



UNSW
AUSTRALIA

Faculty of Arts & Social Sciences

**School of the Arts and Media
Summer, 2015**

ARTS2050/ARTS5503 Academic Writing for the Humanities



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Class times and venues

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| Seminars | Group 1: Monday: 10am—1pm AND Wednesday: 10am—1pm Group 2: Tuesday: 1:30pm—4:30pm AND Thursday: 1:30pm—4:30pm |
| Venues: | All seminars for both groups will be held in CATS Room 207, in the Australian Studies in Business building. |

Contact details

1. Staff teaching ARTS2050/5503

| Position | Name | Email | Availability: times and location |
|---------------------------|-------------|----------------------|---|
| Course Convener and Tutor | Kate Livett | k.livett@unsw.edu.au | Monday 2pm-3pm Tuesday 11am-12pm Room 217, Level 2, Webster |

2. School of the Arts and Media

Room 312, level 3 Robert Webster Building,
Phone: 9385 4856, Email: sam@unsw.edu.au

NB: When contacting course convenors, lecturers or tutors, you **MUST** use your official UNSW email. We will **ONLY** respond to emails from official UNSW addresses. You should also check your UNSW email address regularly, as communications from the School will only use this address.

Attendance Requirements

- A student is expected to attend all class contact hours.
- A student who attends less than 80% of class contact hours without justification may be awarded a final grade of UF (Unsatisfactory Fail).
- A student who arrives more than 15 minutes late may be penalised for non-attendance.
- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, they should seek permission from the Course Authority. The application should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.
- A Course Authority may excuse a student from classes for up to one month. A student seeking approval to be absent for more than one month must apply in writing to the Dean.
- A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure.
- Attendance at lectures, screenings and tutorials will be recorded. If you are more than 15 minutes late, you are deemed not to have attended. It is your responsibility to ensure your name has been marked off at each class.

Essential Information For FASS/SAM Students

For essential student information relating to: *attendance requirements; requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential matters, see the SAM Policies and Guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>*

Course details

This course is worth 6 units of credit

Course Description

This course develops students' capacity to write academic essays according to the conventions of the Humanities. It provides the knowledge and vocabulary by which students can critically analyse the work of others as well as their own. The course focuses sustained attention on various modes of academic writing that are used in essay writing and shows how these may be deployed to present a strong argument. The course includes analysis of a range of essays from Montaigne, to Virginia Woolf, Italo Calvino, Susan Sontag, Hayden White, Helen Garner and essays from academic journals researched by students and related to their disciplinary interests. This study will be accompanied by writing exercises, writing workshops and detailed feedback from both peers and staff.

Course rationale

This course is proposed in response to a widely-perceived need across the faculty to provide students with focused training in writing and presenting work within the disciplinary and interdisciplinary fields of the Humanities. It is designed to assist students understand and produce academic essays within their chosen fields of study and to develop the critical skills to assess and edit their own work.

Course Aims

This course aims to:

- Enable students to identify and deploy the primary modes of academic writing in the humanities including exposition, description, narrative and argumentation;
- Provide students with an understanding of the history and currency of the essay form as a genre;
- Enable students to structure and edit essays in the humanities;
- Enable students to deploy source material in productive and ethical ways.

Student Learning Outcomes

At the conclusion of this course, students should be able to:

- Identify and deploy the primary modes of academic writing in the humanities including exposition, description, narrative and argumentation.
- Understand the essay as a genre of writing within a long rhetorical tradition and across a range of contemporary contexts.
- Structure, edit, and present an essay according to conventions of academic writing in the humanities

Teaching mode, approach and structure

1. Delivery mode

The course is delivered in a blended mode. The online lectures provide background information about historical, theoretical and interpretative aspects of academic writing. They also demonstrate examples of rhetorical modes and provide opportunities for students to develop effective strategies in their own writing. The weekly workshops provide an opportunity not only for group discussion and problem-solving but also for hand's-on feedback from peers and staff. Students will be required to:

- listen attentively to the video lectures, absorb the information provided and complete the associated exercises
- come to workshops on time ready with completed drafts and be prepared to work constructively with peers and staff
- develop their own critical perspectives on a range of recommended readings
- complete all assessment tasks on time and within the word limit.

2. Teaching approach

The teaching approach adopted to Academic Writing for the Humanities is founded on our intention to improve writing skills through understanding foundational concepts of genre and rhetorical theory as well as critical engagement with one's own writing and the writing of others. This is reflected in the weekly exercises which include the study of exemplars across a range of genres and the practical implementation of writing techniques and modes

of argumentation. In addition to the combination of face-to-face and online teaching and feedback, the course will develop student's capacity for self-assessment through structured exercises and peer-assessment.

