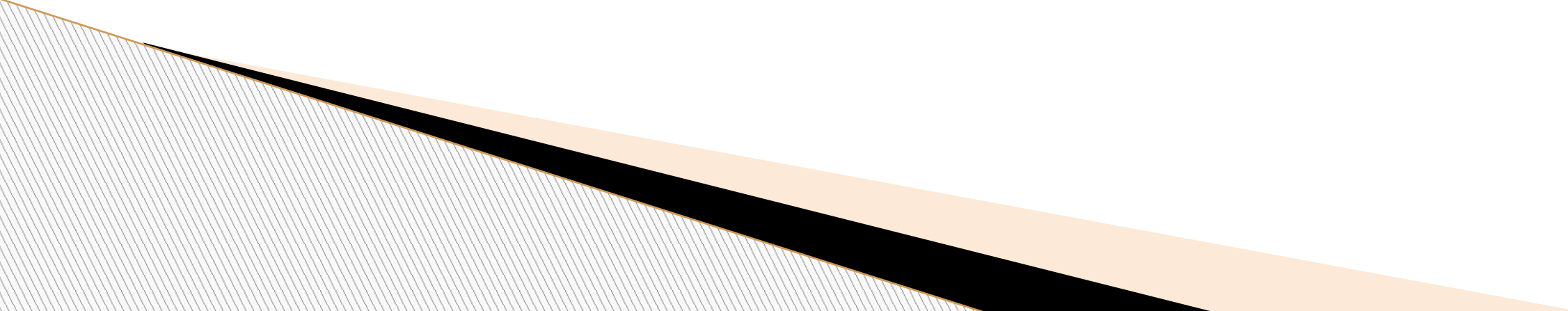


Academic Misconduct – beware!

ACU's *Academic Integrity and Misconduct Policy* identifies various forms of academic misconduct. These include:

- Cheating
- Plagiarism
- Collusion
- Recycling
- Misrepresentation

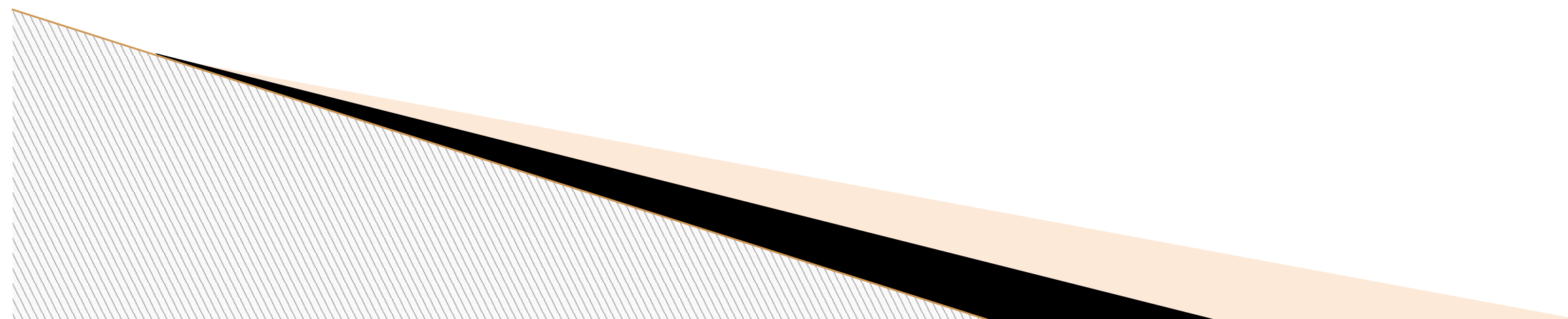
http://handbook.acu.edu.au/handbooks/handbook_2018/general_information/academic_integrity_and_misconduct_-_policy_and_procedures/academic_integrity_and_misconduct_policy



Cheating

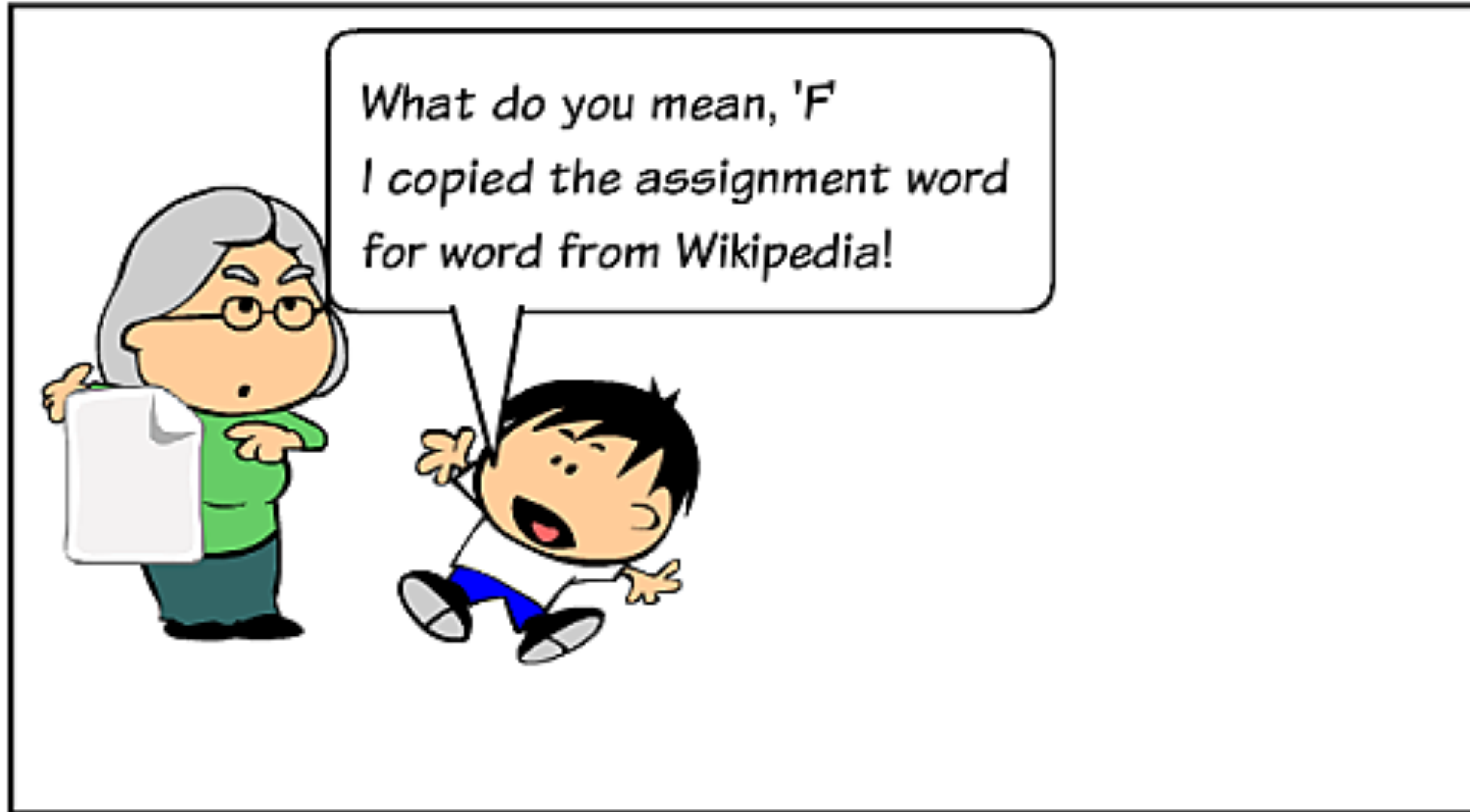
ACU Academic Integrity & Misconduct Policy:

- ▶ 7.1.a. Cheating is “Where a student seeks to gain advantage or attempt to gain advantage through dishonesty, deceit or fraud in any examination or other assessment task; or assisting any other student to cheat”.




PLAGIARISM - BY DAVEFOORD

WWW.TOONDOO.COM




Plagiarism


ACU Academic Integrity & Misconduct Policy:

- ▶ 7.1.b. Plagiarism occurs “where a student presents as their own work the thoughts, ideas, findings or work of another person, persons, or entity, without full citation and acknowledgement of the author or the source. ... Materials plagiarised may include any printed, electronic or audio-visual material, including computer-based material, drawings, designs, experimental results or conclusions, statistical data, computer programs or other creative work.
- 

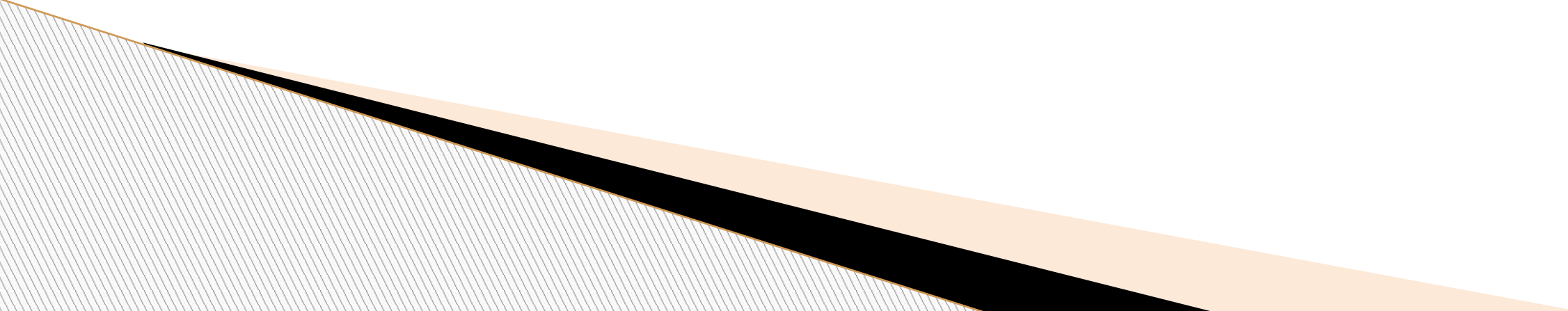
Examples of Plagiarism from the Policy

- An assessment task that is constructed of segments drawn from one or a number of sources without attribution of the source, linked by comments produced by the student;
 - Citing sources, such as texts, which the student has not read, without acknowledging the 'secondary' source from which knowledge of them has been obtained;
 - Copying ideas, concepts, research data, images, sound or text entirely or significantly from another source such as a published article, text, computer program, internet source or another student's work or draft work, and presenting it as the student's own work;
 - Failing to acknowledge indebtedness to books, articles and other sources such as the internet. Students should make it clear when they are using a direct quotation from another work. They should also indicate, by the appropriate method of footnoting or referencing, if they have used an idea or an argument which is heavily dependent on the work of another person;
 - In an assessment task where there was legitimate cooperation and collaborative preparatory work, submitting substantially the same final version of any material as another student;
 - In group work, where the group utilises work from another group or from other sources;
 - Summarising another person's work without acknowledgement of the source;
 - Claiming credit for group work in circumstances when the student has not actively participated in or contributed to such work.
- 

Is this plagiarism? – why/not? #1

- ▶ Cutting and pasting a paragraph by using sentences of the original but omitting one or two others and putting one or two sentences in a different order, not using quotation marks but providing an in-text citation and acknowledgement in the reference list.
 - ▶ Composing a paragraph by taking short phrases from a number of sources and putting them together using your own words to link them into a coherent whole with in-text and bibliographical acknowledgements.
- 

Is this plagiarism? – why/not? #2

- ▶ Paraphrasing a paragraph by rewriting with substantial changes in language and organisation. The new version also has changes in the amount of detail and the examples used. The source is cited in the reference list.
 - ▶ Quoting a paragraph by placing it in block format with the source cited in the text and in the reference list.
 - ▶ (Carroll, 2000, based on an exercise in Swales and Feak, 1994)
- 

Turnitin

demonstration examples - 100% 21 Jun 2009 What's New Paper 17 of 17

Originality GradeMark PeerMark anorexia essay 90% SIMILAR OUT OF 0

10 **What is anorexia nervosa?**

8 Anorexia nervosa is a distorted body image that overestimates personal body fatness and an eating disorder affecting mainly girls or women, although boys or men can also suffer from it. It usually starts in the teenage years. It is estimated that about one out of every 100 adolescent girls has the disorder. Caucasians are more often affected than people of other racial backgrounds, and anorexia is more common in middle and upper socioeconomic groups. 2 The overwhelming desire to become thin drives people with anorexia nervosa to refuse to eat even when they are hungry. Although adults often describe people with anorexia as "model students" their personal lives are usually marred by low self-esteem, social isolation and unhappiness. Anorexia nervosa cannot be self-diagnosed.

