



# CUL 230

## Performance and Popular Media

S1 Day 2018

*Department of Media, Music, Communication and Cultural Studies*

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#### Disclaimer

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## General Information

Unit convenor and teaching staff

Unit Convenor

Yuji Sone

[yuji.sone@mq.edu.au](mailto:yuji.sone@mq.edu.au)

Contact via Email

Y3A 191E

Tuesdays: 12-2

Credit points

3

Prerequisites

12cp at 100 level or above

Corequisites

Co-badged status

Unit description

Performance exploration in this course takes as its subject both everyday practices and theatre and performance practices, looking at the construction of media performances, gender, ethnicity, national and cultural identities. Students have opportunities to create their own performance work in group and self-devised contexts. This unit provides theoretical and embodied knowledge in practice-based workshops.

## 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:

Evaluate various modes of performing in wider social, cultural and artistic contexts.

Interpret and evaluate the critical performance theory and practice-based content presented in the unit in relation to social and cultural issues.

Explore unit themes in the form of practical performance making, written assignments and oral presentations.

Develop critical evaluation skills concerning the relationship between the theories explored in the unit and creative proposals and practice-based outcomes.

Develop collaborative, creative and communication skills through group performance projects.

## General Assessment Information

### Late Submission Penalty

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.

### Attendance and Participation:

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 tutorials (if the disruption is greater than three consecutive days) or supply appropriate documentation to the unit convenor for any missed tutorial (if less than three consecutive days).

### Independent Work:

Students are expected to work independently outside of scheduled tutorial times when they are working on their performance experiments. CUL230 students will need to do their own reading of relevant texts or online materials outside class time.

### 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 progress. Students are encouraged to wear comfortable clothes and shoes for practical exercises and workshops.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Contribution to Discussion</u>	5%	No	Wk 4, 5, and 6 in class
<u>Essay</u>	25%	No	Wk 7, Sun.
<u>Group Performance Project</u>	35%	No	Wk 11 in class
<u>Performance Analysis</u>	35%	No	Wk 13, Sun

### Contribution to Discussion

Due: **Wk 4, 5, and 6 in class**

Weighting: **5%**

Each student selects a topic from the lecture materials in week 4-6, and performs the role of respondent in a tutorial. Contribution as a respondent means: 1, providing one's thoughts on his or her chosen topic in relation to the points raised in the lecture; 2, appropriate facilitation and leading of the discussion with regard to other students' comments and questions in groups and during class. Respondents' level of knowledge/preparedness of the tutorial material, and ability to synthesise the material and comment upon it in discussion, will be assessed.

The criteria for this assessment are:

1. The extent of the student's knowledge, understanding and preparation of the tutorial material.
2. The extent to which the student is able to synthesise the material, take an informed critical position on the topic, and comment on it in discussion in class.
3. The extent to which the student is able to actively contribute to group and class discussions in relation to their topic.

On successful completion you will be able to:

- Evaluate various modes of performing in wider social, cultural and artistic contexts.
- Interpret and evaluate the critical performance theory and practice-based content presented in the unit in relation to social and cultural issues.
- Explore unit themes in the form of practical performance making, written assignments and oral presentations.

## Essay

Due: **Wk 7, Sun.**

Weighting: **25%**

A critically engaged short essay (600 words) in which the student discusses the topic from one week(of weeks 4-6) based on lectures, readings and individual research. The student must choose to base their written report on a new topic, i.e. not the topic they chose to cover for the tutorial respondent task. The student will need to discuss a critical position on the topic in relation to the ideas of other respondents dealing with the same topic and will also need to reference class discussions.

Criteria for this assessment task are:

1. The extent to which correct academic and writing protocols - including formatting, referencing, grammar, spelling, clarity - have been applied to the report.
2. The extent to which self-regulated research has been undertaken and extent to which critical, analytical and integrative thinking has been applied to the report.
3. The extent to which there is a well-devised organisation and structure which clearly articulates the student's response to and understanding of the week's theme they have chosen to explore in the report.

On successful completion you will be able to:

- Evaluate various modes of performing in wider social, cultural and artistic contexts.
- Interpret and evaluate the critical performance theory and practice-based content presented in the unit in relation to social and cultural issues.
- Explore unit themes in the form of practical performance making, written assignments and oral presentations.

## Group Performance Project

Due: **Wk 11 in class**

Weighting: **35%**

Weighting break-down: 25% individual mark, 10% group mark.

Students will work together to apply their own understanding, knowledge and skills to produce and present a short group performance project in Week 11. The group project is a collaborative exercise based on unit themes whereby students explore the theoretical ideas introduced in the unit through the practice of devised performance making.