3. Course structure The course will begin by exploring the historical position and current context of the academic essay in the Humanities before moving to a more systematic account of what constitutes effective sentences, strong arguments and persuasive evidence. The preparation of an annotated bibliography will allow students to begin to build an effective Humanities essay as well as an opportunity to give feedback to others about their essay. The course is structured to maximise students' production of a polished, scholarly essay as their final assessment.

Assessment

NB: In order to pass this course, you must make a serious attempt at ALL assessment tasks.

Assessment Task One:

Practical exercises corresponding to topics addressed in lecture modules. (20%)

Assessment Task Two:

Shorter writings (40%)

Students will write four 350 word responses to topics covered in the readings.

Total word length: 1400 words

Assessment Task Three:

Extended Essay (40%)

This task allows you to apply the skills of academic writing developed in tasks 1 and 2 in the context of a full-scale essay. It will develop your ability to use the techniques presented in the lectures and workshops and to organise your ideas into a coherent, extended argument.

Word length: 2000

Submission of Assessment Tasks

1. Procedures for submission of assignments

All students must submit both hard and soft copies of their essays and the research assignment. Hard copies should be submitted to the appropriate essay box outside the SAM School Office, Room 311U, Level 3 Robert Webster Building by 4pm on the due date. A School Assignment Coversheet (available outside the office) must be attached with your details clearly marked. You must also submit a soft copy of the essay to Turnitin, which is accessible through the Moodle site for the course (telt.unsw.edu.au). Only hard copies of your work will be marked; electronic versions are used only to verify submission and to check for plagiarism.

The tutorial preparation needs to be submitted onto the Moodle site only on the three occasions announced by the course authority or tutor.

2. Late Submission

PLEASE NOTE THAT THESE RULES APPLY FOR ALL COURSES IN SAM.

If your assignment is submitted after the due date, a penalty of 3% per day (including Saturday, Sunday and public holidays) will be imposed for up to 2 weeks. For example, if you are given a mark of 72 out of 100 for an essay, and your essay were handed in two days late, it would attract a penalty of 6% and the mark would be reduced to 66%. If the same essay were handed in seven days late (i.e. a penalty of 21%) it would receive a mark of 51%. If your assignment is not submitted within 2 weeks of its due date, it will receive a mark of 0. For more information on submission of late work, consult the FASS assessment protocols at <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>.

3. Extension Procedure

- A student seeking an extension should apply to the Course Authority.
- The Course Authority should respond to the request within two working days.

- The Course Authority can only approve an extension of up to five days. A student requesting an extension of more than five days should complete an application for Special Consideration.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.
- A student who missed an assessed activity held within class contact hours should apply for Special Consideration via myUNSW.
- This procedure does not apply to assessment tasks that take place during regular class hours or any task specifically identified by the Course Authority as not subject to extension requests.
- For more information, see the FASS extension protocols on the SAM policies and guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

4. Special Consideration

In the case of more serious or ongoing illness or misadventure, you will need to apply for Special Consideration. For information on Special Consideration please go to this URL: <https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Students who are prevented from attending a substantial amount of the course may be advised to apply to withdraw without penalty. This will only be approved in the most extreme and properly documented cases.

Academic honesty and plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

• **Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

• **Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

• **Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

• **Duplication:** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Details of what plagiarism is can be found on the Learning Centre's Website [Plagiarism & Academic Integrity website](http://www.lc.unsw.edu.au/plagiarism) (<http://www.lc.unsw.edu.au/plagiarism>), in the myUNSW student A-Z: Guide <https://my.unsw.edu.au/student/atoz/Plagiarism.html> and in Appendix A of the [Student Misconduct Procedure \(pdf- https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf\)](https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf).

The Learning Centre also provides substantial education written materials, workshops, and tutorials to aid students, for example:

- Correct referencing practices;

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

Schedule of Lectures, seminars and eLearning

| WEEK ONE, beginning Mon 5th Jan | |
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| Seminar: | NO FACE-TO-FACE SEMINARS THIS WEEK. |
| eLearning: | <p>Includes:</p> <ul style="list-style-type: none"> - Introduction to the Components of this course - LECTURES: 'Becoming Self-Aware', and 'Finding Your Essay Fun' <p>View the online lectures. Answer the related questions, and complete the other tasks as instructed on the Moodle site (see 'Week One' section on Moodle).</p> <p>NOTE: The Week One eLearning Tasks will involve you printing out some work you have typed, ready to bring to the first face-to-face seminar in Week Two. <u>Please don't leave it to the last minute only to find that the printer is broken!</u></p> |
| WEEK TWO, beginning Mon 12th Jan | |
| Pre-seminar eLearning: | View the online lecture. Answer the related questions, and complete the other tasks as instructed on the Moodle site (see 'Week Two' section on Moodle). |
| Seminar 1.1: | <p>DISCUSSION of essay-writing. What do you already assume/know/feel about essays?</p> <ul style="list-style-type: none"> - LECTURE: Grammar and Rhetoric: what's the difference? And what are you going to learn in this course? |