2 We can characterise the people with this disease by their body because their weight 4 is maintained at least 15 per cent below that expected for a person's height. It is self-induced weight loss caused by avoiding fattening foods and may involve taking

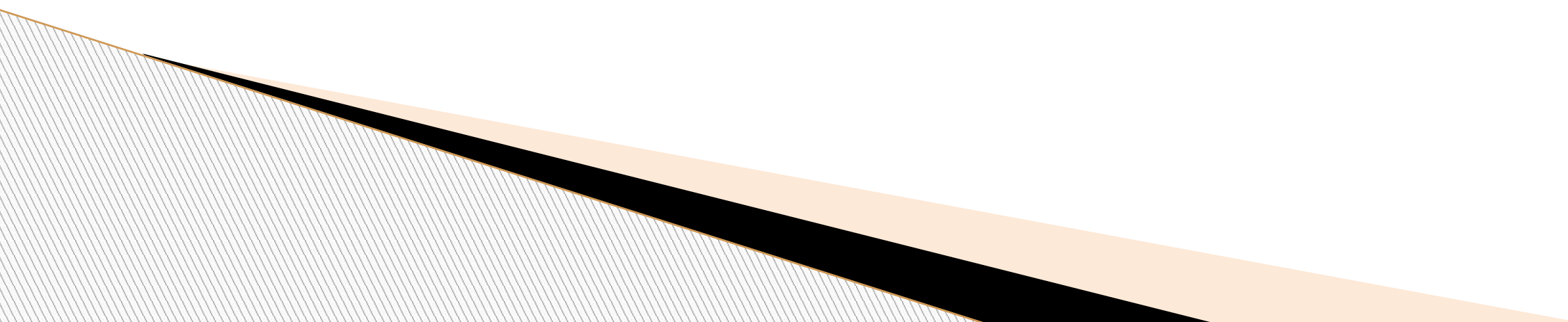
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2	Submitted to Universit... Student paper	16%
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4	Submitted to Universit... Student paper	10%
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PAGE: 1 OF 1 text-only Report


Collusion

ACU Academic Integrity & Misconduct Policy:

- ▶ 7.1.c. Collusion occurs “Where a student undertakes unauthorised collaboration with others and presents as their own, work which is in full or in part the work of one or more of those other persons. It differs from group assessment tasks where the learning activity specifically designates that it be undertaken as group work”.
- 

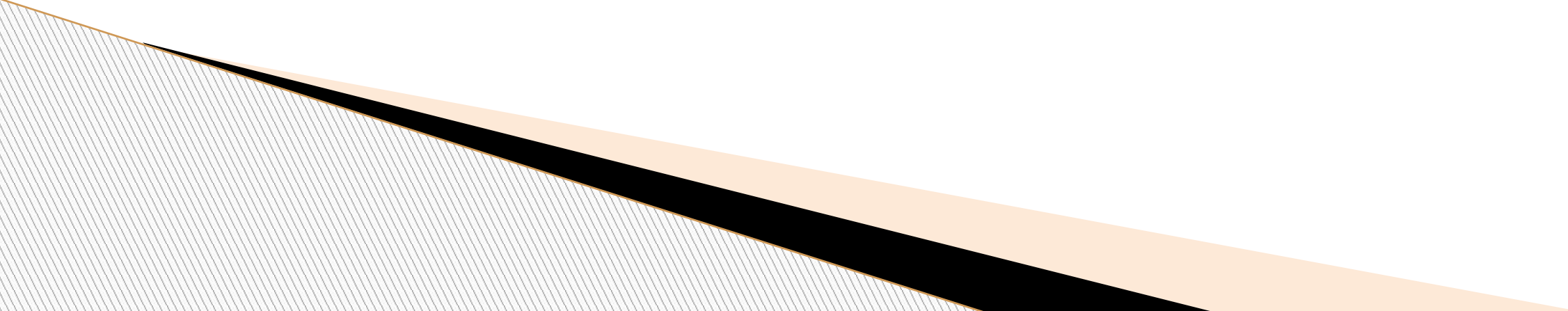
Recycling

ACU Academic Integrity & Misconduct Policy:

- ▶ 7.1.d. Recycling occurs “where a student submits for assessment work which is the same or substantially the same as work that has been submitted, or which has previously been counted towards the assessment of any unit undertaken for any qualification, whether at this University or elsewhere without the approval of the Lecturer in Charge and acknowledgement of the source.
- 

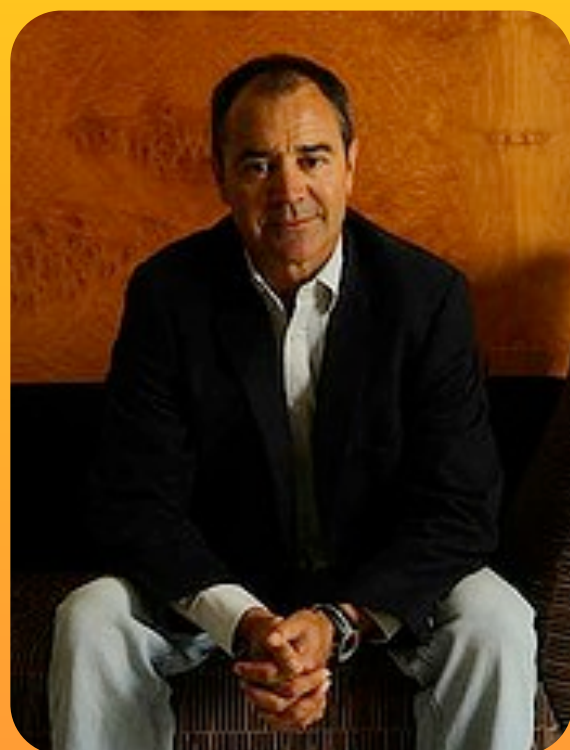
Misrepresentation

ACU Academic Integrity & Misconduct Policy:

- ▶ 7.1.e. Misrepresentation includes where a student:
 - impersonates another student; or
 - allows or procures an impersonation of themselves in relation to any assessment task, unit or course requirement; or
 - procures material to submit as their own for any assessment task, unit or course requirement.
- 



Eva Johnson



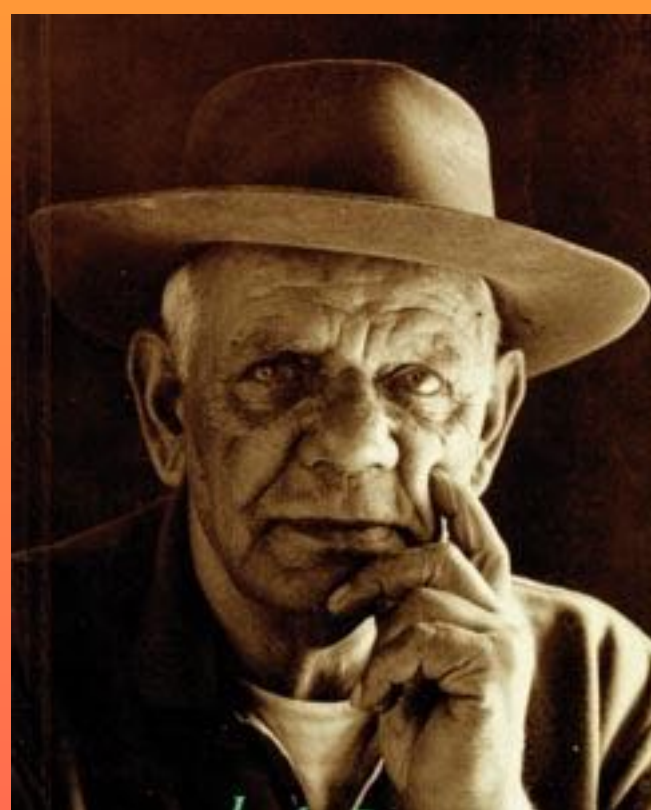
Kim Scott



Spring is in the air!

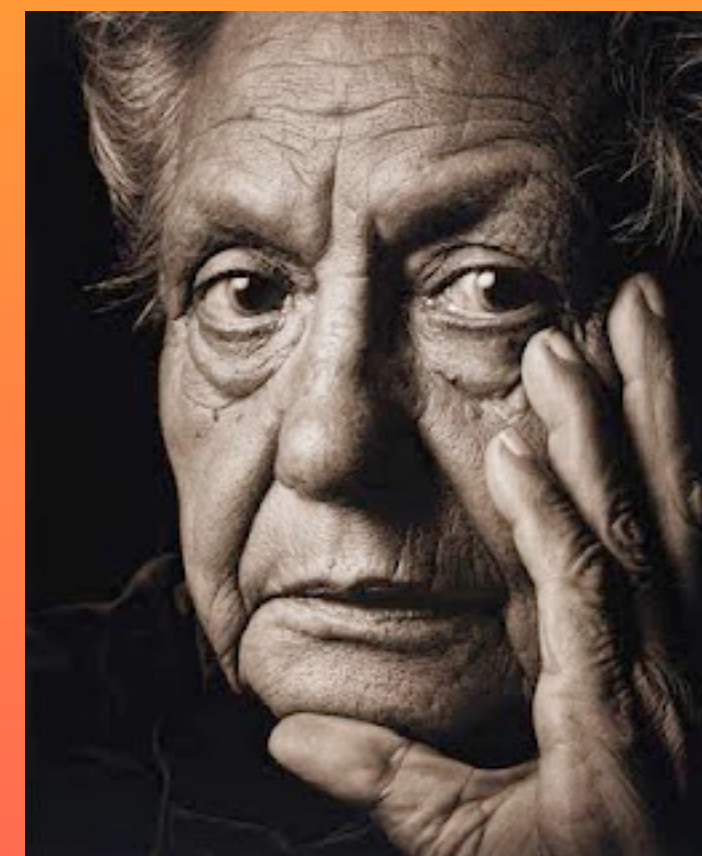


Lisa Bellear



Jack Davis

Errol West



Oodgeroo Noonuccal

Indigenous Authors & those writing about Indigenous experience in the Pen Anthology: See Leo Module Week 2



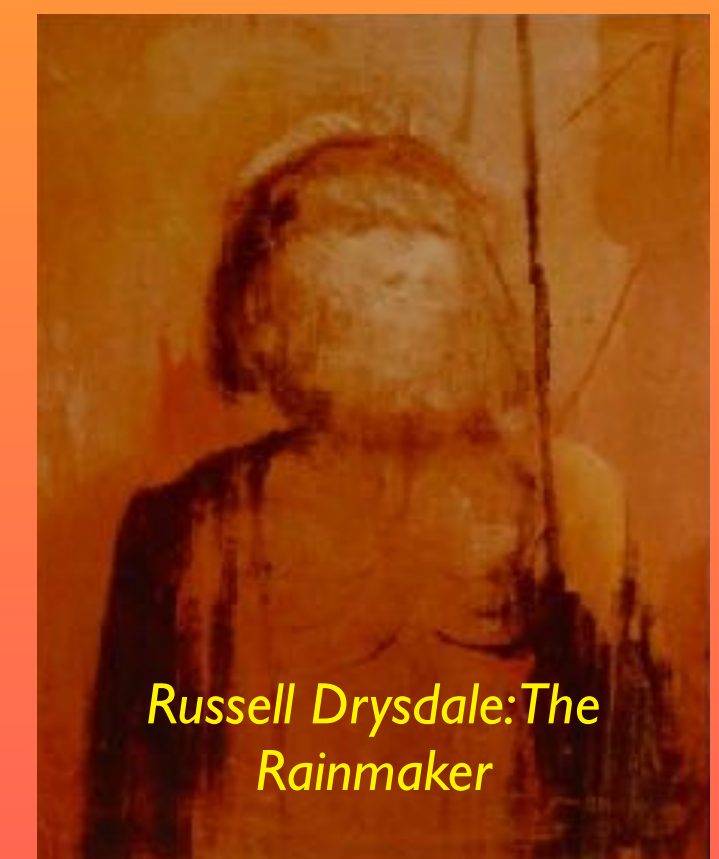
Elizabeth Dunlop



Judith Wright



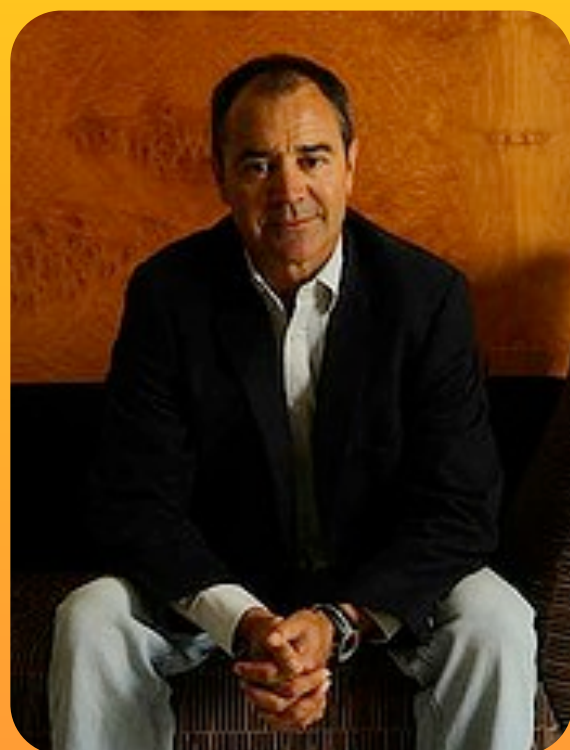
Romaine Moreton



Russell Drysdale: The Rainmaker



Eva Johnson



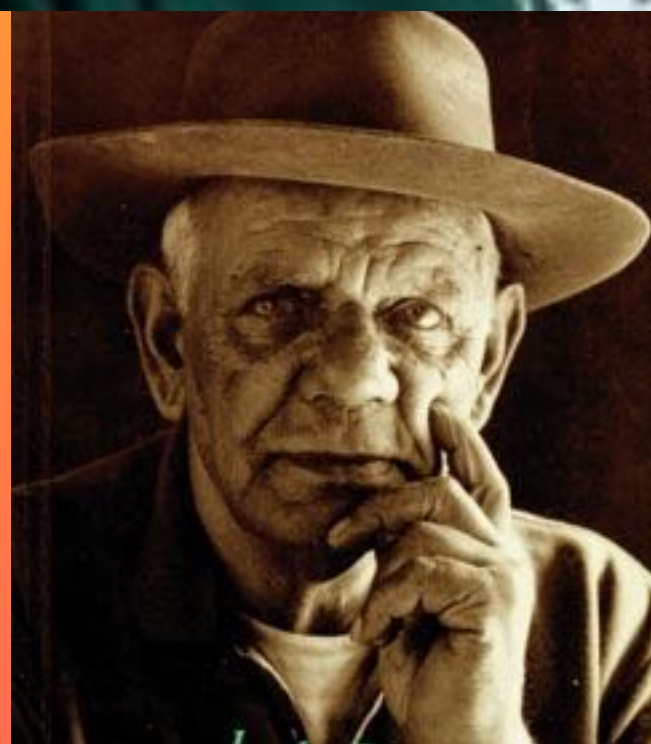
Kim Scott



Spring is in the air!

