



HUMT20013 *Elements of Creative Writing II*

Term 1 - 2018

Profile information current as at 09/05/2024 06:52 am

All details in this unit profile for HUMT20013 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, you build on and extend the skills in writing creatively and reflecting on practice commenced in HUMT20012: Elements of Writing I. You will engage in weekly discussions of contemporary theory and complete practical exercises in the techniques explored via the unit Moodle website. At the end of the unit you will have acquired knowledge of the following creative writing techniques – Second and Third Person Point of View, imagery, symbolism and rhythm – and will be able to plan and undertake a writing project successfully demonstrating the capacity to incorporate these techniques into the production of a 'creative artefact' (3500–4000 words in total) consisting of a creative writing work and a critical reflection (exegesis).

Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Prerequisite: HUMT20012 Elements of Creative Writing I

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 1 - 2018

- Distance

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 Postgraduate 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: 20%

2. **Written Assessment**

Weighting: 35%

3. **Written Assessment**

Weighting: 45%

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 (email)

Feedback

Thank you Nicole. It has been a wonderful 12 weeks. I'm sorry we have to wait until next March to press on - but I've got a shelf of books to read to keep me going until then.

Recommendation

HoC will continue to maintain a focus on student-centred learning and high quality teaching practices.

Feedback from Student Feedback (email)

Feedback

Thank you Nicole for your positive feedback on my Creative Artefact. It means a lot to me! I look forward to the next unit!

Recommendation

HoC will continue to maintain a focus on providing students with timely feedback and a supportive and student-centred learning environment.

Unit Learning Outcomes

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

1. Appraise published scholarly research in contemporary creative writing theory
2. Create and implement a structured creative writing project and address any complications in its execution
3. Plan and execute a critical reflection based on the planned writing project
4. Undertake the completion of practical creative writing exercises and synthesise learned techniques in the planned writing project
5. Discover secondary data sources, and review existent literature, to develop a theoretical framework for the planned creative writing project.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 20%	•	•	•	•	•
2 - Written Assessment - 35%	•	•	•	•	•
3 - Written Assessment - 45%	•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge	o	o	o	o	o
2 - Communication	o	o	o	o	o
3 - Cognitive, technical and creative skills	o	o	o	o	o
4 - Research	o	o	o	o	o
5 - Self-management	o	o	o	o	o
6 - Ethical and Professional Responsibility	o	o	o	o	o
7 - Leadership	o	o	o	o	o
8 - 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
1 - Written Assessment - 20%	o	o	o	o	o	o	o	
2 - Written Assessment - 35%	o	o	o	o	o	o	o	
3 - Written Assessment - 45%	o	o	o	o	o	o	o	

Textbooks and Resources

Textbooks

HUMT20013

Prescribed

The Routledge Companion to Experimental Literature
(2015)

Authors: Bray, Joe, Gibbons, Alison, and Brian McHale

Routledge

Oxon , United Kingdom

Binding: Other

[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)
- Zoom app on your smart phone or access to Zoom on your laptop

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 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Week One: Introduction.	The set text: <ul style="list-style-type: none">1. Introduction (pp. 1 - 18), <i>The Routledge Companion to Experimental Literature</i>Part 1: The historical avant-gardes (pp. 19 - 74), <i>The Routledge Companion to Experimental Literature</i> Unit moodle site: <ul style="list-style-type: none">Week 1: Study GuideUnit moodle site learning materials, writing exercises, and extra readings	Set Text: <i>The Routledge Companion to Experimental Literature</i> a) Contribute an entry to the 'Week 1: Experimental Writing' discussion board (unit moodle site). Your entry could be a critical reflection or a draft piece of creative writing b) Start your 'Experimental Writing journal' (your writing journal will prove a valuable source of reflection over this term and form your submission for Assessment Item 2: Critical Reflection Journal) c) Commence drafting Assessment Item 1: Proposal (due next week). Please refer to the exemplar to help you in creating your Proposal

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Week Two: Throwing out the rulebook.	The set text: <ul style="list-style-type: none">Part 1: B. Postmodernist experimentalism (pp. 74 - 153), <i>The Routledge Companion to Experimental Literature</i> Unit moodle site: <ul style="list-style-type: none">Week 2: Study GuideUnit moodle site learning materials, writing exercises, and extra readings	a) Contribute an entry to the 'Throwing out the rulebook' discussion board in the form of a creative writing piece (e.g., perhaps a response to one of the writing exercises) b) Finalise your draft for Assessment Item 1: Proposal (due this week) and match your work against the assessment criteria and the exemplar to ensure your submission meets the assessment requirements. Written Assessment: Proposal Due: Week 2 Friday 5:00 pm AEST

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week Three: Stream of Consciousness.

