



SCHOOL OF HUMANITIES AND LANGUAGES

1. Location of the Course			
FACULTY	Arts and Social Sciences		
SCHOOL	Humanities and Languages		
COURSE CODE	MODL5109		
COURSE NAME	Advanced Bilingual Enhancement		
SEMESTER	2	YEAR	2013

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3. Staff Contact Details			
COURSE CONVENER			
Name	Dr Mira Kim	Office	MB 274
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Contact Time and Availability	Wednesday 2-4 pm or by appointment		
OTHER TEACHING STAFF			
Name	Dr Lexie Don	Office	MB 268
Phone		Email	
Name	Mr Brad Wilke	Office	MB 268
Phone		Email	
GUEST LECTURERS			
Name	Ms Gwyn Johns	Email	gwyn.jones@unsw.edu.au
Name	Ms Glenice Aiken	Email	
Name	Ms Marina Pearce	Email	

4. Course Details	
Credit Points	6

Summary of the Course	MODL5109 is designed to equip students with tools that can be applied to enhance the bilingual competence of students. It also provides students with an opportunity to be engaged in a number of group activities to support the development of skills outlined in UNSW's graduate attributes.		
Aims of the Course	1.	This course aims to motivate students to take ownership of their own learning.	
	2.	It aims to engage students in research literature in the field of language learning and teaching.	
	3.	It aims to help students identify linguistic areas that need improvement and develop a personal project to address these areas.	
	4.	It aims to introduce various resources and tools that students can apply for language enhancement immediately and in the future.	
	5.	It aims to help students develop graduate attributes through the integration of various group activities.	
	6.	It aims to provide students with an opportunity to experience planning, preparing and delivering professional oral presentations. .	
Student Learning Outcomes	1.	Students should be able to identify relevant references and write a critical and analytical literature review.	
	2.	They should be able to develop a personal project to address their linguistic weaknesses.	
	3.	They should be able to develop professional presentation skills.	
	4.	They should be able to develop a portfolio to present their learning outcomes in a professional manner.	
	5.	They should be able to develop tools and resources that they can continue to use to address their linguistic issues.	
Graduate Attributes	1.	They should be able to develop reflective and analytical thinking skills.	
	2.	They should be able to develop collaborative teamwork skills.	
	3.	They should be able to develop independent learning skills.	
	4.	They should be able to develop problem-solving skills.	
	5.	They should be able to develop professional communication skills.	
	6.	They should be motivated and equipped with resources and skills for lifelong learning.	

5. Course Timetable

Class Type/Number	Day	Time	Location
Lecture	Tuesday	10 am to 11 am	CLB 2
Tutorial 1	Tuesday	11 pm to 1 pm	Quadrangle G046
Tutorial 2	Tuesday	2 pm to 4 pm	Quadrangle G052
Tutorial 3	Tuesday	2 pm to 4 pm	Law 203
Tutorial 4	Tuesday	5 pm to 7 pm	To be confirmed

* Course timetables are subject to change without notice. Students are advised to check regularly for updates on the Online Timetable at www.timetable.unsw.edu.au.

6. Rationale for the Inclusion of Content and Teaching Approach

Advanced bilingual speakers have different strengths and weaknesses depending on how they acquired their two languages. Therefore it is not possible to design a syllabus that addresses individually different needs. Against this backdrop, this course aims to encourage students to explore autonomous language learning, through which learners identify their own weaknesses and develop and implement strategies to improve their bilingual proficiency. It also provides students with opportunities to develop a number of graduate attributes by participating in various integrated group activities including group presentation. The underlying educational philosophy is that learners construct their own learning through meaningful interactions.

7. Teaching Strategies

This course consists of a one-hour lecture and a two- hour tutorial each week. Students will be provided with theoretical and professional guidance in the lectures and will work in groups in tutorials.

8. Assessment

Assessment Tasks*	Lengths	Weights	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Group Literature Review	Approx. 1500 words	25%	<ul style="list-style-type: none"> • Research skills • Conceptual comprehension skills • Writing skills 	<ul style="list-style-type: none"> • Collaborative teamwork skills • Independent & collaborative enquiry • Respecting diversity 	Monday in W6
Personal Project Portfolio	1500 words & appendices	45%	<ul style="list-style-type: none"> • Degree of linguistic enhancement • Portfolio development skills • Writing skills for different purposes 	<ul style="list-style-type: none"> • Effective written communication skills • Creative thinking skills • Independent, self-directed practice • Problem-solving skills 	Monday in W11
Group Presentation	15 min	20%	<ul style="list-style-type: none"> • Speaking skills • Presentation skills 	<ul style="list-style-type: none"> • Effective oral communication skills • Logical thinking • Critical thinking 	Weeks 12/13
Group work preparation	N/A	10%		<ul style="list-style-type: none"> • Teamwork skills 	

* *Detailed instructions for each assessment will be provided in due course.*

Submission of Assessment Tasks and Late Assignments (see also under “13 Other Information”).

- In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.
- All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.
- Grades
The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards, a little more (8.6%) in first year courses. For more information on the grading categories see <https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in a honours thesis) even suspension from the university. The Student Misconduct Procedures are available here <http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

10. Course Schedule

Wk	Lecturer	Lecture Content	Tutorial Content
1	Kim	Overview of the course	Language needs analysis; Group organisation
2	Kim	Group literature review	Literature review brainstorming
3	Kim	Portfolio development 1	Literature review discussion
4	Jones	Collaborative teamwork	Literature review discussion
5	Aiken & Pearce	Listening challenges for advanced learners of English	Literature review discussion; PPP planning
6	Kim	Portfolio development 2	PPP discussion

7	Aiken & Pearce	Music of English	PPP discussion
8	Jones	Presentation skills	PPP discussion
9	Kim	Peer/self assessment	PPT preparation
10	PG Coursework Break		
11	Kim	Life-long learning	PPP peer assessment
12	All	Research symposium (Time and venue to be announced)	
13	All	Research symposium (Time and venue to be announced)	

11. Expected Resources for Students

Textbook Details

TBA

Additional Readings

TBA

Websites

<https://lms-blackboard.telt.unsw.edu.au/webapps/portal/frameset.jsp>

12. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

13. Other Information

Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. It can be downloaded from <https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is individual students' responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see <http://www.ohs.unsw.edu.au/>

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission

to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible. Forms are available from Student Central on the ground floor of the Chancellery (opposite the Library) or online at the link below.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.