



ENGL830

Digital Voices and Publishing Tools

S1 Day 2016

Dept of English

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General Information

Unit convenor and teaching staff

Rebecca Giggs

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Credit points

4

Prerequisites

CWPG810 or CWPG811

Corequisites

Co-badged status

Unit description

In the transition from print-based media to digital writing forms what new genres, styles, techniques, platforms and audiences emerge? This applied writing unit reflects on the dynamic relationships that exist between creative writing practice and digital cultures. Recent technological innovations not only challenge established publishing modes, but also shape 'voice' in the digital sphere. We look at voice, and the increasing breakdown of boundaries between content producer and content consumer. Students will have the opportunity to engage with web-based and other electronic media, and to develop skills that advance their digital literacy. Having collectively established a theme for the unit, an e-portfolio of individual works will be produced over the course of the session. Assessment entails both class participation and written submissions.

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:

- a) Develop advanced digital literacy and research skills, adaptable to a variety of technological platforms;
- b) Further knowledge of the writing and publishing contexts of digital genres;
- c) Apply and understand digital platform vocabularies, relevant to the field of creative writing, in order to discuss and analyse concepts, craft and technique;
- d) The capacity to identify and apply key strategies in the conceptualisation, production

and distribution of a creative digital work; and

e) The ability to work collaboratively and independently, through self-reflection and constructive feedback in a peer workshop context.

Assessment Tasks

Name	Weighting	Due
<u>Led Discussion & Participation</u>	15%	Week 01—Week 13
<u>3 Developed Writing Exercises</u>	15%	Week 03, Week 06, Week 09
<u>Digital Writing Analysis</u>	20%	Mid-Session Break
<u>Major Creative Work</u>	50%	Week 13

Led Discussion & Participation

Due: **Week 01—Week 13**

Weighting: **15%**

A threshold requirement for participation marks is **attendance and timely involvement** in all the weekly group discussions online (both those dedicated to workshop, and to engagement with the readings and lectures). Criteria for the assessment of participation includes: evidence of preparedness; timeliness; ability to reflect, critique and to offer insight; synthesis of key ideas and strategies relevant to the unit topics and readings; clear and concise communication; and significant engagement with the opinions of others. **Submitting your workshop drafts in a timely fashion and up to standard** will also contribute to the participation mark, so too **feedback to your peers** during workshop. A signal mark (pass/fail) will be assigned in the first half of the session to indicate whether or not a student is satisfying the threshold requirements for Participation in the unit. A numerical grade will be awarded at the close of Week 13.

One week in the session each student will be designated a **discussion group leader** in the forum assigned to dialogue around the unit readings and lectures. The discussion group leader takes responsibility for instigating and perpetuating dialogue within the online conversation, and will assist the Unit Convenor with providing focusing questions arising out of the lectures and readings. No individual grade is awarded for the Led Discussion, though feedback can be requested—this activity will materially contribute to the overall numerical Participation Grade, worth 15% in ENGL830.

On successful completion you will be able to:

- b) Further knowledge of the writing and publishing contexts of digital genres;
- c) Apply and understand digital platform vocabularies, relevant to the field of creative writing, in order to discuss and analyse concepts, craft and technique;
- d) The capacity to identify and apply key strategies in the conceptualisation, production

and distribution of a creative digital work; and

- e) The ability to work collaboratively and independently, through self-reflection and constructive feedback in a peer workshop context.

3 Developed Writing Exercises

Due: **Week 03, Week 06, Week 09**

Weighting: **15%**

A number of writing exercises are set in ENGL830—**Writing Exercise 01: Writing for Smartphone** (Week 02-03); **Writing Exercise 02: Twitter Poetics** (Week 05-06); and **Writing Exercise 03: Digital Collage** (Week 08-09) are assessment tasks each worth 5% of the student's overall grade. The word-count for these exercises ranges from 200 to 800 words. Writing exercises will be assessed for their adherence to step-by-step instructions; creativity of concept; use of relevant technique and presentation.

