



# INDG11006 Foundations of Indigenous Learning

## Term 2 - 2018

Profile information current as at 24/04/2024 09:38 am

All details in this unit profile for INDG11006 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

The Foundations of Indigenous learning unit aims to facilitate an Indigenous Australian perspective to assist students in work and community contexts. Through an exploration of the cultures, history and lifestyles of Australia's Indigenous peoples prior to European invasion through to the present time, students will gain an awareness and understanding of the diversity of cultural identity and lived experiences for Indigenous Australians today. As a result, students will develop an appreciation of the related social, cultural and educational contexts.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 2 - 2018

- Distance

### Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 20%

#### 2. **Written Assessment**

Weighting: 40%

#### 3. **Written Assessment**

Weighting: 40%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Have Your Say

##### Feedback

Assessment items to be returned more quickly.

##### Recommendation

A new full-time UC will be in place for 2018 and will ensure that student assessment will be returned in a timely manner.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Show an awareness of aspects of Indigenous cultures and lifestyles.
2. Demonstrate an understanding of how the past may influence the lived experience of Indigenous peoples in contemporary Australian society.
3. Critically reflect on the representation of Indigenous Australians today.
4. Appreciate the diversity of Indigenous identity and culture.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 20%	•	•	•	•
2 - Written Assessment - 40%	•	•		•
3 - Written Assessment - 40%		•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving				
3 - Critical Thinking	•	•	•	•
4 - Information Literacy	•	•	•	•

Graduate Attributes	Learning Outcomes			
	1	2	3	4
5 - Team Work				
6 - Information Technology Competence				
7 - Cross Cultural Competence	•	•	•	•
8 - Ethical practice	•	•	•	•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 20%	•		•	•			•	•		
2 - Written Assessment - 40%	•		•	•			•	•		
3 - Written Assessment - 40%	•		•	•			•	•		

## Textbooks and Resources

### Textbooks

INDG11006

#### Prescribed

#### Listening to Country: A journey to the heart of what it means to belong

Edition: second 2011 (2011 )

Authors: Ros Moriarty

Allen & Unwin

Sydney , NSW , Australia

ISBN: 978 1 74237 8152

Binding: Paperback

#### Additional Textbook Information

Textbook required is *Listening to Country* written by Ros Moriarty.

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Microsoft Office

## Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)  
For further information, see the Assessment Tasks.

## Teaching Contacts

**Mary-Frances O'Dowd** Unit Coordinator  
[mf.odowd@cqu.edu.au](mailto:mf.odowd@cqu.edu.au)

## Schedule

### Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: <b>An overview: Australian Aboriginal and Torres Strait Islander societies before the First Fleet 1788.</b> <ul style="list-style-type: none"><li>• Aboriginal Countries and cultures: Land-centred worldview and society;</li><li>• Torres Strait Islander culture, languages and society;</li><li>• General Blog discussion.</li></ul>		

### Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: <b>Early days of European occupation - behind the frontier</b> <ul style="list-style-type: none"><li>• Early history of British colonisation;</li><li>• The impacts of government policies on Aboriginal and Torres Strait Islander peoples since colonisation;</li><li>• General Blog discussion.</li></ul>		

### Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: <b>Storytelling</b> <ul style="list-style-type: none"><li>• Passing on knowledge to future generations: oral history and the written word;</li><li>• Exploring Australian Aboriginal and Torres Strait Islander oral and written stories;</li><li>• General Blog discussion.</li></ul>		

### Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: <b>After Federation</b> <ul style="list-style-type: none"><li>• The Frontier Wars and Massacres;</li><li>• Assimilation or Separation 1930's - 1960's;</li><li>• Integration to Reconciliation: 1970's onwards;</li><li>• Australia's education system;</li><li>• General Blog discussion.</li></ul>		

### Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Module: 5 **Construction of identities**

- Personal Identity: Who do you think you are?;
- Genealogy and power: Impacts on identity by colonialism;
- Identities and stereotypes;
- Learning about Aboriginal and Torres Strait Islander identity;
- The politics of claiming an Aboriginal identity in Australia;
- General Blog discussion.

**Written Assessment 1: Book**

**Review** Due: Week 5 Friday (10 Aug 2018) 11:45 pm AEST

**Vacation Week - 13 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 20 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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Module 6: **Culture clash and the classroom**

- What is culture?;
- Social and cultural reproduction;
- Oppositional culture in school and community;
- General Blog discussion.

**Week 7 - 27 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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Module 7: **Aboriginal learning styles**

- What is a learning style?;
- Stereotypes of cultural and learning differences;
- Bothways philosophy;
- What works and other approaches;
- General Blog discussion.