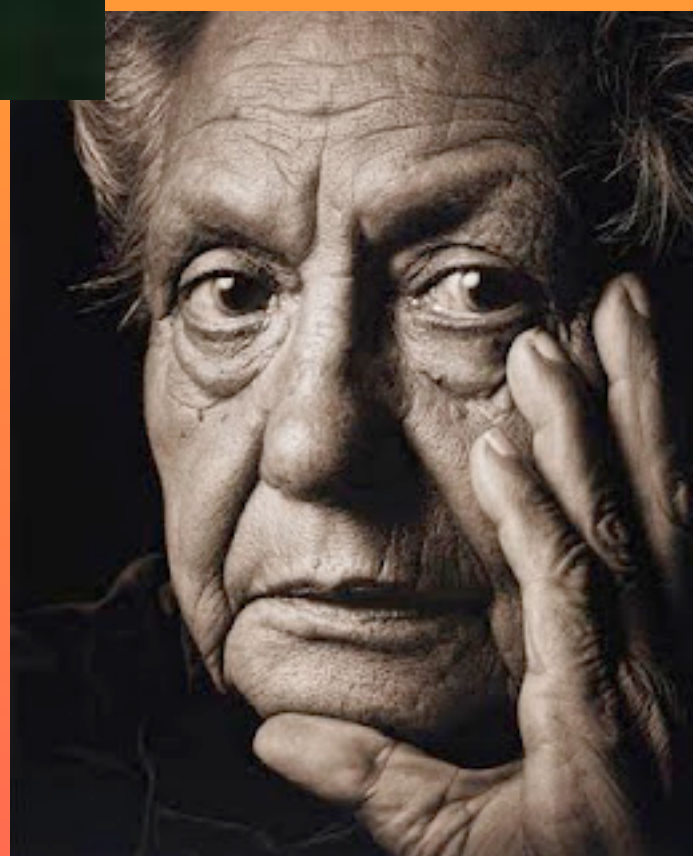
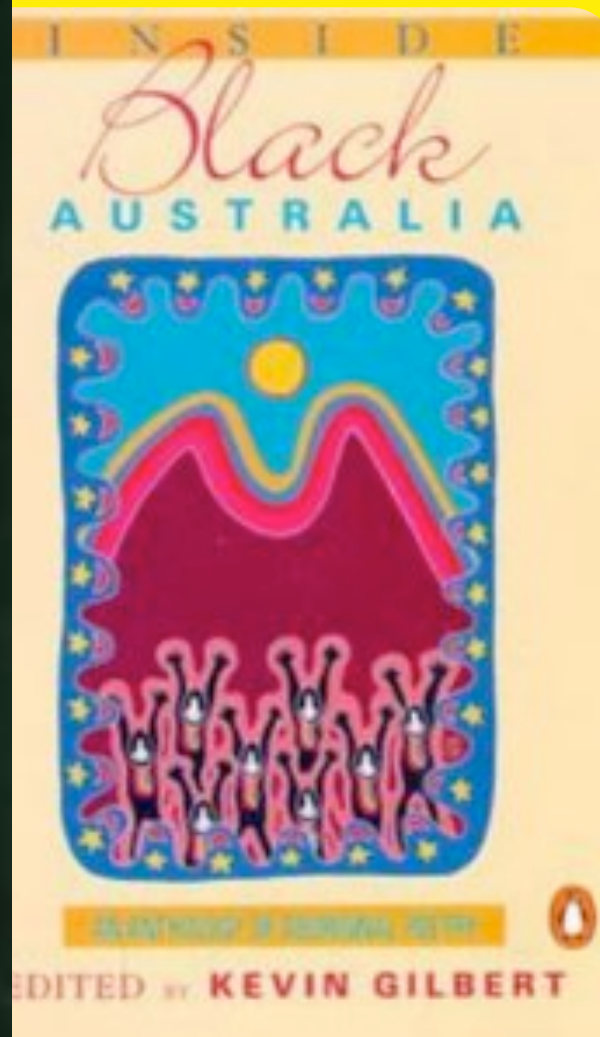


Lisa Bellear



Jack Davis

Errol West



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Indigenous Authors & those writing about Indigenous experience in the Pen Anthology: See Leo Module Week 2



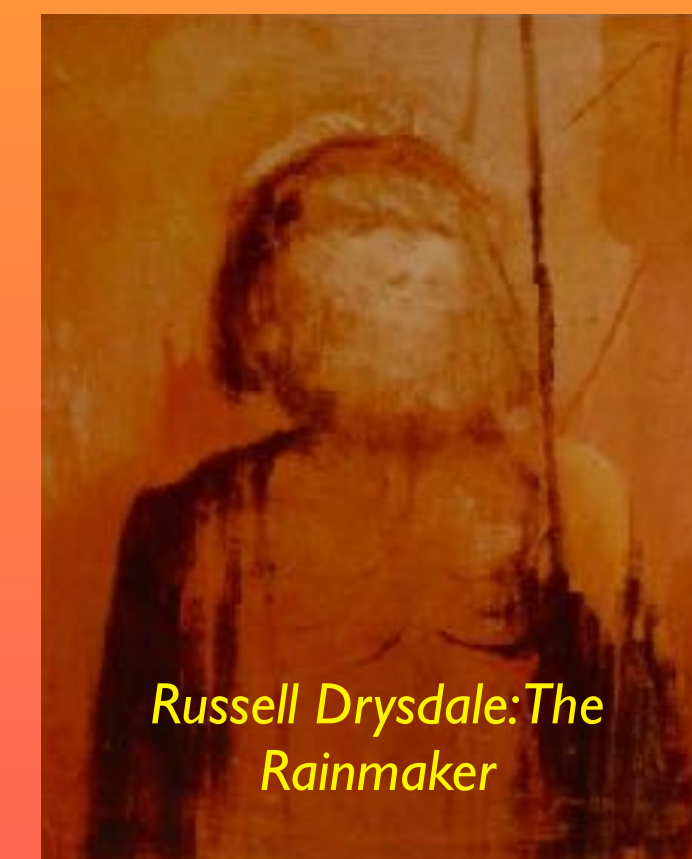
Elizabeth Dunlop



Judith Wright



Romaine Moreton



Russell Drysdale: The Rainmaker

Indigenous Authors & those writing Experience in the Pen Module Week 2

Eva Jo

Kim S

Spring is in the air!

Jack Davis

Oodgeroo Noonuccal



Baroota name is reported as being derived from “an early pastoral lease which derived the name either from the local Aboriginal tribe or a corruption of the Aboriginal word "nilbaroota" meaning reedy place for animals or animal food.

Errol West

Urbanised Reeboks

1. Where does the speaker “lose” herself?
2. Why is “Blak” misspelt
3. Explain how the punctuation supports what is being described in the lines

our mob- sang and laughed
and danced-paint-em
up big, red ochre
was precious.... Go on
remember- hear the
sounds of flattened
ground and broken gum
leaves-

4.What are the “urbanised reeboks”? And why are they “of sadness”?

5. How and what “hides its loneliness/ behind broken reebans”? What are these and why is there a need to hide “its loneliness”?

6. What is the significance of the last stanza?

7. Is there a tension between this poem and the author’s note (below)?

Author’s note:

“I coined this word reeban - it comes from combining the words Reeboks and ray bans. I love wearing these types of shoes and sunglasses”

Judith Wright

Elizabeth Dunlop

Lisa Bellear

Romaine Moreton

Russell Drysdale: The
Rainmaker

Urbanised Reeboks

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Kim Scott wins the Miles Franklin- ABC Interview: <https://www.youtube.com/watch?v=RO8rI1W1u3Q>

Kim Scott on YouTube

A Most Intelajint Kuriositee

AWARDS

- Winner for Miles Franklin Literary Award 2011.
- Winner for ALS Gold Medal 2011.
- Winner for Western Australian Premier's Book Award Western Australian Premier's Prize 2010.
- Winner for Western Australian Premier's Book Award Award for Fiction 2010.
- Winner for Victorian Premier's Literary Award Victorian Prize for Literature 2011.
- Winner for Victorian Premier's Literary Award for Fiction 2011.
- Winner for Adelaide Festival Awards for Literature Premier's Award 2012.
- Winner for Adelaide Festival Awards for Literature Fiction Award 2012.
- Winner for Commonwealth Writers Prize Best Book 2011.
- Winner for Kate Challis RAKA Award 2011.



Kim Scott on the Miles Franklin Award https://www.youtube.com/watch?v=Wdl_yg0DzeQ

Key Topics for Today's Lecture:

The Great Exploration

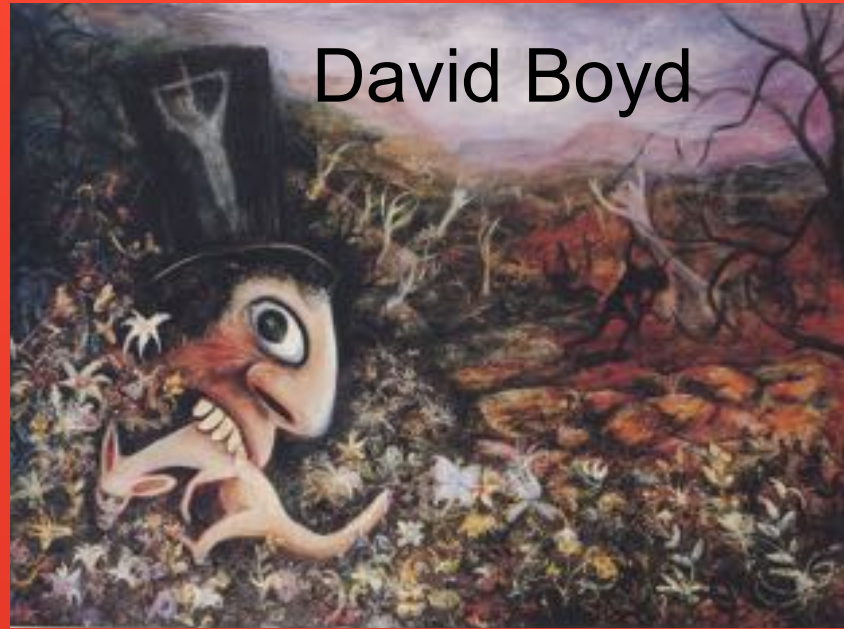
Whaling

Children/ Kaya and Glistening



<https://www.youtube.com/watch?v=XtEOu7CJtEM>

The Wheeler Centre (Ramona Koval/ Philip Morrissey <https://www.youtube.com/watch?v=9DAHk1VKUj0>



David Boyd

Jinyworobak responses to the plight of the Indigenous.... (1950s)

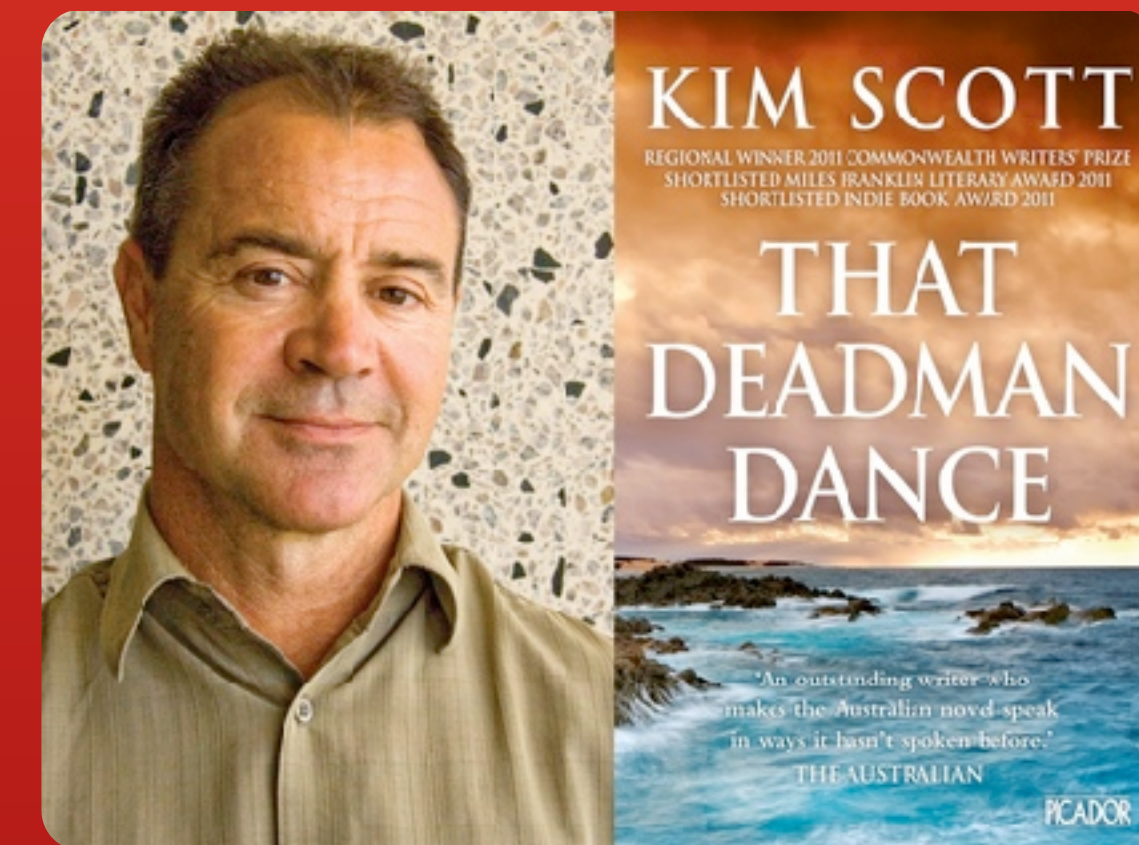
A new Vision of European/ Indigenous Relationships: “post-reconciliation fiction.....”

Winner of the 2011 Miles Franklin Award for Fiction

Kim Scott *That Deadman Dance*



Interview:.....

