MECO702
Studies in Creativity
S1 Day 2016

Department of Media, Music, Communication and Cultural Studies

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Disclaimer

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General Information

Unit convenor and teaching staff
Convenor
John Potts
john.potts@mq.edu.au
Contact via 9850 2163
Y3A 165J
Tuesday 11-1

Credit points
4

Prerequisites
Admission to MRes

Corequisites

Co-badged status

Unit description
Learn how to produce, improve and demonstrate your creative imagination, reasoning and skills through an appreciation of texts (literary, music/sound, film, performative, theoretical) using critical reflection and analytic tools. This unit will provide opportunities for critical reflection and/or creative production relevant to specific disciplinary areas.

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

Learning Outcomes

1. Gain advanced knowledge of the literature in the field of authorship studies.
2. Evaluate, synthesise and analyse various texts (music, media, literary, theoretical) and scholarly literature relevant to the research topic.
3. Demonstrate critical thinking and evaluation of the arguments of others and a development of their own ideas and arguments in relation to the scholarly literature.
4. Communicate (performative or oral and written) to present a clear and coherent exposition of the theoretical and analytical knowledge and methods utilised in the field of research.
5. Apply knowledge and ideas to new contexts and multiple mediums.
General Assessment Information

The Creative Practice Task (2,000 word essay) and Critical Enquiry Essay (3,000 words) are to be emailed as PDF or Word document to the convenor by the due date.

Marking Criteria for the two essays is included below:

### MECO702 Essay Grading Criteria

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>High Distinction</td>
<td>85-100</td>
</tr>
<tr>
<td>D</td>
<td>Distinction</td>
<td>75-84</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
<td>65-74</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>50-64</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
<td>0-49</td>
</tr>
</tbody>
</table>

### Criteria for Assessment of Essays

<table>
<thead>
<tr>
<th>Category</th>
<th>HD (85-100)</th>
<th>D (75-84)</th>
<th>CR (65-74)</th>
<th>P (50-64)</th>
<th>F (0-49)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptual</td>
<td>Demonstrates a clear understanding of the topic and links this idea to related or contrasting concepts. Examples used clearly and effectively link to this central idea, and may address wider debates. Examples may be linked together to develop secondary arguments.</td>
<td>Demonstrates a clear understanding of the topic, and may link this idea to related or contrasting concepts or arguments.</td>
<td>Demonstrates a clear understanding of the topic. Most examples chosen illustrate this idea effectively, although there may be some points where links could be clearer.</td>
<td>Shows a fair understanding of the topic but includes some errors or vagueness. Case studies or examples may generally link to the idea, but not illustrate it effectively or may lead to confusion.</td>
<td>May include major misunderstandings of the topic. There may be no examples or the examples chosen may not relate to key ideas.</td>
</tr>
<tr>
<td>Sources</td>
<td>Identifies and effectively uses appropriate sources, including some found independently of convenor’s help. May use a number of sources. Shows an understanding of the differences and similarities between the sources used.</td>
<td>Identifies and effectively uses appropriate sources. Demonstrates effort to move beyond texts set for class.</td>
<td>Identifies and uses appropriate sources. These may be restricted to those suggested by convenor.</td>
<td>Identifies and uses at least some appropriate sources. These may be restricted to those suggested by convenor. The assignment may draw on only one main source.</td>
<td>Shows little evidence of reading or research. The assignment may rely primarily on lectures.</td>
</tr>
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Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Practice task</td>
<td>30%</td>
<td>2 May</td>
</tr>
<tr>
<td>Seminar presentation</td>
<td>20%</td>
<td>Weeks 12-13</td>
</tr>
<tr>
<td>Critical Enquiry Essay</td>
<td>50%</td>
<td>13 June</td>
</tr>
</tbody>
</table>

Creative Practice task

Due: 2 May
Weighting: 30%

The first assignment is a minor research paper, of 2000 words, written on a topic of your choice related to authorship.

This Assessment Task relates to the following Learning Outcomes:

- Evaluate, synthesise and analyse various texts (music, media, literary, theoretical) and scholarly literature relevant to the research topic.
- Demonstrate critical thinking and evaluation of the arguments of others and a development of their own ideas and arguments in relation to the scholarly literature.
- Apply knowledge and ideas to new contexts and multiple mediums.

https://unitguides.mq.edu.au/unit_offers/55987/unit_guide/print
Seminar presentation

Due: **Weeks 12-13**
Weighting: **20%**

A presentation delivered in the seminar of 20 minutes duration.

This Assessment Task relates to the following Learning Outcomes:

- Evaluate, synthesise and analyse various texts (music, media, literary, theoretical) and scholarly literature relevant to the research topic.
- Communicate (performative or oral and written) to present a clear and coherent exposition of the theoretical and analytical knowledge and methods utilised in the field of research.
- Apply knowledge and ideas to new contexts and multiple mediums.

Critical Enquiry Essay

Due: **13 June**
Weighting: **50%**

This essay is the major research paper, of 3,000 words, on a topic of your choice within the domain of authorship studies. This essay must be on a different topic to the minor research paper, but it may expand on the topic of your seminar presentation. It should demonstrate wide reading, excellent research skills and in-depth critical analysis.

This Assessment Task relates to the following Learning Outcomes:

- Gain advanced knowledge of the literature in the field of authorship studies.
- Demonstrate critical thinking and evaluation of the arguments of others and a development of their own ideas and arguments in relation to the scholarly literature.
- Apply knowledge and ideas to new contexts and multiple mediums.