**Week 8 - 03 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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Module 8: **Learning race and racism**

- What is race and racism?;
- The concept and historical impacts of whiteness;
- Addressing racism or the racist?;
- The making of a racist;
- Beyond identity;
- General Blog discussion.

**Written Assessment 2: Content**

**Analysis Report** Due: Week 8 Friday (7 Sept 2018) 11:45 pm AEST

**Week 9 - 10 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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### Module 9: **Aboriginal learning in rural/remote, urban/metropolitan contexts**

- What constitutes rural and remote; urban and metropolitan?;
- The rural child in school - Cherbourg and Woorabinda;
- Remote schooling;
- Education Queensland, Distance Education and Aboriginal and Torres Strait Islander students;
- Church involvement in Aboriginal education
- The Aboriginal school in a metropolitan context: Brisbane Murri School and The Pemulwey School Sydney;
- General Blog discussion.

#### **Week 10 - 17 Sep 2018**

<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
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#### Module 10: **Learning reconciliation**

- A brief history of reconciliation;
- Being Sorry;
- Reconciliation...to what end?;
- When truth, justice, mercy and peace embrace;
- Learning reconciliation in the classroom;
- School playgrounds, workplaces and homes as sites for active reconciliation;
- A time to Speak-up!
- General Blog discussion.

#### **Week 11 - 24 Sep 2018**

<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
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#### Module 11: **Sharing place**

- Looking after Country and other creatures;
- General Blog discussion.

#### **Week 12 - 01 Oct 2018**

<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
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Unit review

**Written Assessment 3: Essay** Due: Week 12 Friday (5 Oct 2018) 11:45 pm AEST

#### **Review/Exam Week - 08 Oct 2018**

<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
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#### **Exam Week - 15 Oct 2018**

<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
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## Assessment Tasks

### 1 Written Assessment 1: Book Review

#### **Assessment Type**

Written Assessment

#### **Task Description**

The purpose of this assessment is to provide you with the opportunity to reflect on the knowledge you have already

gained and to explore an Aboriginal perspective through the experiences of Australian First Nations people. You will read the text book '*Listening to Country-A journey to the heart of what it means to belong*' an intimate diary by Ros Moriarty and make notes about the lives of Borroloola Law women who are her husband, John's mothers'. You are to write a book review. This task is a piece of informal writing. Reflection will focus on who is John and Ros Moriarty? What cultural challenges and lived experiences are identified by the Aboriginal characters in the book, your Summary should include your responses and understandings of the issues faced by Aboriginal Australian's in this contemporary time that the books' story identifies. The word count for the Book Review is 1000 words.

### Assessment Due Date

Week 5 Friday (10 Aug 2018) 11:45 pm AEST

### Return Date to Students

Week 6 Wednesday (22 Aug 2018)

### Weighting

20%

### Assessment Criteria

Your book review for your assignment should **include the Cover and Criteria sheet** found in the Assessment block on the Moodle site.

**Content - 15%: Presentation and Development:** of main points, experiences and reflections relevant to book. *Use of key concepts:* from the unit relevant to the book review. *Introduction:* state aims, purpose, structure, background and reactions to the book. *Analysis of major findings:* use of appropriate terminology and exerts, supporting evidence, points or arguments presented in the book review. *Conclusion:* Coming to a final position on the book with an overview and summary of the review. **Presentation - 5% Attention to Grammar and Spelling:** including paragraph structure and clarity of expression. *Legibility and Format:* line spacing, font, margins, style, etc. *Word length:* (within 10% of word limit)

### Referencing Style

- [Harvard \(author-date\)](#)

### Submission

Online

### Submission Instructions

Your assignment should begin with the Cover and Criteria sheet attached in Assessment block of the Moodle site.

### Learning Outcomes Assessed

- Show an awareness of aspects of Indigenous cultures and lifestyles.
- Demonstrate an understanding of how the past may influence the lived experience of Indigenous peoples in contemporary Australian society.
- Critically reflect on the representation of Indigenous Australians today.
- Appreciate the diversity of Indigenous identity and culture.

### Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

## 2 Written Assessment 2: Content Analysis Report

### Assessment Type

Written Assessment

### Task Description

The purpose of this assessment is to heighten awareness of the representation of Aboriginal and/ or Torres Strait Islander Australians in contemporary media. Through a *content analysis report* exercise, you will investigate the portrayal of Australia's First Nations people in the Australian media. You should write 1400 words in total, which will be assessed on selection of articles, content analysis, presentation and organisation. More details on this assessment can be found on the unit Moodle site.

Collect SIX newspaper articles: 3 *local, state and national articles* from Indigenous Australian Newspapers and 3 *local, state and national articles* from Mainstream Australian Newspapers. The articles topics selected must be about Aboriginal and/ or Torres Strait Islander Australians, events or issues. You are to provide a **critical analysis report** that includes an overview and summary of your findings.

