MECO311

Telling True Stories 2

S2 Day 2019

Department of Media, Music, Communication and Cultural Studies

Contents

Disclaimer

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General Information

Unit convenor and teaching staff
Convenor
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10HA 193B
By appointment

Tutor
Jessica Kirkness
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By appointment

Credit points
3

Prerequisites
(39cp at 100 level or above) including (CUL240 or MAS210 or MAS211 or MECO210 or MECO211)

Corequisites

Co-badged status

Unit description
This unit will look at the way the different elements of a story come together to both convey the subjectivity of the writer and arouse certain effects in the reader. Over the course of the session, students will explore such ideas as embodiment, belonging, space and emplacement both within the students' own writing and the writing of others.

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:

Identify and critique key issues raised in the production of life writing.

Research, write and edit stories of a high standard that fall into the broad category of life writing.

Treat information in an ethical manner

General Assessment Information

As lectures and tutorials are on the same day and in close proximity to each other, lectures will be delivered in person as specified in the timetable. **Attendance at lectures is a compulsory part of class performance.**

Tutorials will begin in Week 2.

Writing exercises must be prepared and brought to the relevant tutorial to be shared with other students. This can be in hard copy (4 copies must be brought) or online for sharing via email. Writing Assignments 1 and 2 must be submitted online via Turnitin in iLearn by the required time.

While laptops and tablets may be brought to tutorials, there will be periods in each class when students **must close their devices**. Students are encouraged to bring pens and paper to take notes if they want to during these periods. The times will be clearly indicated to students. If there is a reason that you need to keep your device open, e.g. if you have a disability that requires you to work on a device, then please contact the course convenor in advance for permission.

Assessment tasks are aligned to the unit Learning Outcomes.Timely submission of assessment tasks is a unit requirement or penalties apply. 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 (including weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

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 Special Consideration to cover any missed tutorial (if the disruption is greater than three consecutive days) or supply appropriate documentation to your unit convenor for any missed tutorial (if less than three consecutive days)

Assessment Tasks

Name	Weighting	Hurdle	Due
Active Participation	20%	No	ongoing
Writing Assignment 1	35%	No	Wk 7 - 13/9/19 @ 5pm
Writing Assignment 2	45%	No	Wk 13 - Fri 8/11/19 @ 5pm

Active Participation

Due: **ongoing**
Weighting: **20%**

Students will receive a participation mark for the unit. This will be based on:

- Contribution to class discussion, including editing of other students' work.
- Completion and bringing to the appropriate class:
    ◦ writing exercises in Weeks 3, 4, and 5 for editing by and discussion with peers. Students are encouraged to build on any or all of these exercises for Writing Assignment 1.
    ◦ 200-word sections of the Writing Assignments 1 and 2 to be brought to tutorials in Weeks 6, 8, 9, 10 and 11 for editing by and discussion with peers.
    ◦ A short recording of one of your writing exercises to be brought to class in Week 7.

Note: students will not be marked on the above work they bring to class; rather, failure to submit this work will result in significant loss of participation marks.

Assessment Criteria:

Students will be assessed on their attendance and participation in class discussions, as well as on their role in the workshops as readers and editors of their own and their fellow students' work.

Details regarding this assessment will be discussed in the first tutorial (week 2). General feedback for participation will be provided after the semester break.

On successful completion you will be able to:
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- Research, write and edit stories of a high standard that fall into the broad category of life writing.
- Treat information in an ethical manner

Writing Assignment 1

Due: **Wk 7 - 13/9/19 @ 5pm**
Weighting: **35%**

Students to submit a 1000-word factual memoir article. In writing this piece, students are encouraged to build on the writing exercises done in class.

Assessment Criteria: (Also see Rubric)

- The storytelling skills demonstrated; the quality and clarity of the writing; the syntax, grammar and spelling; evidence of research and of focus or theme.
- Evidence of structure, narrative flow, an enticing well-written lead and a satisfying conclusion;
- An ethical approach to the work

Further details and examples related to this assessment will be discussed on week 3. Feedback will be provided on Turnitin.

On successful completion you will be able to:
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Writing Assignment 2

Due: **Wk 13 - Fri 8/11/19 @ 5pm**
Weighting: **45%**

Students to submit a 1,800-word article. This can take the form of factual or semi-factual memoir, travel writing or personal essay. By the time the final story is submitted at the end of Week 13, students will have workshopped 4 x 200-word sections of their piece in class.

Assessment Criteria: (Also see Rubric)

- The storytelling skills demonstrated; the quality and clarity of the writing; the syntax, grammar and spelling; evidence of research and of focus or theme.
- Evidence of structure, narrative flow, an enticing well-written lead and a satisfying conclusion;
- An ethical approach to the work.
- Overall, an engaging, interesting and well-executed story.

Further details and examples will be discussed after the semester break. Feedback for this assessment will be provided on Turnitin.

On successful completion you will be able to:
- Identify and critique key issues raised in the production of life writing.
- Research, write and edit stories of a high standard that fall into the broad category of life writing.
- Treat information in an ethical manner

Delivery and Resources

There is no special technology required in this course beyond access to iLearn.

There are compulsory readings assigned each week for students which will be available online via the library. Additional readings may be allocated from time to time in lectures or tutorials.

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). 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). 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).

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

Additional information

MMCCS website https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/department_of_media_music_communication_and_cultural_studies/

MMCCS Session Re-mark Application http://www.mq.edu.au/pubstatic/public/download/?id=167914

Information is correct at the time of publication

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

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 outcome

- Research, write and edit stories of a high standard that fall into the broad category of life writing.

Assessment tasks

- Active Participation
- Writing Assignment 1
- Writing Assignment 2

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

- Identify and critique key issues raised in the production of life writing.
- Research, write and edit stories of a high standard that fall into the broad category of life writing.
- Treat information in an ethical manner

Assessment tasks

- Active Participation
- Writing Assignment 1
- Writing Assignment 2

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 and critique key issues raised in the production of life writing.
- Research, write and edit stories of a high standard that fall into the broad category of life writing.
- Treat information in an ethical manner

Assessment tasks

- Active Participation
- Writing Assignment 1
- Writing Assignment 2

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 and critique key issues raised in the production of life writing.
- Research, write and edit stories of a high standard that fall into the broad category of life writing.
- Treat information in an ethical manner

Assessment tasks

- Active Participation
- Writing Assignment 1
- Writing Assignment 2

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 outcome

- Research, write and edit stories of a high standard that fall into the broad category of life writing.

Assessment tasks

- Writing Assignment 1
- Writing Assignment 2

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 and critique key issues raised in the production of life writing.
- Research, write and edit stories of a high standard that fall into the broad category of life writing.

Assessment tasks

- Active Participation
- Writing Assignment 1
- Writing Assignment 2

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 outcomes

- Identify and critique key issues raised in the production of life writing.
- Research, write and edit stories of a high standard that fall into the broad category of life writing.
- Treat information in an ethical manner

Assessment tasks

- Active Participation
- Writing Assignment 1
- Writing Assignment 2

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 outcomes

- Identify and critique key issues raised in the production of life writing.
- Research, write and edit stories of a high standard that fall into the broad category of life writing.
- Treat information in an ethical manner

Assessment tasks

- Active Participation
- Writing Assignment 1
- Writing Assignment 2

Changes from Previous Offering

The course has been updated and its offerings refreshed.