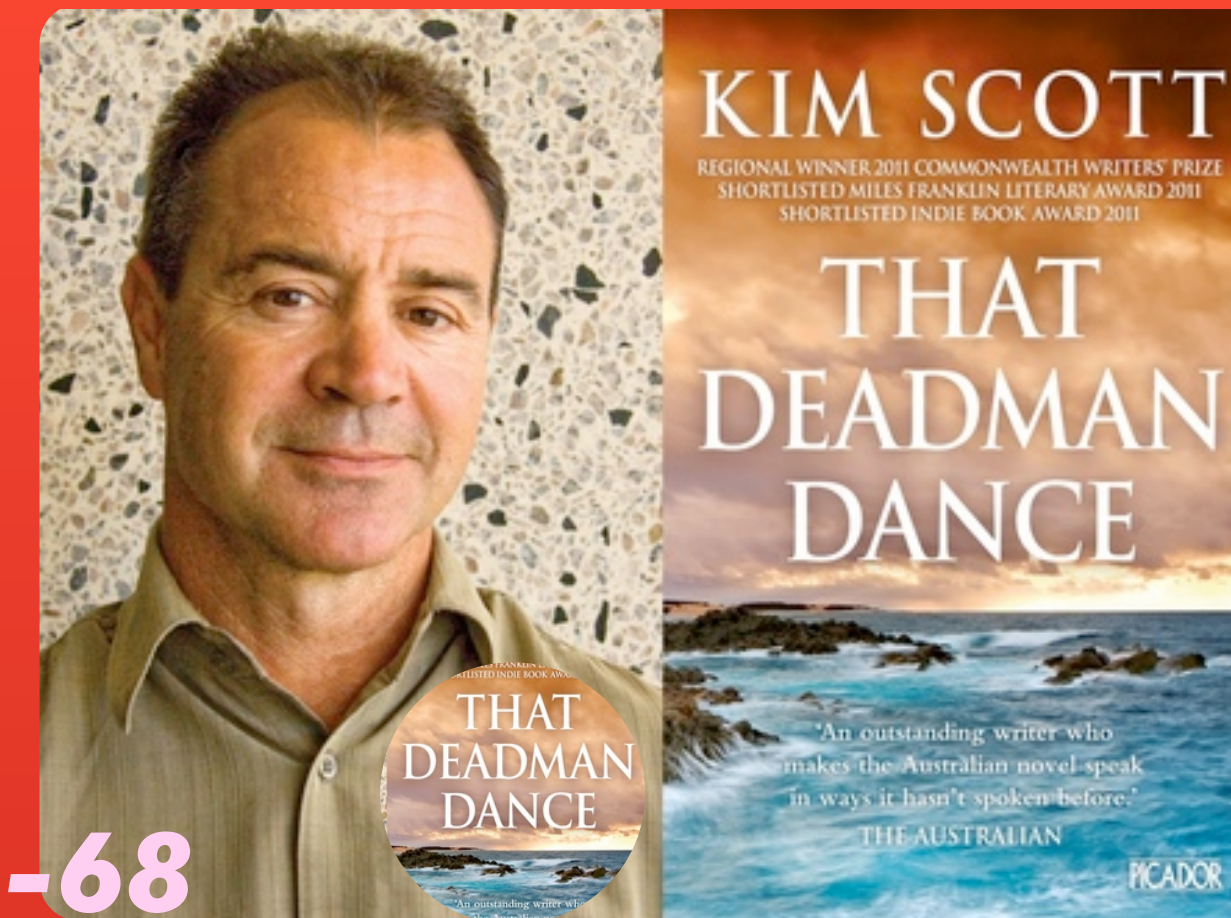
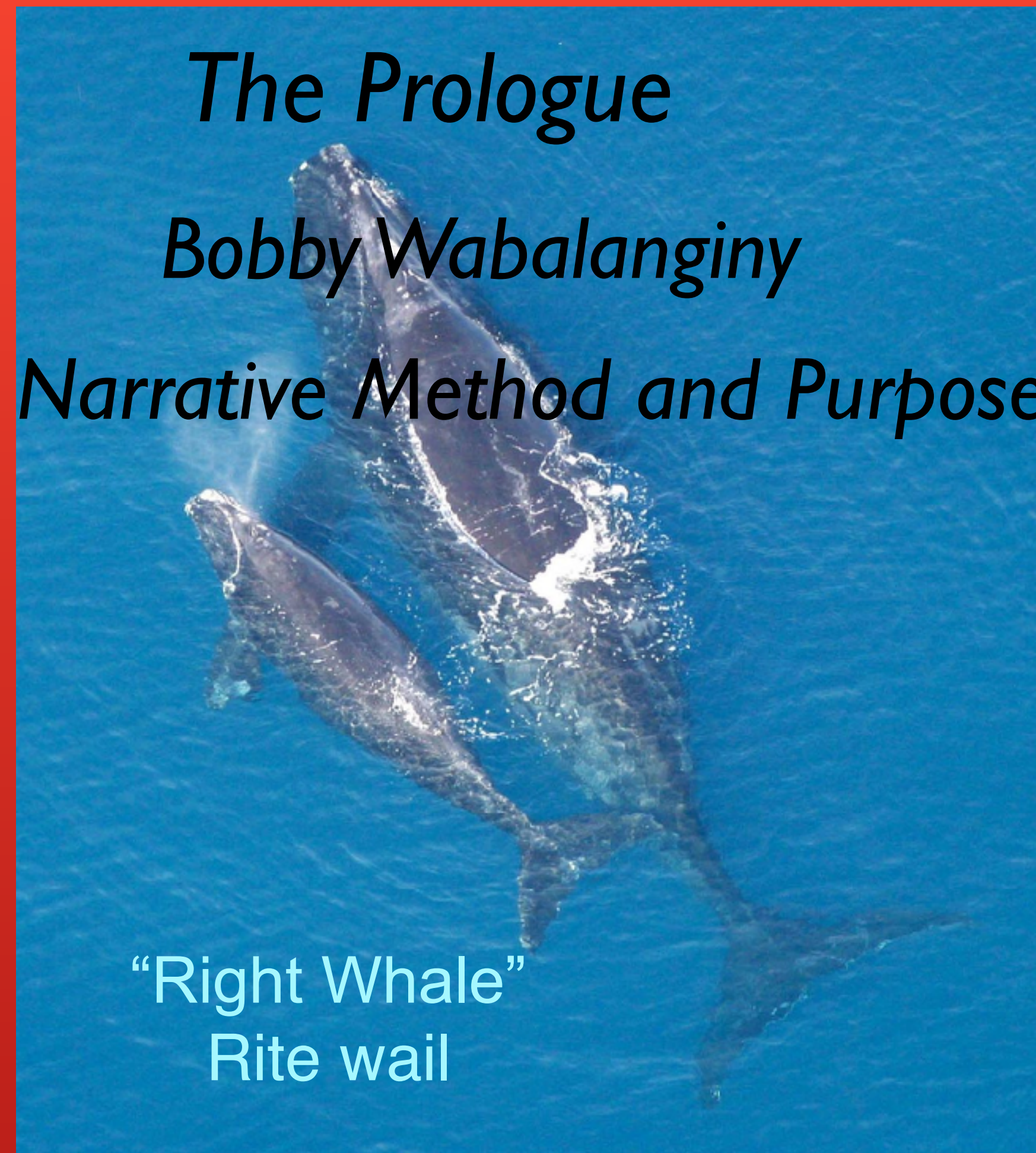


Kim Scott on *That Dead Man Dance*

<https://www.youtube.com/watch?v=xqY8vI19PIs>

David Boyd

Jinyworobak responses to the plight of the Indigenous.... (1950s)



Bobby- Dead Man Dance page 67-68

Chooky Dancers from Arnhem Land

<https://www.youtube.com/watch?v=O-MucVWo-Pw>

“Kaya”

Roze a wail

(Rose a wail/whale)

Rite wail

(Right/Write whale/wail)

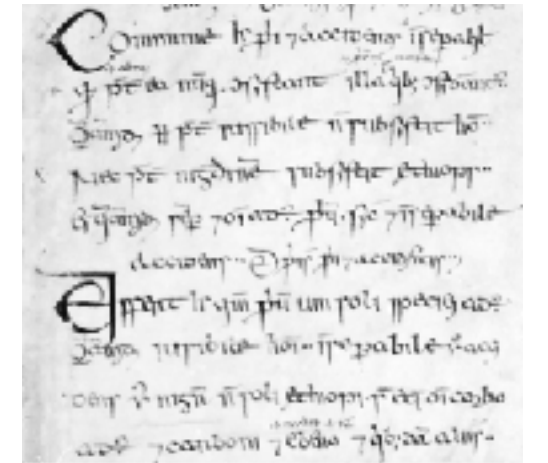
page 1-5

<https://www.youtube.com/watch?v=O-MucVWo-Pw>

A new Vision of European/ Indigenous Relationships: “post-reconciliation fiction.....”

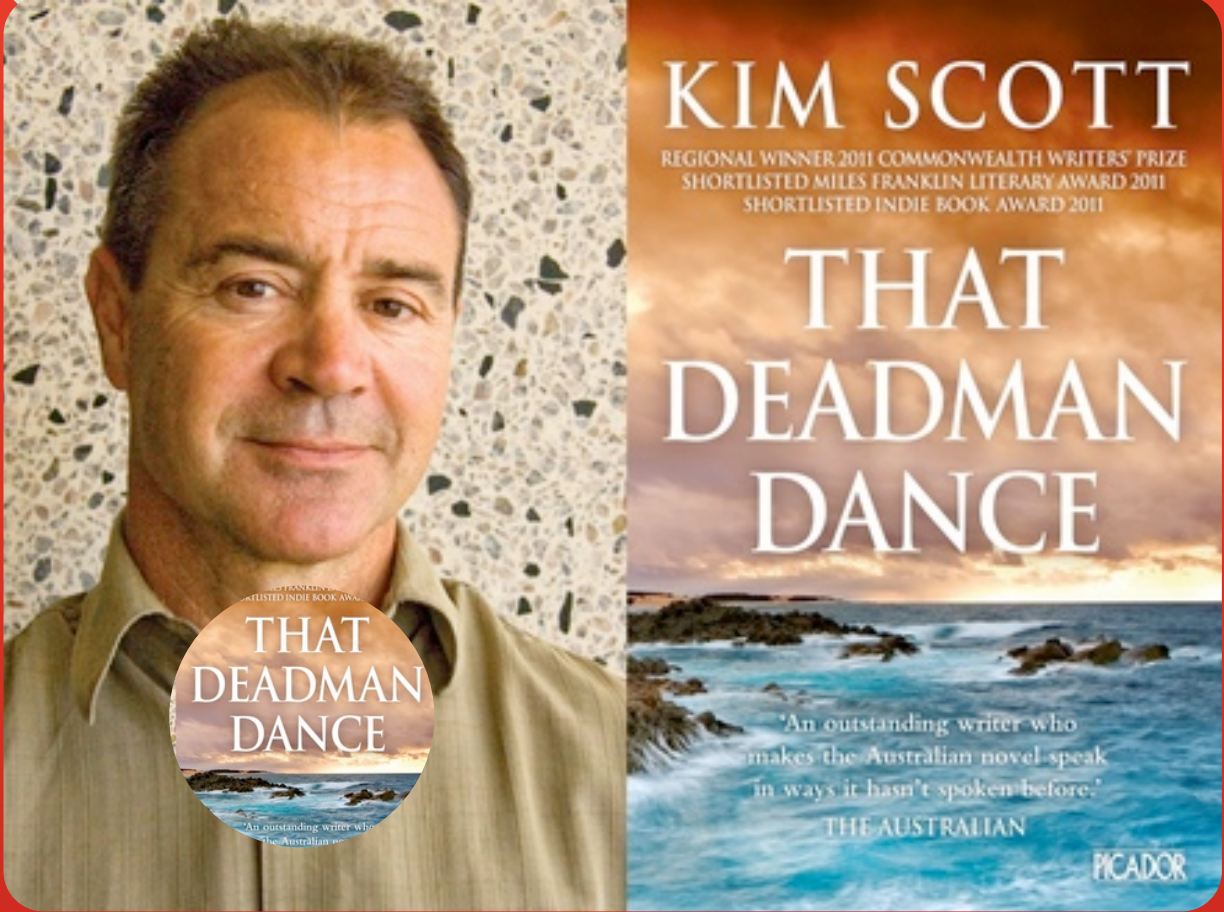
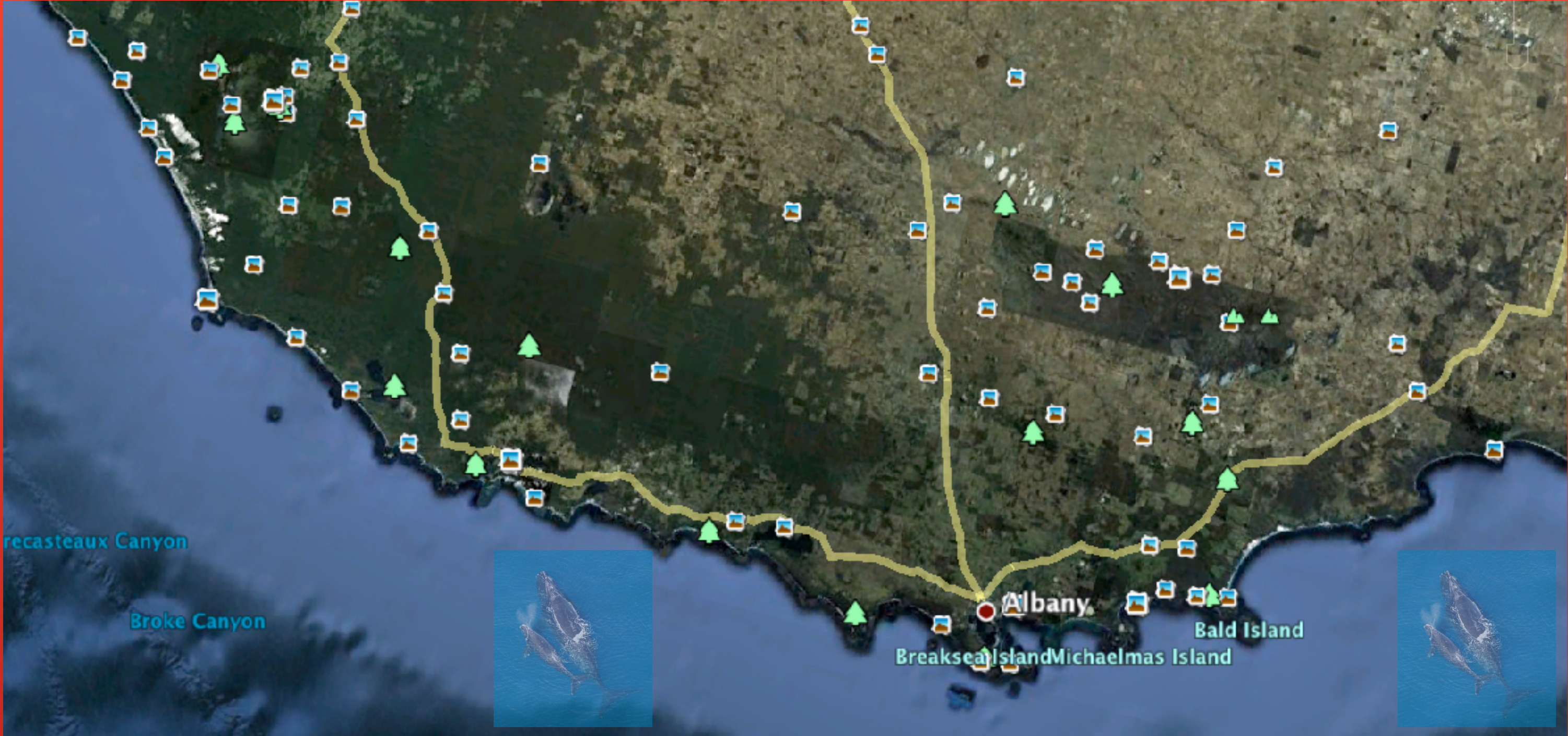
Style & Structure

- Unconventional narrative method moving between 1st and 3rd person narration; does not use conventional punctuation.
- Scientific realism alternating with magical surrealism (maban reality)
- Powerfully descriptive and poetic language 194
- Alternation between British English, Noongar language and Noongar English. The interrelation between these languages is itself a core theme of the novel 165-169; “Tongue and Paper”, 132-135; Style created by context and situation of events: kinds of perception: 178.



