



WRIT11023 Creative Writing 1: Fundamentals of Writing

Term 1 - 2017

Profile information current as at 23/04/2024 05:56 pm

All details in this unit profile for WRIT11023 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

This unit has as its focus the development of basic writing techniques necessary for the creative reproduction of personal and imaginative experience. The student will investigate and practice techniques such as narrative viewpoint, characterization, dialogue and description of setting via drafting and editing creative writing pieces.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 10

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 1 - 2017

- 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: Pass/Fail

2. **Written Assessment**

Weighting: 45%

3. **Written Assessment**

Weighting: 55%

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 Have your say feedback

Feedback

Students request more compulsory writing activities

Recommendation

Due to the ratio of students to lecturers (54:1), this is difficult, and the assessment has been set. It would be possible to provide more writing space on the forums and allow students to provide peer feedback, with consultation and guidance from the lecturer.

Feedback from Have your say feedback

Feedback

Student requests that more prescriptive writing topics are given; and that writing exercises provided in course materials should have been made into assessment items

Recommendation

Creative writing requires imagination - prescriptive writing exercises are anathema to tertiary-level writing. There was no impediment to students choosing to use writing exercises to create their assessment writing pieces. That this is an option will be made clearer in the next iteration of the course.

Feedback from Have your say feedback

Feedback

Students requests novella or novel-length word limits.

Recommendation

The word limits are commensurate with the level of the students - undergraduate first and second year students. A student would need to enrol in a Masters or PhD level degree program to submit work of around 30,000 - 100,000 words.

Feedback from Moodle feedback

Feedback

Students request video materials

Recommendation

Investigating Camtasia and creating podcasts of lectures

Feedback from Have your say feedback

Feedback

More in-class writing activities

Recommendation

Will provide time in class for writing exercises and feedback - will encourage flex students to post their work online to facilitate an online writing space

Feedback from Have your say feedback

Feedback

More / greater contact with flex students requested

Recommendation

Measures will be taken to ensure communication with flex students is more effective in the next offering - using video and Camtasia should assist this, as well as increased presence on forums

Unit Learning Outcomes

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

1. development of your skills in literary craftsmanship
2. development of your analytical skills through first-hand experience with problems of crafting 'imaginative' literature
3. broadening of your understanding of the 'imaginative' writer's relationship with both society and individuals within that society through a heightened awareness of your reactions to society and the individual and the parts such reactions play in the generation of your own 'imaginative' themes.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



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 - 0%	•	•	•	•		•		•		
2 - Written Assessment - 45%	•	•	•	•		•		•		
3 - Written Assessment - 55%	•		•	•		•		•		

Textbooks and Resources

Textbooks

WRIT11023

Prescribed

The Road to Somewhere : A Creative Writing Companion

Edition: 2nd edn revised (2013)

Authors: Graham , R

Palgrave Macmillan

London , UK

ISBN: 9781137263568

Binding: Paperback

Additional Textbook Information

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

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 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction	Armstrong, J A Writers Territory, in <i>The road to somewhere</i> , pp. 14 - 17 Leach, H Creativity, in <i>The road to somewhere</i> , pp. 18 - 27 Please note: page numbers for listed readings will vary depending on which edition of the textbook you have.	

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Getting Started	Leach, H Becoming a Writer, in <i>The road to somewhere</i> , pp. 5 - 13 Please note: page numbers for listed readings will vary depending on which edition of the textbook you have.	Proposal due. Proposal/Pitch Due: Week 2 Friday (17 Mar 2017) 5:00 pm AEST

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
The Fundamentals of Writing: Show, Don't Tell and other rules	Graham, R Immediacy: It's Showtime, in <i>The road to somewhere</i> , pp. 168 - 178	

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Perspectives	Graham, R Narrators: Whose Story Is It Anyway?, in <i>The road to somewhere</i> , pp. 106 - 111 Alternatively: Graham, R Point of view, in <i>The road to somewhere</i> , pp. 105 - 112	

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Creating Authentic Characters	Graham, R Your Travelling Companions, in <i>The road to somewhere</i> , pp. 113 - 122 Alternatively: Graham, R Characterisation, in <i>The road to somewhere</i> , pp. 95 - 104	

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Dialogue	Singleton, John Dialogue in Prose Fiction, in <i>The road to somewhere</i> , pp. 156 - 166 Alternatively: Singleton, John Dialogue, in <i>The road to somewhere</i> , pp. 113 - 122	

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Setting	Newall, H, Setting, in <i>The road to somewhere</i> , pp. 124 - 133	

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Image / Symbol / Rhythm	Leach, H 2014 Poetry for People Who Don't Like Poetry, in <i>The road to somewhere</i> , pp. 204 - 208 Singleton, J Words and Images, in <i>The road to somewhere</i> , pp. 199 - 206 Sheppard, R & Thurston, S 2014 Poetry, in <i>The road to somewhere</i> , pp. 194 - 203	

