LING293

Australia's Indigenous Languages

S1 Day 2018

Dept of Linguistics

Contents

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff
Joe Blythe
joe.blythe@mq.edu.au

Margaret Wood
margaret.wood@mq.edu.au

Credit points
3

Prerequisites
12cp at 100 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:

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

2. Analyse, evaluate and discuss the semantics of Australian Aboriginal kinship and social organisation.

3. 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.

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

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

General Assessment Information

All requests for special consideration, including extensions, must be submitted via ASK.mq.ed u.au and provide suitable supporting documentation

Late Assignment Submission

- Late submissions without an extension will receive a penalty of 5% of the total mark available for the assignment per day

- Late submission of an assignment without an extension will not be permitted after marks have been released to the rest of the class.

- Extensions will only be given in special circumstances, and can be requested by completing the Special Consideration request at ask.mq.edu.au and providing the requisite supporting documentation.

- For more information on Special Consideration, see the university website https://student s.mq.edu.au/study/my-study-program/special-consideration

- Assignments submitted after the deadline, regardless of the reason, will be marked and returned at a date determined by the unit convenor.

Extensions cannot continue beyond the start of the following semester, and students should be aware that long extensions may impact graduation dates.

Assessment Tasks

Name	Weighting	Hurdle	Due
Orthographic transcription	10%	No	Friday 16 March (week 3)
Kinship & Social organisation	10%	No	Friday 30th March (week 5)
Language contact task	10%	No	Friday 13th April (week 7)
Murrinhpatha morphosyntax	20%	No	Friday 4th of May (Week 8)
Annotated bibliography	10%	No	Friday 11th April (week 9)

Name	Weighting	Hurdle	Due
Final essay	40%	No	Friday 8th June (week 13)

Orthographic transcription

Due: **Friday 16 March (week 3)**
Weighting: **10%**

You will be given an incomplete transcription of a narrative told in an Aboriginal language and an audio recording. You must transcribe the missing segments in order to complete the transcription.

On successful completion you will be able to:

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

Kinship & Social organisation

Due: **Friday 30th March (week 5)**
Weighting: **10%**

Analyse a problem relating to kinship and/or social organisation

On successful completion you will be able to:

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

Language contact task

Due: **Friday 13th April (week 7)**
Weighting: **10%**

Analyse a problem relating to language contact

On successful completion you will be able to:

- 3. 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.

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

Murrinhpatha morphosyntax

Due: **Friday 4th of May (Week 8)**
Weighting: **20%**

A Murrinhpatha morphosyntax task.

On successful completion you will be able to:

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

Annotated bibliography

Due: **Friday 11th April (week 9)**
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.

On successful completion you will be able to:

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

Final essay

Due: **Friday 8th June (week 13)**
Weighting: **40%**

Final essay (2000 words)

On successful completion you will be able to:

- 1. Demonstrate a knowledge of phonological and grammatical structures of one or two indigenous languages.
- 5. Effectively communicate to a range of audiences relevant topics such as language

documentation and revitalisation, and linguistic diversity in indigenous Australia.

Delivery and Resources

Delivery

The unit is taught as 2 x 1 hour lectures per week plus a 1 hour tutorial.

The lectures are on Tuesdays @10:00am in C5A Tutorial Room 310 and Thursdays @4:00pm in W5A 205. The tutorial slots follow from the lectures at 11am on Tuesdays in C5A and at 5pm on Thursdays in W5A 205.

There is no set textbook for this unit. A list of readings will be made available via i-learn.

Unit Schedule

Material covered in this will include the phonology, morphology, syntax, semantics, pragmatics of Australian languages and the linguistic prehistory of Australia. There will also be lectures on social and organization kinship, language and the land, multilingualism, language shift and language maintenance, contact induced typological change (including pidgins, creoles and mixed languages), language revitalization and reclamation, Aboriginal sign languages, Aboriginal song, Aboriginal conversation and narrative, language and the law, Aboriginal languages in Education and first language acquisition.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). 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
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/p

olicy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/student-conduct

Results

Results shown in *iLearn*, 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.

Student Support

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

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit 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.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We

want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Assessment task

- Annotated bibliography

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

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

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

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

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- 1. Demonstrate a knowledge of phonological and grammatical structures of one or two indigenous languages.
- 2. Analyse, evaluate and discuss the semantics of Australian Aboriginal kinship and social organisation.
- 3. 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.

Assessment tasks

- Orthographic transcription
- Kinship & Social organisation
- Language contact task
- Murrinhpatha morphosyntax
- Final essay

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- 1. Demonstrate a knowledge of phonological and grammatical structures of one or two indigenous languages.
- 2. Analyse, evaluate and discuss the semantics of Australian Aboriginal kinship and social organisation.

Assessment tasks

- Orthographic transcription
- Kinship & Social organisation
- Language contact task
- Murrinhpatha morphosyntax
- Annotated bibliography
- Final essay

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- 1. Demonstrate a knowledge of phonological and grammatical structures of one or two indigenous languages.
- 2. Analyse, evaluate and discuss the semantics of Australian Aboriginal kinship and social organisation.

Assessment tasks

- Kinship & Social organisation
- Murrinhpatha morphosyntax
- Annotated bibliography
- Final essay

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- 3. 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.
- 4. Understand, describe and apply ethical considerations regarding working with Aboriginal people when conducting research into their language and cultural practices.
- 5. Effectively communicate to a range of audiences relevant topics such as language documentation and revitalisation, and linguistic diversity in indigenous Australia.

Assessment tasks

- Kinship & Social organisation

- Language contact task
- Murrinhpatha morphosyntax
- Final essay

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- 3. 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.
- 4. Understand, describe and apply ethical considerations regarding working with Aboriginal people when conducting research into their language and cultural practices.
- 5. Effectively communicate to a range of audiences relevant topics such as language documentation and revitalisation, and linguistic diversity in indigenous Australia.

Assessment tasks

- Language contact task
- Final essay

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- 3. 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.
- 4. Understand, describe and apply ethical considerations regarding working with Aboriginal people when conducting research into their language and cultural practices.

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

Assessment tasks

- Kinship & Social organisation
- Language contact task

Changes from Previous Offering

This is a new unit for 2018.