ABCDEFGHIJKLMNOR
STUVWXYZabedefghij
klmnopqrstuvwxyzaedcöü&
1234567890(\$£€.,!?)

Jinyworobak responses to the plight of the Indigenous.... (1950s)



Kaya

Roze a wail

(Rose a wail/whale)

Rite wail

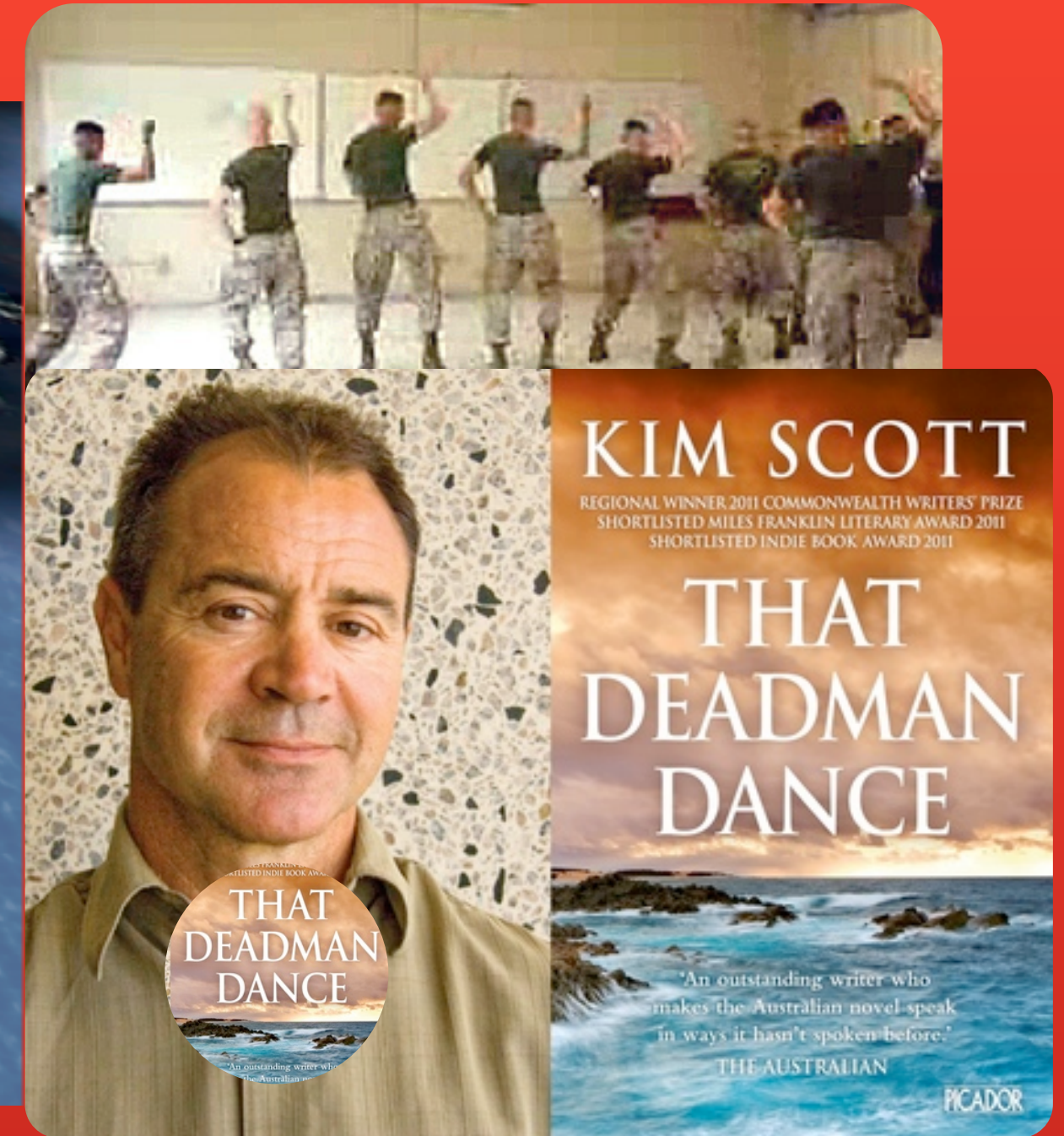
(Right/Write whale/wail)



A new Vision of European/ Indigenous Relationships: “post-reconciliation fiction.....”

David Boyd

Jinyworobak responses to the plight of the Indigenous.... (1950s)



They anchored in a great and protected bay, close to one of the arms of land. Had entered its embrace. King George Town people called this place now. p.11

Kaya

Roze a wail
(Rose a wail/whale)

Rite wail
(Right/Write whale/wail)

A new Vision of European/ Indigenous Relationships: “post-reconciliation fiction.....”

<https://www.noongarculture.org.au/>

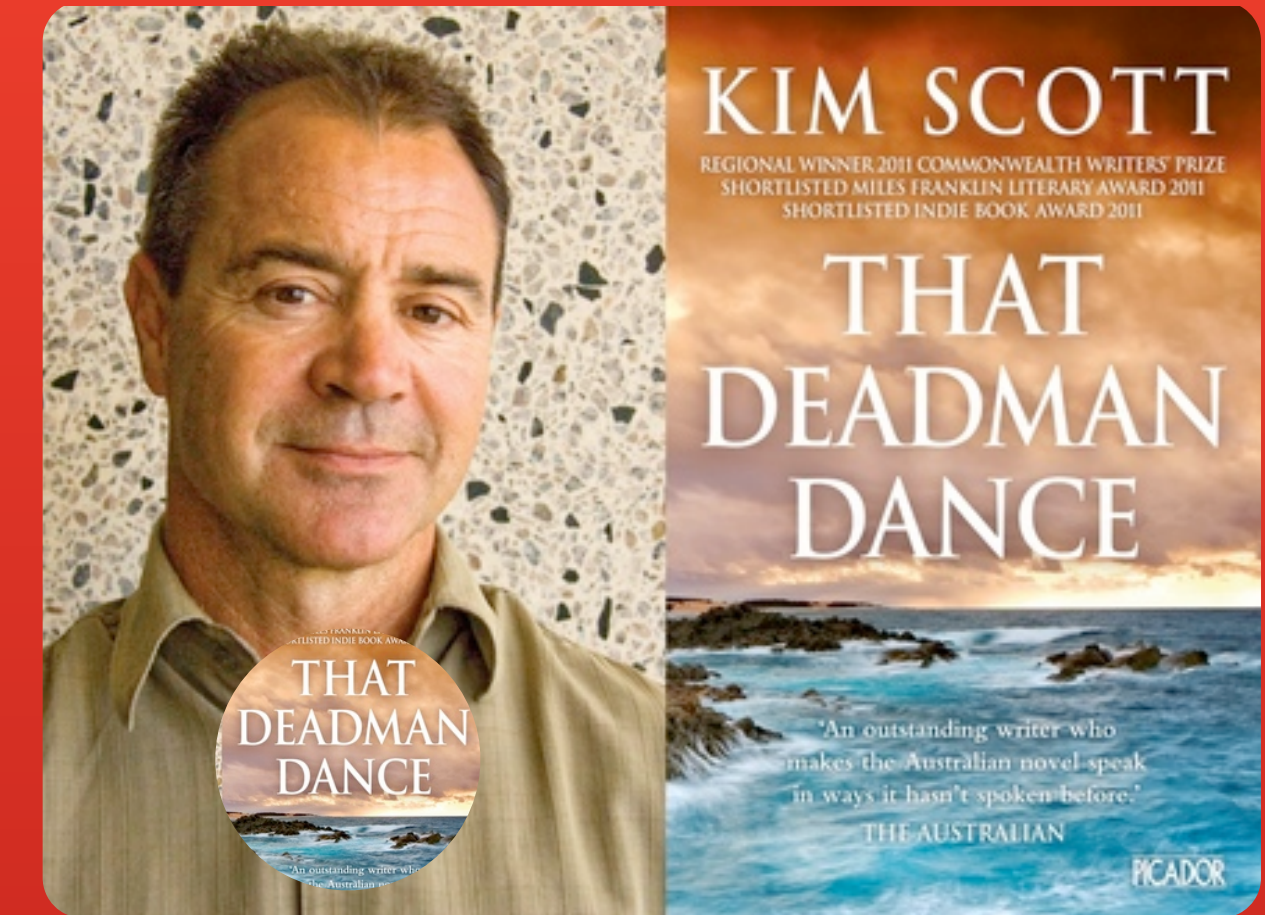
..... eg Kongk= Uncle



Kaya

Roze a wail
(Rose a wail/whale)

Rite wail
(Right/Write whale/wail)



That Deadmandance

Bobby Page 105-106: Present and **Past**

A new Vision of European/ Indigenous Relationships: “post-reconciliation fiction.....”

Bobby
Wabalanginy:
Is he based on a
Cleverman? See
p.2, 306... &
[http://
www.abc.net.au/tv/
programs/
cleverman/](http://www.abc.net.au/tv/programs/cleverman/)

More About Bobby

Bobby Wabalanginy knew that he could sing and dance the spirit of the place, had shown he could sing and dance the spirit for any gathering of people, show them what we gathered together here really are. He reminded them he was a dancer and a singer, what Dr Cross called *a gifted artiste*, and by those means and by his spirit he would show them how people must live here together. **page 390.... 395**

Lecture Group Discussion

What does this paragraph express about Bobby? How does the language of the paragraph itself support the ideas it is presenting? How important is this paragraph to what you know of Bobby in the novel as a whole?

- The origin of his name 156
- Fool and Clown: the archetypal Jester... 158
- Cross's protege 32-34
- Bobby's amazing dancing routine: 376-377





Matthew Flinders

The Great Exploration



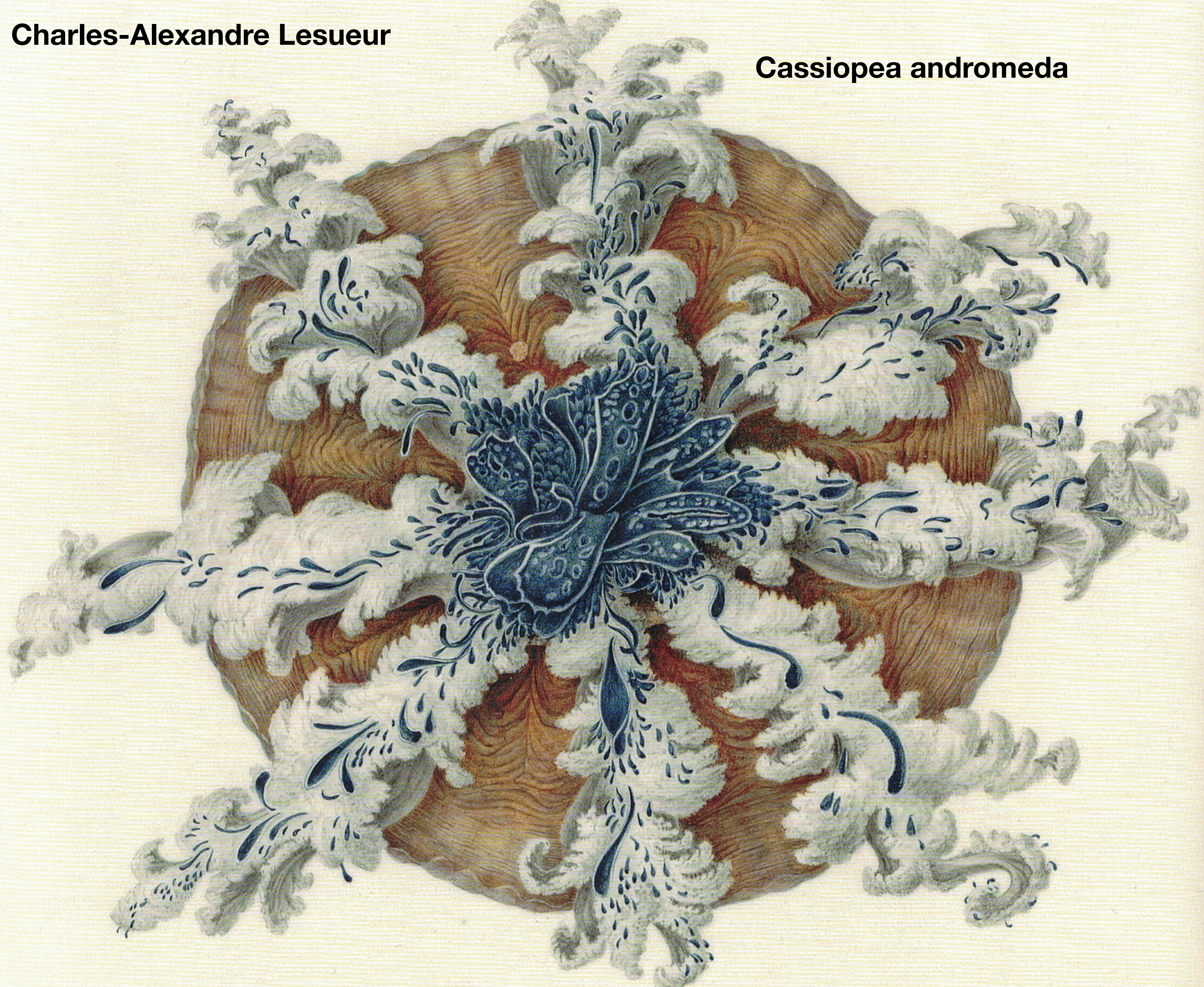
- Over the horizon 216
- Explorers' Journals: source 234



