Wollotuka School of Aboriginal Studies

ABOR3024: Aboriginal Community Development and Advocacy

Online

Semester 1 - 2024

THE UNIVERSITY OF NEWCASTLE AUSTRALIA

OVERVIEW

Course Description This course is designed for students to develop an understanding of community development and advocacy in First Nations contexts while building awareness of social justice advocacy. It provides students with the opportunity to develop a high-level understanding of Aboriginal and Torres Strait Islander peoples' capacity for community development and need for advocacy skills. Students are exposed to the theoretical underpinnings of empowerment and are encouraged to develop skills in effectively meeting demands for more equitable outcomes for First Nations in an Australian context.

Assumed Knowledge Students need a basic understanding of Aboriginal studies equivalent to ABOR1110

Contact Hours **Online**

Lecture

Online

1 hour(s) per Week for Full Term

Tutorial

Online

2 hour(s) per Week for 12 Weeks starting Week 2

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	**Online**
	Shelly McGrath
	ShellyMcGrath@newcastle.edu.au
	P: (02) 4055 0886
	Consultation: Please email for 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

Policy and practice implications for Aboriginal and Torres Strait Islander people's futures:

- Appropriate advocacy and related theories
- Influential experiences of Aboriginal and Torres Strait Islander communities
- Key roles, principles and concepts in community development
- Amplifying Aboriginal and Torres Strait Islander voices
- Effective advocacy roles in the workplace
- Exploring successful tools of community engagement

Course Learning Outcomes

On successful completion of this course, students will be able to:

1. Understand the impact of socio-economic policies for Aboriginal and Torres Strait Islander peoples with an emphasis on empowerment principles.

2. Develop an understanding of and capacity to respond to Aboriginal and Torres Strait Islander community needs.

3. Develop effective strategies to become advocates for social justice with Aboriginal andTorres Strait Islander peoples.

Course Materials

Required Reading:

Required materials for each week can be found in the Weekly Modules section of Canvas.

SCHEDULE

Week	Week Begins	Topic		Learning Activity	Assessment Due
1	26 Feb		Course Introduction	Tutorial Materials	
2	4 Mar	PEOPLE AND PURPOSE	Introduction to Aboriginal Advocacy and Community Development	Tutorial Materials	
3	11 Mar		Amplifying Aboriginal Voices-Historical Perspectives	Tutorial Materials	**Presentation Due Sun 17th March, 11.59pm**
4	18 Mar	POLITICS AND PROFESSIONAL ADVOCACY	Political Advocacy	Tutorial Materials	
5	25 Apr		Self Determination and Economic Empowerment	Tutorial Materials	
6	1 Apr		Advocacy in the Workplace	Tutorial Materials	
7	8 Apr		Aboriginal Communities and Planning	Tutorial Materials	
Mid Semester Break					
Monday 15 April – Thursday 25th April					
8	29 Apr	PLANNING, EVALUATION, AND PROMOTION	Evaluation in Aboriginal Contexts	Tutorial Materials	**Project Due Sunday 5th May 11.59pm**
9	6 May		Advocacy and Social Media	Tutorial Materials	
10	13 May	ADVOCACY IN PRACTICE	Practicing Allyship	Tutorial Materials	
11	20 May		Environmental Advocacy	Tutorial Materials	
12	27 May		Advocacy and the Arts	Tutorial Materials	**Essay Due Sunday 2nd June 11.59pm**
13	3 June				
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	Oral and Written Presentation	**Sunday 17/3/24** – 11.59pm WEEK 3	Individual	30%	1, 2, 3
2	Essay	**Sunday 2/6/24** – 11.59pm WEEK 12	Individual	40%	1, 2
3	Project	**Sunday 5/5/24** – 11.59pm WEEK 8	Individual	30%	1, 2, 3

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 – Oral and Written Presentation

Assessment Type   Oral and Written Presentation

Purpose   This assessment is an opportunity to demonstrate your engagement with and understanding of the course content thus far. Your oral delivery and visual presentation skills will be assessed, along with your ability to offer critical analysis and strengths-based perspectives of **community advocacy** in First Nations contexts.