Note: A voluntary Zoom session may be scheduled for this week to discuss Assessment Item 1: The Proposal/Pitch (depending on interest). 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 Q&A Forum.

The set text:

- Part 1: C. Experiments with identity (pp. 154 - 198), *The Routledge Companion to Experimental Literature*

Unit moodle site:

- Week 3: Study Guide
- Unit moodle site learning materials, writing exercises, and extra readings

a) Contribute an entry to the 'Stream of Consciousness Experimental Writing' discussion board in the form of a piece written in an experimental creative writing style (e.g., perhaps a response to one of the writing exercises)

b) Comment on a fellow student's post on 'Stream of Consciousness Experimental Writing' discussion board

c) Commence work on your writing project. The major writing project will comprise 3500-4000 words in total). This work needs to successfully demonstrate the capacity to incorporate experimental writing techniques into the production of a 'creative artefact' (2500-3000 words in total) consisting of a creative work and a critical reflection (exegesis: 1250-1700 words)

Written Assessment 1 - Proposal

Due: Week 3 Friday (23 Mar 2018)
5:00 pm AEST

Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Week Four: Experimental Writing.	The set text: <ul style="list-style-type: none"> • Part 1: D. The new experimentalism (pp. 199 - 278), <i>The Routledge Companion to Experimental Literature</i> Unit moodle site: <ul style="list-style-type: none"> • Week 4: Study Guide • Unit moodle site learning materials, writing exercises, and extra readings 	a) Contribute an entry to the 'Experimental Writing' discussion board in the stream-of-consciousness style b) Comment on a fellow student's post c) Remember to keep your 'Experimental Writing journal' up-to-date with weekly entries

Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Week Five: Multiple Viewpoint. Note: A voluntary Zoom session may be scheduled for this week for the purposes of collaborative review (depending on interest). If you wish to participate in a collaborative review session and get feedback on your draft, please check the Week Five Topic Section on the moodle unit site for details. This session will be recorded and available for download soon thereafter. If you can't make it to the session, but would still like feedback on your draft, please check the Week Five Topic Section on the moodle unit site for details.	The set text: <ul style="list-style-type: none"> • Part II: E. Experiment now: printed matter (pp. 279 - 309), <i>The Routledge Companion to Experimental Literature</i> Unit moodle site: <ul style="list-style-type: none"> • Week 5: Study Guide • Unit moodle site learning materials, writing exercises, and extra readings 	a) Contribute an entry to the 'Multiple viewpoint' discussion board using multiple viewpoint style b) Post a response to a fellow student's post c) Continue to work on your writing project.

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week Six: Realism / Impression / Expressionism.**The set text:**

- Part II: E. (pp. 310 - 350), *The Routledge Companion to Experimental Literature*

Unit moodle site:

- Week 6: Study Guide
- Unit moodle site learning materials, writing exercises, and extra readings

- a) Continue revising and fine-tuning your writing project
- b) Continue creating your Experimental Writing Journal
- c) Contribute an entry to the 'Realism/Impressionism/Expressionism' discussion board using one (or two) of these experimental techniques

Week 7 - 23 Apr 2018**Module/Topic****Chapter****Events and Submissions/Topic****Week Seven: Anti-Realism / Humour / Pathos**

Note: A voluntary Zoom session may be scheduled for this week for the purposes of collaborative review (depending on interest). If you wish to participate in a collaborative review session and get feedback on your draft, please check the Week Seven Topic Section on the moodle unit site for details. This session will be recorded and available for download soon thereafter. If you can't make it to the session, but would still like feedback on your draft, please check the Week Seven Topic Section on the moodle unit site for details.