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| | <ul style="list-style-type: none"> - <u>In-class Writing Assessment Task 1</u>: Answer some questions and write a short (fun) essay - GRAMMAR: Incorporated into lecture and discussion - ESSAY FUN: Has anyone 'found their fun' from any content/tasks/sudden revelations this week? |
| Post-seminar 1.1 eLearning: | <p>Complete the tasks as instructed on the Moodle site (see 'Week Two' section on Moodle).</p> <p>Includes:</p> <ul style="list-style-type: none"> - 'Finding Your Fun...' - Parts of a sentence: what did you learn in the seminar? |
| Seminar 1.2: | <ul style="list-style-type: none"> - LECTURE: TONE and SPEAKER in Humanities essays. Crucial choices to make. - DISCUSSION of how 'the essay' has changed from past to present. Has social media/blogging etc. changed the essay form at all? If so, how? Then, size and scale: how to decide on relative importance - PRACTICING: Peer-editing practice of pieces of your work. - GRAMMAR: Editorial markup signs. We will learn these together. - ESSAY FUN: Has anyone 'found their fun' from any content/tasks/sudden revelations this week? - |
| Post-seminar 1.2 eLearning: | <p>Complete the online tasks on the Moodle site (see 'Week Two' section on Moodle). Includes:</p> <ul style="list-style-type: none"> - Is blogging the new 'essay'? - Use your new editorial markup language skillz to do this blog-editing task! - Barthes, Sontag, Calvino, or Scott? Essay Selection and Analysis Task |
| WEEK THREE, beginning Mon 19th Jan | |
| Pre-seminar eLearning: | <ul style="list-style-type: none"> - LECTURE: Words Have Meanings. This lecture discusses <i>how</i> words create meaning, and what this means for you when writing an essay. <p>View the lecture online and complete the tasks as instructed on the Moodle site (see 'Week Three' section on Moodle).</p> |
| Seminar 2.1: | <ul style="list-style-type: none"> - LECTURE: How plagiarism can help you use scholarly research properly. What is plagiarism, really? - DISCUSSION of the operations of language, issues of originality, and the use of research in essays |

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| | <ul style="list-style-type: none"> - PRACTICING: Peer-editing practice of pieces of your work. - GRAMMAR: Referencing systems (they're not grammar, but....) - ESSAY FUN: Has anyone 'found their fun' from any content/tasks/sudden revelations this week? |
| Post-seminar 2.1 eLearning: | <p>Complete the online tasks on the Moodle site (see 'Week Three' section on Moodle). Includes:</p> <ul style="list-style-type: none"> - What is your Major? Reflecting on the different disciplines' expectations of student essays |
| Seminar 2.2: | <ul style="list-style-type: none"> - LECTURE: Rhetoric and the Disciplines: one discipline's powerful rhetoric is another discipline's purple prose - DISCUSSION of students' experiences of writing essays in different disciplines - PRACTICING: Peer-editing practice of pieces of your work. - GRAMMAR: Discipline-specific syntax - ESSAY FUN: Has anyone 'found their fun' from any content/tasks/sudden revelations this week? |
| Post-seminar 2.2 eLearning: | <p>Complete the online tasks on the Moodle site (see 'Week Three' section on Moodle). Includes:</p> <ul style="list-style-type: none"> - Post a mini-essay on your favourite discipline's 'ideal' essay and its qualities |
| WEEK FOUR, beginning Mon 26th Jan | |
| Pre-seminar eLearning: | View the online lecture and complete the online tasks on the Moodle site (see 'Week Four' section on Moodle). |
| Seminar 3.1: | <ul style="list-style-type: none"> - LECTURE: NO LECTURE THIS SEMINAR, more time for discussion and practice. - DISCUSSION consolidation of learning so far - PRACTICING: Small-group analysis and presentation - GRAMMAR: TBA, based on class feedback - ESSAY FUN: Has anyone 'found their fun' from any content/tasks/sudden revelations this week? |
| Post-seminar 3.1 eLearning: | View the online lecture and complete the online tasks on the Moodle site (see 'Week Four' section on Moodle). |
| Seminar 3.2: | <ul style="list-style-type: none"> - LECTURE: NO LECTURE THIS SEMINAR, more time for discussion and practice. - DISCUSSION student feedback on how major essay |

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| | <p>task is progressing</p> <ul style="list-style-type: none"> - PRACTICING: Peer-editing of major essay drafts - GRAMMAR: TBA, based on class feedback - ESSAY FUN: Has anyone 'found their fun' from any content/tasks/sudden revelations this week? |
| Post-seminar 3.2 eLearning: | Complete the online tasks on the Moodle site (see 'Week Four' section on Moodle). Submit your MAJOR ESSAY ASSESSMENT TASK on Moodle. |

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