MMCS330
Performance and Technology
S1 Day 2016

Department of Media, Music, Communication and Cultural Studies

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Disclaimer
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General Information

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Credit points
3

Prerequisites
39cp

Corequisites

Co-badged status

Unit description
This unit examines the place of new and old media in both everyday and art performance in relation to questions of technology, communication, and aesthetics in contemporary society. How has the way we 'perform' ourselves changed in relation to technology, through time? How do live bodies in performance engage with machines and media systems? The class consists of a combination of lecture/tutorial and practice-based workshop.

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. Evaluate the influences of everyday digital technologies in wider social, cultural and artistic contexts.
2. Interpret and evaluate developments in contemporary performances and theories, as well as social and cultural theories, that deal with questions of the human-technology relationship.

3. Analyse the relationship between theory and practice in performance media.

4. Apply theoretical modes of understanding to practical performance making.

5. Devise plans for practical experiments and conduct them through discussion and negotiation in a collaborative environment.

6. Examine and evaluate your proposal and practical experiment as well as those of others in relation to objectives and outcomes.

**General Assessment Information**

**Assessment**

Assessment tasks are aligned to the unit Learning Outcomes. Timely submission of assessment tasks is a unit requirement or penalties apply. 3% per day (including weekends) will be deducted for all late submissions unless Disruptions to Studies (including a request for an extension) is approved.

All written assignments will be submitted to Turnitin via the MMCS330 iLearn site, a similarity detection tool. You must submit written work in 12-point font, double-spaced, left-justified, and paginated. Make sure to include your full name and student number. See individual assessment tasks for due dates.

**Attendance**

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).

**Group Exercises**

Students are expected to work in groups for Tutorials. Students in this unit must be willing to work within a group and to assume responsibility for the group’s process. Students are encouraged to wear comfortable clothes and shoes for practical exercises and workshops.

**Independent Work**

Students are expected to work independently outside of scheduled tutorial times when they are working on their performance experiments. MMCS330 students will need to do their own reading of relevant texts outside class time.
Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tr>
<td>Performance Research Exercise</td>
<td>20%</td>
<td>Week 2 - 4</td>
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<tr>
<td>Group Performance Project</td>
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<td>Week 6-12</td>
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<td>Performance treatment Pitch</td>
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<td>Individual Report</td>
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Performance Research Exercise

Due: **Week 2 - 4**
Weighting: **20%**

Over the first four-week period, students will be required to upload two URL’s of performance or media documentation, which features innovative use of performance and technology or incorporates performance within digital media. These URL’s may come from any online platform of your choice (e.g. YouTube, Instagram, Spotify, etc.)

These URL links should be uploaded to the Assessment 1 Forum link by 9am on week 2, and week 4, and will be accompanied each time by a 350-word reflection, which refers to the influence of technology in these performances, incorporating theories that have been discussed in the workshops, and reflecting on at least one relevant key course reading. These forum posts and discussions will form the basis of class discussion and an exploration of performance forms. More detailed information about uploads will be provided in class and available from iLearn.

Students will finalise 2 x 350 word reflections based on their two previous forum posts, to be submitted in week 4 via TURNITIN. The overall final submission will be reviewed and graded by the Tutor, along with feedback comments.

You will be assessed on: evidence of ability to research and identify developments in contemporary performance; your creative response to interpreting and evaluating technology use as a tool in performance, or performance as a tool in media; and your ability to reflect on the key concepts/theories from class. Refer to the assessment rubric on iLearn for more information.

This Assessment Task relates to the following Learning Outcomes:

- Evaluate the influences of everyday digital technologies in wider social, cultural and artistic contexts.
- Interpret and evaluate developments in contemporary performances and theories, as well as social and cultural theories, that deal with questions of the human-technology relationship.
- Analyse the relationship between theory and practice in performance media.
• Apply theoretical modes of understanding to practical performance making.
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Group Performance Project

Due: **Week 6-12**
Weighting: **30%**

Students will create group projects that respond to the relationship between performance and technology (new and old media, bodies and spaces, interactivity, installation/happenings, sound, etc.). The audience will be invited to give feedback as part of the assessment of group works. Individual contribution throughout the group project period will be assessed; and students’ feedback will be taken into account in assessment of individual contributions. More detailed information will be provided in class and available from iLearn.

Contribution to the workshop, devising process for the group performance, and post-performance discussions will be regarded as an important participatory activity in this assessment task. Students will be assessed on their innovation and creativity, ownership/leadership, reasoning and listening through appropriate comments, positive and active engagement in tasks, and a positive attitude to the devising of their group performance. A Participation/evaluation questionnaire will be undertaken in week 11 after the group performances, for students to reflect on their own, and others work within the group devising process.

More detailed information will be provided in class and available from iLearn.

You will be assessed on: effective use of media in the performance; your creative response to conceptual ideas; ensemble effect; evidence of collaboration; and your participation in the development of the project throughout Weeks 6-12.

This Assessment Task relates to the following Learning Outcomes:

Devise plans for practical experiments and conduct them through discussion and negotiation in a collaborative environment. Examine and evaluate your proposal and practical experiment as well as those of others in relation to objectives and outcomes.