The set text:

- Part II: F. (pp. 351 - 406), *The Routledge Companion to Experimental Literature*

Unit moodle site:

- Week 7: Study Guide
- Unit moodle site learning materials, writing exercises, and extra readings

- a) Contribute an entry to the 'Anti-Realism / Humour / Pathos' discussion board using either pathos, humour, or realism techniques
- b) Continue progress on your writing project
- c) Write an Experimental Writing critical reflection in your journal for this week

Week 8 - 30 Apr 2018**Module/Topic****Chapter****Events and Submissions/Topic****Week Eight: Creative Nonfiction.****The set text:**

- Part II: G. (pp. 407 - 466), *The Routledge Companion to Experimental Literature*

Unit moodle site:

- Week 8: Study Guide
- Unit moodle site learning materials, writing exercises, and extra readings

- a) Contribute an entry to the 'Creative Nonfiction' discussion board using the sexing the text style
- b) Continue progress on your writing project
- c) write a journal reflection for this week

Week 9 - 07 May 2018**Module/Topic****Chapter****Events and Submissions/Topic****Week Nine: Memoir.****The set text:**

- Part III: H. (pp. 483 - 511), *The Routledge Companion to Experimental Literature*

Unit moodle site:

- Week 10: Study Guide
- Unit moodle site learning materials, writing exercises, and extra readings

- a) Contribute an entry to the 'Online Writing' discussion board using a literary non-fiction style
- b) Continue progress on your writing project
- c) write a journal reflection for this week

Week 10 - 14 May 2018**Module/Topic****Chapter****Events and Submissions/Topic**

Week Ten: Online Writing.

Note: A voluntary Zoom session is scheduled for this week for the purposes of collaborative review and to discuss Written Assessments 2 & 3 (due in Weeks 11 and 12 respectively). If you wish to participate in a collaborative review session and get feedback on your draft, please check the Week Eleven Topic Section on the moodle unit site for details. This session will be recorded and available for download soon thereafter. If you can't make it to the session, but would still like feedback on your draft, please check the Week Eleven Topic Section on the moodle unit site for details. Part of this session will be dedicated to information about Assessment Item 3: Final Creative Artefact.

The set text:

- Part III: H. (pp. 483 - 511), *The Routledge Companion to Experimental Literature*

Unit moodle site:

- Week 10: Study Guide
- Unit moodle site learning materials, writing exercises, and extra readings

- a) Contribute an entry to the 'Online Writing' discussion board using a literary non-fiction style
- b) Continue progress on your writing project
- c) write a journal reflection for this week

Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Week Eleven: Publishing.	The set text: <ul style="list-style-type: none"> • Part III: H. (pp. 512 - 527), <i>The Routledge Companion to Experimental Literature</i> Unit moodle site: <ul style="list-style-type: none"> • Week 11: Study Guide • Unit moodle site learning materials, writing exercises, and extra readings 	<ul style="list-style-type: none"> a) Contribute an entry to the 'Publishing' discussion board b) Finalise your 'Experimental Writing journal' and match your entries against the assessment criteria to ensure your work meets the requirements for the item Written Assessment: Experimental Writing Journal Due: Week 11 Friday 5:00 pm AEST Written Assessment 2 - Experimental Writing Critical Reflection Journal Due: Week 11 Friday (25 May 2018) 5:00 pm AEST

Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Week Twelve: Conclusion.	Unit moodle site: <ul style="list-style-type: none"> • Week 12: Study Guide • Unit moodle site learning materials, writing exercises, and extra readings 	Finalise your 'Creative artefact' and match your submission against the assessment criteria to ensure your work meets the requirements for the item. Written Assessment: Final Creative Artefact Due: Week 12 Friday 5:00 pm AEST Written Assessment 3 - Final Experimental Writing Piece (Creative Artefact) Due: Week 12 Friday (1 June 2018) 5:00 pm AEST

Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 11 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

NOTE: Students must submit Written Assessment 1: The Proposal/Pitch. It is a condition of the unit that students submit Written Assessment 1: The Proposal/Pitch on or before the specified due date. Creative writing pieces submitted WITHOUT a prior proposal/pitch being received and marked will be penalised (as Assessment Item 2 and 3 are conditional on the submission of an approved pitch/proposal as indicated in the assessment criteria for each item).

