



UNSW
SYDNEY

Australia's
Global
University



ARTS3030

Seeing Australia/Reading Australia

Summer // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Bill Ashcroft	b.ashcroft@unsw.edu.au	Always available in course discussion or by email	Webster 231G	96659937

School Contact Information

Room 312, level 3 Robert Webster Building

Phone: (02) 9385 4856

Email: sam@unsw.edu.au

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

The School of the Arts and Media would like to Respectfully Acknowledge the Traditional Custodians, the Bedegal (Kensington campus), Gadigal (City and Art & Design Campuses) and the Ngunnawal people (Australian Defence Force Academy in Canberra) of the lands where each campus of UNSW is located.

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 valid 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: *English*

'Seeing Australia' is an online course that examines the way Australia has been 'seen' over the last two centuries, in visual art and literature. Beginning with analysing the concept of 'seeing' itself, we will investigate how Australia has come to exist in the mind of its own people and those from other countries. In this process you will discover some of the fundamental cultural myths that have gone to shape Australian society by encountering different ways of 'seeing' besides the purely visual. At the conclusion of the course you will be able to identify the range of representations by which 'Australia' has come into being.

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

1. Identify some of the major ways in which Australia has been depicted in art and literature
2. Analyse and discuss the cultural bases of representation in Australian art and literature
3. Read and critically assess academic writing on Australian texts
4. Explain the ways in which forms of representation operate in Australian texts

Teaching Strategies

Rationale:

The online format is designed to maximise students' engagement with the course and their achievement of learning outcomes. It is particularly useful because it maximises the opportunity to engage with the material and to engage in discussion.

This mode is appropriate for a level 3 course because it suits students who are unable to be on campus. The online mode allows maximum flexibility for student participation.

At the end of the course, students will have had the opportunity to apply a range of critical approaches to literary texts, to improve the quality of their research and writing skills and to develop self-directed learning processes.

Teaching Strategies:

The course will cover two modules per week. Each module will be introduced on the Learning Management System through online lecture, directions for reading and resources covering the topic. One person from each online group (maximum of 10) will be allocated to post a short essay responding to a question on the topic, post a number of questions generated by the topic and to moderate discussion around those questions. The lecturer will be involved in each group's discussion.

The rationale for the intensive discussion component is to improve literacy, ensure that all students have the opportunity to engage in discussion and to give time for more reflective responses to discussion.

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Assessment

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Major Essay	40%	31/01/2018 12:59 PM	2,3,4
Online discussion postings	40%	Not Applicable	1,4
Leading Week's discussion	20%	Not Applicable	1,2,4

Assessment Details

Assessment 1: Major Essay

Start date: Not Applicable

Details: 2000-word Major Essay. Written feedback, assessment rubric and numerical grade are provided through Grademark. This is the final assessment for this course.

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

Assessment 2: Online discussion postings

Start date: Not Applicable

Length: Various. At least 300 words per topic

Details: Postings in discussion on the weekly topic. The postings in the online forums will be assessed and marks uploaded at the end of each module. Students receive feedback at the end of each two week period as well as ongoing feedback by lecturer during discussion.

Turnitin setting: This is not a Turnitin assignment

Assessment 3: Leading Week's discussion

Start date: Not Applicable

Length: 400 words

Details: This Assignment is divided between a research task (10%) and moderation of group discussion (10%). The research task of 400 words addressing a set question is posted by the module leader. The poster then takes a lead role in the subsequent discussion. Assessment and feedback for the presentation are given at the end of the week. The lecturer is part of the online group so will also give ongoing feedback to the group.

Turnitin setting: This is not a Turnitin assignment

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 (14) 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 (21) 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>

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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 (<http://www.lc.unsw.edu.au/>). 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.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs

- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 27 November - 3 December	Intensive	Seeing is Believing Topic 1. Oliver Sachs and learning to see. Topic 2. Seeing/Inventing Place
Week 2: 4 December - 10 December	Intensive	The Colonial Gaze. Topic 1. Colonial Painting Topic 2. Colonial Poetry
Week 3: 11 December - 17 December	Intensive	Colonial Displacement David Malouf, <i>Remembering Babylon</i>
Break: 18 December - 31 December		
Week 4: 2 January - 7 January	Reading	Reading Week
Week 5: 8 January - 14 January	Intensive	The 1890s Topic 1. Lawson and Paterson Topic 2. The Heidelberg School
Week 6: 15 January - 21 January	Intensive	Finding Place Kim Mahood, <i>Craft for a Dry Lake</i>
Week 7: 22 January - 28 January	Intensive	Film Topic 1. Picnic at Hanging Rock Topic 2. Rabbit Proof Fence

Resources

Prescribed Resources

Visuals and short texts uploaded to Moodle. These texts will be also be collated in a Reader and uploaded.

David Malouf, *Remembering Babylon*

Kim Mahood, *Craft for a Dry Lake*

Picnic at Hanging Rock

Rabbit Proof Fence

Recommended Resources

Background texts in Course Reader.

Course Evaluation and Development

Feedback will be gathered through My Experience and suggestions and refinements will be applied to the course.

Image Credit

Public Domain

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