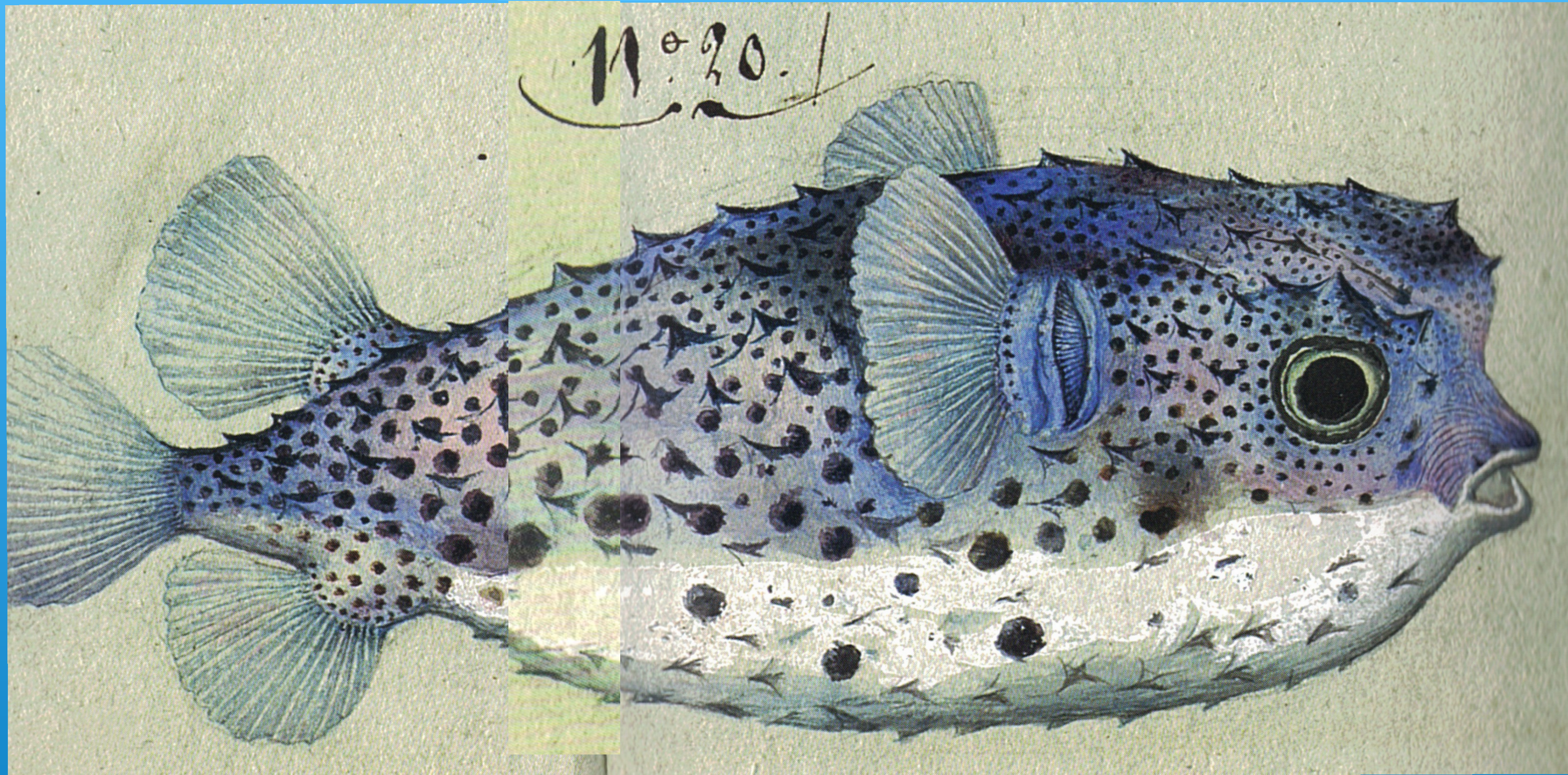
Nicholas Baudin

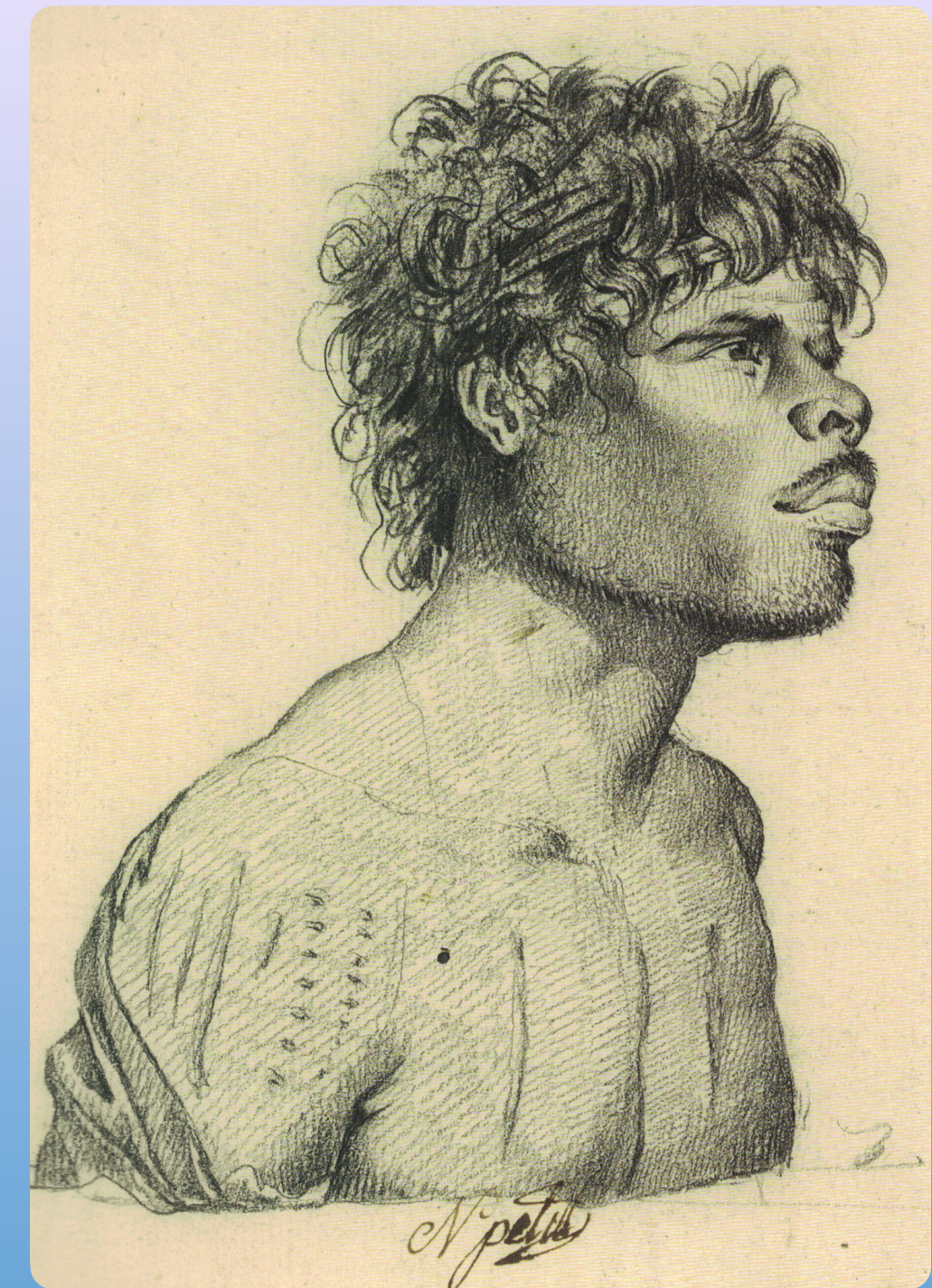
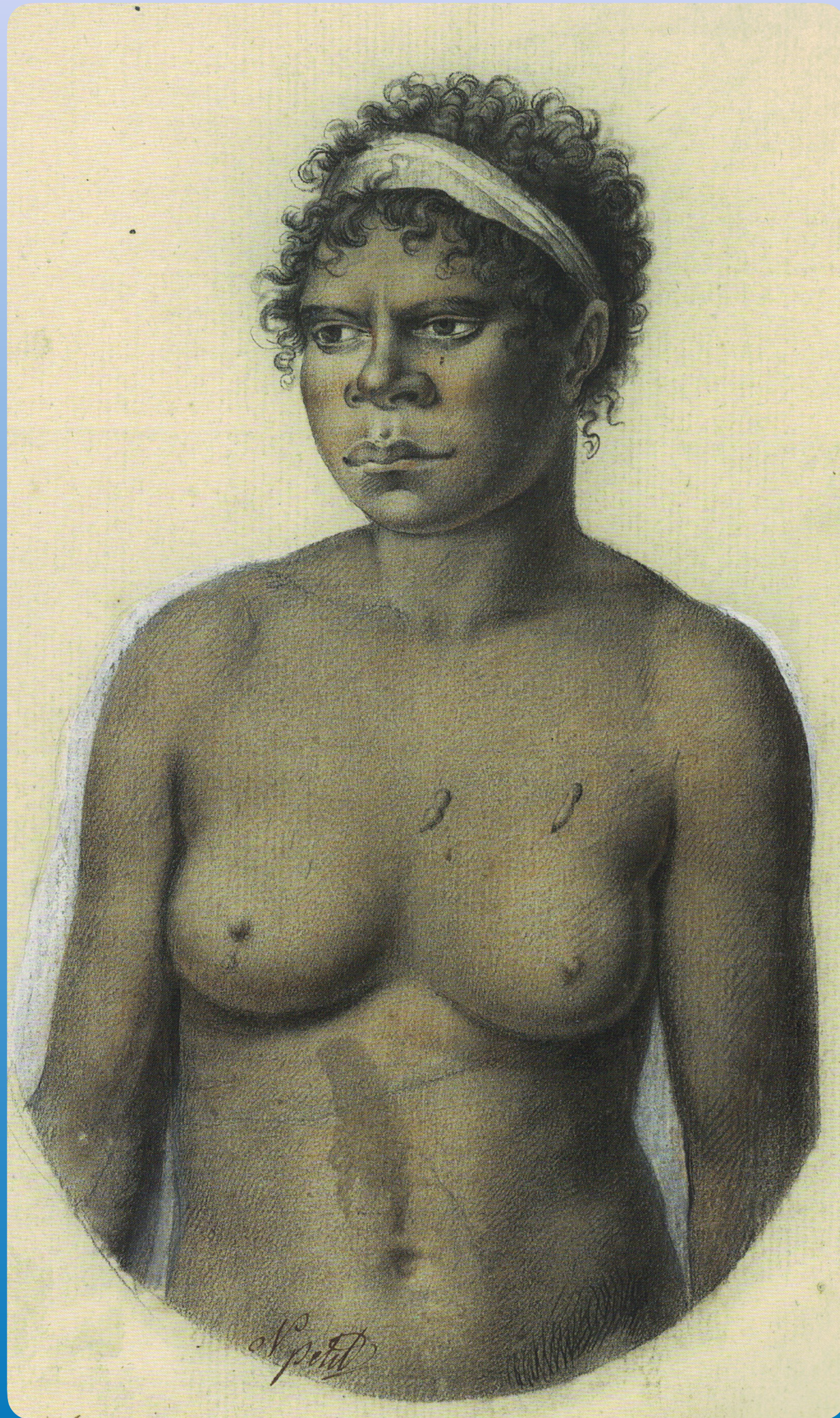
Charles-Alexandre Lesueur

Cassiopea andromeda



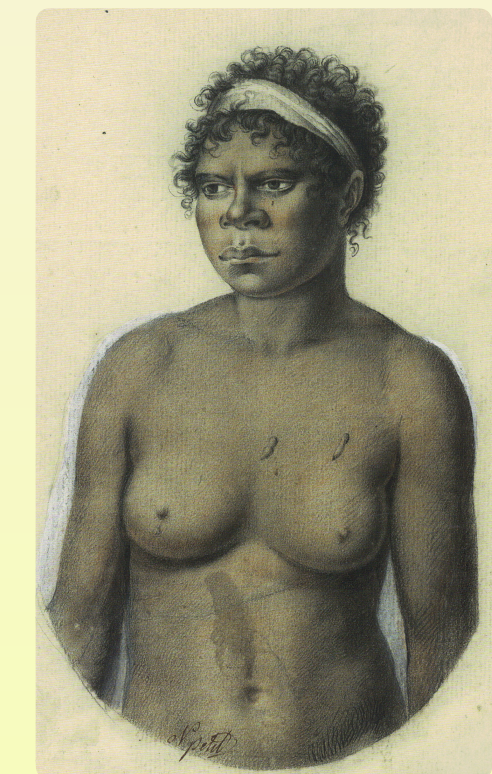
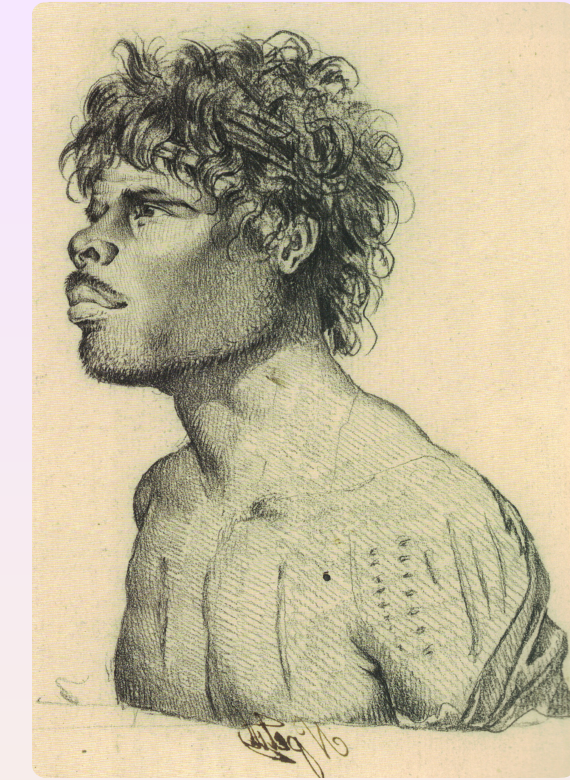
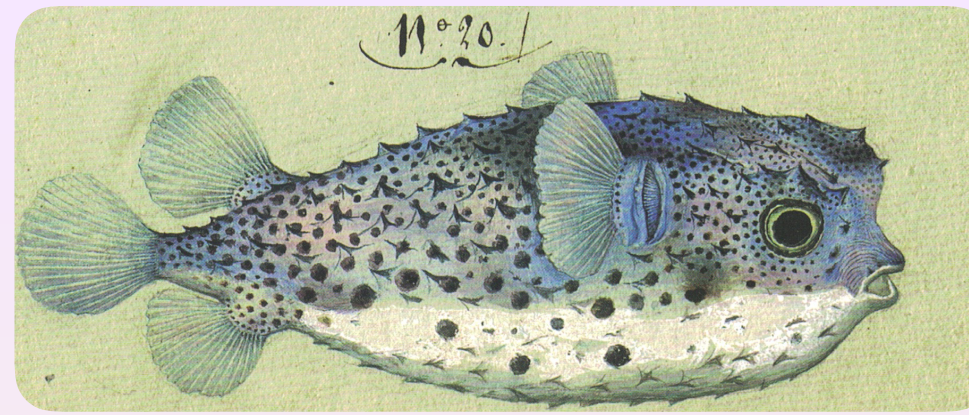
Charles Alexander Lesueur OR Nicolas-Martin Petit Porcupine Fish







