USC

Course Outline

Code: EGL201
Title: Reality Bites: An Exploration of Non-Fiction

School: Communication & Creative Industries
Teaching Session: Semester 1
Year: 2019
Course Coordinator: Dr Clare Archer-Lean, carcher@usc.edu.au
Course Moderator: Dr Paul Williams, pwillia3@usc.edu.au

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1.   What is this course about?

1.1   Description

This course introduces different genres within creative non-fiction writing, including: the tradition of the great essayists; travel writing; nature writing, 'science' writing; historical fiction; and memoir, biography and autobiography. In addition, the notion of fraudulence is explored in terms of the Australian literary landscape. Concepts such as verisimilitude, believability, and persuasion are explored, as are the lines between the real and the constructed. The course examines the key roles of objective research and subjective identity in the construction of writing.

1.2   Field trips, WIL placements or activities required by professional accreditation

Activity	Details
Nil	Nil

2.   What level is this course?

200 level Developing — Applying broad and/or deep knowledge and skills to new contexts. May require pre-requisites and introductory level knowledge/skills. Normally undertaken in the 2nd or 3rd year of an undergraduate program.

3.   What is the unit value of this course?

12 units

4.   How does this course contribute to my learning?

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to:
Explain, describe, question and analyse the conventions within a range of non-fiction genres.	2 and 3	Knowledgeable.

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to:
Organise textual analysis and consider textual elements in clear, concise, and accurate oral and written forms.	1, 2 and 3	Empowered.
Collaborate with the work of others and work well in teams to support the collective learning of the group.	2	Empowered.
Conduct literary research to locate and apply relevant literary criticism and theory.	2 and3	Empowered.
Construct sophisticated and persuasive arguments.	1, 2 and 3	Creative and critical thinkers.

5. Am I eligible to enrol in this course?

Refer to the USC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1 Enrolment restrictions

Nil

5.2 Pre-requisites

Nil

5.3 Co-requisites

Nil

5.4 Anti-requisites

Nil

5.5 Specific assumed prior knowledge and skills (where applicable)

We encourage English students to complete EGL120 before doing level 2 or 3 EGL courses, but it is not required.

6. How am I going to be assessed?

6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 Details of early feedback on progress

In addition to the feedback provided in tutorial activities, a draft of first paragraph assessment will be reviewed by your tutor before submission. The short response and multiple-choice responses assessment will be assessed in a timely manner to ensure you receive early feedback and opportunity to gauge your learning development

6.3 Assessment tasks

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Quiz/zes	Individual	25%	Approx. 2500 words (equivalence	Weeks, 5, 6, 7, 8, 9, 10, 11	Online Assignment Submission

				over the semester)		
2	Oral	Group	35%	15 minutes plus 5 minutes for questions for Group ongoing for engagement	Weeks 2-13	In Class
3	Essay	Individual	40%	15000 words (including quotations and references)	Friday, Week 13	Online Assignment Submission with Plagiarism check
			100%			

Assessment 1: Close reading and English expression quizzes and short answer questions

Goal:	This assessment is designed to give you an opportunity to explore and test your understanding of the texts, close reading analytical approaches and academic writing conventions.
Product:	Quiz/zes
Format:	This assessment is in academic format. You will submit responses to a series of multiple choice questions AND short answer prompts in response to questions concerning the prescribed texts and what constitutes formal English Literary analysis (essay structure, expression, discourse, punctuation). The quizzes and paragraphs will be accessed and submitted via Blackboard. For ideas on what constitutes close critical reading see the extracts on textual analysis as method in the assessment section under Blackboard. Ensure you download the criteria sheet and use this as a guide. You will be expected to analyse some of the devices used non-fiction writers and present argument on the text's meaning / significance in paragraph responses. If you read critical sources as part of your preparation, ensure you reference in the short answer section of your submission. **Under no circumstances are you to copy another student's material.**
Criteria:	• Organise textual analysis in clear, concise, and accurate written forms. • Construct sophisticated and persuasive arguments. • Integrate feedback into your writing and learning process.

