CULT19015 *Explorations in the Gothic*
Term 2 - 2019

Profile information current as at 20/04/2024 08:09 am

All details in this unit profile for CULT19015 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview
In this unit students will explore the gothic mode in both contemporary culture as well as in the historical sense. Through study of a range of films, literature, artforms, media and journalism as well as critical commentary, students will be given an opportunity to discuss and debate important issues of sexual identity, the relation between nature and culture, and popular pleasure through transgressive style.

Details
Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites
Prerequisite: Minimum of 18 credit points
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure (Higher Education Coursework)](#).

Offerings For Term 2 - 2019

* Online

Attendance Requirements
All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website
[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**
Weighting: 25%
2. **Written Assessment**
Weighting: 25%
3. **Written Assessment**
Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student feedback

Feedback

There is A LOT of reading in this unit. I think it would be better if the study guide was also recorded as a weekly lecture.

Recommendation

Record video lectures to accompany weekly PowerPoint presentations that are provided in the unit to deliver study content to cater to different learning styles, and reduce reading burden.

Feedback from Self-evaluation

Feedback

Students reported the extensive reading list (including 9 novels) was difficult to manage over the term. MAV data indicates that the full reading load was not achieved by any of the students in the term. Many students only engaged with the weekly unit chosen for their assessment item.

Recommendation

Recommend providing novel excerpts/readings relevant to the weekly topics from all 9 novels to encourage engagement with the material for each week, then offering the choice to read 3 of the novels in full for the 3 assessment tasks.

Feedback from Student feedback

Feedback

The coordinator answered questions and queries promptly, and all assessments and marks were returned in a fast manner. The feedback and comments given on the assessments were relevant and helpful in terms of completing other assessments throughout the term.

Recommendation

Continue to provide timely formative feedback to students.

Feedback from Student Evaluation

Feedback

I enjoyed the flexibility in the assessment choices. I think it really helps you to develop your interests and engage in some deeper study in certain areas. Overall an enjoyable course.

Recommendation

Continue to offer flexibility in choices for assessment topics.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Discuss the Western Gothic as it has manifested itself across a range of cultural texts including film and literature from its inception in the eighteenth century up to the present.
2. Discuss the Gothic's transgressive mode, particularly the way in which this problematises questions of gender and sexuality.
3. Demonstrate further development of your analytical and written communication skills.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level　　° Introductory Level　　• Intermediate Level　　• Graduate Level　　° Professional Level　　° Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Communication	•	•	•
2 - Problem Solving	•	•	•
3 - Critical Thinking	•	•	•
4 - Information Literacy	•	•	•
5 - Team Work			
6 - Information Technology Competence			•
7 - Cross Cultural Competence	•	•	•
8 - Ethical practice	•	•	•
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 25%	•	•	•	•		•	•	•		
2 - Written Assessment - 25%	•	•	•	•	•	•	•	•		
3 - Written Assessment - 50%	•	•	•	•		•	•	•		

Textbooks and Resources

Textbooks
CULT19015

Prescribed

Gothic: the new critical idiom
Edition: any (2014)
Authors: Botting, F.
Routledge

London , United Kingdom
ISBN: 9780415831727
Binding: Paperback
CULT19015

Prescribed

Handbook of Gothic literature
Edition: any (1998)
Authors: Mulvey, L.
Palgrave Macmillan
Houndsmill, Basingstoke , United Kingdom
ISBN: 9780333670699
Binding: Paperback
CULT19015

Prescribed

Perfume: the story of a murder
Edition: any (2010)
Authors: Süskind, P.
Penguin
London , United Kingdom
ISBN: 9780141041155
Binding: Paperback
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Prescribed

The white hotel
Edition: any (1999)
Authors: Thomas, D. M.
Orion Publishing Co.
London , United Kingdom
ISBN: 9780753809259
Binding: Paperback
CULT19015

Prescribed

Zombie
Edition: Ecco reprint (2009)
Authors: Oates, Joyce. C
Ecco Press/Harper Collins
New York , United States
ISBN: 9780061778919
Binding: Paperback

