



UNSW
A U S T R A L I A

School of the Arts and Media

Faculty of Arts and Social Sciences

ARTS3011

Writing Bodies

Session 2, 2016

Course Outline

Staff Contact Details

Position	Name	Email	Availability	Location	Phone
Convener	Anne Brewster	a.brewster@unsw.edu.au	wednesdays 2-3, thursdays 1-2	Webster 215	93852302

Contact Information

Room 312, level 3 Robert Webster Building

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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: *Creative Writing*

This course can also be studied in the following specialisations: *English, Dance Studies*

This course investigates bodies as a focus for techniques of writing. It examines literary and theoretical texts, addressing issues such as the racialisation, gendering and intercorporeality of bodies. The literary texts include fiction and poetry. The course includes a range of creative writing exercises and workshops designed to encourage your experimentation with forms of writing.

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

1. Display an awareness of some key issues in contemporary cultural studies
2. Analyse critically literary, filmic and theoretical texts
3. Apply theoretical and critical insights to close readings of set texts
4. Experiment with a range of styles in one's own writing

Teaching Strategies

Rationale:

The lectures provide background information about historical, theoretical and discursive issues germane to the course. They provide students with examples of how to read texts and analyze them in relation to various contexts. Seminars provide an opportunity not only for group discussion but also for independent thinking. Editing and workshopping will also take place in the Learning Management System which extends the group learning environment of the seminars.

Teaching Strategies:

The course will have one lecture per week, followed by a two-hour seminar which will pick up on and expand issues raised in the lecture. The seminar is a forum largely for discussion. In the first 8 weeks of the course students will undertake short in-class summaries in which they will lead discussion. They will be encouraged to bring several questions on the relevant theoretical and literary texts to the seminar. This practice encourages independent and reflective learning. It will be expanded in the Essay. The Major and Minor assignments will allow students to develop creative approaches to issues discussed during the course. The Minor Assignment will involve a short piece of creative writing. The Major Assignment will provide students with the opportunity to exercise their capacity for analytical and critical thinking and/or creative writing. Students have a choice as to whether they do a conventional essay, a fictocritical essay, or a creative writing project.

Assessment

Assessment 1 Essay (15%)

The short essay (1500 words) will be a response to Jeanine Leane's presentation at the UNSWriting event (6.30 Wed Aug 24th at I O Myers). It will draw on and incorporate aspects of discussions of Leane's work (in lectures and seminars) in weeks 2-4. Students will receive written feedback in the form of a marking grid. Due end of week 6 (10pm friday 2nd September)

Assessment 2 - Minor Assignment (15%):

This short Creative Writing assignment (1000 words) will focus on "Growing up in Australia" (or else "Growing up in xxx "). Students will receive written feedback in the form of a marking grid. Due end of Week 7 (10 pm friday 9th September)

Assessment 3 – Major Assignment (55%):

The Major Assignment allows students to write, revise and redraft a substantial piece of work over the course of the semester. Students have a choice for the style/mode of their major assignment (3000 words). It can take the form of a conventional critical analysis of literary texts (or a fictocritical combination of critical analysis and creative writing techniques) or it can be a creative writing project. Students will consult with and be guided by their tutor on the form of their major assignment. They will receive oral feedback from the class members on their draft of the major assignment in workshops and written feedback in Moodle. They will receive oral and written feedback from the tutor on the draft of their major assignment. They will receive further written feedback in a marking grid. Due end of week 13 (10 pm friday 28th October)

Assessment 4 – Response to presentations (15%):

Students will give responses to workshop pieces from other members of the class from weeks 9-13. They will be assessed on their oral responses delivered in class and written responses given on Moodle

NOTE: all 4 assessment tasks must be attempted. An assignment for first three assessment tasks must be submitted. Assessment 4 must be undertaken. Failure to attempt all assessment tasks (and, in the case of the first three assessment tasks, hand in a piece of work) will result in the student failing the course and being awarded a UF grade. UF is for unsatisfactory performance in an essential component of the course.

Assessment Tasks

Assessment task	Weight	Length	Due Date	Submission
Essay	15%	Refer to Moodle	Refer to Moodle	Refer to Moodle
Response to Student Presentations	15%	Refer to Moodle	Refer to Moodle	Refer to Moodle
Major Assignment	55%	Refer to Moodle	Refer to Moodle	Refer to Moodle
Minor Assignment	15%	Refer to Moodle	Refer to Moodle	Refer to Moodle

Assessment Details

Assessment 1: Essay

Details: Short 1000 word essay. Written feedback with marking grid provided.

Learning outcomes:

- Display an awareness of some key issues in contemporary cultural studies
- Analyse critically literary, filmic and theoretical texts

Assessment 2: Response to Student Presentations

Details: Students will be assessed on their responses on the Learning Management System and in the seminars to workshop pieces. Students will be asked to write 100 words of feedback in response to workshop pieces which will range from 1000 to 3000 words.

Learning outcomes:

- Display an awareness of some key issues in contemporary cultural studies

- Apply theoretical and critical insights to close readings of set texts

Assessment 3: Major Assignment

Details: The Major Assignment allows students to write, revise and redraft a substantial piece of work over the course of the semester. 3000 words. This is the final assessment task. Written feedback with marking grid provided.

Learning outcomes:

- Display an awareness of some key issues in contemporary cultural studies
- Analyse critically literary, filmic and theoretical texts
- Experiment with a range of styles in one's own writing

Assessment 4: Minor Assignment

Details: Short creative writing assignment. 1000 words. Written feedback with marking grid provided.

