

ABOR2022: Aboriginal Cultural Immersion

Callaghan

Semester 1 - 2024



OVERVIEW

Course Description	Students will be directly exposed and participate in at least two major Australian Aboriginal cultural experiences which might include weaving, painting, cultural transmedia, dance or music. All ABOR courses are constructed with the Wollotuka Institute's Cultural Standards Framework.
Academic Progress Requirements	Nil
Assumed Knowledge	ABOR1110 or equivalent introductory Aboriginal Studies course
Contact Hours	Callaghan Studio Face to Face On Campus 2 hour(s) per week(s) for 13 week(s) starting Week 1 Workshop Face to Face On Campus 1 hour(s) per week(s) for 13 week(s) starting Week 1
Unit Weighting	10
Workload	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

CONTACTS

Course Coordinator	Callaghan Dr Caelli Jo Brooker Caelli.Brooker@newcastle.edu.au Consultation: Please email to arrange a time for a face to face / zoom / phone appointment.
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	Wollotuka School of Aboriginal Studies Birabahn Building Callaghan wollotuka@newcastle.edu.au +61 2 4921 6863

SYLLABUS

Course Content	Students will undertake practical cultural experiences in course workshops over the semester. Each of these practical workshops will address in oral traditions the cultural significance of skills involved, division of labour associated with practices, contemporary practices and holistic orientation of cohesive community work practices.
Course Learning Outcomes	On successful completion of this course, students will be able to: <ol style="list-style-type: none">1. Develop an introductory level of understanding of Aboriginal cultural practices.2. Develop elementary practical skills required in Aboriginal cultural practice.3. Acknowledge Aboriginal cultural practices as they relate to holistic understandings of culture.4. Develop a sense of shared community teamwork as it relates to cultural practices and work.5. Develop a practical understanding of Aboriginal society's social structures as practiced through cultural expression and oral and graphic history.
Course Materials	All necessary workshop materials will be provided and distributed in class. Any project and presentation materials are at the student's discretion.

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Introduction to ABOR2022 What is Culture?	Sharing Circle	
2	4 Mar	Country & Kinship	Country & Kinship Workshop	
3	11 Mar	Storytelling	Storytelling Workshop	
4	18 Mar	Language	Language Workshop	Journal Reflection #1
5	25 Mar	Song	Song Workshop	
6	1 Apr	Dance	Dance Workshop	
7	8 Apr	Presentations	In-class Presentations	Presentation Part A
Mid-Semester Recess (2x weeks 15 – 25 April)				
Mid-Semester Recess (2x weeks 15 – 25 April)				
8	29 Apr	Weaving	Weaving Workshop	
9	6 May	Artefacts & Tools	Artefacts & Tools Workshop	
10	13 May	Art	Art Workshop	
11	20 May	Food	Food Workshop	Journal Reflection #2
12	27 May	Presentations	In-class Presentations	Presentation Part B
13	3 Jun	Presentations & Celebration	In-class Presentations	Presentation Part B
Examination Period				
Examination Period				

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Journal	Journal Reflection 1 (10%) Friday 22 March Journal Reflection 2 (10%) Friday 24 May	Individual	20%	1. 3.
2	Group Presentation	Presentation Part A (30%) Monday 08 April Presentation Part B (40%) Monday 27 May <u>or</u> Monday 03 June	Group	70%	3. 4.
3	Tutorial Participation	Ongoing during weeks 2–13	Individual	10%	1. 2. 3. 4.

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Journal

Assessment Type	Journal
Description	<p>This assessment evaluates participant's reflective understanding of Aboriginal cultural practice through the submission of two (2) journal entries. Each Journal reflection should be approximately 300 words and may be oral (mp4) or written (docx).</p> <p>The Journal Prompts are:</p> <p><u>Journal Reflection 1 Being</u>: Considering the holistic understanding of culture presented in the course – tell a story that gives us insight into your own personal Culture This could be a family or personal story; a philosophical, religious, or spiritual lesson; your experience of a club or group; the story of a symbolic garment or place; the story behind a cultural song or performance; or an important historical event, etc.</p> <p><u>Journal Reflection 2 Doing and Making</u>: How and why are the things we do (language, dance, and song, for example) and the things we make (weaving, tools, food, and art, for example) important expressions of Culture? Looking back at the doing and making activities we have shared together – reflect on how your understanding of Culture has changed during the course? What did you learn?</p>
Weighting	20%
Due Date	<u>Journal Reflection 1</u> (10%) Friday 22 March <u>Journal Reflection 2</u> (10%) Friday 24 May
Submission Method	Online file uploads
Assessment Criteria	Please see the rubric on Canvas for the full assessment criteria
Return Method	N/A
Feedback Provided	Online

Assessment 2 - Group Presentation

Assessment Type	Presentation
Description	<p>This assessment evaluates participant's holistic understanding of culture and community through the creation of their own responsive expressions of culture. It requires students to undertake the conceptualisation, planning, development, and delivery of a cultural project, to be communicated through a shared presentation series.</p> <p>This assessment is in two parts: a preliminary <u>Presentation Part A The Pitch</u>, where project ideas are shared for feedback, and the <u>Presentation Part B The Project</u>, where completed cultural projects are collectively shared.</p> <p><i>Please see the assessment information and examples shared in class and on Canvas for the full assessment brief.</i></p>
Weighting	70%
Due Date	<u>Presentation Part A</u> (30%) Monday 08 April <u>Presentation Part B</u> (40%) Monday 27 May or Monday 03 June
Submission Method	In-class oral and visual presentation, and online file upload
Assessment Criteria	Please see the rubric on Canvas for the full assessment criteria
Return Method	N/A
Feedback Provided	Face-to-face in-class

Assessment 3 - Tutorial Participation

Assessment Type	Participation
Description	<p>This assessment evaluates your participation in the course. Active attendance and participation will be recorded in the face-to-face Studio Lecture and Workshop components of the course with regard to completing the required group tasks and actively participating in the workshops, presentations, and activities.</p>
Weighting	10%
Due Date	Ongoing during weeks 2–12
Submission Method	In-class
Assessment Criteria	Please see the rubric on Canvas for the full assessment criteria
Return Method	N/A
Feedback Provided	Online

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Communication methods used in this course include:

- Face to Face: during in-class discussion and activity
- Canvas Course Site: via the posting of content or announcements on the Canvas course site
- Email: via their student email account

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

Important Policy Information

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/respect-at-uni/policies-and-procedures> that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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