Additional Textbook Information
Prescribed Texts:
A complete version of Horace Walpole's novel *The castle of Otranto* (1764) is provided on the unit moodle site via e.books.adelaide.edu.au (see: https://ebooks.adelaide.edu.au/w/walpole/horace/otranto/complete.html)
A complete version of William Beckford's novel *The history of the Caliph Vathek* (1786) is provided on the unit moodle site via e.books.adelaide.edu.au (see: https://ebooks.adelaide.edu.au/b/beckford/william/vathek/complete.html)
A complete version of Matthew Lewis's novel *The monk* (1795) is provided on the unit moodle site via e.books.adelaide.edu.au (see: https://ebooks.adelaide.edu.au/l/lewis/matthew/monk/complete.html)
A complete version of Mary Shelley's novel *Frankenstein; or, The Modern Prometheus* (1818) is provided on the unit moodle site via e.books.adelaide.edu.au (see: https://ebooks.adelaide.edu.au/s/shelley/mary/s53f/complete.html)
A complete version of Emily Brontë's novel *Wuthering Heights* (1847) is provided on the unit moodle site via e.books.adelaide.edu.au (see: https://ebooks.adelaide.edu.au/b/bronte/emily/b869w/complete.html)
A complete version of Bram Stoker's novel *Dracula* (1897) is provided on the unit moodle site via e.books.adelaide.edu.au (see: https://ebooks.adelaide.edu.au/s/stoker/bram/s87d/complete.html)

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email

- Internet
- Unit Website (Moodle)
- Zoom account (Free)

Referencing Style

All submissions for this unit must use the referencing style: [Harvard (author-date)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Nicole Anae Unit Coordinator
n.anae@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction: Explorations in the Gothic. In this unit you will examine the essential Gothic themes of horror, death and romance and explore some of the major issues raised by the genre across a number of literary and filmic texts.	Botting: • Chapter 1: *Introduction* Mulvey-Roberts: • *Introduction*	Botting, Fred 2014, *Gothic (The new critical idiom)*, Routledge. Mulvey-Roberts, Marie 1998, *The Handbook to Gothic Literature*, Routledge.

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
The Castle of Otranto (1764), Horace Walpole The earliest accepted Gothic novel, Walpole, a British Earl, was among the very first to incorporate the iconography of Romance woven into a story of horror, tragedy and romantic love.	Botting: • Chapter 2: Gothic origins Mulvey-Roberts: • '*Walpole, Horace*' • '*Death*'	A voluntary Zoom session will be scheduled before the due date for Assessment Item 1. Please check the Moodle unit site (see 'Assessment' block) for details. This session will be recorded and available for download soon thereafter. If you have questions about the assessment item, but cannot attend the Zoom session, please post your questions on the Assessment 1 Discussion Forum.

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Vathek (1786), William Beckford Originally written in French, the narrative tells an elegantly-crafted story of sensuality, pride and violence when the ill-fated Caliph Vathek of Baghdad makes a pact with the Devil.	Botting: • Chapter 3: Gothic forms Mulvey-Roberts: • '*Beckford, William*' • '*Horror*'	

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
The Monk (1796), Matthew Lewis A story of scandalous, erotic obsession and the corruption of power. This novel was roundly condemned as blasphemous and depraved upon its original and anonymous publication.	Botting: • Chapter 4: Gothic writing in the 1790s Mulvey-Roberts: • '*Lewis, Matthew*' • '*Occultism*'	

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic

Frankenstein (1818), Mary Shelley
The story of the Modern Prometheus is a tragedy to rival Shakespeare's best. Set during a period of great social change, the narrative follows the rise of scientific *hubris* and a tragic descent into madness and oblivion.

Botting:
• Chapter 5: Romantic transformations
Mulvey-Roberts:
• '*Shelley, Mary*'
• '*Romanticism*'

Assessment Item 1: Short Paper
Due: Week 5 Monday (12 Aug 2019) 11:45 pm AEST

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Wuthering Heights (1874), Emily Bronte Published the year before Bronte's death, initial reviews for the novel were divided. Not only were its depictions of mental and physical cruelty bleak and confronting, but it openly challenged the social mores of the day.	Botting: • Chapter 6: Homely gothic Mulvey-Roberts: • '*Brontë, Emily*' • '*The Brontës*'	A voluntary Zoom session will be scheduled before the due date for Assessment Item 2. Please check the Moodle unit site (see 'Assessment' block) for details. This session will be recorded and available for download soon thereafter. If you have questions about the assessment item, but cannot attend the Zoom session, please post your questions on the Assessment 2 Discussion Forum.

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Dracula (1897), Bram Stoker Stoker was not the inventor of the *vampyre,* but he was the first to bring the notion of the undead into modern fictional narratives. A classic novel of the Gothic genre.	Botting: • Chapter 7: Gothic returns in the 1890s Mulvey-Roberts: • '*Stoker, Bram*' • '*Female gothic*' • '*Vampire*'	

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
The White Hotel (1981), D.M. Thomas Three narratives or *movements* examining the erotic fantasies of Lisa Erdman, an opera singer. The narratives overlap to form a chilling and horrific witnessing of the Holocaust in WWII. Short-listed for the Booker Prize.	Mulvey-Roberts: • '*The sublime*' • '*The supernatural*'	

