# MECO310

## Telling True Stories 1

S1 Day 2016

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

## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information</td>
<td>2</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>2</td>
</tr>
<tr>
<td>Assessment Tasks</td>
<td>3</td>
</tr>
<tr>
<td>Delivery and Resources</td>
<td>6</td>
</tr>
<tr>
<td>Unit Schedule</td>
<td>7</td>
</tr>
<tr>
<td>Policies and Procedures</td>
<td>7</td>
</tr>
<tr>
<td>Graduate Capabilities</td>
<td>9</td>
</tr>
</tbody>
</table>

## Disclaimer

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General Information

Unit convenor and teaching staff
Unit convenor
Kate Rossmanith
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Y3A
TBA

Credit points
3

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

Corequisites

Co-badged status

Unit description
In this unit we look at techniques and structures writers use to engage ever-more fickle audiences. Key readings are drawn from a number of platforms – books, feature articles, blogs, graphic novels, indie publishing – to exemplify some of the more dynamic and engaging recent trends in creative non-fiction writing. We focus in particular on new and novel ways of approaching the past – historical events, family sagas, crimes, eccentric and little known phenomena – and on new modes of writing about science, sport, technology and social change. Students are guided to find and develop their own original stories, and produce pieces of quality writing, suitable for print or broadcast.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

Learning Outcomes

1. Identify and critique key issues raised in the production of literary nonfiction writing
2. Develop literary nonfiction writing through in-depth relevant research using a variety of methodologies
3. Apply unique methods of presenting research in writing for a general readership
4. Construct and write stories yourself that fall into the broad category of literary nonfiction writing
## Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Portfolio &amp; Report</td>
<td>25%</td>
<td>Week 7</td>
</tr>
<tr>
<td>Essay</td>
<td>40%</td>
<td>Week 13</td>
</tr>
<tr>
<td>In-Class Test</td>
<td>25%</td>
<td>Week 11</td>
</tr>
<tr>
<td>Writing Exercises</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

### Research Portfolio & Report

**Due:** Week 7  
**Weighting:** 25%

**Research Portfolio**

Task: Submit a research portfolio plus 600-word research report. Details of this assessment will be made available in Week 1. Worth 25%

**Marking criteria:**

- Demonstrated ability to conduct in-depth, relevant research using a variety of methodologies
- Demonstrated ability to synthesise this research by focusing on one or two key themes to have emerged from it
- Demonstrated ability to reflect on the relevance of such research to your proposed literary nonfiction article

Submission: Students must submit this assignment by 5pm on Tuesday 26th April 2016. The hard copy submission procedure will be posted on iLearn.

Late Submission: A late penalty of 10% per day will be applied.

Extensions: Extensions will only be granted by the unit convenor in line with university policy.

**Turn It In:** This unit does NOT use Turn It In.

This Assessment Task relates to the following Learning Outcomes:

- Develop literary nonfiction writing through in-depth relevant research using a variety of methodologies
- Apply unique methods of presenting research in writing for a general readership
• Construct and write stories yourself that fall into the broad category of literary nonfiction writing

Essay

Due: Week 13
Weighting: 40%

Essay

Your task is to write a 2000-word literary nonfiction article suitable for publication in a newspaper or magazine. This is not a university essay and does not require footnotes and bibliography. Further details of the essay assignment will be distributed in Week 1. Worth 40%

Marking Criteria:

• Demonstrated ability to write vividly without using cliches, ‘showing’ not ‘telling’, and an awareness of nuances of meaning
• Evidence of intellectual investigation
• Demonstrated ability to synthesise in-depth research into a compelling, well-structured story
• Evidence that the writer has taken creative risks, both in choice of research/writing topic, and in the writing itself
• Demonstrated ability to write grammatically correct sentences, following accepted English syntax and punctuation.
• Evidence of a ‘voice’ in the piece – a consistent, warm, trust-worthy sense of authority

Submission: Students must submit this assignment by 5pm on Thursday 9 June 2016. The hard copy submission procedure will be posted on iLearn.

Late Submission: A late penalty of 10% per day will be applied.

Extensions: Extensions will only be granted by the unit convenor in line with university policy.

Turn It In: This unit does NOT use Turn It In.

This Assessment Task relates to the following Learning Outcomes:

• Develop literary nonfiction writing through in-depth relevant research using a variety of methodologies
• Apply unique methods of presenting research in writing for a general readership
• Construct and write stories yourself that fall into the broad category of literary nonfiction writing
In-Class Test

Due: Week 11
Weighting: 25%

In-class test:

At the end of the semester you will be required to complete an in-class test which will be worth 25% of your overall mark. The test will take place during the Week 11 lecture (Tuesday 24th May 2016 at 11am). Students will answer questions based on: the lecture content for the unit, and the unit readings. The test is designed to assist you in demonstrating your knowledge of the unit content as a whole. You will be given 40 minutes in which to write your responses. You are strongly advised to complete all set readings and attend all lectures.

