



**UNSW**  
A U S T R A L I A

**School of the Arts and Media**

**Faculty of Arts and Social Sciences**

ARTS2050

Academic Writing for the Humanities

Session 2, 2016

## Course Outline

### Staff Contact Details

Position	Name	Email	Availability	Location	Phone
Convener	Prue Gibson	p.gibson@unsw.edu.au	11-12 Wednesdays by appointment	231P	Refer email

### Contact Information

Room 312, level 3 Robert Webster Building

Phone: (02) 9385 4856

Email: [sam@unsw.edu.au](mailto:sam@unsw.edu.au)

Website: <https://sam.arts.unsw.edu.au>

### Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request 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 or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the SAM attendance protocols, see the SAM policies and guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

### Essential Information

All SAM students must make a serious attempt at all assessments in order to pass the course.

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

### Credit Points 6

### Summary of the Course

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 exemplars as well as 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.

### At the conclusion of this course the student will be able to

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

### Teaching Strategies

#### Teaching Strategies

Our approach 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. We 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 assessment tasks will allow students to begin to build effective Humanities essays as well as an opportunity to give feedback to others about their writing. Self-assessment will also form an important component of the course that students continue to build throughout the semester.

The teaching methods used and the assessment components have been developed to reflect a philosophy of learning and teaching which

- fosters an engaging and inclusive learning experience,
- promotes peer learning through peer review and assessment
- seeks to give every student a stake in, and an opportunity to contribute to, the course as a forum for learning.

#### Rationale of Assessed Tasks

the Practical exercises are aimed at achieving learning outcomes 1 and 3 and developing English graduate attributes 1, 4, 6.

the Shorter writings task is aimed at achieving learning outcomes 1-3 and developing English graduate attributes 1, 3, 6.

the Extended essay is aimed at achieving learning outcomes 1-3, and developing English graduate attributes 1, 3, 4, 5 and 6

## Assessment

### ARTS2050 - Academic Writing for the Humanities

#### Assessment Tasks

Assessment task	Weight	Length	Due Date	Submission
Extended essay	40%	2000	12 October 5pm	Refer to Moodle
In-class tests	20%	Refer to Moodle	TBC	Refer to Moodle
Shorter writings	40%	Total 1400 words ( 4 x 350 words)	7 September 5pm	Refer to Moodle

#### Assessment Details

##### Assessment 1: Extended essay

**Details:** Word length: 2000. This is the final assessment task. Feedback will be provided in the form of marking criteria sheets and individual comments, for each student's essay.

**Turnitin setting:** This assignment is submitted through Turnitin, students do not see Turnitin similarity reports

##### Learning outcomes:

- 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

##### Assessment 2: In-class tests

**Details:** Two in-class grammar tests of 60 minutes per test. Closed book, handwritten. On topics covered in grammar textbook. Marked test returned to students. Answer sheet to test can be downloaded from Moodle site.

##### Learning outcomes:

- Structure, edit, and present an essay according to conventions of academic writing in the humanities

##### Assessment 3: Shorter writings

**Details:** Students will write four 350 word responses to topics covered in the readings. Total word length: 1400 words. Feedback will be given within short time-period to enable students' learning development within course teaching period.

**Turnitin setting:** This assignment is submitted through Turnitin, students do not see Turnitin similarity reports

##### Learning outcomes:

- 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

## **Submission of Assessment Tasks**

Students are expected to put their names and student numbers on every page of their assignments.

## **Turnitin Submission**

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au). Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally in SAM there will no longer be any hard-copy submission; assessments must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible it will be stated on your course's moodle site with alternative submission details.

## **Late Assessment Penalties**

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

## **Special Consideration Applications**

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- \* Prevent you from completing a course requirement,
- \* Keep you from attending an assessable activity,
- \* Stop you submitting assessable work for a course,
- \* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including 'When to Apply', 'How to Apply' and 'Supporting Documentation' please refer to the Special Consideration website: <https://student.unsw.edu.au/special-consideration>

## **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.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** 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.

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.

## Course Schedule

### Timetable

Date	Type	Content
Week 1: 25 - 29 July	Lecture	Introduction to the course
	Readings/Elearning - links available on Moodle	eg. Alain De Botton 'On Atheism' and Elizabeth Gilbert 'On Creativity'
Week 2: 1 - 5 August	Lecture	Types of rhetoric
	Readings/Elearning - links available on Moodle	eg. James Herrick The History and Theory of Rhetoric, and Mark Tredinnick's Little Green Grammar Book
Week 3: 8 - 12 August	Lecture	Rhetorical techniques and Devices
	Readings/Elearning	eg. Barthes - The Brain of Einstein
Week 4: 15 - 19 August	Lecture	Bag of Tricks - Skills for Writing
	Readings/Elearning	eg. Point of View and Narrative Voice
Week 5: 22 - 26 August	Lecture	The History of Rhetorical Writing
	Readings/Elearning on Moodle	eg. Susan Sontag 'The Imagination of Disaster'
Week 6: 29 August - 2 September	Lecture	Paul Toulmin
	Readings/Elearning	Grammar revision
Week 7: 5 - 9 September	Lecture	Essay plan and Essay writing
	Readings/Elearning on Moodle	eg. Italo Calvino 'Definitions of Territories: Eroticism'
Week 8: 12 - 16 September	Lecture	Aesthetics
	Readings/Elearning on Moodle	Marcel Danesi 'The Puzzle Instinct'
Week 9: 19 - 23 September	Lecture	Structuralism
	Readings/Elearning on Moodle	eg. John Berger 'The eaters and the Eaten'
Week 10: 4 - 7 October	Lecture	Derrida's Pharmakon
	Readings/Elearning on Moodle	eg. Derrida's writing as cure and poison
Week 11: 10 - 14 October	Lecture	Genres of essay writing
	Readings/Elearning on Moodle	eg. Borges 'On Blindness'
Week 12: 17 - 21 October	Lecture	Future for Academic Writing
	Readings/Elearning on Moodle	eg. writing for blogs, social media, web reviews and VR

## **Resources**

### **Prescribed Resources**

- Book – The Essentials of Academic Writing (2010)
- Book – The Essential Guide to Rhetoric (2008)

### **Recommended Resources**

- Book – The Little Green Grammar Book (2008)

### **Course Evaluation and Development**

[Briefly outline how student feedback (both formal and informal) on the course will be gathered, how it will be analysed and how it will be acted upon to improve the student learning experience. For example, you might discuss what was identified in past feedback and how this course was changed to address the issue.]