



# MECO311

## Telling True Stories 2

S2 Day 2016

*Department of Media, Music, Communication and Cultural Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Willa McDonald

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Contact via [willa.mcdonald@mq.edu.au](mailto:willa.mcdonald@mq.edu.au)

Y3A 150

11-12 and 3-4 Wednesday ( both by appointment)

Credit points

3

Prerequisites

39cp including (CUL240 or MAS210 or MAS211 or MECO210 or MECO211)

Corequisites

Co-badged status

Unit description

This unit will look at the way the different elements of a story come together to both convey the subjectivity of the writer and arouse certain effects in the reader. Over the course of the session, students will explore such ideas as embodiment, belonging, space and emplacement both within the students' own writing and the writing of others.

## 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:

Identify and critique key issues raised in the production of life writing.

Research, write and edit stories of a high standard that fall into the broad category of life writing.

Treat information in an ethical manner

## General Assessment Information

Tutorials will begin in Week 2.

Writing exercises must be printed out in hard copy x 4 and be brought to the relevant tutorial.

Writing Assignments 1 and 2 must be submitted online via gradebook in iLearn by the required time.

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.

You are required to attend all tutorials. As participation in the process of learning is linked to and underpins the unit Learning Outcomes, you will need to either apply for Disruptions to Studies to cover any missed tutorial (if the disruption is greater than three consecutive days) or supply appropriate documentation to your unit convenor for any missed tutorial (if less than three consecutive days)

## Assessment Tasks

Name	Weighting	Due
<u>Participation</u>	20%	ongoing
<u>Writing Assignment 1</u>	25%	Wk 7 - 16/9/16 @ 5pm
<u>Writing Assignment 2</u>	35%	Wk 13 - Fri 11/11/16 @ 5pm
<u>Quizzes</u>	20%	Wks 7/8 & Wks 12/13

### Participation

Due: **ongoing**

Weighting: **20%**

Students will receive a participation mark for the unit. This will be based on:

- Contribution to class discussion, including editing of other students' work.
- Completion and bringing to the appropriate class:
  - writing exercises in Weeks 3, 4 and 5 for editing by and discussion with peers. Students are encouraged to build on any or all of these exercises for Writing Assignment 1.
  - 4 x 200-word sections of Writing Assignment 2 to be brought to tutorials in Weeks 8, 9, 10 and 11 for editing by and discussion with peers.

Note: students will not be marked on the above work they bring to class; rather, failure to submit this work will result in significant loss of participation marks.

Assessment Criteria:

Students will be assessed on their attendance and participation in class discussions, as well as on their role in the workshops as readers and editors of their own and their fellow students'

work.

On successful completion you will be able to:

- Identify and critique key issues raised in the production of life writing.
- Research, write and edit stories of a high standard that fall into the broad category of life writing.
- Treat information in an ethical manner

## Writing Assignment 1

Due: **Wk 7 - 16/9/16 @ 5pm**

Weighting: **25%**

Students to submit a 1000-word factual memoir article. In writing this piece, students are encouraged to build on the writing exercises done in class.

Assessment Criteria: (Also see Rubric)

- The storytelling skills demonstrated; the quality and clarity of the writing; the syntax, grammar and spelling; evidence of research and of focus or theme.
- Evidence of structure, narrative flow, an enticing well-written lead and a satisfying conclusion;
- An ethical approach to the work

On successful completion you will be able to:

- Identify and critique key issues raised in the production of life writing.
- Research, write and edit stories of a high standard that fall into the broad category of life writing.
- Treat information in an ethical manner

## Writing Assignment 2

Due: **Wk 13 - Fri 11/11/16 @ 5pm**

Weighting: **35%**

Students to submit a 1,800-word article. This can take the form of factual or semi-factual memoir, travel writing or personal essay. By the time the final story is submitted at the end of Week 13, students will have workshopped 4 x 200-word sections of their piece in class.

Assessment Criteria: (Also see Rubric)

- The storytelling skills demonstrated; the quality and clarity of the writing; the syntax, grammar and spelling; evidence of research and of focus or theme.
- Evidence of structure, narrative flow, an enticing well-written lead and a satisfying

conclusion;

- An ethical approach to the work.
- Overall, an engaging, interesting and well-executed story.

