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ARTS3024

Writing Bodies

Semester Two // 2018

Course Overview

Staff Contact Details

Convenors

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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 attendance protocols in the Faculty of Arts and Social Sciences: <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Academic Information

For essential student information relating to: 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 academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Course Details

Credit Points 6

Summary of the Course

Subject Area: *Creative Writing*

This course can also be studied in the following specialisation: *English*

In this course you will investigate bodies as a focus for techniques of writing. You will examine 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 a variety of literary and theoretical texts
3. Critically appraise their own work and the work of others
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 creative writing exercises and 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

[Here you can outline any relevant information that was not included in AIMS but may prove helpful for your students. For example, you might provide details on the referencing system, links to previous student exemplars or the designated week in the course that you will discuss the assessment at length. Importantly, this section is an area for you to provide information that does not go through the approved governance structure.]

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Response to Student Presentations	20%	25/10/2018 10:00 PM	1,3
Major Assignment	50%	26/10/2018 10:00 PM	1,2,4
Minor Assignment	15%	07/09/2018 10:00 PM	1,4
Essay	15%	24/08/2018 10:00 PM	1,2

Assessment Details

Assessment 1: Response to Student Presentations

Start date:

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 (approx. 20 in total) which will range from 1000 to 3000 words.

Additional details:

Students will be assessed on both their oral feedback in class to the creative writing peices and their written feedback to the pieces on moodle. Promptness of responses on moodle will be taken into consideration.

Assessment 2: Major Assignment

Start date: Not Applicable

Length: 3000

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.

Additional details:

Students have a choice of the style/mode of their major assignment. It can be poetry, fiction, memoir, fictionalised memoir, fictocriticism, or any other genre (in consultation with the tutor). It should address

the issue of bodies and other themes of the course (raised in literary texts and theoretical texts). Students will receive feedback on drafts of this assignment in the following ways: (1) from students: oral feedback in seminar discussions and written feedback on moodle; (2) from the tutor: oral feedback in class and written feedback on the draft. They will receive further feedback from the tutor on their submitted assignments in turn-it-in.

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

Assessment 3: Minor Assignment

Start date: Not Applicable

Length: 1000

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

Additional details:

The short creative writing assignment will focus on 'Growing up in Australia' (or 'Growing up in XXX'). It can be a memoir or fictionalised memoir. Poetry or other genres may be used. The piece should engage with the concepts covered in the theoretical readings accompanying the lectures and seminar analyses of 'Growing up in Australia'. Students will be asked to provide a short writer's statement (max 100 words).

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

Assessment 4: Essay

Start date: Not Applicable

Length: 1000

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

Additional details:

This short essay will be a response to Jeanine Leane's Dark Secrets. It will incorporate aspects of discussions of Leane's work and the relevant theory (covered in lectures and seminars) in weeks 2-4. Due end of week 5.

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

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, assessment tasks 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

Students are responsible for the submission of assessment tasks by the required dates and times. Depending on the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

Task with a non-percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore $17 - [25 (0.05 \times 3)] = 13.25$

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore $68 - 15 = 53$

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

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 webstie:

<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/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

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: 23 July - 29 July	Lecture	Introduction
Week 2: 30 July - 5 August	Lecture	Jeanine Leane's Dark Secrets Reading for lecture: Dark Secrets and article by Denis Byrne
	Seminar	Introduction/Writing Workshop
Week 3: 6 August - 12 August	Lecture	Jeanine Leane's Dark Secrets Reading for lecture: Dark Secrets and articles by Mills and Weiss
	Seminar	Leane, Byrne / Writing Workshop
Week 4: 13 August - 19 August	Lecture	Growing Up Asian in Australia Reading for lecture: Stories from Growing Up Asian in Australia (Gouveral, Hall, Leowald, Tong, Vo); Articles by Cho and Hirsch
	Seminar	Leane, Mills, Weiss / writing workshop
Week 5: 20 August - 26 August	Lecture	Stories from Growing Up Asian in Australia Reading for lecture: Stories from Growing Up Asian in Australia (Gouveral, Hall, Leowald, Tong, Vo); Articles by Cho and Hirsch
	Seminar	Stories from Growing Up Asian in Australia (Gouveral, Hall, Leowald, Tong, Vo); Articles by Cho and Hirsch / Writing Workshop
Week 6: 27 August - 2 September	Lecture	Tsiolkas, The Slap, Connell, Demetriou Reading for lecture; The Slap, Connell, Demetriou
	Seminar	Stories from Growing Up Asian in Australia (Gouveral, Hall, Leowald, Tong, Vo); Articles by Cho and Hirsch / Writing Workshop
Week 7: 3 September - 9	Lecture	Tsiolkas, The Slap, Tsiolkas and Papastergiardis,

September		Hage, Reading for lecture; Tsiolkas, The Slap, articles by Tsiolkas and Papastergiadis, Hage,
	Seminar	The Slap / Connell, Demetriou Workshopping assignments
Week 8: 10 September - 16 September	Lecture	Fictocriticism Reading for lecture; Brewster and Smith, article by Brewster
	Seminar	Tsiolkas The Slap, Tsiolkas and Papastergiadis, Hage Workshopping assignments
Week 9: 17 September - 23 September	Lecture	NO LECTURE: FLIPPED CLASSROOM: Instead attend the UNSWriting event, 'Race and Masculinity' with Michael Mohammed Ahmad and Omar Sakr, at Io Myers Studio (on campus), 6.30 pm on Tuesday 18th September. Attendance is compulsory. There will be a Moodle exercise on this event.
	Seminar	Fictocriticism: Brewster and Smith; article by Brewster Workshopping assignments
Week 10: 1 October - 7 October	Lecture	NO LECTURE: FLIPPED CLASSROOM Instead attend the UNSWriting event, Roanna Gonsalves in Conversation, at Io Myers Studio (on campus), 6.30 pm on wednesday 3rd October. Attendance is compulsory. There will be a Moodle exercise on this event.
	Seminar	Workshopping assignments
Week 11: 8 October - 14 October	Lecture	The Body Reading: Weiss
	Seminar	Workshopping assignments
Week 12: 15 October - 21 October	Lecture	Student Readings
	Seminar	Workshopping assignments
Week 13: 22 October - 28 October	Lecture	NO LECTURE
	Seminar	Workshopping assignments

Resources

Prescribed Resources

Two set texts to be purchased from the UNSW Bookshop:

Jeanine Leane, *Dark Secrets*

Chrisots Tsiolkas, *The Slap*.

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

Brewster, Anne. "The Poetics of Memory", *Continuum*, 2005. 19 (3): pp. 397-402

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): 11-30.

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

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

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

Student feedback will be gathered by CATEI reports at its completion, and also in an informal questionnaire.

Image Credit

Bodies & Interfaces 2016

CRICOS

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