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Plot / Suspense / Pace	Graham, R Your Vehicle: Plot, in <i>The road to somewhere</i> , pp. 138 - 142 Newell, H Sense of Pace (in Setting), in <i>The road to somewhere</i> , pp. 128	

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic

Editing and The Drafting Process	Graham R & Leach H Reflection: Looking Your Words in the Face, in <i>The road to somewhere</i> , pp. 80-86 Graham R Revision: Cut it Out, Put it In, in <i>The road to somewhere</i> , pp. 183-192	Critical Reflection Journal Due Critical Reflection Journal Due: Week 10 Friday (19 May 2017) 5:00 pm AEST
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Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Genre	See Study Guide for Readings	

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Conclusion	See Study Guide for Readings	Final Assessable Draft due. Final Creative Artefact Due: Week 12 Friday (2 June 2017) 5:00 pm AEST

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Proposal/Pitch

Assessment Type

Written Assessment

Task Description

Please refer to the unit moodle site for a detailed description.

Task Description: Chose one writing technique (e.g., dialogue, characterisation, setting, point of view, etc.) and one genre (either short story, a play, a suite of poems, or short creative non-fiction). Write a 500-700 word pitch for a written piece in this genre to myself as 'editor'.

Explanation: You are required to write a creative writing piece for your major assessment item. You must first identify a collaborative story writing site. This is simply 'a place to start.' Looking at the creative writing of others gives you a way of thinking about what you might like to write, and in the process, will help you to focus your creative writing. Start by investigating free collaborative story writing sites such as [Inkle](#), [Ficly](#), [StoryMash](#), [Twine](#), [Novlet](#), [FanStory](#), [Episode](#), [StoryWars](#), [Protagonize](#), [FoldingStory](#), [StoryTimed](#), or [FanFic](#) (among many others) for inspiration. For instance, you might be a serious *Supernatural* fan and dream of writing your own storyline. If so, **FanFic** would definitely be an option for structuring your major piece (your creative artefact).

Depending on the site you choose, your major work could be part of a narrative thread started by someone else, a prequel or sequel woven into a story already written, a story chapter created after jumping into someone else's tale, or, an original story you have started entirely yourself. The possibilities are limited only by your imagination. It is up to you whether you actually submit your work to your chosen site. I would encourage you to do so, but submission to the collaborative writing site you have chosen is not a requirement of the unit.

The pitch/proposal is pass/fail only. This means that you are required to complete the proposal/pitch (on which you will receive feedback), but this does not contribute to the overall grade percentage. Why? Because, as you are required to develop a 500 - 700 word 'proposal/pitch' for a work (perhaps inspired by collaborative writing site of your choice such as [Inkle](#), [Ficly](#), [StoryMash](#), [Twine](#), [FanFic](#), etc.), you must first show that you have actually identified a possible interactive/collaborative story writing site, and considered how the theme/topic/focus of your piece 'matches' that of the collaborative writing stream. Again, this will depend on whether you intend your major work to be part of a narrative thread started by someone else, a prequel or sequel woven into a story already written, or an original story you have started entirely yourself. The proposal/pitch gives you the opportunity to focus your piece toward your chosen interactive/collaborative writing platform and gives you a way to plan completing Assessment Item 2 and 3 over the course of the Term.

NOTE: Creative writing pieces submitted WITHOUT a prior pitch being received and marked may be penalised.

Assessment Due Date

Week 2 Friday (17 Mar 2017) 5:00 pm AEST

The Proposal represents the student's account of what they hope to achieve with regards the creative work over the course of the Term, and so its submission on or before the specified due date is a requirement of this course

Return Date to Students

Week 4 Friday (31 Mar 2017)

Distributed to students electronically.

Weighting

Pass/Fail

Assessment Criteria

Please access the unit moodle site for detailed information.

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

1. the proposal evidences that it will carry-out a clearly articulated set of outcomes as regards the genre and form of the writing project (e.g., writing the first chapter of a novel, writing a short story, writing a children's book, a suite of poems, etc.);
2. the proposal identifies the specific collaborative writing site and the style in which the content of the creative artefact will be written (e.g., third-person limited, intimate, or omniscient, etc.)
3. the proposal of the creative artefact represents an original piece of writing according to the chosen genre (e.g., horror, sci-fi, fantasy, historical romance, popular romance, crime, etc.), 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 - First Draft, benchmarks achieved leading up to Assessment 3 - Final Draft)
4. the proposal is presented in a flawless literary presentation, formatting and referencing ([Harvard \(author-date\) referencing style](#))
5. the proposal includes at least 5 references identified as important in ensuring that your creative artefact is informed by the literary and stylistic conventions of your chosen genre and the specified style in which the content will be written.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- development of your skills in literary craftsmanship
- development of your analytical skills through first-hand experience with problems of crafting 'imaginative' literature
- broadening of your understanding of the 'imaginative' writer's relationship with both society and individuals within that society through a heightened awareness of your reactions to society and the individual and the parts such reactions play in the generation of your own 'imaginative' themes.