On successful completion you will be able to:

- Identify and critique key issues raised in the production of life writing.
- Research, write and edit stories of a high standard that fall into the broad category of life writing.
- Treat information in an ethical manner

## Quizzes

Due: **Wks 7/8 & Wks 12/13**

Weighting: **20%**

Students will be required to complete short online quizzes in Weeks 7/8 and Weeks 12/13. Each quiz will be worth 10%. Students will be required to answer 2 questions from a choice of 3, relating to the lecture content and the readings. The quizzes will be open online for one week from the opening dates (Thursday 15 Sept until 22 Sept and Thursday 3 Nov until 10 Nov). The purpose of the quizzes is to ensure students understand the principles of life writing as discussed in the lectures and demonstrated in the readings.

Assessment Criteria: (Also see Rubric)

- The intellectual clarity of the answer, demonstrating how well the student has understood the particular principles of life writing being tested.
- The structural clarity of the answer, including the syntax, grammar and spelling.

On successful completion you will be able to:

- Identify and critique key issues raised in the production of life writing.

## Delivery and Resources

There is no special technology required in this course beyond access to iLearn.

There are compulsory readings assigned each week for students which will be available online via the library. Additional readings may be allocated from time to time in lectures or tutorials.

## 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](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](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/](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](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](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/](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](http://ask.mq.edu.au).

## Additional information

MMCCS website [https://www.mq.edu.au/about\\_us/faculties\\_and\\_departments/faculty\\_of\\_arts/departments\\_of\\_media\\_music\\_communication\\_and\\_cultural\\_studies/](https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/departments_of_media_music_communication_and_cultural_studies/)

MMCCS Session Re-mark Application <http://www.mq.edu.au/pubstatic/public/download/?id=167914>

Information is correct at the time of publication

## 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](http://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](http://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/](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 outcome

- Research, write and edit stories of a high standard that fall into the broad category of life writing.

### Assessment tasks

- Participation
- Writing Assignment 1
- Writing Assignment 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

- Identify and critique key issues raised in the production of life writing.
- Research, write and edit stories of a high standard that fall into the broad category of life writing.
- Treat information in an ethical manner

## Assessment tasks

- Participation
- Writing Assignment 1
- Writing Assignment 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

- Identify and critique key issues raised in the production of life writing.
- Research, write and edit stories of a high standard that fall into the broad category of life writing.
- Treat information in an ethical manner

## Assessment tasks

- Participation
- Writing Assignment 1
- Writing Assignment 2
- Quizzes

## 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**

- Identify and critique key issues raised in the production of life writing.
- Research, write and edit stories of a high standard that fall into the broad category of life writing.
- Treat information in an ethical manner

## **Assessment tasks**

- Participation
- Writing Assignment 1
- Writing Assignment 2
- Quizzes

## **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 outcome**

- Research, write and edit stories of a high standard that fall into the broad category of life writing.

## **Assessment tasks**

- Writing Assignment 1
- Writing Assignment 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**

- Identify and critique key issues raised in the production of life writing.

- Research, write and edit stories of a high standard that fall into the broad category of life writing.

## Assessment tasks

- Participation
- Writing Assignment 1
- Writing Assignment 2
- Quizzes

## 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 outcomes

- Identify and critique key issues raised in the production of life writing.
- Research, write and edit stories of a high standard that fall into the broad category of life writing.
- Treat information in an ethical manner

## Assessment tasks

- Participation
- Writing Assignment 1
- Writing Assignment 2

## 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 outcomes

- Identify and critique key issues raised in the production of life writing.
- Research, write and edit stories of a high standard that fall into the broad category of life writing.

- Treat information in an ethical manner

## **Assessment tasks**

- Participation
- Writing Assignment 1
- Writing Assignment 2

## **Changes from Previous Offering**

The structure and content of this course has been amended to put more emphasis on the craft of the writing of memoir. Consequently, new lectures and new readings have been added.