- You are welcome to source your articles on-line or in hard copy.
- A bibliography is required along with the website address at the beginning of each article analysis or a copy of your article as an appendix.
- You might like to display your findings in a table format or design your own template for this report.

The questions you choose must be the same for each article analysis. Some suggestions **might** include (for example):

- Does the article portray a negative or positive image?
- How much space is devoted to the article?
- Where in the paper does the article appear?
- Is the article implying a hidden message or image?
- Does the article reinforce any stereotypes?
- What does the article want people to believe?
- Anything else about the article you think is important.

### Assessment Due Date

Week 8 Friday (7 Sept 2018) 11:45 pm AEST

### Return Date to Students

Week 10 Wednesday (19 Sept 2018)

### Weighting

40%

### Assessment Criteria

**Content - 35%** *Presentation and Development:* of main points, arguments/ approach, experiences and reflections relevant to the content analysis. *Use of key concepts:* from the unit relevant to the analysis. *Introduction:* state aims, purpose, structure, background and reactions to the content analysis. *Analysis of major findings:* use of appropriate examples, supporting evidence, points or arguments presented in the content analysis. *Conclusion:* Coming to a final position on the content analysis with an overview and summary of main points/ arguments of analysis. **Presentation - 5%** *Attention to Grammar and Spelling:* including paragraph structure and clarity of expression. *Legibility and Format:* line spacing, font, margins, style, etc. *Word length:* (within 10% of word limit).

### Referencing Style

- [Harvard \(author-date\)](#)

### Submission

Online

### Submission Instructions

Your assignment should begin with the Cover and Criteria sheet attached in Assessment block of the Moodle site.

### Learning Outcomes Assessed

- Show an awareness of aspects of Indigenous cultures and lifestyles.
- Demonstrate an understanding of how the past may influence the lived experience of Indigenous peoples in contemporary Australian society.
- Appreciate the diversity of Indigenous identity and culture.

### Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

## 3 Written Assessment 3: Essay

### Assessment Type

Written Assessment

### Task Description

To gain awareness of Aboriginal and Torres Strait Islander Australians and their cultures, it is important to understand how the past may influence the lived experience of First Nations people in contemporary Australian society. Write a 2000 word academic essay on **ONE** of the following topics:

1. The first colonisers believed that Aboriginal and Torres Strait Islander people and their cultures they observed had no laws, agriculture or religion. Discuss this perception and the impacts that this belief continues to play in

- the lives and mindsets of Australians today.
2. Identify the major government policies and impacts since colonisation began and critically analyse how government policies continue for Australia's Aboriginal and Torres Strait Islander people?
  3. Discuss some of the differences between the constructs of the Aboriginal and/ or Torres Strait Islander cultural domains and the Western cultural domain that have become apparent to you during the learning journey of this course.
  4. Aboriginal and /or Torres Strait Islander people talk about connections and relationships to the land and how this impacts on and relates to their identity. Explain this statement and provide an analysis of why Land Rights, Native Title Reconciliation, Treaty and Constitutional acknowledgement of them as the First Nations people is so vital to their continued existence today.

Students need to research the literature and use at least five sources for their assignment. All sources used must be accurately referenced. Weight: 40%.

### **Assessment Due Date**

Week 12 Friday (5 Oct 2018) 11:45 pm AEST

### **Return Date to Students**

Exam Week Friday (19 Oct 2018)

### **Weighting**

40%

### **Assessment Criteria**

**Content - 35%** *Presentation and Development:* of main points and arguments/ approach relevant to topic. *Use of key concepts:* from the unit relevant to the topics. *Introduction:* state aims, purpose, structure and background of the paper. *Breadth of reading:* a minimum of FIVE books, journals, websites. *Analysis of major findings:* use of appropriate examples and supporting evidence points or arguments presented. *Conclusion:* Coming to a final position on the topic with overview and summary of main points/ arguments of paper. **Presentation - 5%** *Attention to Grammar and Spelling:* including paragraph structure and clarity of expression. *Legibility and Format:* line spacing, font, margins, style, etc. *Word length:* (within 10% of word limit)

### **Referencing Style**

- [Harvard \(author-date\)](#)

### **Submission**

Online

### **Submission Instructions**

Your assignment should begin with the Cover and Criteria sheet attached in Assessment block of the Moodle site.

### **Learning Outcomes Assessed**

- Demonstrate an understanding of how the past may influence the lived experience of Indigenous peoples in contemporary Australian society.
- Critically reflect on the representation of Indigenous Australians today.
- Appreciate the diversity of Indigenous identity and culture.

### **Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem