



CUL 230

Performance and Popular Media

S1 Day 2016

Department of Media, Music, Communication and Cultural Studies

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General Information

Unit convenor and teaching staff

Lecturer

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Y3A193C

Monday 2-4pm

Credit points

3

Prerequisites

12cp

Corequisites

Co-badged status

Unit description

Performance exploration in this course focuses on the cultural practice of everyday 'acting/ performing' with a view toward a broader spectrum of performance. Taking as its subject both everyday practices and art performance, this unit examines performative strategies for occupying the social sphere: e.g. the construction of gender and ethnicity , national and cultural identity, and transnational belonging. How do we perform in everyday life? How have artists taken up the idea of social and cultural performance in their work? This unit consists of a combination of lecture/tutorial and practice-based workshops.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Evaluate various modes of performing in wider social, cultural and artistic contexts.

Interpret and evaluate the critical performance theory and practice-based content presented in the unit in relation to social and cultural issues.

Explore unit themes in the form of practical performance making, written assignments and oral presentations.

Develop critical evaluation skills concerning the relationship between the theories explored in the unit and creative proposals and practice-based outcomes.

Develop collaborative, creative and communication skills through group performance projects.

General Assessment Information

Attendance and Participation:

All assessment tasks are based on the student's attendance and participation in all class tutorials, in addition there is out-of class participation such as listening to and absorbing online lectures, attending to reading tasks via the multisearch link on ilearn, working on written assignments and blog posts, organising/attending your own group's out-of-class rehearsals for the performance task, and participating in and attending to online class discussions and announcements via ilearn.

Assessment Tasks

Name	Weighting	Due
<u>Contribution to Discussion</u>	10%	Wk 2, 3, 4, and 5 in class
<u>Report 1</u>	20%	Wk 6, Sun 6pm.
<u>Group Performance Project</u>	35%	Week 11 in class
<u>Report 2</u>	35%	Wk 13, Sun, 6pm

Contribution to Discussion

Due: **Wk 2, 3, 4, and 5 in class**

Weighting: **10%**

Each student selects a topic based on a theme from weeks 2-5 and performs the role of respondent in a tutorial. Contribution to discussion means that the student presents their response to a chosen topic in relation to the points raised in the online version of the lecture and that week's readings, and also actively contributes to the wider discussion in groups and with the class as a whole. Students will also be assessed on how they engage with and contribute to an online discussion forum (3% weighting) in relation to their chosen theme.

The criteria for this assessment are:

1. The extent of the student's knowledge, understanding and preparation of the tutorial material.
2. The extent to which the student is able to synthesise the material, take an informed critical

position on the topic, and comment on it in discussion in class.

3. The extent to which the student is able to actively contribute to group and class discussions in relation to their topic.

4. The extent to which the student is actively engaged with and contributes to the online discussion forum.

On successful completion you will be able to:

- Evaluate various modes of performing in wider social, cultural and artistic contexts.
- Interpret and evaluate the critical performance theory and practice-based content presented in the unit in relation to social and cultural issues.
- Explore unit themes in the form of practical performance making, written assignments and oral presentations.

Report 1

Due: **Wk 6, Sun 6pm.**

Weighting: **20%**

A critically engaged written report in which the student discusses the topic from one week (of weeks 1-5) based on lectures, readings and individual research. The student must choose to base their written report on a new topic, i.e. not the topic they chose to cover for the tutorial respondent task. The student will need to discuss a critical position on the topic in relation to the ideas of other respondents dealing with the same topic and will also need to reference class and online discussions.

Criteria for this assessment task are:

1. The extent to which correct academic and writing protocols - including formatting, referencing, grammar, spelling, clarity - have been applied to the report.
2. The extent to which self-regulated research has been undertaken and extent to which critical, analytical and integrative thinking has been applied to the report.
3. The extent to which there is a well-devised organisation and structure which clearly articulates the student's response to and understanding of the week's theme they have chosen to explore in the report.
4. Appropriate choice of subject matter, i.e., the report must be based on a weekly topic from weeks 1-5, other than the week the student chose as a tutorial respondent.
5. Completion of online research information searching module.

On successful completion you will be able to:

- Evaluate various modes of performing in wider social, cultural and artistic contexts.
- Interpret and evaluate the critical performance theory and practice-based content

presented in the unit in relation to social and cultural issues.

- Explore unit themes in the form of practical performance making, written assignments and oral presentations.

Group Performance Project

Due: **Week 11 in class**

Weighting: **35%**

Weighting break-down: 25% individual mark, 10% group mark.

Students will work together to apply their own understanding, knowledge and skills to produce and present a short group performance project in Week 11. The group project is a collaborative exercise based on unit themes whereby students explore the theoretical ideas introduced in the unit through the practice of devised performance making.

The criteria for this assessment are:

1. Extent to which the group project is well rehearsed and structurally coherent.
2. Extent to which students have challenged themselves to make a performance work that critically engages with unit themes.
3. Extent to which there is an appropriate, creative and well-researched response to the task individually and as a group, including how spoken text is integrated into the performance, how ideas are physically embodied, and how staging elements are integrated.
4. Extent to which there has been engaged collaboration, shared responsibility and open communication during the group's creative process and in the performance outcome.

On successful completion you will be able to:

- Explore unit themes in the form of practical performance making, written assignments and oral presentations.
- Develop critical evaluation skills concerning the relationship between the theories explored in the unit and creative proposals and practice-based outcomes.
- Develop collaborative, creative and communication skills through group performance projects.

Report 2

Due: **Wk 13, Sun, 6pm**

Weighting: **35%**

On the basis of your performance in Week 11 and class discussion in Week 12, you will write an analysis examining the creative process you undertook and the performance outcomes that emerged in your performance project. You will be assessed on your ability to discuss your own

project and a performance analysis of another group's project, highlighting issues in a critically engaged manner. You are expected to relate your analysis to original creative proposals, performance outcomes, class discussion and feedback (particularly the post performance feedback session in week 12), key concepts and readings from the unit, and some of your own supplementary research.

The criteria for this assessment are:

1. The extent to which correct academic and writing protocols - including formatting, referencing, grammar, spelling, clarity - have been applied to the report.
2. The extent to which self-regulated research has been undertaken and the extent to which critical, analytical and integrative thinking has been applied to the report.
3. The extent to which there is a well-devised organisation and structure that clearly articulates the student's analysis of their own and another group's performance project.
4. The extent to which the student's analysis of their own and another group's performance is open-minded, ethically responsible and reveals an understanding of performance analysis protocols introduced in the unit.

On successful completion you will be able to:

- Evaluate various modes of performing in wider social, cultural and artistic contexts.
- Interpret and evaluate the critical performance theory and practice-based content presented in the unit in relation to social and cultural issues.
- Explore unit themes in the form of practical performance making, written assignments and oral presentations.
- Develop critical evaluation skills concerning the relationship between the theories explored in the unit and creative proposals and practice-based outcomes.

Delivery and Resources

Delivery:

CUL 230 classes are held in Building Y3A Room 187.

Classes:

For lecture times and classrooms please consult the MQ Timetable website: <http://www.timetables.mq.edu.au>. This website will display up-to-date information on your classes and classroom locations.

On-Campus Sessions

Monday class - 12pm-2pm Location Y3A 187 (Drama Theatre)

Wednesday classes - 10am-12pm and 12pm-2pm Location Y3A 187 (Drama Theatre)

Technologies used and required:

This unit has an online presence in ilearn therefore you will need access to a computer, and an internet connection. The unit ilearn page can be accessed at <http://ilearn.mq.edu.au>

All relevant CUL 230 online material will be uploaded to the unit ilearn page. This is your 'go-to' starting point each week where you will be able to keep up to date with all unit online content and catch up with any notifications.

Reading List (available on Multisearch under Units>CUL230):

Required Reading:

Schechner, Richard. 2006. *Performance Studies: An introduction*. New York: Routledge. 28-51.

Goffman, Erving. 2003 (1959). 'Introduction to The Presentation of Self in Everyday Life' in Philip Auslander (ed.), *Performance: Critical Concepts in Literary and Cultural Studies Volume 1*. London and New York: Routledge. 97-107.

Kirby, Michael. 2002 (1984). 'On Acting and Not-Acting' in Philip Auslander (ed.), *Performance: Critical Concepts in Literary and Cultural Studies Volume 4*. London and New York: Routledge. 309-323.

Connell, R. W. 2003. 'Introduction: Australian masculinity' in Tomsen, Stephen and Mike Donaldson (eds.), *Male Trouble: Looking at Australian Masculinities*. North Melbourne: Pluto Press Australia. 9-21.

Meyer, Moe. 1994. 'Introduction: Reclaiming the discourse of Camp' in *The Politics and Poetics of Camp*. London and New York: Routledge. 1-22.

Gilbert, Helen and Jacqueline Lo. 2007. 'Introduction: Performing Cosmopolitics' in *Performance and Cosmopolitics: Cross-Cultural Transactions in Australia*. Houndmills, Basingstoke, Hampshire and New York: Palgrave Macmillan. 1-20.

Lewis, Lee. 2007. Chapter 1 & 2 of 'Cross-Racial Casting: Changing the face of Australian theatre'. *Platform Papers* 13: 1-23.

Assessment Submission:

1. Reports 1 and 2 must be submitted via the turnitin link on the CUL 230 ilearn page by the relevant dates, as indicated above. Part of the Report 1 assessment task will be an online module covering research basics accessible through the ilearn page. Feedback and grades for this assessment task will be provided in the tutor's notes within turnitin.
2. The contribution to discussion assessment is based on a tutorial respondent task which is an in-class oral presentation in weeks 2-5. A component of this task is also active participation in an online discussion forum accessible from the ilearn page. The respondent in-class presentation will be assessed by video and observational review by the tutor. The student's contributions to the online discussion on their chosen theme will be posted on the discussion forum and assessed by also being separately uploaded to turnitin. A grade for the contribution to discussion assessment task and feedback for both the respondent presentation and contribution to online discussion will be provided in the tutor's notes within turnitin.
3. The group performance project is a live performance which takes place in the drama studio

(Y3A 187) on the relevant date as indicated above. Feedback and grades for this assessment task will be provided in the Report 2 tutor's notes within turnitin.

