MECX340

Genre Writing

S2 OUA 2017

Department of Media, Music, Communication and Cultural Studies

Contents

General Information

Unit convenor and teaching staff
Convenor
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Online Consultation Tuesday 3-4pm via Zoom Web Conferencing or Zoom Chat (further details in ilearn)

Tutor
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Y3A 149

Prerequisites

Corequisites

Co-badged status

Unit description
Our experience of texts, whether it's the way we create them, read them, talk about them or shop for them, is mediated by the categories of genre. Genre distributes texts in hierarchies, labels our tastes and determines the identity of sub-cultural movements and peer groups. Both a map of classical learning and of the local book or video store, genre determines what we expect when we approach any text. Genre is thus simultaneously a taxonomy and a social contract, both classifying texts and defining the relationships that cluster round them. In this unit, we study the theory of genre and some particular genres, from romance and detective fiction through to blogging and fan fiction, in order to link our relationship to genre as writers. All enrolment queries should be directed to Open Universities Australia (OUA): see www.open.edu.au

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.open.edu.au/student-admin-and-support/key-dates/

Learning Outcomes

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

Identify, analyse and evaluate key genre markers and discourse.

Develop research and writing skills that will enable students to write genre writing pieces.

Demonstrate critical skills, informed by cultural theories, that enable students to evaluate genre writing using appropriate academic frameworks.

General Assessment Information

In this unit, students must submit original work. If you have previously been enrolled in this unit, please note that you cannot submit the same piece of work. Please contact your convenor for an alternative task.

If students require assistance with their assessments, they should contact their tutor and consult the resources on referencing and essay writing in the 'Assessments' section on ilearn. Students can also contact the Learning Skills (mq.edu.au/learningskills) team for advice on academic writing, study strategies and planning. Additional support services are listed here: http://students.mq.edu.au/support/.

Late Submissions:

Tasks 10% or less: No extensions will be granted. Students who have not submitted the task prior to the decline will be awarded a mark of 0 for the task, except for cases in which an application for Disruption to Studies is made and approved.

Tasks above 10%: No extensions will be granted. Students who submit late work without an extension **will receive a penalty of 10% per day.** This penalty does not apply for cases in which an application for Disruption to Studies is made and approved.

Assessment Tasks

Name	Weighting	Hurdle	Due
Short Genre Piece	30%	No	29th of August 11:59pm (AEST)
Writing Tasks & Reflection	30%	No	3rd of October 11:59pm (AEST)
Research Essay	40%	No	7th of November 11:59pm (AEST)

Short Genre Piece

Due: **29th of August 11:59pm (AEST)**
Weighting: **30%**

For this assessment, students are required to complete two tasks:

Task One: Creative Writing Task

Students are required to choose two different genres from the weekly topic list and write a 500 word piece based on the events and characters outlined in the nursery rhyme 'Jack and Jill.' Drawing on their understanding of the genres, they can develop the characters, basic narrative

and focus to suit necessary conventions.

Task Two: Rationale

Following the completion of their creative writing task, students are required to write a 800-1,000 word rationale. In this piece of academic writing, students must draw on the unit readings in order to explore the genres (and genre conventions) they have employed in their creative component and the implications of 'mixing genres.' Students should aim to detail (a) the genre conventions they have followed, (b) why they have adapted these conventions and - most importantly - (c) the implications of 'mixing' of genres.

This task is designed so that students can demonstrate what they have learnt about the process of 'mixing' genres. It will be marked according to the following criteria:

- Demonstrates a clear and effective grasp of relevant genres and genre conventions
- Demonstrates engagement with the unit readings and material
- Stages a well-supported analysis of creative component that identifies genre markers, marks their manifestation and maps their implications
- Identifies the implications of mixing genres and supports their analysis with academic research
- Effective use of writing skills to present academic research, including consistent and accurate use of in-text referencing

Submission: Students will submit their essay via the Turnitin link on the unit iLearn Site.

Late Penalty: A late penalty of 10% per day including weekends will be applied.

Extensions: Students who have experienced a serious and unavoidable disruption to their studies and would like to seek an extension must submit a disruption to studies notification via ask.mq.edu.au. Please email your tutor if you have any questions.

On successful completion you will be able to:
- Identify, analyse and evaluate key genre markers and discourse.
- Develop research and writing skills that will enable students to write genre writing pieces.
- Demonstrate critical skills, informed by cultural theories, that enable students to evaluate genre writing using appropriate academic frameworks.