On successful completion you will be able to:

- a) Develop advanced digital literacy and research skills, adaptable to a variety of technological platforms;
- c) Apply and understand digital platform vocabularies, relevant to the field of creative writing, in order to discuss and analyse concepts, craft and technique;

Digital Writing Analysis

Due: **Mid-Session Break**

Weighting: **20%**

In this short piece of criticism students will evaluate two aspects of a piece of digital writing: '**voice**' and '**form**'.

Texts that may be critiqued for this assessment task will typically be **multimodal web-based texts**—a list of set-texts is provided. Paying particular attention to narrative technique, layout, and the inclusion of multimedia, this critique will contextualise the reading to topics covered in the unit. The critical analysis will:

- Describe the form of the work;
- Describe the voice (or voices) in the work;
- Identify how the form of the work responds to specific reading practices shaped by new media;
- Evaluate the relationship between the selected work's technological medium, and the work's voice; *and*
- Comment briefly on the student's own experience of engaging with/or 'reading' the work.

Criteria for assessment include: the student's selection of textual evidence; appropriate use of

terminology developed throughout the unit ('chunking', 'layering', 'multimedia', 'imaging', 'non-linear story-telling', 'voice', 'new media', and 'multimodal text'); depth of analysis and insight; and presentation.

On successful completion you will be able to:

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- b) Further knowledge of the writing and publishing contexts of digital genres;
- c) Apply and understand digital platform vocabularies, relevant to the field of creative writing, in order to discuss and analyse concepts, craft and technique;
- d) The capacity to identify and apply key strategies in the conceptualisation, production and distribution of a creative digital work; and

Major Creative Work

Due: **Week 13**

Weighting: **50%**

The final project for this unit is a piece of **creative work suitable for a digital audience / readership, and written for a specific technological platform or context**. Students may elect to submit more than one creative piece, so long as the combined word count does not exceed 2,000 words.

Students may take the opportunity to write with new media, and should consult their Unit Convenor about equivalent word counts if they intend to produce, for example, a video and text piece, or a hyperlinked poem. Student who do not work with new media for the Major Creative Work will not be disadvantaged: the Major Creative Work must demonstrate sensitivity to technology and digital readership, but there is no requirement to produce a digital *product*.

The **500 word Framing Statement**, which is to be submitted at the same time as the Major Creative Work, should articulate:

- How the student's Major Creative Work responds to, and/or experiments with, the conventions of a specific digital media. *What are the conventions of that specific technology, and how have those conventions influenced decisions about voice and form?*;
- How does the the student's Major Creative Work contemplate readership in the digital environment? Students should point to aspects of the work that respond to screen reading experience, or other reading practices that arise from the technology their Major Creative Work is made in (or targets); and
- Briefly and in conclusion, offer a reflection writing process in ENGL830, identifying challenges faced in conceptualizing or creating the Major Creative Work and

strategies enacted to address those challenges.

The Major Creative Work will be assessed with reference to voice, appropriate use of / responsiveness to technology, the integration of any researched content, creativity of concept, use of relevant technique, style, presentation and evidence of re-drafting / incorporation of feedback. The Framing Statement will be assessed with reference to a capacity to describe and analyze methodology and creative process; the identification and characterisation of readership; and an ability to contextualize the Major Creative Work within a digital setting.

On successful completion you will be able to:

- a) Develop advanced digital literacy and research skills, adaptable to a variety of technological platforms;
- c) Apply and understand digital platform vocabularies, relevant to the field of creative writing, in order to discuss and analyse concepts, craft and technique;
- e) The ability to work collaboratively and independently, through self-reflection and constructive feedback in a peer workshop context.

Delivery and Resources

This unit is **taught online** through a combination of lectures; discussion groups; and creative workshops that run from Week 01 to Week 12 of the session (Week 13 is a non-teaching week). Students are expected to listen to all online **lectures**; complete **weekly set reading**; to **respond to weekly dialogue** in a dynamic group setting; and to provide succinct **feedback on workshop drafts** to their peers. The Unit Convenor/Lecturer will contribute to both discussion groups and creative workshops. A series of **writing activities** are also set in ENGL830, three of which are assessed. There is no 'live classroom' for this unit—no set time when it is anticipated that all students will login to iLearn simultaneously. Readings will be made available through the Library's Multisearch interface, or by way of embedded links in the case of digital texts.

