1. General Course Information

1.1 Course Details

Course Code:	LDM100
Course Name:	Language Development Module 1
Trimester:	Trimester 1, 2023
Program:	Language Development
Credit Points:	0
Course Coordinator:	Remy Boccalatte
Document modified:	8 March 2023

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.

Successful completion of this module is required to graduate with your Diploma award and progress to your Bachelor.

Assumed Knowledge

There are no prerequisites for this course

1.2 Teaching Team

Your teacher/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Phil Thomas	philip.thomas@staff.griffithcollege.edu.au
Inez Chai	inez.chai@griffithcollege.edu.au
Chris Rayner	Chris.rayner@griffithcollege.edu.au

1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as desktop, laptop, or tablet. In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

The program aims to develop 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 practiced explicitly and there is a balance of skills work over the entire program.

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. Successful completion of this module is required to progress to LDM200 and to graduate with your Diploma award and progress to your Bachelor.

2.3 Graduate Capabilities and Employability Skills

For further details on the Graduate Capabilities and Employability Skills please refer to the Graduate Generic Skills and Abilities Policy.

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

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

Graduate Capabilities and Employability Skills			Focus within this course
Interacting with People	Teamwork		✓
	Communication		✓
	Respect for Culture and Diversity		✓
Readiness for the Workplace	Problem Solving		
	Planning and Organisation		
	Creativity and Future Thinking		✓

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 Course Site.

3.2 Recommended Learning Resources

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

3.3 College Support Services and Learning Resources

Griffith College provides many facilities and support services to assist students in their studies. Links to information about 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.

- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.

- [Academic Integrity](#) - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with Academic Integrity online modules within the Academic and Professional Studies course.

- [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

Preparation and Participation in Learning

You need to prepare before attending your scheduled Learning Experience (In Class). Work through the Learning Content (Before Class) prepared by your teacher which is found on the course site. Make sure you complete the Learning Activities (After Class) set each week. 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 teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Attendance

You are expected to actively engage in all learning experiences 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.

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 the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content (Before Class), Learning Experiences (In Class) and Learning Activities (After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.

In addition, **Missed Class** learning material is provided in the course, providing support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled   Learning Experience (In Class, either in person or on Zoom) perhaps due to illness or other commitments. The Missed Class learning material should also be used in conjunction with Learning Content (Before Class) and Learning Activities (After Class)   resources.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course Learning   Content (Before Class) even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly course Learning Content (Before Class) and completing the Learning   A ctivities (After Class). It also means you will need to find additional information to evidence your learning 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%, students are engaged in their learning 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 teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher   evaluations via Griffith College's evaluation tool whenever these are available.

4. Weekly Guide: Learning Content, Learning Experiences and Learning Activities

The information below lays out how your learning will be organised throughout the trimester:

Week	Learning Content (Before Class)	Learning Experiences (In Class)	Learning Activities (After Class)	Evidence of Learning (Assessment)	Learning Outcome
Module					
1	***Basic Sentence Structures-*** *Comparative structures and Subject Verb agreement*	L: Conversation analysis S: Language reflection/expressing different opinions L: Interview S: Persuasion W: Question forms	Vocabulary (V): Language for expressing agreement / disagreement / concession Grammar (G): Comparative structures Listening (L): TED Lecture/comprehension - "Keep your goals to yourself" Speaking (S): Career opportunities Vocabulary (V): Job matching Grammar (G): Subject verb agreement Listening (L): Ted Lecture/comprehension - "The courage to tell a hidden story"	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*	L: Apple marketing S: Marketing a product L: Time management comprehension S: Evaluating potential employees	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"	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-*** *Passive and Relative Clauses*	L: Responsible Tourism S: Cause and effect analysis S: Creating definitions W: Relative clauses narrative	S: Travel and tourism 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"	Gram. Quiz 5 (Passive) L&R Comp. 5 Gram. Quiz 6 (Relative Clauses) L&R Comp. 6 Com Journal- Writing 3	3
4	*Determiners and Prepositions- Articles and prepositions*	S: Describe a Process L: Introduction to biology S: Plans/Directions	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"	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: Discussing rules

S: Deciding on organisation employee contract

L: Hedging language

S: Discussing future plans/Making a schedule

S: Predicting the future | S: Making decisions
V: Expressiosn for making decisions
G: Modal verbs of advice/obligation/permissio n/possibility/ability
S: Talking about the future V: Hedging Language
G: Future forms/ Alternative future forms

L&R: TED lecture- "The World in 2200" | Gram. Quiz 9 (modal verbs)

L&R Comp. 9

Gram.Quiz 10 (future forms)

L&R Comp. 10

Com Journal- Writing 5 | 5 |
| 6 | **Phonology** | S: Pronunciation games

S: Pronunciation and emotion | S: Talking about pronunciation
S: Phonemes/Phonemic script
S: Rhythm, Stress, Prosody

Revision | Oral assessment- class presentation | 6 |

5. Evidence of Learning (Assessment)

5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning Outcome	Due Date
1	Communicative Journal	20%	1	Fortnightly
2	Grammar Quizzes	20%	1,2,3,4,5	Weekly
3	Vocabulary Building 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

Evidence of learning tasks in this course is primarily aimed at assessing English language skills. All evidence of learning tasks 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 evidence of learning task is broken down into five (5) equally weighted sections.

Successful completion of LDM100 requires that students:
* attend their LDM100 classes, and
* complete evidence of learning tasks. If you do not complete the evidence of learning tasks, you cannot be awarded marks.

Summary of Evidence of Learning

1. 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.

2. (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.

3. 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.

4.   (Weekly) Listening and Reading Quizzes (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.

5.   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.

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.

In order to pass this Course, students must:

A. **Attempt all assessment items**
B. **demonstrate assurance of learning of all learning outcomes through graded Evidence of Learning Tasks.**

5.3 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning Task, for each calendar day that the task is late. Evidence of learning tasks submitted more than seven calendar 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 task, 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 Evidence of Learning Tasks.

Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final evidence of learning task in this course (marks for this task will be provided with the final course result).

2. Students will be advised of their final grade through the Digital Campus. 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 tasks including the final exam (if applicable) will be recorded in the Course Site and made available to students through the Course Site.

The sum of your marks of evidence of learning *tasks 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 Evidence of Learning Tasks-related policies can be found in the Griffith College Policy Library which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sittings, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed 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 teachers 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 Evidence of Learning Tasks – The Disability Services policy

The Disability Services policy (accessed within the Policy Library) outlines the principles and processes that guide the College in making reasonable adjustments to Evidence of Learning Tasks 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: Griffith College acknowledges content derived from Griffith University in Diploma level courses, as applicable.