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Perfume (1985), Patrick Suskind Originally published in German, this episodic narrative of the main character examines how the sense of smell can be taken to extremes, as well as the extremes of murder and moral antipathy that such divergence from a perceived 'normal' may cause.	Mulvey-Roberts: • '*German gothic*' • '*Terror*'	**Assessment Item 2: Research Paper** Due: Week 9 Wednesday (18 Sept 2019) 11:45 pm AEST

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Zombie (1995), Joyce Carol Oates This text looks at the extreme and the gruesome in modern America, offering a diaristic experience of a young serial killer determined to acquire a zombie.	Botting: • Chapter 8: Phamtomodernisms Mulvey-Roberts: • '*Gothic body*' • '*The grotesque*'	A voluntary Zoom session will be scheduled before the due date for Assessment Item 3. Please check the Moodle unit site (see 'Assessment' block) for details. This session will be recorded and available for download soon thereafter. If you have questions about the assessment item, but cannot attend the Zoom session, please post your questions on the Assessment 3 Discussion Forum.

Module/Topic	Chapter	Events and Submissions/Topic
The Unholy (1998) and **The Club** (1993) The Gothic edifices in *The Club* and *The Unholy* serve as both a setting and a symbolic signifier. Labyrinths, dungeons, burial vaults and confined spaces illustrate the realm of the unconscious.	Botting: • Chapter 9: Consuming monsters Mulvey-Roberts: • '*Monstrosity*' • '*Gothic film*'	

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Night Train to Venice (1993) Intrigue, darkness and sexual repression follow the central character in this film where iconic images of the Gothic abound, as do the Jungian archetypes of good and evil.	Mulvey-Roberts: • '*Gothic drama*' • '*The uncanny [Unheimlich]*'	**Assessment Item 3: Analytical Paper** Due: Week 12 Thursday (10 Oct 2019) 11:45 pm AEST

Assessment Tasks

1 Assessment Item 1: Short Paper

Assessment Type
Written Assessment

Task Description
Short Paper: 1500 -1800 words
Marks: **25**
Using the structure provided on the unit website (see Week 4 Topic Section), write a short paper on <u>one</u> (1) of the following topics:
1. How does *The castle of Otranto* construct the role of women?
or
2. To what extent can the forces of 'darkness' be said to defeat /undo the traditional moral framework at the end of *Vathek*?
or
3. To what extent does the Christian moral framework ultimately hold in *The monk*?
or
4. Students may opt to create their own essay topic on any of the above texts subject to the lecturer's approval.
Note: The specified word limit for this item (1500 - 1800 words). *The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations*.

Assessment Due Date
Week 5 Monday (12 Aug 2019) 11:45 pm AEST

Return Date to Students
Week 7 Monday (2 Sept 2019)

Weighting
25%

Assessment Criteria
The following assessment criteria will be used for this assessment task:

1. Does your short paper have a clearly articulated thesis (point of view) that can be considered as an answer to the question and the specific issue/s related to the chosen novel and its critical and theoretical location/s regards the gothic that the question raises?
2. Have key terms been clearly defined in a scholarly manner and is the central thesis of the short paper supported with clear arguments supported by relevant evidence from the text(s)?
3. Has secondary criticism (at least 3 credible, scholarly sources) been used to support the arguments and does the essay show an understanding of the relevant critical theory regards the gothic that is being called upon?
4. Has care been taken with presentation, grammar, expression and spelling (i.e., has the essay been carefully edited)?

5. Have all sources been properly acknowledged both in-text and in the reference list using the Harvard Author-date system (i.e., ideas, paraphrases as well as quotations)?

Referencing Style

- [Harvard (author-date)](#)

Submission
Online

Submission Instructions
Submit your assessment item using the unit's moodle platform for this item.

Learning Outcomes Assessed

- Discuss the Western Gothic as it has manifested itself across a range of cultural texts including film and literature from its inception in the eighteenth century up to the present.
- Discuss the Gothic's transgressive mode, particularly the way in which this problematises questions of gender and sexuality.
- Demonstrate further development of your analytical and written communication skills.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Assessment Item 2: Research Paper

Assessment Type
Written Assessment

Task Description
Research Paper: 1500 -1800 words
Marks: **25**
Using the structure provided on the unit website (see Week 7 Topic Section), prepare a formal research paper on <u>one</u> (1) of the following topics:

1. To what extent does *Frankenstein* concern itself with the question of the creator's responsibility to what it has created and in this regard how does the novel compare with the genesis creation story?
2. How far does *Wuthering Heights* concern itself with sexual desires which lie outside of traditional social and moral prescriptions?
3. How far does Bram Stoker's *Dracula* position women as mediums through which the male characters are able to establish/ maintain homoerotic links?
4. Research a news report (in any media) on a modern 'vampire murder". How does your chosen report draw on the characteristics of the vampire from Bram Stoker's original *Dracula* and to what ends
5. How does Thomas use the gothic in *The white hotel* to engage with Freudian constructions of sexuality?
6. Students may opt to create their own seminar topic on any of the above texts subject to the lecturer's approval.