Failure to sit the in-lecture test will result in a mark of zero (0) for that test. If you miss a test due to a medical issue then you will be given the opportunity to sit the test at a later date. In such cases you must supply a medical certificate. Please note that medical certificates issued a significant period after the date of illness may not be accepted as these may be contrary to AMA guidelines for issuing medical certificates (http://ama.com.au/system/files/node/6505/Guidelines+for+Medical+Practitioners+on+Certificates+Certifying+Illness+2011.pdf).

Marking Criteria:

- Demonstrated understanding of the question
- Demonstrated knowledge of lecture and reading materials
- Application of materials to set question

Submission: In-class test responses will be handwritten and submitted to the lecturer during the lecture.

This Assessment Task relates to the following Learning Outcomes:

- Identify and critique key issues raised in the production of literary nonfiction writing

Writing Exercises

Due: Ongoing
Weighting: 10%

Writing Exercises

The weekly writing workshops are the practical core of this course, so it is essential that the writing exercises be done and brought along in suitable form each week. Each week’s exercise must be typed (double-spaced), and you must bring 8 copies to your tutorial for workshopping. A schedule of weekly exercises will be handed out in Week 1. Write approximately 200 words for each exercise. Worth 10% overall.

Marking Criteria:
• Demonstrated ability to write grammatically correct sentences, following accepted English syntax and punctuation.
• Demonstrated ability to write vividly without using cliches, ‘showing’ not ‘telling’, and an awareness of nuances of meaning
• Evidence of having understood the set task

Submission: To be handed to your tutor each week during your tutorial. Failure to submit by the end of each tutorial will result in a loss of marks.

Extensions: Extensions can only be granted by the tutor in line with university policy.

This Assessment Task relates to the following Learning Outcomes:
• Apply unique methods of presenting research in writing for a general readership
• Construct and write stories yourself that fall into the broad category of literary nonfiction writing

Delivery and Resources
Below is a list of essential readings, which are available through the library online.

• Stephen King, On Writing, London: Hodder and Stoughton, 2000
• Lee Gutkind, You Can't Make This Stuff Up, Da Capo Press 2012, pp. 32-43
• Kate Rossmanith, ‘Many me’, The Monthly, February, 2007, pp.25-27
• Kate Rossmanith ‘On the Edge’ The Monthly, August, 2008, pp. 28-30
• Lane Degregory ‘Narrative as a Daily Habit’, in Telling True Stories: A Nonfiction writers’ guide, Kramer and Call (eds), New York: Penguin, pp.240-243
• Claire Wright, The Forgotten Rebels of Eureka, Text Publishing, Melbourne 2013, pp. xi-15
• Chloe Hooper, ‘Young Libs in the Chocolate Factory’, The Monthly, June 2005
• Lee Gutkind, ‘Inner Point of View’, in *You Can’t Make This Stuff Up*, Da Capo Press 2012, pp. 138-182
• Helen Garner, *Joe Cinque’s Consolation*, Picador, pp. 3-15

**Unit Schedule**

A full schedule for this unit will be available on iLearn in Week 1.

Tutorials for this unit commence in Week 2.

**Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](http://mq.edu.au/policy/docs/). Students should be aware of the following policies in particular with regard to Learning and Teaching:


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.

**Additional Information**

MMCCS website https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/department_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) 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 Enquiry Service**

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

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

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 literary nonfiction writing
- Construct and write stories yourself that fall into the broad category of literary nonfiction writing

Assessment tasks

- Essay
- In-Class Test
- Writing Exercises

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 literary nonfiction writing
• Apply unique methods of presenting research in writing for a general readership
• Construct and write stories yourself that fall into the broad category of literary nonfiction writing

Assessment tasks

• Research Portfolio & Report
• Essay
• In-Class Test

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

• Develop literary nonfiction writing through in-depth relevant research using a variety of methodologies
• Apply unique methods of presenting research in writing for a general readership

Assessment task

• Research Portfolio & Report

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

• Develop literary nonfiction writing through in-depth relevant research using a variety of methodologies
• Apply unique methods of presenting research in writing for a general readership
• Construct and write stories yourself that fall into the broad category of literary nonfiction writing
**Assessment tasks**

- Essay
- Writing Exercises

**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**

- Develop literary nonfiction writing through in-depth relevant research using a variety of methodologies
- Apply unique methods of presenting research in writing for a general readership
- Construct and write stories yourself that fall into the broad category of literary nonfiction writing

**Assessment tasks**

- Research Portfolio & Report
- Essay
- Writing Exercises

**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 literary nonfiction writing through in-depth relevant research using a variety of methodologies

**Assessment task**

- Research Portfolio & Report