This unit contains a **Workshop component**, as do the majority of applied creative writing units taught at Macquarie. Workshop comprises peer feedback on students' own writing, conducted in a small group setting. Workshop is a teaching method premised on the belief that students improve as writers not just by writing a lot and receiving informed critique, but also by becoming more sophisticated and fluent critics of other writers' work—principally, that of their peers. Workshops run from Weeks 03 to 12 in ENGL830. All students will be given two opportunities to receive feedback on works-in-progress over the course of the session.

Unit Schedule

Week 01 An Introduction to Digital Material

Week 02 Reading Screens

Week 03 Chunking & Layering & Imaging

Week 04 Making Multimedia & Making eBooks

Week 05 The Self & Social Media

Week 06 Innovations in Digital Fiction

Week 07 Fan Fiction and the Young Adult Online

Week 08 Uncreative Writing

Week 09 Authorship and Authenticity

Week 10 Emotion Online

Week 11 Writing on New Media in 'Old' Media

Week 12 Going Viral

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

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- d) The capacity to identify and apply key strategies in the conceptualisation, production and distribution of a creative digital work; and
- e) The ability to work collaboratively and independently, through self-reflection and constructive feedback in a peer workshop context.

Assessment tasks

- Led Discussion & Participation
- Digital Writing Analysis
- Major Creative Work

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- a) Develop advanced digital literacy and research skills, adaptable to a variety of technological platforms;
- b) Further knowledge of the writing and publishing contexts of digital genres;
- c) Apply and understand digital platform vocabularies, relevant to the field of creative writing, in order to discuss and analyse concepts, craft and technique;
- d) The capacity to identify and apply key strategies in the conceptualisation, production and distribution of a creative digital work; and
- e) The ability to work collaboratively and independently, through self-reflection and constructive feedback in a peer workshop context.

Assessment tasks

- Led Discussion & Participation
- 3 Developed Writing Exercises
- Digital Writing Analysis
- Major Creative Work

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- a) Develop advanced digital literacy and research skills, adaptable to a variety of

technological platforms;

- c) Apply and understand digital platform vocabularies, relevant to the field of creative writing, in order to discuss and analyse concepts, craft and technique;
- d) The capacity to identify and apply key strategies in the conceptualisation, production and distribution of a creative digital work; and

Assessment tasks

- Led Discussion & Participation
- 3 Developed Writing Exercises
- Digital Writing Analysis
- Major Creative Work

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- b) Further knowledge of the writing and publishing contexts of digital genres;
- c) Apply and understand digital platform vocabularies, relevant to the field of creative writing, in order to discuss and analyse concepts, craft and technique;
- e) The ability to work collaboratively and independently, through self-reflection and constructive feedback in a peer workshop context.

Assessment tasks

- Led Discussion & Participation
- 3 Developed Writing Exercises
- Digital Writing Analysis
- Major Creative Work

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- a) Develop advanced digital literacy and research skills, adaptable to a variety of technological platforms;
- b) Further knowledge of the writing and publishing contexts of digital genres;
- c) Apply and understand digital platform vocabularies, relevant to the field of creative writing, in order to discuss and analyse concepts, craft and technique;
- d) The capacity to identify and apply key strategies in the conceptualisation, production and distribution of a creative digital work; and
- e) The ability to work collaboratively and independently, through self-reflection and constructive feedback in a peer workshop context.

Assessment tasks

- Led Discussion & Participation
- 3 Developed Writing Exercises
- Digital Writing Analysis
- Major Creative Work

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- a) Develop advanced digital literacy and research skills, adaptable to a variety of technological platforms;
- e) The ability to work collaboratively and independently, through self-reflection and constructive feedback in a peer workshop context.

Assessment tasks

- Led Discussion & Participation
- 3 Developed Writing Exercises
- Digital Writing Analysis
- Major Creative Work