

Course Outline

Code: EGL206

Title: Reading Aboriginal and Torres Strait Islander Writing

School:	Communication & Creative Industries
Teaching Session:	Semester 1
Year:	2019
Course Coordinator:	Dr Clare Archer-Lean, carcher@usc.edu.au
Course Moderator:	Dr Paul Williams, pwillia3@usc.edu.au

Please go to the USC website 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, 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 Field trips, WIL placements or activities required by professional accreditation

Activity	Details
Nil	Nil

2. What level is this course?

200 level Developing – Applying broad and/or deep knowledge and skills to new contexts. May require pre-requisites and introductory level knowledge/skills. Normally undertaken in the 2nd or 3rd year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

Specific Learning Outcomes	Assessment tasks	Graduate Qualities or Professional Standards mapping
On successful completion of this course, you should be able to:	You will be assessed on the learning outcomes in task/s:	Completing these tasks successfully will contribute to:
Interrogate and explain Aboriginal and Torres Strait Islander writing as examples of social and cultural expression including how it is mediated	1, 2 and 3	Ethical.

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to:
Interrogate and communicate the place of subjectivity and self-reflexivity in writing appreciation	2	Creative and critical thinkers.
Identify, interrogate, and explain cultural, textual and literary terms such as discourse, genre, and symbol in relation to Aboriginal and Torres Strait Islander writing	1, 2 and 3	Knowledgeable.
Conduct literary research to locate and apply relevant literary criticism and theory	1, 2 and 3	Knowledgeable.
Organise analysis, critical arguments and reflection in coherent and convincing oral and written forms	1 and 3	Knowledgeable
Collaborate with the work of others and work well in teams to support the collective learning of the group	1 and 2	Empowered

5. Am I eligible to enrol in this course?

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

5.1 Enrolment restrictions

Nil

5.2 Pre-requisites

Nil

5.3 Co-requisites

Nil

5.4 Anti-requisites

Nil

5.5 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 – 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, a draft of first reflective assessment will be reviewed by your tutor before submission. 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

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Oral	Group	25%	20 minutes	Ongoing	In Class
2	Journal	Individual	30% (10% per submission)	200 words each	Friday, Week 4 Friday, Week 13 Ongoing	Online Assignment Submission with Plagiarism check
3	Essay	Individual	45%	1500	Monday, week 1 of the central examination period	Online Assignment Submission with Plagiarism check
			100%			

Assessment 1: Oral presentation

Goal:	To examine Aboriginal and Torres Strait Islander writing and explain the relationship to genre categories and how the chosen examples relate to broader social discourses.
Product:	Oral
Format:	<p>This assessment is in academic format. But there is opportunity for your engaging oral presentation to simulate industry/professional scenarios.</p> <p>This is a visual and oral presentation working in groups of two or three. Groups will be formed in the first week of tutorials in negotiation with class members and tutors. All group members must fully participate in both preparation for, and presentation of, the assessment task. All group members receive the same grade based on the synthesised final product. The presentation should be engaging, and you must submit a hard copy of references on the day. Do not use PowerPoint styles.</p> <p>See Blackboard for specific questions and text topic options.</p>
Criteria:	<ul style="list-style-type: none"> • knowledge of Aboriginal and Torres Strait Islander writing across genre • knowledge of broader social discourses within which this writing is produced and read • demonstration of close and critical reading skills • clarity of written expression • effective use of readings and appropriate referencing • organise analysis, critical arguments, reflection and literary research in coherent and convincing oral and written forms • Collaborate with the work of others and work well in teams to support the collective learning of the group

Assessment Task 2: Reflective journal and tutorial engagement

Goal:	Identify the place of reflective practice in reading, and interrogate and explain one's own reader response to Aboriginal and Torres Strait Islander writing
Product:	Journal

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Format:	<p>This assessment is in academic format. You will submit one of your own individual reflective journal entries from weeks 1 to 4 and one from weeks 5-13 of around 200 words per entry. (see blackboard reflective reading guidelines).</p> <p>You will continue to develop entries for all weeks in a formative way and bring them to class to assist in your engagement in tutorial activities. Tutors will be assessing your preparedness for class based on your verbal contributions.</p> <p>Please note for all three reflections will consider the texts explored and your subjective experience of reading them and learning about them including:</p> <ol style="list-style-type: none"> a) your close critical reading of the work's creativity and agency b) demonstrated awareness of Aboriginal and Torres Strait Islander writing context, reception and mediation including of your own subjective initial reading c) finally how the staged process of reading the work challenged or reinforced your existing ideas <p>Your verbal engagement in class and evidence of preparation will be evidence of an ongoing journaling process.</p>
Criteria:	<ul style="list-style-type: none"> • demonstrated awareness of the factors that influence the production of Aboriginal and Torres Strait Islander writing as it becomes a public expression • demonstrated reflective practice in one's own close and critical reading • clarity of expression and coherence of argument • Interrogate and explain Aboriginal and Torres Strait Islander writing as examples of social and cultural expression • Identify, interrogate, and explain terms such as discourse, genre, reality and symbol in relation to Aboriginal and Torres Strait Islander writing • Collaborate with the work of others and work well in teams to support the collective learning of the group

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:	Essay
Format:	<p>This assessment is in academic format. The major essay will be produced as an individual student output. An alternative Creative Expression must be negotiated with the Course Coordinator and may include individual or group work. An alternative Creative Expression might require a presentation to an assembled audience. For example, you may wish to write and perform songs demonstrating your understanding of themes expressed in Aboriginal and Torres Strait Islander writing. The creative expression must be accompanied by a 500 word short essay describing and explaining the creative element.</p>
Criteria:	<ul style="list-style-type: none"> • 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) • demonstrated originality in scholarly or creative expression • quality of research, and effective use of research • clarity of expression and coherence of argument • organise analysis, critical arguments, reflection and literary research in coherent and convincing oral and written forms

7. Directed study hours

The directed study hours listed here are a portion of the workload for this course. 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. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

Location:	Directed study hours for location:
Sippy Downs	Lecture: 1 hour Tutorial: 2 hours

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

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

8.1 Prescribed text(s) or course reader

Prescribed reading lists will be updated on Blackboard and the few novels or poems required for purchase will be available from the Co-op Bookshop on Campus.

8.2 Specific requirements

Nil

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student 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. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module 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 Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2 Assessment: Additional requirements

Eligibility for Supplementary Assessment

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 will be penalised at the following maximum rate:

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- 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 and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 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
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.6 General Enquiries

In person:

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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au