



ENGL830

Digital Voices and Publishing Tools

S1 Online 2019

Dept of English

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	5
<u>Delivery and Resources</u>	7
<u>Unit Schedule</u>	8
<u>Policies and Procedures</u>	8
<u>Graduate Capabilities</u>	10

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General Information

Unit convenor and teaching staff
Lecturer and Convenor
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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.

General Assessment Information

Assessment Submission Guidelines

Marking rubrics will be provided for written assessment tasks. A portion of marks for each written assessment piece will be assigned to **presentation**.

All written assessments are to be submitted through **Turnitin** (unless otherwise specified) in word document format.

As near as possible, **word counts** should be adhered to. Students who exceed the total word count for formal assessment pieces by up to 10% will not be penalised. Students who fall short of the total word count for formal assessment pieces by under 10% will not be penalised. *Outside of these margins* grades will be impacted by at least 10% of the total mark, in accordance with English Department policy.

It is each student's responsibility to ensure work is submitted by the due date. **Extensions** need to be negotiated with your instructor *prior* to an assessment's due date, and will only be granted in exceptional, unforeseeable circumstances. Extensions will not be granted for final assessments without a preemptive application lodged through Ask.Mq with supporting documentation (a Professional Authority Form).

Special Consideration Policy

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.

<https://students.mq.edu.au/study/my-study-program/special-consideration>

Late Submission Penalty

Unless a Special Consideration request has been submitted and approved:

1. *Penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and*
2. *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.*

Written **feedback** from your instructor will be provided through the Turnitin interface, usually in

the form of in-text comments. It will be beneficial for students to read all marking rubrics prior to submitting assessment, and to reflect on feedback from their instructor.

University Grading Policy

The grade a student receives will signify their overall performance in meeting the learning outcomes of a unit of study. Grades will not be awarded by reference to the achievement of other students nor allocated to fit a predetermined distribution. In determining a grade, due weight will be given to the learning outcomes and level of a unit (i.e. 100, 200, 300, 800 etc.). Graded units will use the following grades:

HD	High Distinction	85—100
D	Distinction	75—84
Cr	Credit	65—74
P	Pass	50—64
F	Fail	0—49

Plagiarism and Academic Honesty

Academic honesty is an integral part of the core values and principles contained in the Macquarie University Ethics Statement: <http://www.mq.edu.au/ethics/ethic-statement-final.html>. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- All academic work claimed as original is the work of the author making the claim;
- All academic collaborations are acknowledged;
- Academic work is not falsified in any way;
- Academic work has not been previously or concurrently submitted for assessment elsewhere; *and*
- When the ideas of others are used, these ideas are acknowledged appropriately.

The link below has more details about the policy, procedure and schedule of penalties that will apply to breaches of the Academic Honesty Policy which can be viewed at: http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

Breaches of academic honesty are taken seriously and can attract penalties, failure of the assessment task or the unit, or further disciplinary action depending on the severity of the dishonest conduct.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Led Discussion & Participation</u>	15%	No	Week 01—Week 13
<u>3 Developed Writing Exercises</u>	15%	No	Week 03, Week 06, Week 09
<u>Digital Writing Analysis</u>	20%	No	5pm First Friday of Recess
<u>Major Creative Work</u>	50%	No	5pm Friday Week 11

Led Discussion & Participation

Due: **Week 01—Week 13**

Weighting: **15%**

A threshold requirement for participation marks is 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. 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.

For further information about this item of assessment, please refer to the Unit's iLearn site.

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. Writing exercises will be assessed for their adherence to step-by-step instructions; creativity of concept; use of relevant technique and presentation.

For further information about this item of assessment, please refer to the Unit's iLearn site.

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: **5pm First Friday of Recess**

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.

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.

For further information about this item of assessment, please refer to the Unit's iLearn site.

On successful completion 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

Major Creative Work

Due: **5pm Friday Week 11**

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. Most students will take the opportunity to write with new media for this assessment. Student who do not work with new media for the Major Creative Work will not be disadvantaged.

A **500 word Framing Statement** is to be submitted at the same time as the Major Creative Work.

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.

For further information about this item of assessment, please refer to the Unit's iLearn site.

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 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 **Leganto Reading System**, or by way of embedded links in the case of digital texts.

The link to the Library Leganto Reading System is located on the right side-bar of the unit's iLearn page.

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 10 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 / Archiving Digital Writing Projects

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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> or if you are a Global MBA student contact globalmba.support@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>

If you are a Global MBA student contact globalmba.support@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