1. General Course Information

1.1 Course Details

Course Code:	**LDM100**
Course Name:	**Language Development Module 1**
Trimester:	**Trimester 2, 2020**
Program:	Language Development
Credit Points:	0
Course Coordinator:	Remy Boccalatte
Document modified:	1 June 2020

Course Description

The 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.

Assumed Knowledge

There are no prerequisites for this course

1.2 Teaching Team

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

Name	Email
Phil Thomas	philip.thomas@staff.griffithcollege.edu.au
Jessica So	jessica.so@griffithcollege.edu.au
Melinda Villamizar	melinda.villamizar@griffithcollege.edu.au

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 found on the Moodle Course Site.

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

2.2 Learning Outcomes
After successfully completing this course you should be able to:

1. recognise and produce basic sentence structures verbally and written
2. recognise and effectively use subordinating conjunctions
3. recognise and effectively use passive voice and relative clauses
4. recognise and effectively use articles and prepositions
5. recognise and effectively use modal verbs and future forms
6. recognise elements of phonology and produce more intelligible spoken communication

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

2.3 Generic Skills and Capabilities
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 and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✔	✔	✔
Communication and collaboration		✔	✔	✔
Self-directed and active learning		✔	✔	✔

Creative and future thinking	🕐	✔	✔	
Social responsibility and ethical awareness	⚖️	✔	✔	
Cultural competence and awareness in a culturally diverse environment	👥	✔	✔	✔

3. Learning Resources

3.1 Required Learning 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 Learning Resources

Swan, M. (2005). *Practical English Usage (3rd ed.).* Oxford University Press.

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 academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

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 Information about your Learning

Attendance

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to 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 Learning

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. 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 Learning Materials

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find the learning content, learning activities and learning experiences. Actively working your way through these course learning materials together with your lecturer or tutor will prepare you to succeed when completing the evidence of learning (assessment).

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your lecturer or tutor. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, 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 Content, Learning Activities and Learning Experiences

4.1 Modules for Learning and Weekly Learning Content, Learning Activities and Learning Experience

	Learning Content	Learning activities	Learning experiences	Evidence of learning	Learning outcome
	Module				
1	**Basic Sentence Structures-** *Comparative structures and Subject Verb agreement*	V: Language for expressing agreement/disagreement/concession G: Comparative structures L: TED Lecture/comprehension - "Keep your goals to yourself" S: Career opportunities V: Job matching G: Subject verb agreement L: Ted Lecture/comprehension - "The courage to tell a hidden story"	L: Conversation analysis S: Language reflection/expressing different opinions L: Interview S: Persuasion W: Question forms	Gram. Quiz 1 (comparative) L&R Comp. 1 Com. Journal-Writing 1 Gram. Quiz 2 (SVA) L&R Comp. 2	*1*
2	**Conjunctions - ** *Conditional clauses and subordinating conjunctions*	S: Advertisements G: Conditional clauses W: Transitional markers L: Ted Lecture/comprehension - "Less stuff, more happiness" S: Discussing management qualities G: Subordinating conjunctions R: Management checklist L: TED Lecture/comprehension - "How to start a movement"	L: Apple marketing S: Marketing a product L: Time management comprehension S: Evaluating potential employees	Gram. Quiz 3 (conditionals) L&R Comp. 3 Gram. Quiz 4 (subordinating conjunctions) L&R Comp. 4 Com. Journal-Writing 2	*2*
3	**Complex Sentence Structure-**	S: Travel and tourism	L: Responsible Tourism	Gram. Quiz 5 (Passive)	*3*

	Passive and Relative Clauses	V: Cause and effect language G: Passive L: Ted Lecture/comprehension - "For more tolerance, we need more tourism" S: Education G: Relative clauses L: Ted Lecture/comprehension - "Life lessons through tinkering"	S: Cause and effect analysis S: Creating definitions W: Relative clauses narrative	L&R Comp. 5 Gram. Quiz 6 (Relative Clauses) L&R Comp. 6 Com Journal-Writing 3	
4	*Determiners and Prepositions-* *Articles and prepositions*	S: Technology in Business V: Countable/Uncountable nouns G: Articles L: Ted Lecture/comprehension - "Cheap Wii remote hacks" S: Biology issues G: Prepositions of time/place V: Verb/adjective+preposition G: Phrasal verbs L&R: "Caring for engineered tissue"	S: Describe a Process L: Introduction to biology S: Plans/Directions	Gram. Quiz 7 (articles) L&R Comp. 7 Gram. Quiz 8 (prepositions) L&R Comp. 8 Com Journal-Writing 4	4
5	*Modality-* *Modal Verbs and Future Forms*	S: Making decisions V: Expressiosn for making decisions G: Modal verbs of advice/obligation/permission/possibility/ability S: Talking about the future V: Hedging Language	S: Discussing rules S: Deciding on organisation employee contract L: Hedging language S: Discussing future	Gram. Quiz 9 (modal verbs) L&R Comp. 9 Gram.Quiz 10 (future forms) L&R Comp. 10 Com Journal-Writing 5	5

		G: Future forms/ Alternative future forms	plans/Making a schedule		
		L&R: TED lecture- "The World in 2200"	S: Predicting the future		
6	*Phonology*	S: Talking about pronunciation	S: Pronunciation games	Oral assessment-class presentation	*6*
		S: Phonemes/Phonemic script	S: Pronunciation and emotion		
		S: Rhythm, Stress, Prosody			
		Revision			

 5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

	Evidence of learning	Weighting	Learning outcome	Due Date
1	Communicative Journal	20%	1	Fortnightly
2	Grammar Quizzes	20%	1,2,3,4,5	Weekly
3	Vocabulary Journal	20%	1	Weekly
4	Listening and Reading Quizzes	20%	1	Weekly
5	Oral Assessment	20%	6	Week 11/12

5.2 Evidence of Learning Task 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 assessment items. If you do not complete the assessment items, you cannot be awarded marks.

Summary of Assessment

1. **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 for two weeks as noted in the course notes. The total of the quizzes is worth 20% of the final grade.

2. Weekly Listening and Reading Comprehension and vocabulary

These tasks are also accessed online like the grammar quizzes. You will a 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 two weeks as noted in the course notes. The total of the comprehension tasks is worth 20% of the final grade.

3. Communicative Journal –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 two weeks as noted in the course notes, 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.

4. Oral Assessment

Conducted in week 11/12, the oral assessment is a class presentation, summarizing your experience communicating outside of class. You will be required to speak for between 3-5 minutes. The total of the speaking task is worth 20% of the final grade.

5. Vocabulary Building Journal

Over the trimester, 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 textbooks 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 evidence of learning (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. Evidence of learning 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 Information about Evidence of Learning

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 evidence of learning item, 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 Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning 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 evidence of learning 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 final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.

3. Marks for **all** evidence of learning 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 of evidence of learning *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.

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