature with the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

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

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