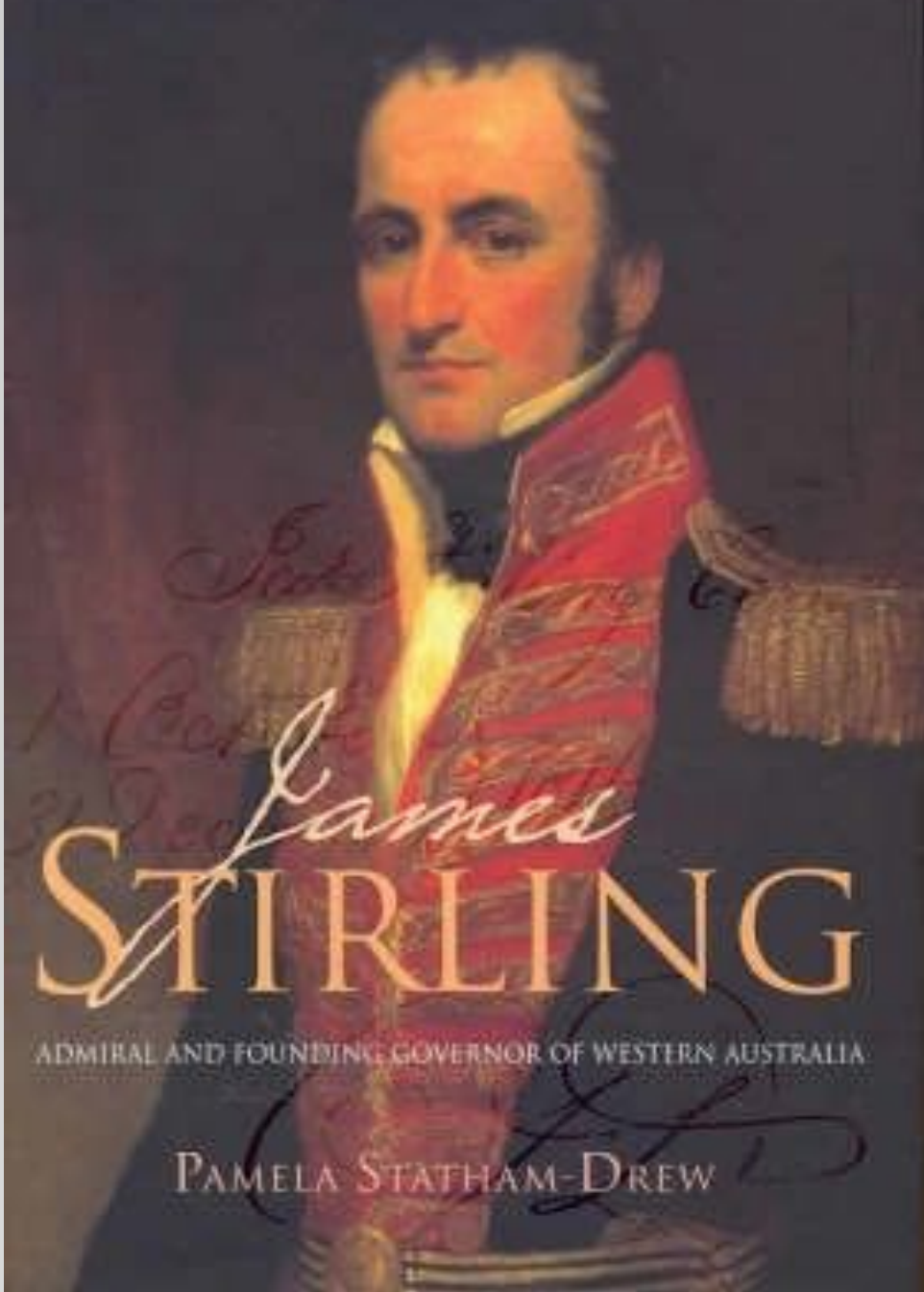
Nicholas Baudin



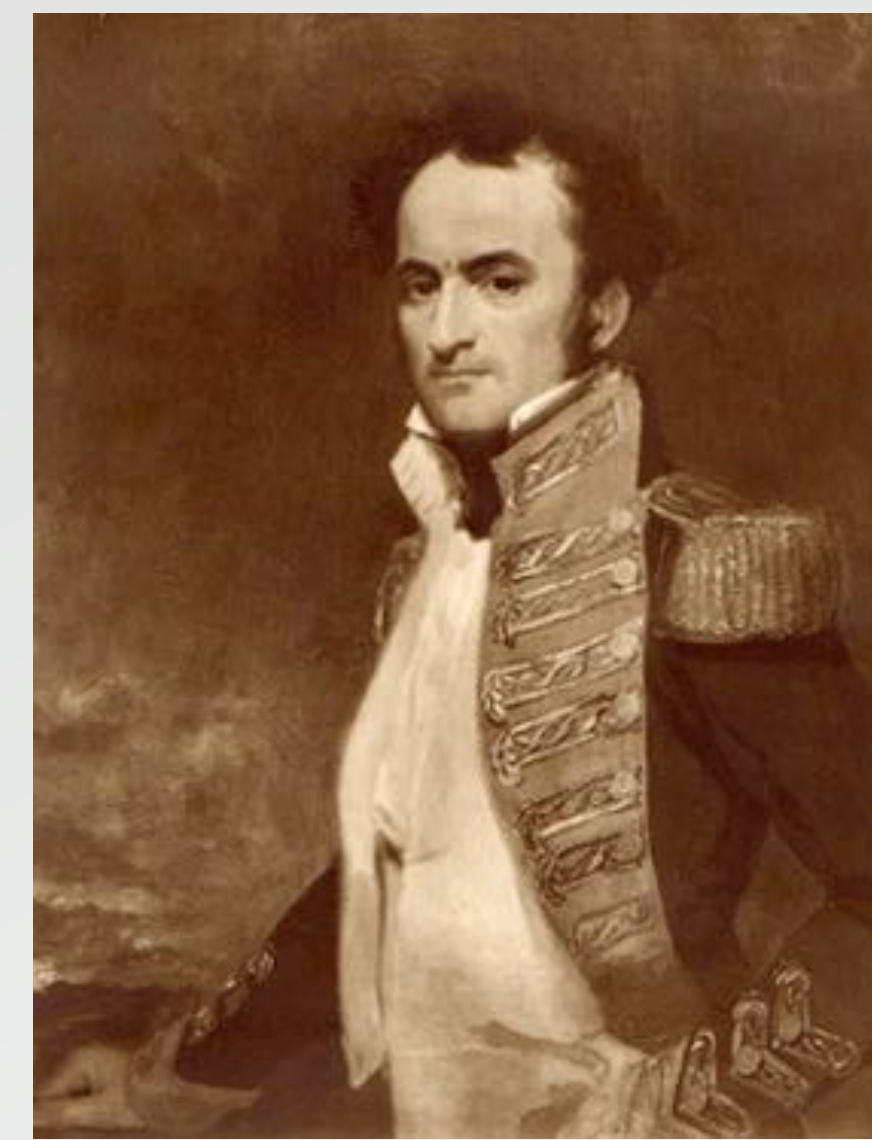
When I reflect upon it, it has always been inconceivable to me that there was any justice or even fairness on the part of Europeans in seizing, in the name of their government, a land they saw for the first time when it was inhabited by people who did not always deserve the titles of ‘savages’ and ‘cannibals’ that were lavished on them, even though they were still only nature’s children and no more uncivilized than your present-day Scottish Highlanders or our peasants of Lower Brittany... That being so, it seems to me that it would be infinitely more glorious for your nation, as for my own, **to instruct in the ways of society the inhabitants of our own countries** over whom we have rights, than to seek to educate those living in far distant places, **having first seized the land that belongs to them** and is the land of their birth. These words are certainly not those of a politician, but they at least make sense in practical terms; and if this principle had been generally adopted **you would not have had to establish a colony with men branded by the law and made criminals through the fault of a government which has neglected them and left them to fend for themselves.** It thus follows that not only do you have one injustice on your conscience, in seizing their land, but **you have also transported to a land where the crimes and diseases of Europeans were unknown everything that could retard the progress of the civilizing mission that was used as a pretext by your government, etc., etc.,** (and more) Reflections of a Philosophical Voyager.

Nicolas Baudin Letter to Philip Gidley King 24 December 1802.
from *Reflections of a Philosophical Voyager*, Edited and Translated by Jean Fornasiero. Friends of the State Library of South Australia, 2016

History



- Establishment of Colony of Western Australia 1829 (Swan River/ Cygnet River)
- Arrival of the Governor Spender (Based on Sir James Stirling) p. 170
- A Yankee Challenge p. 187



The Proclamation 1829



Whaling



- Chaine's ambition to create a new whaling port: Skelly's the man 281

Whaling

- DRAMATIC CONTRAST BETWEEN “CIVILIZED” AND “SAVAGE” APPROACHES TO WHALING:
- Each man was caked in salt and whaleblood 247
- Sharp contrast 251 & 254



Whaling



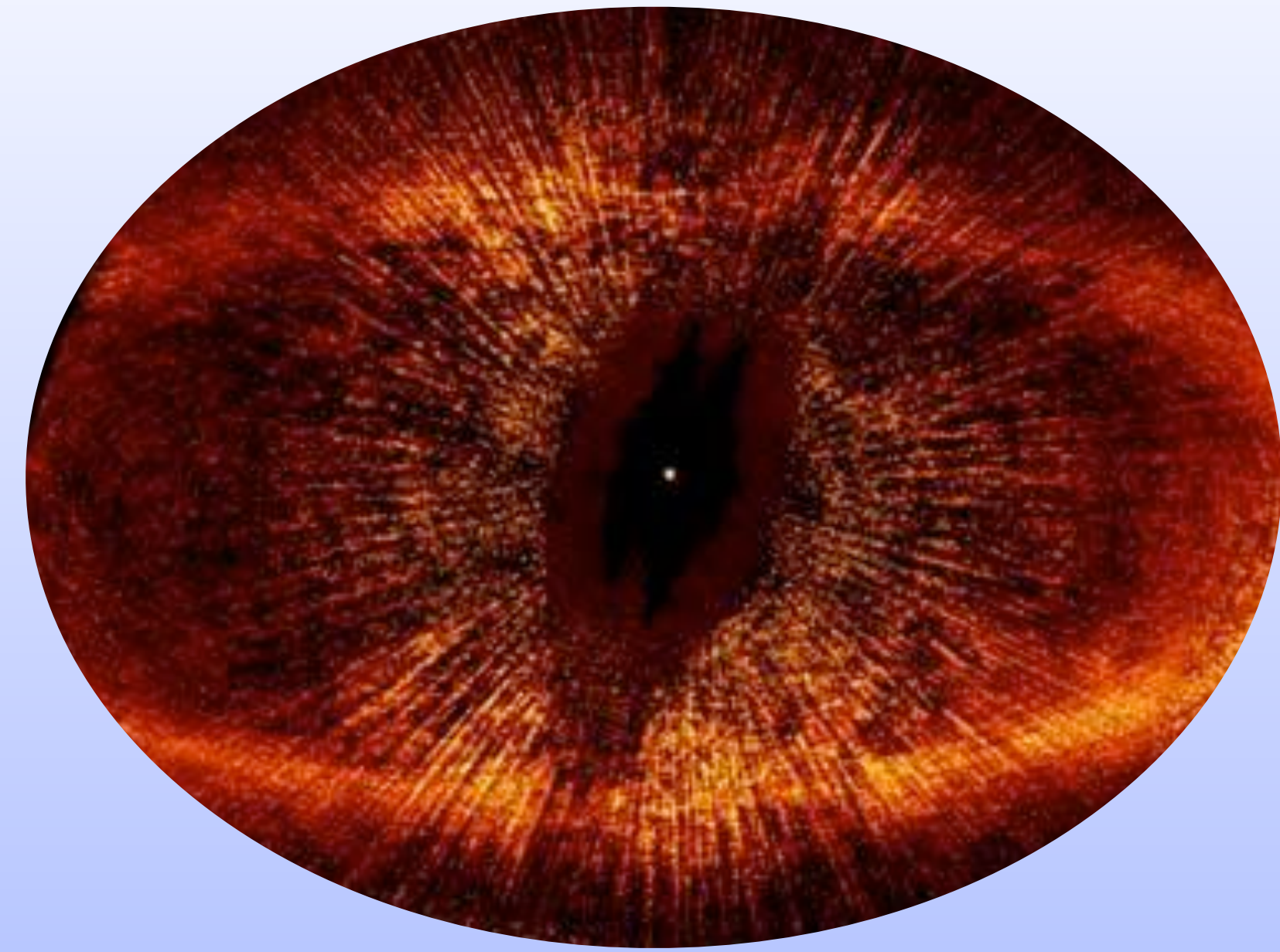
- Another whale season 265
- 272-274 Bobby the Whale contrasted with Chaine's pragmatism
- **Lecture Group Discussion:** How does Kim Scott through language show the contrast between Chaine's attitudes and Bobby's *supernatural* connection with nature?
- 293 Profits not Prophets
- 295 Bobby and Jonah



Whale symbolism includes wisdom, **spiritual** awareness, good luck and long lasting love as the **Whale** mates for life



Whaling



- Firelight in an eye 243-245
- Mythic/ Mystical evocation of relationship to ocean life.
- How does the language of this chapter evoke a *supernatural* dimension?