Refer to the assessment rubric on iLearn for more information.

This Assessment Task relates to the following Learning Outcomes:

• Evaluate the influences of everyday digital technologies in wider social, cultural and artistic contexts.
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Performance treatment Pitch
Due: Week 8
Weighting: 20%

An individual project treatment pitch will be delivered in class, in person, or uploaded online in Week 8. Each student will be required to write a 2 page Treatment/pitch for a Performance incorporating Technology. This may reflect their proposed group project, or could be for an entirely new project. It will contain their own approach to creative conceptualisation of a project. This pitch may be delivered in class in person, utilising accompanying media or sound if required, or students may deliver their pitch proposal online, enabling them to feature specific technology or digital media in their presentation via the internet. These will also be viewed in class.

The Pitch proposal will contain:

• a description of the performance concept, including focus or aim of the performance and intended use of technology or associated themes within the performance
• the style and format of performance including any theoretical, technological or practice-based influences
• a justified identification of the target audience
• the elements of the performance which the student considers would excite and inspire them and an audience
• a brief biography.
• Any background information to the project, or potential funding.

Pitch documents will be a minimum of 2, (up to a maximum of 5 pages if including support material or research) and the pitch delivery will take a minimum of 2 up to a maximum of 5 minutes.

The Pitch document will be submitted on Turnitin, after the presentations in class in week 8. Online pitch proposals will require a submission of the URL link on Turnitin.

This Assessment Task relates to the following Learning Outcomes:
• Apply theoretical modes of understanding to practical performance making.
Devise plans for practical experiments and conduct them through discussion and negotiation in a collaborative environment.

Individual Report
Due: **Week 13**
Weighting: **30%**

On the basis of discussion in Week 12, students will write up a 1500-word reflection report examining differences between proposal and actuality. Students will be assessed on their ability to critique and discuss another group's project and own projects, highlighting issues in a logical and scholarly manner in relation to class discussion about the projects. Students are also expected to discuss social and cultural implications of the performances and/or to analyse their performance works in relation to the relevant debates or terminologies within theatre and performance studies. Students will be assessed in terms of: organisation, protocols, thinking, and thematic. Refer to the MMCS330 Rubric available on iLearn.

The Report must be submitted via Turnitin and will be reviewed and graded by the Tutor who will provide feedback accessible by the students via the My Submissions link in iLearn. More detailed information will be provided in class and available from iLearn.

This Assessment Task relates to the following Learning Outcomes:
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Delivery and Resources
For Class times and classrooms please consult the MQ Timetable website: [http://www.timetables.mq.edu.au](http://www.timetables.mq.edu.au). This website will display up-to-date information on your classes and classroom locations. This unit begins meeting in Week 1 or the semester.

Technologies Used and Required
This unit utilises iLearn: in addition to weekly readings, communication from teaching staff, lecture materials and assessment information will be regularly posted over the course of the
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:


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.

Additional Information


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/](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 Enquiry Service
For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://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/](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](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

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

• Evaluate the influences of everyday digital technologies in wider social, cultural and artistic contexts.
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Assessment tasks

• Performance Research Exercise
• Group Performance Project
• Performance treatment Pitch
• Individual Report

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 the influences of everyday digital technologies in wider social, cultural and artistic contexts.
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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 the influences of everyday digital technologies in wider social, cultural and artistic contexts.
• Interpret and evaluate developments in contemporary performances and theories, as well as social and cultural theories, that deal with questions of the human-technology relationship.
• Analyse the relationship between theory and practice in performance media.
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• Individual 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**

- Analyse the relationship between theory and practice in performance media.
- Apply theoretical modes of understanding to practical performance making.
- Devise plans for practical experiments and conduct them through discussion and negotiation in a collaborative environment.
- Examine and evaluate your proposal and practical experiment as well as those of others in relation to objectives and outcomes.

**Assessment tasks**

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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**

- Evaluate the influences of everyday digital technologies in wider social, cultural and artistic contexts.
- Interpret and evaluate developments in contemporary performances and theories, as well as social and cultural theories, that deal with questions of the human-technology relationship.
- Analyse the relationship between theory and practice in performance media.
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### Assessment tasks

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### 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

- Evaluate the influences of everyday digital technologies in wider social, cultural and artistic contexts.
- Interpret and evaluate developments in contemporary performances and theories, as well as social and cultural theories, that deal with questions of the human-technology relationship.
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- Performance Research Exercise
- Group Performance Project
- Individual Report

### 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

• Evaluate the influences of everyday digital technologies in wider social, cultural and artistic contexts.
• Interpret and evaluate developments in contemporary performances and theories, as well as social and cultural theories, that deal with questions of the human-technology relationship.
• Devise plans for practical experiments and conduct them through discussion and negotiation in a collaborative environment.

Assessment tasks

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• Group Performance Project
• Individual Report

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

• Evaluate the influences of everyday digital technologies in wider social, cultural and artistic contexts.
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Assessment tasks

• Performance Research Exercise
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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 the influences of everyday digital technologies in wider social, cultural and artistic contexts.
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