Assessment Tasks

1 Written Assessment 1 - Proposal

Assessment Type

Written Assessment

Task Description

Students are required to develop a 500 - 700 word 'Proposal'.

The 'Proposal' will include an outline describing the basic themes, plot/story line or concept of the writing project to be undertaken over the Term.

The type of detail included in the proposal depends on the type of artefact intended. For instance, perhaps you would like to write a short story, or perhaps some poems for a book of poetry, or the first few scenes of a dramatic script for a theatre production, etc. In each case, given your work for this unit will be geared toward writing your first chapter/poems/script, your proposal will need to position the chapter/scenes/poems as sitting within the conceptual idea a larger body of work - a book of poems, a script or a novel, etc - while focusing the most attention on what you actually plan to achieve within this unit proper.

The aim of the Proposal is twofold: a) to show how the student has investigated and thought carefully about a chosen topic; and b) to ensure the writing piece will be developed and written in a suitable, achievable, and appropriate way and with an emphasis on experimental writing technique. Therefore, your Proposal must identify a specific experimental writing technique (e.g., stream of consciousness, multiple viewpoint, realism, impressionism, etc., anti-realism, memoir, paranormal, metafiction, Avant-pop, experimental life writing, or digital fiction, etc.) and show evidence that you have researched this technique, understand its literary characteristics, and provide some description/rationale as to how you aim to apply the technique in your final creative piece.

The Proposal is therefore in-part a negotiation of the creative writing topic with your supervisor (Dr Nicole Anae).

The Proposal is worth 20% of your overall graded and it is a condition of the unit that the item must be submitted, approved and passed.

Assessment Due Date

Week 3 Friday (23 Mar 2018) 5:00 pm AEST

Return Date to Students

Week 5 Friday (6 Apr 2018)

Weighting

20%

Minimum mark or grade

Pass

Assessment Criteria

The Proposal/pitch will be evaluated according to the extent to which:

1. the proposal evidences that it will carry-out a clearly articulated set of outcomes in reference to the genre and form of the writing project (e.g., writing the first chapter of a novel, writing a series of ten poems, writing a dramatic script, writing a short story, writing a children's book, etc.)
2. the proposal identifies the genre and style in which the content of the creative artefact will be written and identifies a specific experimental writing technique (e.g., stream of consciousness, multiple viewpoint, realism, impressionism, etc., anti-realism, memoir, paranormal, metafiction, Avant-pop, experimental life writing, or digital fiction, etc.)
3. the proposal of the creative artefact represents an original piece of writing according to the chosen genre and is of an achievable standard shown via a week-by-week timeline indicating what is to be undertaken and when in the writing process (including milestones, e.g., benchmarks achieved leading up to Assessment 2 - Experimental Writing Journal, benchmarks achieved leading up to Assessment 3 - Final Creative Artefact)
4. the proposal defines key literary concepts (e.g., 'point of view', 'short story', 'multiple viewpoint', 'epic', 'ode', 'magic realism', 'sci-fi', etc.), using credible/scholarly sources
5. the proposal includes; a) at least 5 scholarly/credible references identified as important in ensuring that your

creative artefact is informed by the literary and stylistic conventions of your chosen genre, the specified style, and experimental writing technique/s in which the content will be written, and b), is presented in a flawless literary presentation, formatting and referencing (Harvard Author-Date system).

Referencing Style

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

Submission

Online

Submission Instructions

Submit online using the assessment item submission platform via the unit moodle site.

Learning Outcomes Assessed

- Appraise published scholarly research in contemporary creative writing theory
- Create and implement a structured creative writing project and address any complications in its execution
- Plan and execute a critical reflection based on the planned writing project
- Undertake the completion of practical creative writing exercises and synthesise learned techniques in the planned writing project
- Discover secondary data sources, and review existent literature, to develop a theoretical framework for the planned creative writing project.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

2 Written Assessment 2 - Experimental Writing Critical Reflection Journal

Assessment Type

Written Assessment

Task Description

Students are required to reflect weekly on their writing progress with specific reference to their experiences throughout the creative writing process. The Experimental Writing journal must discuss in a critical way how the final written piece (the creative artefact) is being/has been shaped by the various factors effecting the process of literary creation. Entries can be written in the experimental writing technique under weekly discussion.

