

EGL206

Reading Aboriginal and Torres Strait Islander Writing

School: School of Business and Creative Industries

2024 Semester 1

 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.

Please go to usc.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

This course introduces you to examples of Aboriginal and Torres Strait Islander writing in novels, essays, letter, films, songs, blogs, and more. You will learn to contextualise this writing within broader social and cultural concerns, and to identify themes and devices in the writing. The course emphasis on reflective practice will also give you the opportunity to better understand yourself as a reader, and to better understand how you make your own meanings through reading this writing. The course will encourage you to imagine this writing as potential sources for lifelong learning.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Interactive online learning activities.	1hr	Week 1	12 times
Tutorial/Workshop 1 – Scheduled face to face workshops.	2hrs	Week 2	12 times
ONLINE			
Learning materials – Interactive online learning activities.	1hr	Week 1	12 times
Tutorial/Workshop 1 – Scheduled online workshops (asynchronous online documented)	2hrs	Week 2	12 times

1.3. Course Topics

Course topics may include various text types written by Indigenous authors including: early writings in English; Life Writing; Poetry; Song Writing; Fiction; Childrens' books; Screen Writing; History; Journalism and Blogs.

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...	Competencies from multiple Professional Bodies (see below) *
1 Interrogate and explain Aboriginal and Torres Strait Islander writing as examples of social and cultural expression including how it is mediated.	Ethical	2.2, 6.2
2 Interrogate and communicate the place of subjectivity and self-reflexivity in writing appreciation	Creative and critical thinker	
3 Identify and evaluate cultural, textual and literary terms in relation to Aboriginal and Torres Strait Islander writing	Knowledgeable	13.2.5
4 Conduct literary research to locate and apply relevant literary criticism and theory	Knowledgeable	
5 Organise analysis, critical arguments and reflection in coherent and convincing oral and written forms	Knowledgeable	
6 Collaborate with the work of others and work well in teams to support the collective learning of the group	Empowered	

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
2.2	Content selection and organisation: Organise content into an effective learning and teaching sequence.
6.2	Engage in professional learning and improve practice: Understand the relevant and appropriate sources of professional learning for teachers
EDUCATION FOR SUSTAINABLE DEVELOPMENT GOALS	
13.2.5	The learner is able to recognize that the protection of the global climate is an essential task for everyone and that we need to completely re-evaluate our worldview and everyday behaviours in light of this.

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)

At least basic proficiency in written and spoken Standard Australian English (SAE) is assumed. Students who are concerned about study, or who feel they lack proficiency in assignment writing, critical reading and thinking, referencing, or time management, are encouraged to enrol in relevant offerings in Skills for Success Workshops run by USC Student Life and Learning

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

In addition to the feedback provided in tutorial activities, parts of a draft of first reflective assessment will be reviewed by your tutor before submission in class or via email. You will have opportunity to consult with teaching staff about your oral presentation assessment the week before you present. Early assessment will be reviewed be assessed in a timely manner to ensure you receive early feedback and opportunity to gauge your learning development

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	Journal	Individual	25%	500 words (part a) 1000 words equivalent (part b)	Week 4	Online Assignment Submission with plagiarism check
All	2	Oral and Written Piece	Group	30%	Part (a) 500 words Part (b) 5 minutes per group member participating. So if you have three people the presentation will be 15 minutes, two people 10 minutes.	Refer to Format	In Class
All	3	Negotiated Assessment	Individual	45%	1500 words (or equivalent)	Week 13	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Reflective journal and tutorial participation/quality of peer review