Delivery and Resources

A book of readings on authorship will be provided by the convenor.

The bibliography lists other relevant works held in the library. Additional readings from these texts are suggested in the weekly schedule. Various press, magazine, film, TV and web sources will be provided throughout the semester.

Unit Schedule

Seminar Schedule: Studies in Authorship

**WEEK 2:** INTRODUCTION TO THE UNIT

7 March
WEEK 3: WHAT IS THE AUTHOR?
14 March  Michel Foucault, 'What Is an Author?' (1969)
           Martha Woodmansee, 'On the Author Effect: Recovering Collectivity' (1994)

Additional Reading: Andrew Sarris, 'Towards a Theory of Film History' (1968)
(auteur theory) in Bill Nichols (ed)
Movies and Methods, Berkeley: University of California Press, 1976

WEEK 4: THE HISTORY OF THE AUTHOR
21 March  Andrew Bennett, 'Authority, Ownership, Originality' in The Author (2005)

WEEK 5: EASTER BREAK
28 March

WEEK 6: COPYRIGHT AND TECHNOLOGY
4 April  Joanna Demers, 'Music as Intellectual Property' in Steal This Music (2006)
           Cory Doctorow, 'How Copyright Broke' (2008)

Additional Reading: Lawrence Lessig, Free Culture (2004)

MID-SEMESTER BREAK

WEEK 7: ANZAC DAY BREAK
25 April

WEEK 8: 'THE DEATH OF THE AUTHOR': POST-STRUCTURALISM AND POSTMODERNISM
2 May  Roland Barthes, 'The Death of the Author' (1969)
Additional Reading: Andrew Goodwin, 'Sample and Hold: Pop Music in the Digital Age of Reproduction' in Frith


WEEK 9: ANTI-COPYRIGHT (Steve Collins)

WEEK 10: THE CELEBRITY AUTHOR (Siobhan Lyons)
16 May Joe Moran, 'Introduction' to Star Authors (2000)

Additional reading: A. Ohlsson, T. Forslid, A. Steiner, 'Literary Celebrity Reconsidered', Celebrity Studies 5: 1-2,

WEEK 11: THE NEAR-DEATH OF THE AUTHOR: DOWNLOADING
D. Hunter & N. Suzor, 'Claiming the Moral High Ground in the Copyright Wars' in Copyfight (2015)

Additional Reading: Felicity Fenner, 'It's a Copy, Right?' and Jose Borghino, 'Codified Respect: Copyright as Ethics', both in Copyfight (2015)

WEEKS 12 - 13: STUDENT SEMINAR PRESENTATIONS
30 May - 6 June

BIBLIOGRAPHY
Bennett, Andrew, The Author, London: Rutledge, 2005
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.
Unit guide  MECO702 Studies in Creativity

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 Enquiry Service

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

Equity Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.
Graduate Capabilities

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

• Gain advanced knowledge of the literature in the field of authorship studies.
• Demonstrate critical thinking and evaluation of the arguments of others and a development of their own ideas and arguments in relation to the scholarly literature.
• Communicate (performative or oral and written) to present a clear and coherent exposition of the theoretical and analytical knowledge and methods utilised in the field of research.
• Apply knowledge and ideas to new contexts and multiple mediums.

Assessment tasks

• Creative Practice task
• Seminar presentation
• Critical Enquiry Essay

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

• Gain advanced knowledge of the literature in the field of authorship studies.
• Evaluate, synthesise and analyse various texts (music, media, literary, theoretical) and scholarly literature relevant to the research topic.
• Apply knowledge and ideas to new contexts and multiple mediums.

Assessment tasks

• Creative Practice task
• Seminar presentation
• Critical Enquiry Essay
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**

- Gain advanced knowledge of the literature in the field of authorship studies.
- Evaluate, synthesise and analyse various texts (music, media, literary, theoretical) and scholarly literature relevant to the research topic.
- Demonstrate critical thinking and evaluation of the arguments of others and a development of their own ideas and arguments in relation to the scholarly literature.
- Apply knowledge and ideas to new contexts and multiple mediums.

**Assessment tasks**

- Creative Practice task
- Seminar presentation
- Critical Enquiry Essay

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**

- Evaluate, synthesise and analyse various texts (music, media, literary, theoretical) and scholarly literature relevant to the research topic.
- Demonstrate critical thinking and evaluation of the arguments of others and a development of their own ideas and arguments in relation to the scholarly literature.
- Communicate (performative or oral and written) to present a clear and coherent exposition of the theoretical and analytical knowledge and methods utilised in the field of research.
- Apply knowledge and ideas to new contexts and multiple mediums.
**Assessment tasks**

- Creative Practice task
- Seminar presentation
- Critical Enquiry Essay

**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 outcome**

- Communicate (performative or oral and written) to present a clear and coherent exposition of the theoretical and analytical knowledge and methods utilised in the field of research.

**Assessment task**

- Seminar presentation

**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**

- Evaluate, synthesise and analyse various texts (music, media, literary, theoretical) and scholarly literature relevant to the research topic.
- Communicate (performative or oral and written) to present a clear and coherent exposition of the theoretical and analytical knowledge and methods utilised in the field of research.

**Assessment tasks**

- Creative Practice task
- Seminar presentation