Note: The specified word limit for this item (1500 - 1800 words). *The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations*.

Assessment Due Date
Week 9 Wednesday (18 Sept 2019) 11:45 pm AEST

Return Date to Students
Week 11 Wednesday (2 Oct 2019)

Weighting
25%

Assessment Criteria
The following assessment criteria will be used for this assessment task:

1. Does your essay have a clearly articulated thesis (point of view) that can be considered as a research topic critically examining the specific concern relating to the chosen novel/author/text and its critical and theoretical location/s regards the Gothic that the question/s raised?
2. Have key terms been clearly defined in a scholarly manner and is the central thesis of the research paper supported with clear arguments supported by relevant evidence from the text(s)?
3. Has secondary criticism (at least 4 credible, scholarly sources) been used to support the arguments and does the research paper show an understanding of the relevant critical theory regards the Gothic that is being called upon?
4. Has care been taken with presentation, grammar, expression and spelling (i.e., has the essay been carefully edited)?
5. Have all sources been properly acknowledged both in-text and in the reference list using the Harvard Author-date system (i.e., ideas, paraphrases as well as quotations)?

Referencing Style

- [Harvard (author-date)](#)

Submission
Online

Submission Instructions
Submit your assessment item using the unit's moodle platform for this item.

Learning Outcomes Assessed

- Discuss the Western Gothic as it has manifested itself across a range of cultural texts including film and literature from its inception in the eighteenth century up to the present.
- Discuss the Gothic's transgressive mode, particularly the way in which this problematises questions of gender and sexuality.
- Demonstrate further development of your analytical and written communication skills.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 Assessment Item 3: Analytical Paper

Assessment Type
Written Assessment

Task Description
Analytical Essay - 2000-2500 words - **50 marks**
Using the structure provided on the unit website (see Week 10 Topic Section), write an analytical essay on one (1) of the following topics:

1. How does Suskind use the gothic in *Perfume* to interrogate the ways in which desire is socially controlled/regulated?
2. What attitude/s to homosexuality does Oates display through her use of the gothic in *Zombie*?
3. Choose a news report (in any media) on a contemporary serial killer. What aspects of the Gothic does your chosen report use in its construction of this serial killer?
4. Choose a movie from any era (for instance *The exorcist*, *The omen*, *Legion*) which focuses on the intrusion of the satanic into the human realm. What aspects of the gothic does your chosen movie employ and for what purposes?
5. Choose any contemporary slasher movie which relies on the Gothic. What particular elements of the Gothic are deployed in your chosen movie?
6. Write a short story in the Gothic genre and accompany it with a brief justification essay of the specific *literary elements* and *techniques* of the Gothic your story incorporates (e.g., themes, tone, characterisation, rising action, suspense, setting, point of view, figurative language, foreshadowing, simile, metaphor, metonym, etc.). If you choose this option, your story should be approximately 1800 words and your justification essay (supported with at least six [6] peer-reviewed, scholarly sources) in the region of 700 words. Please see the Week 10 Topic

Section for a Tip Sheet.

7. Students may opt to create their own topic on any of the texts studied between Week 9 - Week 12 subject to the lecturer's approval.

Note: The specified word limit for this item (2000 - 2500 words). *The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations*.

Assessment Due Date
Week 12 Thursday (10 Oct 2019) 11:45 pm AEST

Return Date to Students
Exam Week Thursday (24 Oct 2019)

Weighting
50%

Assessment Criteria
The following assessment criteria will be used for this assessment task:

1. Does your essay have a clearly articulated thesis (point of view) that can be considered as a research topic critically examining the specific concern relating to the chosen novel/author/text and its critical and theoretical location/s regards the gothic that the question/s raised?
2. Have key terms been clearly defined in a scholarly manner and is the central thesis of the research paper supported with clear arguments supported by relevant evidence from the text(s)?
3. Has secondary criticism (at least 6 credible scholarly sources) been used to support the arguments and does the research paper show an understanding of the relevant critical theory regards the gothic that is being called upon?
4. Has care been taken with presentation, grammar, expression and spelling (i.e., has the essay been carefully edited)?
5. Have all sources been properly acknowledged both in-text and in the reference list using the Harvard Author-date system (i.e., ideas, paraphrases as well as quotations)?

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
Submit your assessment item using the unit's moodle platform for this item.

Learning Outcomes Assessed

- Discuss the Western Gothic as it has manifested itself across a range of cultural texts including film and literature from its inception in the eighteenth century up to the present.
- Discuss the Gothic's transgressive mode, particularly the way in which this problematises questions of gender and sexuality.
- Demonstrate further development of your analytical and written communication skills.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem