LITR19049 *Romantic and Contemporary Poetry*
Term 2 - 2018

Profile information current as at 29/04/2024 02:44 pm

All details in this unit profile for LITR19049 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
Poetry, as they say, is a many splendid thing: the art of the unsayable, an outlet for expressing innermost thoughts and feelings, a special use of language and poetic forms such as metaphor and metonymy, a certain kind of discourse, an aesthetic practice, a form of knowing that sits outside conventional epistemologies - the list goes on. Poetry has had a significant influence on contemporary intellectual thought: Freud, for example, repeatedly acknowledged that the poets preceded him in all his thoughts. The aim of this unit is to introduce students to the plethora of poets and poetic forms represented in the Romantic and Contemporary eras, to show them a form of advanced poetics that will inform their reading practices, and to introduce the sorts of challenges to modern poetic orthodoxies represented by recent developments in post-structuralist literary theory. Students will also explore the main influences poetry has had on contemporary thought.

Details
Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites
There are no requisites for this unit.
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 - 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 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: 20%
2. **Written Assessment**
Weighting: 30%
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 response (unit evaluation)

Feedback

This was one of the best courses I have studied throughout my degree. The course was engaging, the content was relevant and every assessment task supported my learning. I never thought I would feel confident analysing poetry but by the end of this course I did and I absolutely loved it. Nicole's support throughout this term has been incredible and without it, I would never have been able to make it through the term. The textbook is fantastic, very expensive, but it really was worth it!

Recommendation

Unit coordinator will continue to provide students with a supportive and positive learning experience.

Feedback from Student response (unit evaluation)

Feedback

I definitely think that the lecturer, Nicole Anae, made the unit really interesting. It is obvious that she has a passion for poetry and is also very knowledgeable. The reflective journal was great for me as it meant that I had to keep up with the coursework as the term went along. I just really loved learning about poetry and being exposed to different poets throughout the term. I feel that when I become an English teacher, my knowledge of poetry will now be more than adequate to teach high school students.

Recommendation

Unit coordinator will continue to develop the unit to provide students with real-world learning.

Feedback from Student response (unit evaluation)

Feedback

The best part of this unit was the timing given for feedback. Assignments were returned promptly and allowed me to improve in the next assignment.

Recommendation

Unit coordinator will continue to provide timely and beneficial feedback to students.

Unit Learning Outcomes

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

1. Analyse selected poems from the Romantic and contemporary eras using advanced poetics.
2. Identify and evaluate ideas that both affirm and contest orthodox canonic views of poetry, such as the transparency of language, the fixity of meaning, the unity of the self, and non-ideological access to universal truth, within the framework of modern poetry.
3. Communicate research outcomes and cogent arguments with advanced oral 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 - Written Assessment - 20%	•	•	•
2 - Written Assessment - 30%	•	•	•
3 - Written Assessment - 50%	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	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 - 20%	•		•	•		•		•		
2 - Written Assessment - 30%	•		•	•		•	•	•		
3 - Written Assessment - 50%	•	•	•	•		•	•	•		

Textbooks and Resources

Textbooks
LITR19049

Prescribed

Norton Anthology of Poetry
Edition: 5th edn revised (2005) (2005)
Authors: Ferguson, M., Salter, M. J., & Stallworthy, J.
WW Norton & Company
New York , New York , United States
ISBN: 9780393979206
Binding: Paperback

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

Leanne Dodd Unit Coordinator
l.dodd@cqu.edu.au

Schedule

Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction		

Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Reading Poetry: Meaning Beyond Sense Note: A voluntary Zoom session may be scheduled before the due date for Assessment Item 1: Short Paper (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.	John Stephens (Chapters 5 & 6) Library CRO, Mary Wroth	**Poetry Journal** Submit your poetry journal blog for Week 2 on the blog platform for this week. Remember, you are expected to submit a total of ten (10) weekly entries, on a weekly basis, over the course of the Term: from Week 2 to Week 11 (inclusive). Each topic section of the e-Unit Moodle site includes a Blog platform for the respective weekly topics.

Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Romantic Poetry	Blake, Wordsworth, Dorothy Wordsworth	**Poetry Journal** Submit your poetry journal blog for Week 3 on the blog platform for this week. Remember, you are expected to submit a total of ten (10) weekly entries, on a weekly basis, over the course of the Term: from Week 2 to Week 11 (inclusive). Each topic section of the e-Unit Moodle site includes a Blog platform for the respective weekly topics.

Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Romantic Poetry	Shelley, Coleridge, Mary Wollstonecraft Shelley	**Poetry Journal** Submit your poetry journal blog for Week 4 on the blog platform for this week. Remember, you are expected to submit a total of ten (10) weekly entries, on a weekly basis, over the course of the Term: from Week 2 to Week 11 (inclusive). Each topic section of the e-Unit Moodle site includes a Blog platform for the respective weekly topics.

Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Romantic Poetry	Byron, Keats, Barrett Browning	**Poetry Journal** Submit your poetry journal blog for Week 5 on the blog platform for this week. Remember, you are expected to submit a total of ten (10) weekly entries, on a weekly basis, over the course of the Term: from Week 2 to Week 11 (inclusive). Each topic section of the e-Unit Moodle site includes a Blog platform for the respective weekly topics.

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Romantic Poetry, Victorians, Early Modern Poetry	Tennyson, Emerson, Whitman, Arnold, Dickinson	**Poetry Journal** Submit your poetry journal blog for Week 6 on the blog platform for this week. Remember, you are expected to submit a total of ten (10) weekly entries, on a weekly basis, over the course of the Term: from Week 2 to Week 11 (inclusive). Each topic section of the e-Unit Moodle site includes a Blog platform for the respective weekly topics. **Assessment Item 1: Short Paper** Due: Week 6 Friday (24 Aug 2018) 11:45 pm AEST

Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic

Early Modern(ist) Poetry
Note: A voluntary Zoom session may be scheduled before the due date for Assessment Item 2: Research Paper (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.

Yeats, Hopkins, Frost, Stevens, Carlos Williams, Lawrence, Amy Lowell

Poetry Journal
Submit your poetry journal blog for Week 7 on the blog platform for this week. Remember, you are expected to submit a total of ten (10) weekly entries, on a weekly basis, over the course of the Term: from Week 2 to Week 11 (inclusive). Each topic section of the e-Unit Moodle site includes a Blog platform for the respective weekly topics.

Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Modern(ist) Poetry	Pound, Eliot, Parker, Cummings, Moore, Edna St Vincent Millay	**Poetry Journal** Submit your poetry journal blog for Week 8 on the blog platform for this week. Remember, you are expected to submit a total of ten (10) weekly entries, on a weekly basis, over the course of the Term: from Week 2 to Week 11 (inclusive). Each topic section of the e-Unit Moodle site includes a Blog platform for the respective weekly topics.

Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Modern(ist) Poetry	Empson, Auden, Roethke, Thomas, Elizabeth Bishop	**Poetry Journal** Submit your poetry journal blog for Week 9 on the blog platform for this week. Remember, you are expected to submit a total of ten (10) weekly entries, on a weekly basis, over the course of the Term: from Week 2 to Week 11 (inclusive). Each topic section of the e-Unit Moodle site includes a Blog platform for the respective weekly topics. **Assessment Item 2: Essay** Due: Week 9 Wednesday (12 Sept 2018) 11:45 pm AEST

Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary Poetry Note: A voluntary Zoom session may be scheduled before the due date for Assessment Item 3: Critical Reflection Journal. 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.	Meredith, Koch, Ginsberg, O'Hara, Elizabeth Jennings	**Poetry Journal** Submit your poetry journal blog for Week 10 on the blog platform for this week. Remember, you are expected to submit a total of ten (10) weekly entries, on a weekly basis, over the course of the Term: from Week 2 to Week 11 (inclusive). Each topic section of the e-Unit Moodle site includes a Blog platform for the respective weekly topics.

Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic

| Contemporary Poetry | Ashberry, Rich, Hughes, Plath, Lorde, Murray, Wright | **Poetry Journal** Submit your final poetry journal blog for Week 11 on the blog platform for this week. Remember, you are expected to submit a total of ten (10) weekly entries, on a weekly basis, over the course of the Term: from Week 2 to Week 11 (inclusive). Each topic section of the e-Unit Moodle site includes a Blog platform for the respective weekly topics. **NOTE:** For submission of the assessment item, you will combine your 10 weekly entries into a single word document and submit to moodle using the unit's submission platform for this assessment item. |

Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary Poetry	Atwood, Heaney, Fenton	**Assessment Item 3: Poetry Jounal** Due: Week 12 Thursday (4 Oct 2018) 11:45 pm AEST

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

NOTE: Late assignments submitted without an approved extension request may receive a grade but no feedback.

Assessment Tasks

1 Assessment Item 1: Short Paper

Assessment Type
Written Assessment

Task Description
Task Description
Weighting: 20%
Due: Week 6 Friday
Length: 750-1000 words
Topic: Choose one of the weekly discussion questions from the e-Unit website as the topic for your short paper (submit via Moodle). The analysis of the poem/s you choose must reflect an understanding of analytical techniques used in John Stephen's *Reading the signs*, chapters 5 & 6. This reading is available on the e-Unit Moodle site.
NOTE: Poems and poets used for this short paper may not be used in the essay (Assessment 2 - Essay). Please see unit moodle site for specific details about this assessment item.

Assessment Due Date
Week 6 Friday (24 Aug 2018) 11:45 pm AEST

Return Date to Students
Week 8 Friday (7 Sept 2018)

Weighting
20%

Assessment Criteria
The short paper will be assessed using the following criteria:

1. The way in which the analysis of the poetry reflects an understanding of analytical techniques used in John Stephen's *Reading the signs*, chapters 5 & 6;
2. The proper formatting of the prose and references according to the Harvard (author-date) referencing style;
3. Clarity of expression and presentation (including spelling and grammar).

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

- Analyse selected poems from the Romantic and contemporary eras using advanced poetics.
- Identify and evaluate ideas that both affirm and contest orthodox canonic views of poetry, such as the transparency of language, the fixity of meaning, the unity of the self, and non-ideological access to universal truth, within the framework of modern poetry.
- Communicate research outcomes and cogent arguments with advanced oral and written communication skills.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Ethical practice

2 Assessment Item 2: Essay

Assessment Type
Written Assessment

Task Description
Choose **ONE** of the following topics (poems and poets used for the short paper - Assignment 1 - may not be used in this essay):

1. In *Poetry as discourse*, Anthony Easthope (1983) argues that 'A conception of discourse as a form determined at once by language, ideology and subjectivity makes it possible to analyse poetry as poetic discourse'. Discuss this statement using a fair selection of poetry (no less than 4, no more than 8) discussed during the term.
2. Michael Coyle (2014) argues that 'Popular culture is part of what made modernist poetry *radical* in that it changes the relation of art to the real: it is radical in the literal sense, affecting artistic production at is very roots' ('Popular Culture' in *A companion to modernist poetry*, pp. 81-94). In the poetry of a good cross section of Modernist poets (no less than 4, no more than 8) , discuss the ways in which the emergent dominance of popular culture has made way for the profound experimentation so characteristic of modernist poetry.
3. John Stephens states that 'One of the main concerns of lyric poetry is to explore the complexities of the relationship between the subjective self and the otherness of the world, and poems about landscape have been a common site in which to carry out this exploration' (1992, p. 102). Working with a selection of modern and contemporary poetry (no less than 4, no more than 8) , explore the significance of Stephens' comment for our practice of reading lyric poetry.
4. Terry Eagleton (2007, p. 66) claims that 'The distinction between form and content is notoriously leaky. Mood and tone, for example, are aspects of what we might call semantic content - of specific patterns of meaning - from which they cannot really be dissociated'. Examine this comment in the context of contemporary poetic challenges to the distinctions between form and content in a selection of contemporary poetry (no less than 4, no more than 8) .
5. In 'The Escape from Syntax: or the aesthetics of dissolution', Julia Stanley states that 'All poets must challenge the rules of the language and make language accommodate their meanings' (Twentieth-century Poetry, Fiction, Theory 1977, p. 162). Explore the implications of this comment in the context of a selection of poetry (no less than 4, no more than 8).