Description   Students are required to create a 5-min video presentation based on one of the weekly topic areas. You may choose to provide a broad overview of the topic or present a more detailed study of a particular example, however the primary goal is to explore how Aboriginal and/or Torres Strait Islander communities, groups, people or organisations are engaging in advocacy to further the advancement and rights of First Nations in an Australian context.

A 750-word summary of the presentation will be submitted through Turnitin.
The written component must have at least five sources and should be referenced using APA 7 referencing. 15 marks are allocated to each of the oral and written components for a total of 30 marks.

Contributions of a higher quality that include evidence of original ideas and thinking with response to lectures, readings, additional material, and self-directedresearch, as well as demonstrate analytical reflection on their own learning, will be awarded accordingly.

Weighting   **30%**

Length   5 Minute Recorded Video Presentation + 750- word summary.

Due Date   **Sun 17th March 11.59pm**

Submission Method   Via Canvas as two separate files.

Assessment Criteria   Detailed rubric available online

Return Method   Online

Feedback Provided   Online via rubric scores and comments

Assessment 2 - Essay

Assessment Type   Essay

Purpose   The purpose of this essay is to assess the knowledge gained throughout the course, and how you are able to communicate it.

You will also be furthering the development of your critical thinking skills, research techniques, writing in a culturally appropriate manner, formulating an academic argument supported by relevant literature, and refining your academic writing skills.

Description   Develop a critical written response to the ESSAY QUESTION:

'What are some of the key elements of advocacy and community development when working with Aboriginal community/peoples?' Use at least one specific example to demonstrate these principles in action.

Essays should include no less than 3 key principles and use their example/s to illuminate those elements in practice while highlighting the ways in which these approaches advance capacity for community development and/or advocacy in your chosen area.

Students will also further development of critical thinking skills, research techniques, and writing culturally appropriately from a strengths-based position. In formulating an academic argument supported by relevant literature and academic writing skills, you must provide references as per APA 7 referencing conventions.

Use a minimum of 8 references **excluding course materials** and ensure you include primary sources that amplify First Nations scholarship and particularly the voices of the communities you use as examples.

Weighting   **40%**

Length   2000 words (+/- 10%)

Due Date   Sunday 2nd June 11.59pm

Submission Method   Online through Turnitin on Canvas

Assessment Criteria   Detailed rubric available online

Return Method   Online

Feedback Provided   Online via rubric scores and comments

Assessment 3 - Project

Assessment Type   **Project**

Purpose   This assessment is designed to show your understanding of the course materials and principles of community advocacy and development through your ability to communicate a project demonstrating planning in specific contexts.

Description   You will conceptualise and communicate your own original idea for an innovative Community Advocacy or Development Plan.

This assignment is deliberately broad in scope to allow students the opportunity to explore areas of expertise or interest, however there are specific areas you will need to cover:

- Rationale: why is your program important? What can it offer?
- Aims& Objectives: What do you hope to achieve?
- Target Group(s): For whom?

- Implementation Strategies: How are you going to put this program into practice?

- Evaluation: What measures will you use to ascertain whether the program has achieved its aims & objectives? What will you measure and how will you measure it?

Comprehensive additional resources in the Assignments folder in Canvas include a detailed rubric, possible areas of focus, and an Advocacy Plan template for suggestions on how to formulate your project.

Weighting	**30%**
Length	1500 words or equivalent, with appropriate additional visual communication tools
Due Date	**Sunday 2nd June 11.59pm**
Submission Method	Online
Assessment Criteria	Detailed rubric available online
Return Method	Online
Feedback Provided	Online via rubric scores and comments

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).

Attendance	Attendance/participation will be recorded in the following components:

- Lecture (Method of recording: Tracking on Canvas site with regard to completing required activities and accessing resources)
- Tutorial (Method of recording: Tracking on Canvas site with regard to completing required activities and accessing resources)

Communication Methods

Communication methods used in this course include:
- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications 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/no-room-for/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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