Writing Tasks & Reflection
Due: **3rd of October 11:59pm (AEST)**
Weighting: **30%**

In this unit, students are required to participate in the forum on a weekly basis. They must respond to the weekly stimulus in order to complete an assigned writing task of between 200-300 words. Then, they are required to post their task to the weekly forum within the defined time frame. The forum will be open from the Tuesday of each week until the following Tuesday.

For this assessment, students will draw on their weekly tasks in order to submit one document to turnitin that contains two sections.

Section One: Weekly Writing Tasks

For this part of the assessment, students must collate their writing tasks from Week 1 - Week 7 and paste them into a Word Document.

Section Two: Scholarly Reflection

For this part of the assessment, students must select **two** of their genre writing activities posted in the discussion forms between week 1 - 7. They should then complete a 500 word scholarly reflection task for each activity.

In these scholarly reflections, students are required to (a) outline the context of their post (identify the genre they are discussing), (b) demonstrate how their post enhanced their understanding of the key genre markers under review and (c) discuss how their understanding of the genre has developed since writing their post.

Students can find a template for this assessment task in the Assessments and Guides Section on the ilearn page. Each post they include should be 100-200 words in length (about a paragraph). This means you may use an extract of a post to reflect upon, as this will provide for a more focused and thorough reflection. The posts are not included in the word count.

This assessment task will be marked according to the following criteria:

1. Submission of weekly writing activities, including a well-selected sample of two of the student's weekly responses to the activities

2. Demonstrates a clear grasp of relevant key theoretical concepts and their context

3. Demonstrates the ability to identify the significance and implications of relevant key concepts

4. Demonstrates a critical engagement with relevant unit readings, cultural studies scholarship and debates

5. Stages a thoughtful reflection on the process of learning and engaging with cultural studies scholarship

6. Effective use of writing skills to present academic research, including consistent and accurate use of in-text referencing.

Submission: Students will submit their Activities Reflection Task via the Turnitin link on the unit iLearn site.

Late Penalty: A late penalty of 10% per day including weekends will be applied.

Extensions: Students who have experienced a disruption to their studies and would like to seek an extension must submit a disruption to studies notification via ask.mq.edu.au. Please email your tutor if you have any questions.

On successful completion you will be able to:

- Identify, analyse and evaluate key genre markers and discourse.
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- Demonstrate critical skills, informed by cultural theories, that enable students to evaluate genre writing using appropriate academic frameworks.

Research Essay

Due: **7th of November 11:59pm (AEST)**
Weighting: **40%**

For this assignment, students are required to write a 2,000 word independent research essay about a genre they have encountered throughout the unit and would like to explore further. Once they have chosen a genre, students must devise their own question and then draw on examples and academic research in order to formulate their own response to one key debate within this genre. These debates will be discussed each week and questions will be workshopped in the final weeks of the unit.

For example, students can ask questions such as:

- Is online fan fiction democratising?
- How does gender work within the romance genre?
- How do detective fiction novels influence contemporary understandings of the law, crime and justice?
- What is the role of the blog as a life writing tool?

Students will have the opportunity to share and discuss their final research project in the discussion forum throughout the unit.

This assessment task will be marked according to the following criteria:

1. Demonstrates the ability to deploy analytical skills in order to develop a scholarly research question
2. Demonstrates a clear and effective grasp of relevant genre and genre markers
3. Demonstrates critical and sustained engagement with the unit readings and questions of cultural studies research
4. Ability to stage a well-supported analysis and develop a strong and well-supported argument
5. Effective use of writing skills to present academic research, including consistent and accurate use of in-text referencing.

Submission: Students will submit their Activities Reflection Task via the Turnitin link on the unit iLearn site.

Late Penalty: A late penalty of 10% per day including weekends will be applied.

Extensions: Students who have experienced a disruption to their studies and would like to seek an extension must submit a disruption to studies notification via ask.mq.edu.au. Please email your tutor if you have any questions.

On successful completion you will be able to:

- Identify, analyse and evaluate key genre markers and discourse.
- Develop research and writing skills that will enable students to write genre writing pieces.
- Demonstrate critical skills, informed by cultural theories, that enable students to evaluate genre writing using appropriate academic frameworks.

Delivery and Resources

Students will complete this unit online. At the beginning of the study period, they will find the weekly schedule listed sequentially down the ilearn page from week 1 to week 13. Listed underneath each week, they will find details about the content and a link to the lecture (downloadable PDF document), a link to the unit readings and a link to the weekly activity and discussion forum.