4. Information on how to submit your assignment and access results and feedback from assignments using My Submissions in ilearn is available at http://mq.edu.au/iLearn/student_info/assignments.htm

Referencing Style:

The referencing style for all written material where academic protocols are required must follow a recognised academic referencing style such as Chicago, Harvard, APA or MLA. If you are unsure of referencing styles please consult the library referencing resources at <http://libguides.mq.edu.au/Referencing>

Late Penalties:

Assessment tasks are aligned to the unit Learning Outcomes. Timely submission of assessment tasks is a unit requirement or penalties apply. 10% per day including weekends will be deducted for all late submissions unless Disruptions to Studies (including a request for an extension) is approved.

Re-marking:

Additional information for MMCCS remarking policy can be found at:

http://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/department_of_media_music_communication_and_cultural_studies/

The Session Re-mark Application can be found at:

<http://www.mq.edu.au/pubstatic/public/download/?id=167914> Information is correct at the time of publication

Unit Schedule

A schedule of weekly topics will be available in Week 1 on the CUL 230 ilearn page.

Learning and Teaching Activities

Written Reports

An 850 and 1200 word written report will be undertaken by students in which they critically engage with unit content and performance outcomes.

Practical Performance Project

A group performance project will be undertaken by students in which they apply text based and embodied knowledge in relation to unit content.

Respondent Task

A respondent task will be undertaken by students to communicate to and discuss with the class their critical understanding of unit themes.

Online Discussions

Students will engage with online discussions based on unit themes and class discussions.

Discipline specific practice and creative practice

Acting and movement practice classes will develop the students' aesthetic and technical skills.

Creative practice classes will develop the students' compositional and improvisation skills.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Explore unit themes in the form of practical performance making, written assignments and oral presentations.
- Develop critical evaluation skills concerning the relationship between the theories explored in the unit and creative proposals and practice-based outcomes.
- Develop collaborative, creative and communication skills through group performance projects.

Assessment tasks

- Contribution to Discussion

- Report 1
- Group Performance Project
- Report 2

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Develop critical evaluation skills concerning the relationship between the theories explored in the unit and creative proposals and practice-based outcomes.
- Develop collaborative, creative and communication skills through group performance projects.

Assessment tasks

- Group Performance Project
- Report 2

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Evaluate various modes of performing in wider social, cultural and artistic contexts.
- Interpret and evaluate the critical performance theory and practice-based content presented in the unit in relation to social and cultural issues.
- Explore unit themes in the form of practical performance making, written assignments and oral presentations.
- Develop critical evaluation skills concerning the relationship between the theories explored in the unit and creative proposals and practice-based outcomes.
- Develop collaborative, creative and communication skills through group performance

projects.

Assessment tasks

- Contribution to Discussion
- Report 1
- Group Performance Project
- Report 2

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Evaluate various modes of performing in wider social, cultural and artistic contexts.
- Interpret and evaluate the critical performance theory and practice-based content presented in the unit in relation to social and cultural issues.
- Explore unit themes in the form of practical performance making, written assignments and oral presentations.
- Develop critical evaluation skills concerning the relationship between the theories explored in the unit and creative proposals and practice-based outcomes.
- Develop collaborative, creative and communication skills through group performance projects.

Assessment tasks

- Contribution to Discussion
- Report 1
- Group Performance Project
- Report 2

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to

have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Evaluate various modes of performing in wider social, cultural and artistic contexts.
- Interpret and evaluate the critical performance theory and practice-based content presented in the unit in relation to social and cultural issues.
- Explore unit themes in the form of practical performance making, written assignments and oral presentations.
- Develop critical evaluation skills concerning the relationship between the theories explored in the unit and creative proposals and practice-based outcomes.
- Develop collaborative, creative and communication skills through group performance projects.

Assessment tasks

- Contribution to Discussion
- Report 1
- Group Performance Project
- Report 2

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Evaluate various modes of performing in wider social, cultural and artistic contexts.
- Interpret and evaluate the critical performance theory and practice-based content presented in the unit in relation to social and cultural issues.
- Explore unit themes in the form of practical performance making, written assignments and oral presentations.
- Develop critical evaluation skills concerning the relationship between the theories explored in the unit and creative proposals and practice-based outcomes.
- Develop collaborative, creative and communication skills through group performance projects.

Assessment tasks

- Contribution to Discussion
- Report 1
- Group Performance Project
- Report 2

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Explore unit themes in the form of practical performance making, written assignments and oral presentations.
- Develop collaborative, creative and communication skills through group performance projects.

Assessment tasks

- Contribution to Discussion
- Report 1
- Group Performance Project
- Report 2

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- Develop collaborative, creative and communication skills through group performance projects.

Assessment task

- Group Performance Project

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- Develop collaborative, creative and communication skills through group performance projects.

Assessment task

- Group Performance Project