

## 483-626 Language Education: Functional Grammar

<b>Credit Points:</b>	25.00
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2009, This subject commences in the following study period/s: Semester 2, - Taught on campus. Parkville campus
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: Not available
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt;         &lt;p&gt;It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>
<b>Coordinator:</b>	Assoc Prof Kristina Love
<b>Subject Overview:</b>	A study of systemic functional linguistic approaches to the study of English grammar and discourse, as these are relevant to the development of an educational linguistics. Topics include: a brief review of the history of the emergence of the theory, and of its particular claims to contribute to language and learning theory, as well as educational theory more generally; notions of three metafunctions in language, and of the ways in which each of the three metafunctions is said to contribute to the construction of meaning in language; notions of discourse and of the resources with which language builds different texts, both spoken and written; differences between spoken and written language, and the important consequences of these differences for teaching both oral language and literacy in schools.
<b>Assessment:</b>	An analysis of 3,000 words of two sample texts, demonstrating familiarity with the principles of linguistic analysis taught (30 per cent); and a substantial assignment of 5,000 words, involving both detailed analysis and interpretation of a sample of texts, spoken and written, and an evaluation of the relevance of the analysis and interpretation for educational purposes (70 per cent).
<b>Prescribed Texts:</b>	None
<b>Recommended Texts:</b>	Eggsin, S. Introduction to Systemic Functional Linguistics (2nd edn) Pinter 2005; Droga, L. & Humphrey, S. Getting Started with Functional Grammar, Target Texts, 2002
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Links to further information:</b>	<a href="http://www.education.unimelb.edu.au">www.education.unimelb.edu.au</a>
<b>Related Course(s):</b>	Master of Education (Stream 100A) Coursework and Thesis A

	Master of Education (Stream 100B)Coursework Master of Education (Stream 150) Major Thesis Master of Education (Stream 150A) Coursework and Thesis A Master of Education (Stream 150B) Coursework Master of Modern Languages in Education (Stream 150B) Coursework Master of T.E.S.O.L. (Stream 100B) Coursework Master of T.E.S.O.L.(Stream 100A)Coursework and Thesis A Master of T.E.S.O.L.(Stream 150B)Coursework
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