Graduate Attributes

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

2 Critical Reflection Journal

Assessment Type

Written Assessment

Task Description

Please refer to the unit moodle site for detailed information.

Critical Reflection Journal: Students are required to reflect weekly on their progress through the writing process with specific reference to their experiences using/consulting their chosen online collaborative writing site. The reflective journal must discuss in a critical way how the final written piece (the creative artefact) is being/has been shaped by the online story writing process. Again, this will depend on whether your creative artefact is/was part of a narrative thread

started by someone else, a prequel or sequel woven into a story already written, or an original story you started yourself.

Students can complete their reflective journal as a blog if desired (using the weekly topic forums on the unit moodle site) or submit as a word document.

Students weekly reflections must account for the period Week 3 until Week 10 (7 weeks in total).

Each weekly reflection response is worth 6.5 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 10 Friday (19 May 2017) 5:00 pm AEST

Return Date to Students

Week 12 Friday (2 June 2017)

Distributed to students electronically.

Weighting

45%

Assessment Criteria

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

1. regarding the ways in which the creative work evidences a carrying-out of the clearly articulated set of outcomes as per The Pitch/Proposal including the nominated collaborative writing site and the genre and form of the creative artefact (e.g., writing the first chapter of a novel, writing a short story, writing a novella, writing a series of short stories, writing a children's book, etc.);
2. taking into account the thematic/literary standards of the nominated collaborative writing site;
3. engagement with the 5 references (listed in The Proposal) in ensuring that the creative artefact is informed by the literary and stylistic conventions of the chosen genre and the specified writing technique and genre nominated in the proposal;
4. regarding the progress of the artefact according to the standards shown via the Proposal's week-by-week timeline indicating what was to be undertaken and when in the writing process (that is, the achieved milestones leading up to Assessment 3 - Final Draft)
5. each critical reflection reflects flawless presentation, clarity of expression - including spelling and grammatical correctness using the [Harvard \(author-date\) referencing style](#).

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- development of your skills in literary craftsmanship
- development of your analytical skills through first-hand experience with problems of crafting 'imaginative' literature
- broadening of your understanding of the 'imaginative' writer's relationship with both society and individuals within that society through a heightened awareness of your reactions to society and the individual and the parts such reactions play in the generation of your own 'imaginative' themes.

Graduate Attributes

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

3 Final Creative Artefact

Assessment Type

Written Assessment

Task Description

Please access the unit moodle site for detailed information and guidelines.

Students are required to complete at least one piece of writing of a publishable standard. The Final Creative Artefact is a proofread and polished piece of the creative writing artefact students have been working on over the Term. The

publishable piece must be completed according to the topic proposed in Assessment One ('The Pitch'/Proposal), as negotiated with their supervisor.

The total word count is 2500 words.

The assessment item is worth 55% of the overall grade.

A copy of the Proposal/Pitch (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).

Assessment Due Date

Week 12 Friday (2 June 2017) 5:00 pm AEST

Return Date to Students

As soon as practicable after the end of the examination period.

Weighting

55%

Assessment Criteria

The Final Creative Artefact will be evaluated according to the extent to which:

1. the final piece realises the articulated set of outcomes (The Pitch/Proposal) with respect to the genre and form of the creative artefact;
2. the final piece incorporates all of the stipulations outlined for the creative artefact;
3. the draft realises the elements of the chosen genre (e.g., horror, sci-fi, fantasy, historical romance, popular romance, etc.), and form (a chapter, a short story, a novella, etc), and accords with the standards shown via the Proposal's week-by-week timeline indicating what was to be undertaken and when in the writing process (that is, the achieved milestones leading up to Assessment 3 - Final Creative Artefact)
4. the draft is presented in a flawless literary presentation, formatting and (where/if required) referencing ([Harvard \(author-date\) referencing style](#))
5. the draft shows the realisation of an original piece of writing indicating the literary and stylistic conventions of the chosen genre and the specified style in which content of this type should be written.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- development of your skills in literary craftsmanship
- development of your analytical skills through first-hand experience with problems of crafting 'imaginative' literature
- broadening of your understanding of the 'imaginative' writer's relationship with both society and individuals within that society through a heightened awareness of your reactions to society and the individual and the parts such reactions play in the generation of your own 'imaginative' themes.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Information Technology 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