

LNG210 Languages and Linguistics: Understanding human communication

School: School of Business and Creative Industries

2026 | Trimester 2

UniSC Sunshine Coast
UniSC Moreton Bay

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to unisc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

Join this course to explore the role of human language and its impact on our perception of the world and communication. We will explore the connections between language, culture, and identity, analysing the reasons why language evolves over time and across different contexts. Discover how online communication influences language and explore the factors that impact language learning, growth, and endangerment in our communities. Gain insight into the essential role of language in making positive social change, and why having a deep understanding of language is crucial.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Online learning materials	1hr	Week 1	12 times
Tutorial/Workshop 1 – Scheduled face to face workshops.	2hrs	Week 1	12 times
ONLINE			
Learning materials – Online learning materials	1hr	Week 1	12 times
Tutorial/Workshop 1 – Scheduled synchronous online workshops	2hrs	Week 1	12 times

1.3. Course Topics

- Language as social practice
- Multilingualism and linguistic landscapes
- Language endangerment and revival
- Identity and language
- Intercultural communication
- Language online
- Language variation and change
- Language learning and teaching
- Language and power
- Ecolinguistics and post-humanism

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Education for Sustainable Development Goals
1 Demonstrate how language affects the way we understand our world and our place in it.	Knowledgeable Empowered Ethical	4, 5, 10, 16
2 Apply linguistic concepts to understand their own learning and use of language	Creative and critical thinker Empowered Engaged	
3 Discuss the importance of language to way our communities and society thinks, understands and communicates.	Creative and critical thinker Ethical Sustainability-focussed	4, 5, 10, 16
4 Analyse how linguistic knowledge can be applied to address social issues and/or enhance future professional practice.	Empowered	17

* Competencies by Professional Body

CODE	COMPETENCY
EDUCATION FOR SUSTAINABLE DEVELOPMENT GOALS	
4	Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
5	Gender Equality: Achieve gender equality and empower all women and girls
10	Reduced Inequalities: Reduce inequality within and among countries
16	Peace, Justice and Strong Institutions: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
17	Partnerships for the Goals: Strengthen the implementation and revitalize the global partnership for sustainable development

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Formative feedback will come through online quizzes on weekly readings.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Report	Individual	30%	800 words +/- 10%	Week 7	Online Submission
All	2	Oral	Group	30%	In a groups you will produce an edited video presentation of up to 6 mins on one of the topics in the course. You will also deliver an activity or discussion prompt which your peers can engage with in workshops/online which relates to the video.	Throughout teaching period (refer to Format)	In Class
All	3	Essay	Individual	40%	1500 words	Week 12	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Linguistic Landscape Report

GOAL:	Photograph instances of language in the urban environment visible to the public, including things like shop signs, street signs, posters, graffiti, notices, ect. Then, reflecting on the images you have captured, and the topics covered in the unit, identify the ways that language use both influences and is influenced by the surrounding social and cultural environment.													
PRODUCT:	Report													
AUTHORSHIP STATEMENT:														
FORMAT:	A multimodal word document that may include images, video, hyperlinks or other media along with your written reflections.													
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Demonstrates understanding relevant linguistic concepts.</td> <td>4</td> </tr> <tr> <td>2</td> <td>Can identify appropriate examples of language use in the public sphere</td> <td>1 3</td> </tr> <tr> <td>3</td> <td>Identify and describe links between public language use and wider social and cultural norms</td> <td>2 3 4</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Demonstrates understanding relevant linguistic concepts.	4	2	Can identify appropriate examples of language use in the public sphere	1 3	3	Identify and describe links between public language use and wider social and cultural norms	2 3 4	
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GENERIC SKILLS:	Communication, Organisation, Applying technologies, Information literacy													

All - Assessment Task 2: Topic presentation video and activity

GOAL:	You will develop your presentation skills by producing a scholarly and engaging video presentation on one of the topics for this course and then engage peers directly in an activity that extends the ideas from your video.																
PRODUCT:	Oral																
AUTHORSHIP STATEMENT:																	
FORMAT:	Videos and activities will be presented in workshops for the relevant week of that topic and all members must be present for the presentation. Presentations will begin from week 6 of trimester. A reference list formatted in APA 7th style to be submitted with the video.																
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Description and application of linguistic concepts</td> <td>1</td> </tr> <tr> <td>2</td> <td>Presentation- oral (communication features, organisation of ideas, using the oral genre)</td> <td>2</td> </tr> <tr> <td>3</td> <td>Reflexivity – (quality and quantity of contributions to creating a collaborative community of learning and scholarship)</td> <td>2</td> </tr> <tr> <td>4</td> <td>Application of linguistic theory to social, cultural and intercultural communication issues.</td> <td>4</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Description and application of linguistic concepts	1	2	Presentation- oral (communication features, organisation of ideas, using the oral genre)	2	3	Reflexivity – (quality and quantity of contributions to creating a collaborative community of learning and scholarship)	2	4	Application of linguistic theory to social, cultural and intercultural communication issues.	4	
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GENERIC SKILLS:	Communication, Collaboration, Organisation, Applying technologies																

All - Assessment Task 3: Reflective Essay

GOAL:	The goal of this task is to produce a reflective essay on your own experiences with and knowledge of language and how this knowledge can be applied to address social issues and/or enhance your future professional practice.															
PRODUCT:	Essay															
AUTHORSHIP STATEMENT:																
FORMAT:	Academic Format The final essay should be a 1500-word critical reflective essay using formal academic language and structure. The essay should be well researched and reference academic sources.															
CRITERIA:	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Demonstrate an understanding of concepts introduced in the course.</td><td>1</td></tr><tr><td>2</td><td>Relate linguistic concepts to social, cultural and intercultural communication issues</td><td>4</td></tr><tr><td>3</td><td>Provide relevant examples of linguistic examples from everyday communicative settings</td><td>1 2</td></tr><tr><td>4</td><td>Demonstrate ability to support ideas with research from empirical scholarship.</td><td>1</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Demonstrate an understanding of concepts introduced in the course.	1	2	Relate linguistic concepts to social, cultural and intercultural communication issues	4	3	Provide relevant examples of linguistic examples from everyday communicative settings	1 2	4	Demonstrate ability to support ideas with research from empirical scholarship.	1
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3	Provide relevant examples of linguistic examples from everyday communicative settings	1 2														
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7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty

From 15 minutes to 30 minutes: 20% penalty

More than 30 minutes: 100% penalty

10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)