Please refer to the unit moode site for specific detail and further information.

Assessment Due Date
Week 9 Wednesday (12 Sept 2018) 11:45 pm AEST

Return Date to Students
Week 11 Wednesday (26 Sept 2018)

Weighting
30%

Assessment Criteria
The Essay will be assessed using the following criteria:

1. The relevance, insight and depth of analysis of both direct evidence from the poems and associated issues;
2. The extent to which the Essay demonstrates clear critical thinking skills through the clarity of arguments made and the effective use of secondary material to support both argument and analysis (no less than 5 credible, scholarly, secondary sources);
3. The extent to which the Essay demonstrates advanced poetry reading skills;
4. The proper acknowledgement of all in-text sources and reference list using the Harvard (author-date) referencing style; and,
5. The extent to which the essay is carefully edited for presentation (expression, spelling and grammar) and overall clarity.

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

- Analyse selected poems from the Romantic and contemporary eras using advanced poetics.
- Identify and evaluate ideas that both affirm and contest orthodox canonic views of poetry, such as the transparency of language, the fixity of meaning, the unity of the self, and non-ideological access to universal truth, within the framework of modern poetry.
- Communicate research outcomes and cogent arguments with advanced oral and written communication skills.

Graduate Attributes

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

3 Assessment Item 3: Poetry Jounal

Assessment Type
Written Assessment

Task Description
Students will be expected to keep a Poetry Journal from Week 2 to Week 11 (inclusive) during the term.
As the Journal is worth 50% of the overall mark, the standard expected will be high.
This will require reading the set poems (and others) each week and making weekly entries using the weekly Blog platforms on the e-Unit Moodle site that reflect your reading/interpretation of the poems and of any secondary sources. You are expected to submit a total of ten (10) weekly entries, on a weekly basis, over the course of the Term: from Week 2 to Week 11 (inclusive). Each topic section of the e-Unit Moodle site includes a Blog platform for the respective weekly topics.
Each of the ten (10) weekly entries MUST:

1. address at least ONE of the discussion questions listed for each week on the unit website, and;
2. comments on two Journal blog posts, per week, posted by another student (either different students each week, or, the same two students over the course of the term).

For submission of the assessment item, you will combine your 10 weekly entries in a single word document and submit to moodle using the unit's submission platform for this item.
Each weekly entry is worth 5 marks.
Word count: No less than 3500 words, no more than 6000 words (the reference list will not be included in the word

count).
Please refer to the 'Critical Reading: A Guide', 'Poetry Reflection Journal Guide', and 'A Framework for Reading and Responding to Poetry' documents (provided on the unit website) for suggestions regarding approaching poetry, which will be helpful for making entries in the journal.
Please refer to the e-Unit Moode site for specific detail and further information.

Assessment Due Date
Week 12 Thursday (4 Oct 2018) 11:45 pm AEST

Return Date to Students
Exam Week Thursday (18 Oct 2018)

Weighting
50%

Assessment Criteria
Poetry Journals will be assessed using the following criteria:

1. The extent to which each of the ten (10) weekly Journal Entries represents an organised and genuine attempt to develop an in depth understanding of the poems and associated issues on a <u>weekly</u> basis over the course of the term (avoid completing all the blog entries in one 'hit');
2. The extent to which the Journal Blog as a whole demonstrates clear poetry analysis skills, through the clarity and depth of an engagement with the poem(s), and through the effective use of secondary material to support this analysis;
3. The Journal comments on two blog posts, per week, posted by another student (either different students each week, or, the same two students over the course of the term)
4. The extent to which each blog entry properly acknowledges all sources using the Harvard (author-date) referencing style; and,
5. The extent to which the blog entries are carefully edited for presentation (expression, spelling and grammar) and overall clarity.

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

- Analyse selected poems from the Romantic and contemporary eras using advanced poetics.
- Identify and evaluate ideas that both affirm and contest orthodox canonic views of poetry, such as the transparency of language, the fixity of meaning, the unity of the self, and non-ideological access to universal truth, within the framework of modern poetry.
- Communicate research outcomes and cogent arguments with advanced oral 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