Individual contribution throughout the group project period will be assessed. Students' feedback will be taken into account in assessment of individual contributions. Individual contribution will be assessed in terms of responsibility, corporation, and level of effort.

The criteria for this assessment are:

1. The extent to which the group project is well rehearsed and structurally coherent.
2. The extent to which students have challenged themselves to make a performance work that critically engages with unit themes.
3. The extent to which there is an appropriate, creative and well-researched response to the task individually and as a group, including how spoken text is integrated into the performance, how ideas are physically embodied, and how staging elements are integrated.
4. The extent to which there has been engaged collaboration, shared responsibility and open communication during the group's creative process and in the performance outcome.

On successful completion you will be able to:

- Explore unit themes in the form of practical performance making, written assignments and oral presentations.
- Develop critical evaluation skills concerning the relationship between the theories explored in the unit and creative proposals and practice-based outcomes.
- Develop collaborative, creative and communication skills through group performance projects.

## Performance Analysis

Due: **Wk 13, Sun**

Weighting: **35%**

On the basis of student performance in Week 11 and class discussion in Week 12, students will write a performance analysis essay (1,200 words). Students will be assessed on their ability to discuss other groups' projects, highlighting issues in a critically engaged manner. Students are expected to relate their analysis to original creative proposals, performance outcomes, class discussion and feedback (particularly the post performance feedback session in week 12), key concepts and readings from the unit, and some of their own supplementary research.

The criteria for this assessment are:

1. The extent to which correct academic and writing protocols - including formatting, referencing, grammar, spelling, clarity - have been applied to the report.
2. The extent to which self-regulated research has been undertaken and the extent to which critical, analytical and integrative thinking has been applied to the report.
3. The extent to which there is a well-devised organisation and structure that clearly articulates the student's analysis of their own and another group's performance project.
4. The extent to which the student's analysis of their own and another group's performance is open-minded, ethically responsible and reveals an understanding of performance analysis protocols introduced in the unit.

On successful completion you will be able to:

- Evaluate various modes of performing in wider social, cultural and artistic contexts.
- Interpret and evaluate the critical performance theory and practice-based content presented in the unit in relation to social and cultural issues.
- Explore unit themes in the form of practical performance making, written assignments and oral presentations.
- Develop critical evaluation skills concerning the relationship between the theories explored in the unit and creative proposals and practice-based outcomes.

## Delivery and Resources

**Delivery:**

CUL 230 classes are held in Building Y3A Room 187 (Drama Theatre). (**\*This unit begins meeting in Week 1 of the semester.**)

**Classes:**

**Wednesday classes - 10am-12pm and 1pm-3pm**    Location Y3A 187 (Drama Theatre)

For lecture times and classrooms please consult the MQ Timetable website: <http://www.timetable>

[s.mq.edu.au](http://s.mq.edu.au). This website will display up-to-date information on your classes and classroom locations.

### **Technologies used and required:**

This unit has an online presence in ilearn therefore you will need access to a computer, and an internet connection. The unit ilearn page can be accessed at <http://ilearn.mq.edu.au>

All relevant CUL 230 online material will be uploaded to the unit ilearn page. This is your 'go-to' starting point each week where you will be able to keep up to date with all unit online content and catch up with any notifications.

### **Reading List:**

There is no Unit Reader for CUL230. A full list of required and recommended readings will be available on iLearn, and the texts can be downloaded from the MQ Library's [Multisearch](#).

Detailed information will be provided in class and available from iLearn.

### **Assessment Submission:**

1. Essays 1 and 2 must be submitted via the turnitin link on the CUL 230 ilearn page by the relevant dates, as indicated above. Feedback and grades for this assessment task will be provided in the tutor's notes within turnitin.
2. The contribution to discussion assessment is based on a tutorial respondent task which is an in-class oral activity in weeks 4-6. The respondent in-class presentation will be assessed by video and observational review by the tutor. A grade for the contribution to discussion assessment task and feedback for the respondent presentation will be provided at a face-to-face meeting with the tutor.
3. The group performance project is a live performance which takes place in the drama studio (Y3A 187) on the relevant date as indicated above. Feedback and grades for this assessment task will be provided in the Performance Analysis tutor's notes within turnitin.
4. Information on how to submit your assignment and access results and feedback from assignments using My Submissions in ilearn is available at [http://mq.edu.au/iLearn/student\\_info/assignments.htm](http://mq.edu.au/iLearn/student_info/assignments.htm)

### **Assessment standards**

Assessment standards by which the tasks are evaluated are described in the assessment rubrics. Detailed information will be provided in class and available from iLearn.