GOAL:	Identify the place of reflective practice in reading, and interrogate and explain your own culturally positioned reader response to Aboriginal and Torres Strait Islander writing																		
PRODUCT:	Journal																		
FORMAT:	Submit: Friday, Week 4 Friday and demonstrate part (b) Ongoing by week 13 This assessment has two parts. See Canvas for details																		
CRITERIA:	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Demonstrated awareness of the factors that influence the production of Aboriginal and Torres Strait Islander writing as it becomes a public expression, including the role of publishers, distribution, authors' access to the industry, and awards</td><td>1 4</td></tr><tr><td>2</td><td>Demonstrated reflective practice in one's own reading, including articulating the relationship between your speaking position and your first impressions of the text</td><td>2</td></tr><tr><td>3</td><td>Clarity of expression and coherence of argument, including accurate structure, formatting, grammar and punctuation</td><td>3 5</td></tr><tr><td>4</td><td>Discuss Aboriginal and Torres Strait Islander writing as examples of social and cultural expression, including research into the writer.</td><td>1 3 4</td></tr><tr><td>5</td><td>Identify and explain terms such as genre, symbol, character, setting, and other uses of language form and literary device in relation to Aboriginal and Torres Strait Islander writing.</td><td>3</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Demonstrated awareness of the factors that influence the production of Aboriginal and Torres Strait Islander writing as it becomes a public expression, including the role of publishers, distribution, authors' access to the industry, and awards	1 4	2	Demonstrated reflective practice in one's own reading, including articulating the relationship between your speaking position and your first impressions of the text	2	3	Clarity of expression and coherence of argument, including accurate structure, formatting, grammar and punctuation	3 5	4	Discuss Aboriginal and Torres Strait Islander writing as examples of social and cultural expression, including research into the writer.	1 3 4	5	Identify and explain terms such as genre, symbol, character, setting, and other uses of language form and literary device in relation to Aboriginal and Torres Strait Islander writing.	3
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All - Assessment Task 2: Oral presentation

GOAL:	To examine Aboriginal and Torres Strait Islander writing and explore the its relationship to genre categories/conventions. Choose one text and examine how the text's relationship with a relevant genre (challenging, conforming, both) inform your reading of its meaning.
PRODUCT:	Oral and Written Piece
FORMAT:	This assessment has two parts. (a) Group Presentation Plan (b) Polished Group Presentation in-class There is a different group presenting each week, starting week 4, the plan is shared with the tutor by the relevant group the week before they present in order to get feedback. See Canvas for more details

CRITERIA:	No.	Learning Outcome assessed	
	1	Knowledge of Aboriginal and Torres Strait Islander writing across genre, including identification of a clear genre or genres to read the work through and consideration of how the writer has made that genre speak to their context	1 3
	2	Knowledge of broader social contexts/discourses within which this writing is produced and read.	1
	3	Demonstration of close and critical reading skills, including accurate identification of evidence and clear application of that evidence	3
	4	Effective location and use of readings and appropriate referencing.	4
	5	Clear structure including signalling a precise and concise central argument and the parts of that argument to the audience	5
	6	Collaborate with the work of others and work well in teams to support the collective learning of the group.	
	7	Presentation in an engaging and appropriate format utilising presentation skills to enhance delivery	5 6

All - Assessment Task 3: Major assessment item

GOAL:	Connect and explain Aboriginal and Torres Strait Islander writing to relevant social, cultural, literary, or industry contexts.		
PRODUCT:	Negotiated Assessment		
FORMAT:	<p>There are two options for this task. In both cases it is an individual student output.</p> <p>1) Refined essay</p> <p>A refined essay is a final version of written work that has been refined after feedback from tutors or student peers. Feedback sessions will occur in week 13 and 12 in negotiation with your tutor. Your essay is a formal, researched and clearly structured, analytical argument demonstrating your understanding and analysis of themes expressed in Aboriginal and Torres Strait Islander writing.</p> <p>OR</p> <p>2) Alternative Creative Expression</p> <p>An alternative creative expression may include a short story, poetry collection, art work or design material, or written and performed songs demonstrating your understanding and analysis of themes expressed in Aboriginal and Torres Strait Islander writing. The creative expression must be accompanied by a 500 word short researched and analytical exegesis describing and explaining the creative element.</p> <p>See CANVAS for more information on task questions and guides</p>		
CRITERIA:	No.	Learning Outcome assessed	
	1	Demonstrated awareness of the diversity of Aboriginal and Torres Strait Islander writing, and the social and cultural contexts in which it is produced and read (heard or viewed).	1 3
	2	Demonstrated originality in scholarly or creative expression.	2 5
	3	Quality of research, and effective use of research.	4
	4	Clarity of expression and coherence of argument.	5
	5	Organise analysis, critical arguments, reflection and literary research in coherent and convincing oral and written forms.	5

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

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

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct.

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. 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>

10.9. 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.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au