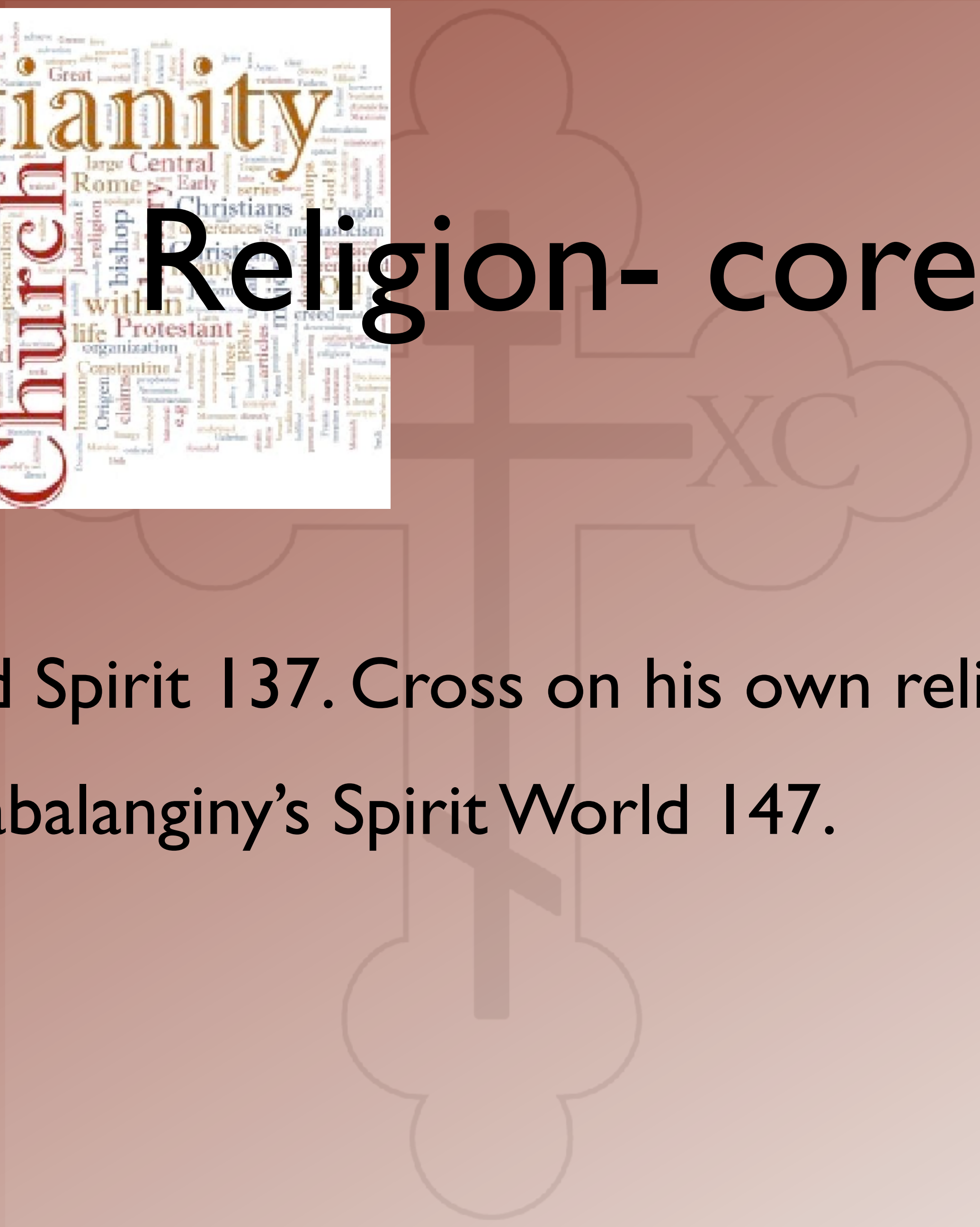
- 311 **What's not in a whale song** (Bobby's)
- 318-320 "Asked to describe the song many would have struggled.... Bobby's song had little of cutting up the whale. It did not say the whale's blubber was peeled...."



What is Civilization?

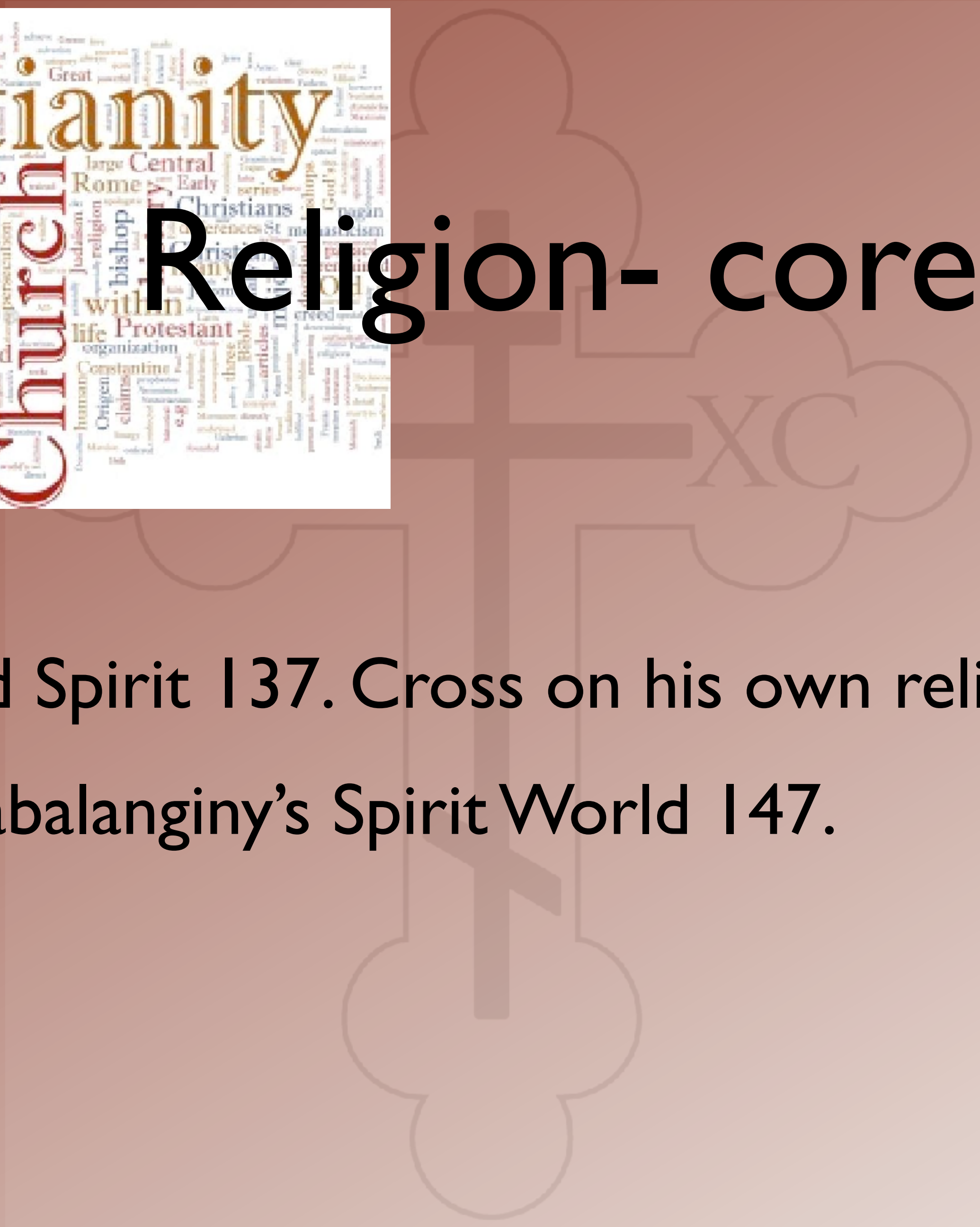
Core Theme

- moral duty to move Bobby towards civilization 165
- the church and its “civilising” influence on the blacks 189:
Sexual abuse.... Jeffrey and James



Religion- core

- Religion- core

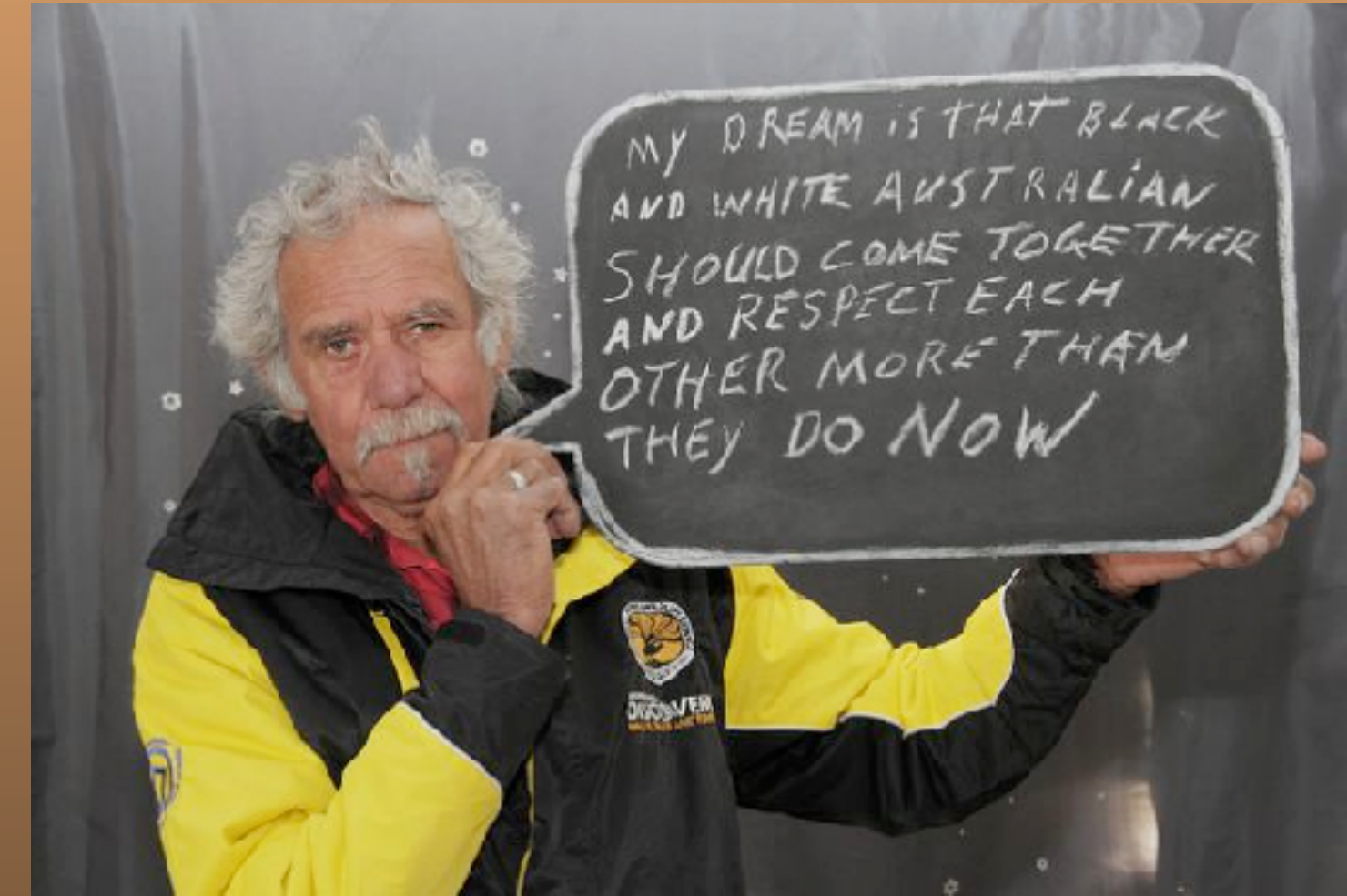




Children, Kaya- Jak Tar & Glistening

- 201-202: Idyllic world of children... an idyll waiting to be broken.....
- A Smile for Kaya 209fff... and Jak Tar (Kim Scott's alter ego??)
- Jak's perception of the landscape 212...
- 260 Jak Tar's vision of connection with the indigenous world
- 275ff Glistening.....
- 303 PART IV Bobby came home on high... and Jak Tar: his realistic sense of where society will move.... heralding the end of the novel

Thematic Conclusions



- **Jak Tar: focus of shift in social relations 303/306/307**
- **Christine and the Chainé Stranglehold 321 (Irony of *The Last of the Mohicans* 1826); Hugh! 369**
- **No Whales: desolation Menak's loss of humour 339ff**
- **Degradation of relationships between black and white. Chainé's violence to Menak (343) and to Mani (351)**
- **Arrogance of British rule "Had we but" 358 " These people were capable of being civilized (368): Riots in England today! ?**
- **The world divided up in a new way 362....**

Conclusions

- **Bobby's Song:** a song about whales and about language 317-319; Bobby's links with both worlds; 334 his profound connection with the earth
- ***Mitjal* “Rain like tears”-** orchestral ending: he did not dance, he did not speak... spiralling downward, like leaves from a tree (356)
- **Bobby's sense of humour and joy radiates... wins out (even in Christine's mind 370)**
- **Bobby's *Dead Man Dance* 376 “like always as he came alive in the *Dead Man Dance*...”**
- **391 Closing verses of Bobby's “My friends, you here are all my friends, blackfellas and whitefellas....”**