### **Referencing Style:**

The referencing style for all written material where academic protocols are required must follow a recognised academic referencing style such as Chicago, Harvard, APA or MLA. If you are unsure of referencing styles please consult the library referencing resources at <http://libguides.mq.edu.au/Referencing>

### **Re-marking:**

Additional information for MMCCS remarking policy can be found at:

[http://www.mq.edu.au/about\\_us/faculties\\_and\\_departments/faculty\\_of\\_arts/department\\_of\\_media\\_music\\_communication\\_and\\_cultural\\_studies/](http://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/department_of_media_music_communication_and_cultural_studies/)

The Session Re-mark Application can be found at:

<http://www.mq.edu.au/pubstatic/public/download/?id=167914> Information is correct at the time of publication

## Unit Schedule

A schedule of weekly topics will be available in Week 1 on the CUL 230 ilearn page.

## Learning and Teaching Activities

### Written Reports

An 600 and 1200 word written report will be undertaken by students in which they critically engage with unit content and performance outcomes.

### Practical Performance Project

A group performance project will be undertaken by students in which they apply text based and embodied knowledge in relation to unit content.

### Respondent Task

A respondent task will be undertaken by students to communicate to and discuss with the class their critical understanding of unit themes.

### Discipline specific practice and creative practice

Acting and movement practice classes will develop the students' aesthetic and technical skills. Creative practice classes will develop the students' compositional and improvisation skills.

## 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 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](http://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](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 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](http://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/](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**

- Explore unit themes in the form of practical performance making, written assignments and oral presentations.
- Develop critical evaluation skills concerning the relationship between the theories explored in the unit and creative proposals and practice-based outcomes.
- Develop collaborative, creative and communication skills through group performance projects.

#### **Assessment tasks**

- Group Performance Project
- Performance Analysis

### **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**

- Develop critical evaluation skills concerning the relationship between the theories explored in the unit and creative proposals and practice-based outcomes.
- Develop collaborative, creative and communication skills through group performance projects.

#### **Assessment tasks**

- Group Performance Project
- Performance Analysis

## 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 various modes of performing in wider social, cultural and artistic contexts.
- Interpret and evaluate the critical performance theory and practice-based content presented in the unit in relation to social and cultural issues.
- Explore unit themes in the form of practical performance making, written assignments and oral presentations.
- Develop critical evaluation skills concerning the relationship between the theories explored in the unit and creative proposals and practice-based outcomes.
- Develop collaborative, creative and communication skills through group performance projects.

### Assessment tasks

- Contribution to Discussion
- Essay
- Group Performance Project
- Performance Analysis

## 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 various modes of performing in wider social, cultural and artistic contexts.
- Interpret and evaluate the critical performance theory and practice-based content presented in the unit in relation to social and cultural issues.

- Explore unit themes in the form of practical performance making, written assignments and oral presentations.
- Develop critical evaluation skills concerning the relationship between the theories explored in the unit and creative proposals and practice-based outcomes.
- Develop collaborative, creative and communication skills through group performance projects.

## **Assessment tasks**

- Contribution to Discussion
- Essay
- Group Performance Project
- Performance Analysis

## **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 various modes of performing in wider social, cultural and artistic contexts.
- Interpret and evaluate the critical performance theory and practice-based content presented in the unit in relation to social and cultural issues.
- Explore unit themes in the form of practical performance making, written assignments and oral presentations.
- Develop critical evaluation skills concerning the relationship between the theories explored in the unit and creative proposals and practice-based outcomes.
- Develop collaborative, creative and communication skills through group performance projects.

## **Assessment tasks**

- Contribution to Discussion
- Essay
- Group Performance Project
- Performance Analysis

## 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 various modes of performing in wider social, cultural and artistic contexts.
- Interpret and evaluate the critical performance theory and practice-based content presented in the unit in relation to social and cultural issues.
- Explore unit themes in the form of practical performance making, written assignments and oral presentations.
- Develop critical evaluation skills concerning the relationship between the theories explored in the unit and creative proposals and practice-based outcomes.
- Develop collaborative, creative and communication skills through group performance projects.

### Assessment tasks

- Contribution to Discussion
- Essay
- Group Performance Project
- Performance Analysis

## 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

- Explore unit themes in the form of practical performance making, written assignments and oral presentations.
- Develop collaborative, creative and communication skills through group performance projects.

## Assessment tasks

- Contribution to Discussion
- Essay
- Group Performance Project
- Performance Analysis

## 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

- Develop collaborative, creative and communication skills through group performance projects.

## Assessment tasks

- Contribution to Discussion
- Group Performance Project

## 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

- Develop collaborative, creative and communication skills through group performance projects.

## Assessment task

- Group Performance Project