Learning outcomes:

- Display an awareness of some key issues in contemporary cultural studies
- Experiment with a range of styles in one's own writing

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: Introduction	
	Seminar : no seminar	
Week 2: 1 - 5 August	lecture: Leane (and Byrne)	
	Seminar: Introduction/Writing workshop	
	Reading for lecture	Leane Dark Secrets, Byrne
Week 3: 8 - 12 August	Lecture	Leane (and Mills, Weiss)
	Seminar	Leane, Byrne /Writing workshop
	reading for lecture	Leane Dark Secrets, Mills, Weiss
Week 4: 15 - 19 August	Lecture:	Growing up in Australia
	Seminar	Leane, Mills, Weiss / Writing Workshop
	Reading for lecture	Stories on Growing up in Australia (Gouvernel, Hall, Leowald, Tong Vo), Cho, Hirsch
Week 5: 22 - 26 August	NO LECTURE	Attend UNSWriting event (Jeanine Leane) wed 24th Aug 6.30 I O Myers
	Seminar	Stories (Gouvernel, Hall, Leowald, Tong Vo), Cho, Hirsch
Week 6: 29 August - 2 September	Lecture	Tsiolkas The Slap
	Seminar	Writing Workshop
	Reading for lecture	Tsiolkas, Connell, Demetriou
Week 7: 5 - 9 September	Lecture	Tsiolkas, Papastergiardis, Hage
	Seminar	Tsiolkas, Connell, Demetriou
	Reading for lecture	Tsiolkas, Papastergiardis, Hage
Week 8: 12 - 16 September	NO LECTURE	editing Chinese students' work
	Seminar	Tsiolkas, Papastergiardis, Hage
Week 9: 19 - 23 September	Lecture	Fictocriticism
	Seminar	Workshop
	Reading for lecture:	Brewster, Brewster and Smith
Week 10: 4 - 7 October	NO LECTURE: FLIPPED CLASSROOM	editing class work on Moodle
	Seminar	Workshop
Week 11: 10 - 14 October	NO LECTURE: FLIPPED CLASSROOM	editing class work on Moodle
	Seminar	Workshop
Week 12: 17 - 21 October	NO LECTURE: FLIPPED CLASSROOM	editing class work on Moodle
	Seminar	Workshop
Week 13: 24 - 28 October	NO LECTURE	
	Seminar	Workshop

Resources

Prescribed Resources

Weekly readings for lectures and seminars (these will be available on The Learning Management System)

Brewster, Anne and Hazel Smith. 'ProseThetic Memories', *Salt*, 16 2002: 199-211

Byrne, D. 'Deep Nation: Australia's Acquisition of an Indigenous Past', *Aboriginal History*, 20, 1996: 82-107.

Cho, Lily. "The Turn to Diaspora." *Topia* 17 (2007): Connell, R and J W Messerschmidt, 'Hegemonic Masculinity: Rethinking the Concept', *Gender and Society*, 19 (6), December 2005: 829-59.

Demetrious, D. Z. 'Connell's Concept of Hegemonic Masculinity: A Critique', *Theory and Society*, 30 (3) June 2001: 337-61.

Gouvernel, Aditi. "Wei-Lei and Me." *Growing Up Asian in Australia*. Ed. Alice Pung. Collingwood: Black Inc., 2013. 75-81. Print.

Hage, Ghassan. *White Nation: Fantasies of White Supremacy in a Multicultural Society*, Annandale: Pluto, 1998: 78-104

Hall, Leanne. "How to Be Japanese." *Growing Up Asian in Australia*. Ed. Alice Pung. Collingwood: Black Inc., 2013. 227-34. Print.

Hirsch, Marianne. "The Generation of Postmemory." *Poetics Today* 29.1 (2008): 103-128 Duke University Press Journals Online. Web. 01 Feb. 2016.

Loewald, Uyen. "Be Good, Little Migrants." *Growing Up Asian in Australia*. Ed. Alice Pung. Collingwood: Black Inc., 2013. 225-26. Print.

Mills, Charles W. 'Race and the Social Contract Tradition,' *Social Identities* 6.4 (2000): 441-462

Pateman, Carole, 'The Settler Contract' in Carole Pateman and Charles Mills. *Contract and Domination*, Cambridge: Polity, 2007: 35-78

Tong, Simon. "The Beat of a Different Drum." *Growing Up Asian in Australia*. Ed. Alice Pung. Collingwood: Black Inc., 2013. 42-50. Print.

Tsiolkas, C. 'On the Concept of Tolerance' in *Tolerance, Prejudice & Fear*, Allen & Unwin, Crows Nest, NSW, 2013: 1-56.

Tsiolkas, C. 'Hospitality, Multiculturalism and Cosmopolitanism: A Conversation between Christos Tsiolkas and Nikos Papastergiadis' *Journal of Intercultural Studies*, 2013: 1-12

Vo, Diem. "Family Life." *Growing Up Asian in Australia*. Ed. Alice Pung. Collingwood: Black Inc., 2013. 155-59. Print.

Weiss, Gail. 'Bodily Imperatives - Toward an Embodied Ethics', in *Body Images: Embodiment as Intercorporeality*. Routledge: 1999: 129-163.

Recommended Resources

Not available

Course Evaluation and Development

This course has undergone major revision. I will be seeking Student feedback in the form of CATEI reports at its completion