



## 1. General Course Information

### 1.1 Course Details

|                            |                               |
|----------------------------|-------------------------------|
| <b>Course Code:</b>        | LDM200                        |
| <b>Course Name:</b>        | Language Development Module 2 |
| <b>Trimester:</b>          | Trimester 2, 2022             |
| <b>Program:</b>            | Language Development          |
| <b>Credit Points:</b>      | 0                             |
| <b>Course Coordinator:</b> | Remy Boccalatte               |
| <b>Document modified:</b>  | 5 Jun 2024                    |

### 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  |
|-----------------|--|
| Remy Boccalatte | <a href="mailto:Remy.boccalatte@griffithcollege.edu.au">Remy.boccalatte@griffithcollege.edu.au</a> |
| Helen Mack      | <a href="mailto:Helen.mack@griffithcollege.edu.au">Helen.mack@griffithcollege.edu.au</a>           |

## 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 laptop or tablet (mobile phones are not suitable). 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 complex sentence structures verbally and written
2. recognise and effectively use noun phrases and nominalisation
3. recognise and effectively use embedded sentence structures and reported speech
4. recognise and effectively use gerund phrases and verb patterns
5. recognise and effectively use phrasal verbs contextually
6. recognise elements of advanced phonology and produce more intelligible spoken communication

**NOTE: Students that do not achieve a non-graded pass for the Language Development 2 (LDM200), will be required to re-enrol in LDM200 in the following trimester. Successful completion of LDM100 and LDM200 is required 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* (3<sup>rd</sup> 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. Attendance will be recorded by your teacher in each learning experience to ensure you are meeting the requirements of the program you are studying and/or your visa conditions. You are expected to engage with the learning content and learning activities outside of timetabled class times. 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 Activities (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<br>(Before Class)  | Learning Experiences<br>(In Class)   | Learning Activities<br>(After Class)   | Evidence of Learning<br>(Assessment)   | Learning Outcome  |
|--------|---|--|--|--|---|
|        |  |   |    |   |  |
| Module |   |  |  |  |   |
| 1      | <b>Complex Sentence Structures- Relative Clauses and Participle Clauses</b>       | L: Brain Neurons<br>S: Personality quiz and interview<br>L: "How to innovate" S: Group design task                                   | S: Discussing Psychology<br>G: Relative clauses L:<br>TED Ass/comprehension - "Neurons that shaped civilisation"<br>S: Discussing Innovation<br>G: Participle clauses<br>W: Reducing clauses- Van Gogh<br>L: Ted Lecture/comprehension - "The Invention that unlocked"   | Gram. Quiz 1 (Relative Clauses)<br>L&R Comp. 1<br>Job Ready Portfolio-1 Resume<br>Gram. Quiz 2 (Participle Clauses)<br>L&R Comp. 2     | 1   |
| 2      | <b>Nominalisation - Noun Phrases and Appositive Phrases</b>                       | L: "Gender in the workplace" W: Editing complex text<br>L: Diversity in the workplace<br>S: Student interview and appositive summary | S: Gender Bias discussion<br>G: Nominalisation<br>W: Morphology- reducing to noun phrases<br>W: Active to Passive to Nominalised<br>L: Ted Lecture/comprehension - "Drawing on Humour for Change"<br>S: Discussing individual differences<br>G: Appositive phrases L:<br>TED Lecture/comprehension- "Chinese Zodiac Explained" | Gram. Quiz 3 (nominalisation)<br>L&R Comp. 3<br>Gram. Quiz 4 (appositive phrases)<br>L&R Comp. 4<br>Job Ready Portfolio-2 Cover Letter | 2   |

|   |   |   |  |  |   |
|---|---|---|--|--|---|
| 3 | <i>Embedded Sentence Structures- Reported Speech, Indirect and Embedded Questions</i> | L: Ethics in Business<br>S: Jigsaw student interview- crosschecking ethics<br>L: Job interview questions S: Conducting Interviews | S: Ethical topic discussion<br>G: Reported Speech<br>G: Reported questions/commands/requests<br>L: Ted Lecture/comprehension - "Panama Papers Exposed"<br>S: Discussing Interviews<br>G: Polite Questioning<br>G: Embedded Questions<br>L: Ted Lecture/comprehension - "The Best hire may not have the Perfect Resume" | Gram. Quiz 5 (Reported Speech)<br>L&R Comp. 5<br>Gram. Quiz 6 (Embedded Questions)<br>L&R Comp. 6<br>Job Ready Portfolio-3 Request for Referee | 3 |
| 4 | <b>Verb Patterns-</b> Gerund Phrases and verb patterns                                | L: Value of Collaboration W/S:<br>Gerunds narrative<br>L: Tips for Public Speaking S: Two minute topics                           | S: Discussing working together<br>G: Gerund Phrases L: Ted Lecture/comprehension - "Build a Tower, build a team"<br>S: Discussing Public Speaking<br>R: Analysing Verb Patterns<br>V/G: Verb Patterns (ing/ infinitive)<br>L&R: "TED's secret to public speaking"  | Gram. Quiz 7 (Gerunds)<br>L&R Comp. 7<br>Gram. Quiz 8 (verb patterns)<br>L&R Comp. 8<br>Job Ready Portfolio-4<br>Linkedin Profile              | 4 |
| 5 | <b>Phrasal Verbs-</b> Two/Three part Phrasal verbs and Correlative conjunctions       | L: Hand gestures in different cultures<br>L: Social Media Use in business<br>S: Phrasal Verb Dominoes                             | S: Discussing Body language<br>G: Correlative conjunctions<br>W: Creating similes<br>L&R: Ted Lecture- "The hidden power of smiling"<br>S: Discussing Social media<br>G: Phrasal Verbs extension- Transitive/intransitive<br>L&R: TED Lecture- "The Agony of trying to unsubscribe"                                    | Gram. Quiz 9 (phrasal verbs)<br>L&R Comp. 9<br>Gram. Quiz 10 (Correlative conjunctions)<br>L&R Comp. 10  | 5 |
| 6 | <i>Advanced Phonology</i>   | S: Using connected speech<br>S: Back to Back conversations  | S: Discussing advanced phonology<br>L: Connected speech<br>S: Assimilation/Intrusion/ Elision<br>S: Rhythm patterns<br>Revision  | Oral assessment - Mock Job Interview   | 6 |



## 5. Evidence of Learning (Assessment)

### 5.1 Evidence of Learning Summary

|   | Evidence of Learning (Assessment) | Weighting | Learning Outcome | Due Date    |
|---|-----------------------------------|-----------|------------------|-------------|
|   |                                   |           |                  |             |
| 1 | Work ready Portfolio              | 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

Evidence of Learning Tasks in this course is primarily aimed at assessing English language skills. All evidence of learning task 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 LDM200 requires that students:

- \* attend their LDM200 classes, and
- \* complete Evidence of Learning Tasks. If you do not complete the Evidence of Learning Tasks, you cannot be awarded marks.

Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used

#### **Summary of Evidence of Learning Tasks**

##### **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 have a listening task (usually around 10 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. Job Ready Portfolio –writing tasks**

Over the semester, you will be required to submit four (4) 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.

##### **4. Oral Assessment**

Conducted in week 11/12, the speaking role play is a one on one task with your teacher. You will have a mock job interview for a selected job in your field and are 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:** LDM200 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 LDM200, receive a NC grade and you have poor academic performance (as outlined in the Program Progression Policy), you will be required to repeat LDM200 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 working day or part working day that the task is late. Evidence of learning tasks 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 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 Sitings](#), [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.

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