Assessment Task 2: Group Oral and Tutorial Engagement

Goal:	This task is designed to provide you a way to test textual analysis skills in performative forms through collaborative team work and learning. It will also give you opportunity to trial ideas to advance learning in collaborative settings.
Product:	Oral
Format:	This assessment is in academic format. There is opportunity for your engaging oral presentation to simulate industry/professional scenarios. Group Oral: An engaging group work presentation of no more than 15 minutes with 5 minutes extra for questions from the tutorial.

	In groups of two (ideally), you will present a creative and engaging group oral presentation. Groups will be formed in your first tutorial. Your oral presentation will introduce the class to one of the text studied and its relationship to its genre. The group must present a persuasive argument with a clear position on the topic for that week. The group's argument must complete the following phrase in an innovative way: **The text/s studied this week demonstrates that the non-fiction form of [insert relevant genre, ie personal essay, travel writing, nature writing, science writing, autobiography, biography, historical narrative] can be used to explore [insert group's argument on the text].** All group members must fully participate in both preparation for, and presentation of, the assessment task. All group members receive the same grade, pending evidence of equal participation in the synthesised final product. **You must submit a list of references and make clear where these were used during the presentation**. Tutorial Engagement: You are to develop a reading journal with entries on each week's text/s and take that to each tutorial. Tutors will ask you to draw on this preparation in discussion and group activities and will ask to see your reading journals at points. You will be graded on the basis of your weekly verbal engagement with in-class learning activities. That engagement should demonstrate preparation and valuing of other's ideas.
Criteria:	• Explain, describe, question and analyse the conventions within a non-fiction genre. • Collaborate with the work of others and work well in teams to support the collective learning of the group. • Conduct literary research. Locating and applying relevant literary criticism and theory • Construct sophisticated and persuasive arguments. • Organise textual analysis in clear, concise, and accurate oral forms.

Assessment Task 3: Major Essay or Creative Piece

Goal:	This task is designed to give you opportunity to develop, synthesis and demonstrate your understanding of a non-fiction genre and present critical reading and research skills.
Product:	Essay

Format:	This assessment is in academic format (either formal essay or creative form).
	In class in week 12 or 13 you will submit a neatly written draft of your introductory paragraph or essay planning to your tutor. You will respond to feedback from this interaction in your final product.
	
	You will write:
	    a) A formal research essay using textual analysis. For options on questions please see Blackboard
	       OR
	    b) A short creative exemplar of one the genres studied, but one that presents a sophisticated argument beyond the delivery of information, is grounded in research and may demonstrate understanding of conventions via, exploration and replication of those conventions and/or challenge and innovation of them
	       Note you cannot choose science writing unless approved by Course Coordinator. If you choose this option you must include a short 500 word exegetical research statement. For more information on this option see Blackboard.
	
	It is crucial that you do NOT simply describe a text or re-tell its story – you must analyse/critique.
	Your response **MUST** use literary devices and understanding of genre as evidence for arguments or as exemplar in creative artefact depending on your choice of assessment.

	You MUST not cover a text you have covered CLOSELY in Assignment 1 OR 2.
Criteria:	- Explain, describe, question and analyse the conventions within a non-fiction genre. - Conduct literary research. Locating and applying relevant literary criticism and theory - Construct sophisticated and persuasive arguments. - Organise textual analysis and/or and consider textual elements in clear, concise, and accurate written forms.

7.   Directed study hours

The directed study hours listed here are a portion of the workload for this course. A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

Location:	Directed study hours for location:
Sippy Downs	Lecture: 1 hour Tutorial: 2 hours

8.   What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1   Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed in Blackboard as they are required:
* Book of Readings will be available via Blackboard systems plus you will need to purchase the prescribed texts listed on Blackboard.

8.2   Specific requirements

Nil

9.   How are risks managed in this course?

Health and safety risks for this course have been assessed as low.
It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the online Health Safety and Wellbeing training module for students, and following the instructions of the University staff.

10.   What administrative information is relevant to this course?

10.1   Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2   Assessment: Additional requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

a)   The final mark is in the percentage range 47% to 49.4%

b)   The course is graded using the Standard Grading scale

c)   You have not failed an assessment task in the course due to academic misconduct

10.3   Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4   Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to Student Hub.

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5   Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.6   General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast -** Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture -** Student Central, Level 1 Building J,Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au