Weighting: This item is worth 35% of your final mark for the unit.

NOTE: Students can complete their Experimental Writing journal as a blog if desired (using the weekly topic forums on the unit moodle site) or submit as a word document. If completing as a blog (either via the weekly moodle platforms or using an external blog platform), simply upload a completed **Critical Reflection Journal - Blog Submissions form** as your submission for this item.

Students weekly reflections must account for the period Week 2 until Week 11 (10 weeks in total).

Each weekly reflection response is worth 3.5 marks.

Word limit: Each response should be between 200-275 words in total (references are not included in the word count).

Assessment Due Date

Week 11 Friday (25 May 2018) 5:00 pm AEST

Return Date to Students

Review/Exam Week Friday (8 June 2018)

Weighting

35%

Assessment Criteria

This assessment will be evaluated on the extent to which it demonstrates:

1. Critical reflection regarding the ways in which the work in progress aligns with the creative intentions set out in the proposal;
2. Critical reflection regarding the ways in which the work in progress is a demonstration of the critical engagement with the writing techniques identified in the proposal;

3. A deliberate and concerted enterprise in seriously considering the factors which have shaped and determined the process of literary creation including;
4. A justification of literary techniques used, a justification of chosen genre and form, a justification of how each step of the writing process has gone beyond simply sitting and writing, but offers insight into how you have critically examined your creative product in the light of contemporary theory and practice (insights each supported by critical/scholarly readings and material);
5. Flawless presentation and clarity of expression in each critical reflection - including spelling and grammatical correctness and appropriate acknowledgment of all sources and in-text citation using the **Harvard (author-date) referencing style**.

Referencing Style

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

Submission

Online

Submission Instructions

Submit online using the assessment item submission platform via the unit moodle site.

Learning Outcomes Assessed

- Appraise published scholarly research in contemporary creative writing theory
- Create and implement a structured creative writing project and address any complications in its execution
- Plan and execute a critical reflection based on the planned writing project
- Undertake the completion of practical creative writing exercises and synthesise learned techniques in the planned writing project
- Discover secondary data sources, and review existent literature, to develop a theoretical framework for the planned creative writing project.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

3 Written Assessment 3 - Final Experimental Writing Piece (Creative Artefact)

Assessment Type

Written Assessment

Task Description

The final piece must be completed according to the topic proposed in Assessment One (The Proposal), as negotiated with their supervisor. The word count is between 2500–3000 words in total.

While it is acceptable in this unit to allow of a 10% variation (either above or below) the word count, students are strongly advised to accord with word count (taking into account variation limits, e.g., +/-10%).

Weighting: This assessment item is worth 45% of the overall grade.

Note: A copy of the Proposal (Assessment Item 1) must be included with this assessment item (placed either at the very beginning, or on the final page/s of the Creative Artefact). The Proposal will not be included in the final word count.

Assessment Due Date

Week 12 Friday (1 June 2018) 5:00 pm AEST

Return Date to Students

Exam Week Friday (15 June 2018)

Weighting

45%

Assessment Criteria

This assessment will be evaluated to the extent to which the work:

1. Evidences a carrying-out of the points referred to in the project pitch/proposal with experimentation and innovation;

2. Demonstrates an original piece of writing in the nominated experimental writing technique and of the chosen genre, and is of a standard clearly showing indicators for the chosen genre and style;
3. Showcases a work of a flawless, polished, and finished piece of writing at a publishable standard;
4. Evidences the sustained use of recommended theoretical concepts in supporting work, whether a creative or critical component as regards experimental writing;
5. Utilises overall clarity of expression including spelling and grammatical correctness as well as appropriate acknowledgment of sources using the Harvard(author-date) referencing style.

Referencing Style

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

Submission

Online

Submission Instructions

Submit online using the assessment item submission platform via the unit moodle site.

Learning Outcomes Assessed

- Appraise published scholarly research in contemporary creative writing theory
- Create and implement a structured creative writing project and address any complications in its execution
- Plan and execute a critical reflection based on the planned writing project
- Undertake the completion of practical creative writing exercises and synthesise learned techniques in the planned writing project
- Discover secondary data sources, and review existent literature, to develop a theoretical framework for the planned creative writing project.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

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