

## History and Diversity

### Objectives:

In this content based language development course, we look at how the history of Australia has influenced the way the country developed into the diverse society it is today. The content part of the course gives a glimpse into the history and multicultural development of Australia through video presentations offering a rich visual representation and written and audio recorded personal accounts while the language development component provides an opportunity to develop all four language skills, vocabulary and presentation skills.

### Requirements:

- active participation, thorough preparation for classes; all assignments have to be completed
- preparing and doing presentations, including a group presentation for the DELP Diversity Day event
- completing all homework tasks and a major assignment

### Procedures:

- The lessons will have the following framework:
  - discussion of the film (viewed as home assignment) and reading using the task sheets provided by the teacher
  - language work based on the film and readings
  - student presentations on the topic discussed

- Students' tasks:

#### **- For the discussion:**

Be prepared to present a coherent summary of the films viewed/texts read to the others.

Fill in the task sheet for the films. (These are supplied as a separate file at: <http://hollod.web.elte.hu/AustHistDiv.htm>)

NB: The summary task has to be completed only for three videos during the term.

Do the following for the readings:

Identify the most important ideas in the text.

Find ideas that you find appealing/strange/interesting.

Find new vocabulary items or ones that you have not used actively before. (see below)

#### **- For the vocabulary work:**

Collect at least fifteen new words/expressions from the film/reading of each session. Write them up as a wordlist providing: the sentence they appeared in, the meaning in English (and Hungarian), an indication about style or language use. Print out your wordlist every week as they be collected randomly. Be prepared to present the new items to the others in class as a quiz. Vocabulary tests will also happen at some classes.

#### **- For the presentation:**

Everyone will do a presentation. The talks will be scheduled at the first or second class. The presentations have to be based on independent research concerning the topic of the class. The **presenter** will have to research the set topic and collect information from the library and/or the Internet. This presentation must be between 10 and 15 minutes, and apart from giving an overview of the issue in question, it must also draw the audience's attention to social issues and possible controversies. The presenter is also required to point out relevant vocabulary and interesting structures or other language features they encountered while reading up on their topic. These, along with the outline of the presentation, must be put on a handout to be distributed to all the participants. The handout should also contain a list of references used. Only reliable sources can be used (i.e. NOT Wikipedia or other sources written/compiled by people with questionable authority on the topic). All text used from the sources must be cited and referred to accurately. Presentations **MUST NOT BE READ OUT** but notes can be used. The handout has to be sent to the tutor by email by the Monday before the presentation is due. When she approves the text, the presenter has to make enough copies to go round the group.

**Films, readings and resources:** The films will be made available to the participants.

The "Immigration Nation" site offers further resources and an interesting interactive section at: <http://www.sbs.com.au/immigrationnation/>

"Voices of Australia" is available at: <https://www.humanrights.gov.au/our-work/race-discrimination/publications/voices-australia>

Please download: Voices of Australia magazine for the readings and the Audio files for the recorded stories.

To start browsing the web for further sources for the presentations and the essay, you can go to the 'Australian links' page:

<http://australian.elte.hu>

### **Major assignment:**

There will be one assignment of 1200 words (+/- 10%). This will be a researched essay on one of the topics of the course. The writer may choose to present the topic in an expository essay (i.e., explaining the issue, its background, its effects, related controversies, etc.) or in an argumentative essay (i.e., an essay that explains and takes sides as well). In either case, the paper must be based on trustworthy sources that are clearly indicated in the text and in the references, too. **Authors of papers with the smallest instance of plagiarism will automatically be suspended, given a fail mark and will have to face disciplinary measures.**

### **Formatting and submitting the major assignment:**

- Prepare your essay in a "regular" document format (A4, single spaced 'portrait' pages) in **.rtf** (rich text) format
- Pages must be numbered and paragraphs indented
- The documentation must follow the APA style.
- Save your work with the following name: auessaySURNAME.rtf
- Written tasks must be submitted electronically to [hollo.dorottya@btk.elte.hu](mailto:hollo.dorottya@btk.elte.hu).

**Rules:**

- Should you be unable to come when it is your turn to do a presentation, please let me know at: [hollo.dorottya@btk.elte.hu](mailto:hollo.dorottya@btk.elte.hu) . Also: try to find a fellow student to take your role. If an emergency keeps you from coming on the day of your presentation, please ring 460 4407 (our department office) and leave a message with our secretary to let me know.
- Papers have to be handed in on time. Absence from class in no excuse for not writing an assignment. Make sure you submit your paper even if you cannot come to class. If you are absent, you can send the assignment to the address above by email as an .rtf file, and then submit a hard copy the following time you come.
- Late papers will be automatically be given a grade a full mark lower.
- If you miss more than three classes, you will be dropped from the class list and will not be given a credit for the term's work.

**Assessment:** The presentation will be assessed verbally, the essay will be marked on both content and language. The end-of-term grades will reflect your marks, your participation and effort.

**Despite all these grim(?) rules and requirements the course aims at providing a useful and enjoyable time for all of us.**

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**Intended schedule:**

Week 1	Sept 15	Introduction
Week 2	22	<i>HW: Voices of Australia – Chapters 1,2,8 (The History of the Racial Discrimination Act; History of Change – timeline of Australia’s race relations; Plain English Guide to the RDA)</i> <b>Attend:</b> lecture in English speaking cultures – room: 030
Week 3	29	Immigration Nation – episode 1
Week 4	Oct 6	<i>HW: Voices of Australia – Chapters 3, 4 (Australia our home; Unexpected friendships) + audio recordings</i> <b>Attend:</b> lecture in English speaking cultures – room: 030
Week 5	13	Immigration Nation – episode 2 & episode 3
Week 6	20	Voices of Australia – Chapters 5, 6, 7 (Racism: Not in my backyard; Breaking down barriers; From tolerance to respect) + audio recordings
Week 7	27	Tony Robinson – Down Under 1: Race to the end of the world
Autumn break		
Week 8	Nov 10	“SEAS 130” Conference - No class but try to attend some conference sessions <i>Deadline for choosing a topic for the major assignment – send these to me by email</i>
Week 9	17	DELP Diversity Day event – group presentation about Australian multiculturalism
Week 10	24	Tony Robinson – Down Under 2: Against the odds Tony Robinson – Down Under 3: The people are revolting ,
Week 11	Dec 1	Down Under 4: Eureka <b>Deadline for the major assignment;</b>
Week 12	8	Tony Robinson – Down Under 5: Welcome to Australia
Week 13	15	Tony Robinson – Down Under 6: Still stropky beggars & closing the term

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**Please remember the anti-discrimination policy of the Department of English Language Pedagogy:**

DELP staff are fully committed both to promoting the freedom of expression and to respecting the rights and dignity of all people, whatever their ethnic or cultural background, religion, beliefs and sexual orientation. We expect the same commitment from our students in their everyday and professional discourse and behaviour.