



UNSW
A U S T R A L I A

School of the Arts and Media

Faculty of Arts and Social Sciences

ARTS2120

Writing for Theatre

Session 2, 2016

Course Outline

Staff Contact Details

Position	Name	Email	Availability	Location	Phone
Convener	Dr Theron Schmidt	t.schmidt@unsw.edu.au	Tue 3-4, Wed 4-5	Webster 121	x53218

Contact Information

Room 312, level 3 Robert Webster Building

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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

Subject Area: Theatre and Performance Studies

This course explores the ways that writing performs, not merely describing the world but actively re-shaping it, in the way it structures thought, feeling, encounter, and memory. Through weekly lectures, guided workshops, and readings and exercises outside of class, you will explore a variety of theatrical and performative 'modes'. Ultimately these will be directed toward writing you will create for a performed situation – which may be delivered live by a performer or performers in a theatre, encountered by a seated or mobile audience, experienced through media such as headphones or hypertext, or some other combination. But in doing so we will take inspiration from the way language works all around us, whether in the theatre or not.

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

1. Realise the creation of a written performance text that responds to specific performance intentions, framed through an awareness of its conditions of reception by a real or potential audience
2. Test and assess the relationship between the form of a theatrical text and its content, contextualising your work in relation to other writers
3. Select and utilize appropriate research-based approaches to compositional modes from a range of current practices
4. Actively employ reflective and critical vocabulary in responses as collaborators, performance-makers, and audiences

Teaching Strategies

This course is taught through weekly lectures, which will introduce key concepts and approaches as well as modelling different forms of writing for performance. You will also undertake independent reading and writing exercises in preparation for guided workshops, which will introduce further exercises to develop your writing. You will be asked to try forms of writing that may be unfamiliar to you, leading toward a 10-minute performance text for which you will be able to choose any of the models (or mix of models) for your final presentation.

Assessment

Assessment Tasks

Assessment task	Weight	Length	Due Date	Submission
Practice Portfolio	25%	5 x 500-1000 words	Week 9: 23 September	Refer to Moodle
Performance writing project	25%	10 minutes	Weeks 11 and 12: 21 October	Final version of writing for performance developed throughout the module, to be presented as text, media, hypertext. Option to present as live performance in mini-festival in weeks 11 and 12, but the written version submitted via Turnitin will be assessed.
Reflective Analysis	50%	2000 words	Week 14: 1 November	

Assessment Details

Assessment 1: Practice Portfolio

Details: Selection of 5 pieces of writing at 500-100 words each that are developed versions of in-class and at-home writing tasks from the first 9 weeks. Feedback via Turnitin comments.

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

Learning outcomes:

- Select and utilize appropriate research-based approaches to compositional modes from a range of current practices
- Actively employ reflective and critical vocabulary in responses as collaborators, performance-makers, and audiences

Assessment 2: Performance writing project

Details: Final version of writing for performance developed throughout the module, to be presented as text, media, hypertext, or live performance. 10 minutes. Feedback via Turnitin comments.

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

Learning outcomes:

- Test and assess the relationship between the form of a theatrical text and its content, contextualising your work in relation to other writers
- Realise the creation of a written performance text that responds to specific performance intentions, framed through an awareness of its conditions of reception by a real or potential audience

Assessment 3: Reflective Analysis

Details: 2000 words critical essay that contextualizes the writing for performance created by the student by placing it in relation to the chosen form of writing, artists working with that form, and critical ideas linked to the form. This is the final assessment task. Feedback via Turnitin comments.

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

Learning outcomes:

- Test and assess the relationship between the form of a theatrical text and its content, contextualising your work in relation to other writers
- Actively employ reflective and critical vocabulary in responses as collaborators, performance-makers, and audiences

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. 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/workshop	Performance/writing
Week 2: 1 - 5 August	Lecture/workshop	Questioning the everyday
Week 3: 8 - 12 August	Lecture/workshop	Working with other people's words
Week 4: 15 - 19 August	Lecture/workshop	Site-writing
Week 5: 22 - 26 August	Lecture/workshop	Histories and manifestos
Week 6: 29 August - 2 September	Lecture/workshop	The body speaks
Week 7: 5 - 9 September	Lecture/workshop	Performing the self
Week 8: 12 - 16 September	Lecture/workshop	Dialogue and silence
Week 9: 19 - 23 September	Lecture/workshop	Use of space
Week 10: 4 - 7 October	Lecture/workshop	Addressing the audience/Use of time
Week 11: 10 - 14 October	Individual	reflective essay consultations
	Together	writing mini-festival
Week 12: 17 - 21 October	Individual	reflective essay consultations
	Together	writing mini-festival

Resources

Prescribed Resources

Required course reader available from the bookstore.

Supplementary resources will be available via Moodle.

Recommended Resources

Freeman, John, *New Performance/New Writing*, 2nd edn (Basingstoke: Palgrave, 2016) - available in the bookstore.

Course Evaluation and Development

We value your feedback on this course, and build regular improvements to it based on comments you make in class, on your performance in assessments and class exercises, as well as your formal responses on the CATEI feedback system. We discuss and regularly make changes based on student responses to effectiveness of teaching strategies, course content and assessment tasks.