Unit Lectures:

The lectures in this unit are available as downloadable PDF documents. They are written by many of the cultural studies staff in the Media, Music, Communications and Cultural Studies Department at Macquarie University.

Unit Readings:

The readings for each week are available via online 'Unit Readings,' a service provided by the Macquarie University Library. A link to the readings is provided in the listing for each week. If you have trouble finding and/or accessing the readings, please search the library's online database and consult your tutor.

Weekly Activities and Discussion:

At the beginning of each week, your tutor will send an announcement that introduces the weekly topic and highlights any upcoming tasks. Following the announcement, they will also post an activity for you to complete in the weekly listing. These activities are designed to help you develop your understanding of the unit content. They also aim to provide a space to ask questions and interact with your peers.

The General Discussion Forum:

If you have any general questions about the unit or an assessment, and would like to share them with your peers, please start a conversation in the general discussion forum. This forum is open for everyone to start discussions, share resources and ask questions.

The Dialogue Module:

This module is available for students who would like to have private conversations with their tutor.

Planning the study period:

The OUA Weekly Calendar can be used to plan both your assessment tasks and weekly activities. It can be found here: http://www.open.edu.au/student-admin-and-support/key-dates/weekly-calendars

Policies and Procedures

Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Extension Request

Special Consideration Policy and Procedure (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration)

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable

2. were beyond your control

3. caused substantial disruption to your academic work

4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements

5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit Ask MQ and use your OneID to log in

2. Fill in your relevant details

3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and

navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents

4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

Outcome

Once your submission is assessed, an appropriate outcome will be organised.

OUA Specific Policies and Procedures
Withdrawal from a unit after the census date

You can withdraw from your subjects prior to the census date (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to apply for Special Circumstances. If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can apply online.

If you're studying a degree using HECS-HELP, you'll need to apply directly to Macquarie University.

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

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.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 (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

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

- Develop research and writing skills that will enable students to write genre writing pieces.
- Demonstrate critical skills, informed by cultural theories, that enable students to evaluate genre writing using appropriate academic frameworks.

Assessment tasks

- Short Genre Piece
- Writing Tasks & Reflection
- Research Essay

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 outcome

- Demonstrate critical skills, informed by cultural theories, that enable students to evaluate genre writing using appropriate academic frameworks.

Assessment tasks

- Writing Tasks & Reflection
- Research Essay

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

- Develop research and writing skills that will enable students to write genre writing pieces.
- Demonstrate critical skills, informed by cultural theories, that enable students to evaluate genre writing using appropriate academic frameworks.

Assessment tasks

- Writing Tasks & Reflection
- Research Essay

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, analyse and evaluate key genre markers and discourse.
- Develop research and writing skills that will enable students to write genre writing pieces.
- Demonstrate critical skills, informed by cultural theories, that enable students to evaluate genre writing using appropriate academic frameworks.

Assessment tasks

- Short Genre Piece
- Writing Tasks & Reflection
- Research Essay

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, analyse and evaluate key genre markers and discourse.
- Develop research and writing skills that will enable students to write genre writing pieces.
- Demonstrate critical skills, informed by cultural theories, that enable students to evaluate genre writing using appropriate academic frameworks.

Assessment tasks

- Short Genre Piece
- Writing Tasks & Reflection
- Research Essay

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

- Identify, analyse and evaluate key genre markers and discourse.
- Develop research and writing skills that will enable students to write genre writing pieces.
- Demonstrate critical skills, informed by cultural theories, that enable students to evaluate genre writing using appropriate academic frameworks.

Assessment tasks

- Short Genre Piece
- Writing Tasks & Reflection
- Research Essay

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, analyse and evaluate key genre markers and discourse.
- Develop research and writing skills that will enable students to write genre writing pieces.
- Demonstrate critical skills, informed by cultural theories, that enable students to evaluate genre writing using appropriate academic frameworks.

Assessment tasks

- Short Genre Piece
- Writing Tasks & Reflection
- Research Essay

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

- Demonstrate critical skills, informed by cultural theories, that enable students to evaluate genre writing using appropriate academic frameworks.

Assessment task

- Research Essay

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

- Demonstrate critical skills, informed by cultural theories, that enable students to evaluate genre writing using appropriate academic frameworks.

Assessment task

- Research Essay