



# LING2213

## Australia's Indigenous Languages

Session 1, In person-scheduled-weekday, North Ryde 2024

*Department of Linguistics*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Joe Blythe

[joe.blythe@mq.edu.au](mailto:joe.blythe@mq.edu.au)

Felicity Cox

[felicity.cox@mq.edu.au](mailto:felicity.cox@mq.edu.au)

Credit points

10

Prerequisites

40cp at 1000 level or above

Corequisites

Co-badged status

Unit description

This unit aims to give students knowledge of the structure and use of Aboriginal and Torres Strait Islander languages within contemporary settings, as well as prior to European colonization. Students will study several specific Aboriginal languages in depth, as well as gaining a general knowledge of the linguistic prehistory of Australia, kinship and social organization, language and the land, multilingualism, language maintenance, language contact. Other topics to be covered include Aboriginal sign languages, Aboriginal song, Aboriginal conversation and narrative, language and the law, Aboriginal languages in Education and first language acquisition. Important ethical practices for conducting research with Aboriginal and Torres Strait communities will be a key focus throughout the unit.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

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

**ULO1:** Demonstrate a knowledge of phonological and grammatical structures of one or two indigenous languages.

**ULO2:** Analyse, evaluate and discuss the semantics of Australian Aboriginal kinship and social organisation.

**ULO3:** Articulate their understanding of the context of language contact in Australia

especially with respect to multilingualism, pidgins, creoles, mixed languages and varieties of Aboriginal English.

**ULO4:** Understand, describe and apply ethical considerations regarding working with Aboriginal people when conducting research into their language and cultural practices.

**ULO5:** Effectively communicate to a range of audiences relevant topics such as language documentation and revitalisation, and linguistic diversity in indigenous Australia.

## Assessment Tasks

| Name  | Weighting | Hurdle | Due                            |
|---|-----------|--------|--------------------------------|
| <a href="#">Grammar reading task</a>              | 10%       | No     | Week 3                         |
| <a href="#">Kinship &amp; Social Organisation</a> | 10%       | No     | Week 5                         |
| <a href="#">Morphosyntax task</a>                 | 20%       | No     | Week 7                         |
| <a href="#">Language contact task</a>             | 10%       | No     | 2nd week of the teaching break |
| <a href="#">Annotated bibliography</a>            | 10%       | No     | Week 10                        |
| <a href="#">Final Essay</a>                       | 40%       | No     | Week 13                        |

### Grammar reading task

Assessment Type <sup>1</sup>: Report

Indicative Time on Task <sup>2</sup>: 4 hours

Due: **Week 3**

Weighting: **10%**

You must select a sketch grammar or reference grammar of an Australian Indigenous language. Provide a brief synopsis of one aspect of the grammar of your chosen language.

On successful completion you will be able to:

- Demonstrate a knowledge of phonological and grammatical structures of one or two indigenous languages.

### Kinship & Social Organisation

Assessment Type <sup>1</sup>: Case study/analysis

Indicative Time on Task <sup>2</sup>: 5 hours

Due: **Week 5**

Weighting: **10%**

Analyse a problem relating to kinship and/or social organisation (Minimum of 400 words)

On successful completion you will be able to:

- Analyse, evaluate and discuss the semantics of Australian Aboriginal kinship and social organisation.
- Understand, describe and apply ethical considerations regarding working with Aboriginal people when conducting research into their language and cultural practices.
- Effectively communicate to a range of audiences relevant topics such as language documentation and revitalisation, and linguistic diversity in indigenous Australia.

## Morphosyntax task

Assessment Type <sup>1</sup>: Case study/analysis

Indicative Time on Task <sup>2</sup>: 10 hours

Due: **Week 7**

Weighting: **20%**

A morphosyntax task relating to an Australian language (a morphological problem set).

On successful completion you will be able to:

- Demonstrate a knowledge of phonological and grammatical structures of one or two indigenous languages.

## Language contact task

Assessment Type <sup>1</sup>: Case study/analysis

Indicative Time on Task <sup>2</sup>: 6 hours

Due: **2nd week of the teaching break**

Weighting: **10%**

Analyse a problem relating to language contact (Maximum of 500 words)

On successful completion you will be able to:

- Articulate their understanding of the context of language contact in Australia especially with respect to multilingualism, pidgins, creoles, mixed languages and varieties of Aboriginal English.
- Understand, describe and apply ethical considerations regarding working with Aboriginal people when conducting research into their language and cultural practices.
- Effectively communicate to a range of audiences relevant topics such as language documentation and revitalisation, and linguistic diversity in indigenous Australia.

## Annotated bibliography

Assessment Type <sup>1</sup>: Annotated bibliography

Indicative Time on Task <sup>2</sup>: 6 hours

Due: **Week 10**

Weighting: **10%**

In preparation for the final essay, students will write a one paragraph relating to their chosen essay topic, and briefly summarise between 5-10 academic sources. (Equivalent to 600 words)

On successful completion you will be able to:

- Demonstrate a knowledge of phonological and grammatical structures of one or two indigenous languages.
- Understand, describe and apply ethical considerations regarding working with Aboriginal people when conducting research into their language and cultural practices.
- Effectively communicate to a range of audiences relevant topics such as language documentation and revitalisation, and linguistic diversity in indigenous Australia.

## Final Essay

Assessment Type <sup>1</sup>: Essay

Indicative Time on Task <sup>2</sup>: 35 hours

Due: **Week 13**

Weighting: **40%**

Final essay (2000 words)

On successful completion you will be able to:

- Demonstrate a knowledge of phonological and grammatical structures of one or two

indigenous languages.

- Understand, describe and apply ethical considerations regarding working with Aboriginal people when conducting research into their language and cultural practices.
- Effectively communicate to a range of audiences relevant topics such as language documentation and revitalisation, and linguistic diversity in indigenous Australia.

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<sup>1</sup> If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

## Delivery and Resources

There are three contact hours for this unit. To accommodate this, there are two teaching blocks which contain a lecture and a tutorial. The second tutorial is a repeat of the first tutorial. Two teaching slots have been booked between 10-12 am on Mondays in 01CC 216 and 3-5pm on Wednesdays in 16UA 1.601. The first hour of the Monday session will be a lecture (10-11am) and the second hour will be a tutorial (11-12am). The first hour of the Wednesday session (12-1pm) will be a repeat of the Monday tutorial. The second hour of the Wednesday session will contain the second lecture (4-5pm). Lectures will be recorded but tutorials will NOT be recorded. Please self-subscribe into one of the two tutorial groups via e-student.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about

throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

## Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

## Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Inclusion and Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

## Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this



unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.

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Unit information based on version 2024.01R of the [Handbook](#)