



# WRIT11023 Creative Writing 1: Fundamentals of Writing

## Term 1 - 2018

Profile information current as at 27/04/2024 03:50 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 - 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: 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 (2013)

Authors: Graham, R, Leach, H and Newall, H

Palgrave Macmillan,

Basingstoke , United Kingdom

Binding: Other

#### **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)
- 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

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**Mark Svendsen** Unit Coordinator

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## Schedule

### **Week 1 - 05 Mar 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Introduction	Week 1 Study Guide (Unit moodle site) 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 <b>Please note:</b> page numbers for listed readings will vary depending on which edition of the textbook you have.	a) Contribute an entry to the 'Introductions' discussion board (unit moodle site). b) Start your 'Creative 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 (see assessment item description on the unit moodle site)

**Week 2 - 12 Mar 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Getting Started	<p><b>Week 2 Study Guide</b> (Unit moodle site)</p> <p>Leach, H Becoming a Writer, in <i>The road to somewhere</i>, pp. 5 – 13</p> <p><b>Please note:</b> page numbers for listed readings will vary depending on which edition of the textbook you have.</p>	<p>a) Contribute an entry to the 'Getting Started' discussion board (unit moodle site).</p> <p>b) Start your 'Creative 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)</p> <p>c) Finalise and submit Assessment Item 1: Proposal (due this week). Double check the assessment item criteria to ensure your submission meets the item requirements. Also, refer to the exemplar of a Proposal (see assessment item description on the unit moodle site)</p> <p><b>Written Assessment 1 - Proposal</b> Due: Week 2 Friday (16 Mar 2018) 5:00 pm AEST</p>

**Week 3 - 19 Mar 2018**

Module/Topic	Chapter	Events and Submissions/Topic
The Fundamentals of Writing: Show, Don't Tell and other rules	<p><b>Week 3 Study Guide</b> (Unit moodle site)</p> <p>Graham, R Immediacy: It's Showtime, in <i>The road to somewhere</i>, pp. 168 – 178</p>	<p>a) Contribute an entry to the 'The Fundamentals of Writing' discussion board in the form of a creative writing piece (e.g., perhaps a response to one of the writing exercises)</p> <p>b) Comment on a fellow student's post on 'The Fundamentals of Writing: Fiction' discussion board</p> <p>c) Commence work on your writing project.</p>

**Week 4 - 26 Mar 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Perspectives	<p><b>Week 4 Study Guide</b> (Unit moodle site)</p> <p>Graham, R Narrators: Whose Story Is It Anyway?, in <i>The road to somewhere</i>, pp. 106 – 111</p> <p>Alternatively:</p> <p>Graham, R Point of view, in <i>The road to somewhere</i>, pp. 105 – 112</p>	<p>a) Contribute an entry to the 'Point of View' discussion board in the form of a creative writing piece (e.g., perhaps a response to one of the writing exercises)</p> <p>b) Remember to keep your 'Creative writing journal' up-to-date with weekly entries</p>

**Week 5 - 02 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Creating Authentic Characters	<p><b>Week 5 Study Guide</b> (Unit moodle site)</p> <p>Graham, R Your Travelling Companions, in <i>The road to somewhere</i>, pp. 113 – 122</p> <p>Alternatively:</p> <p>Graham, R Characterisation, in <i>The road to somewhere</i>, pp. 95 – 104</p>	<p>a) Contribute an entry to the 'Creating Authentic Characters' discussion board in the form of a short creative piece focusing on 'Characterisation'</p> <p>b) Comment on a fellow student's short creative piece or post</p> <p>c) Continue to work on your writing project.</p>

**Vacation Week - 09 Apr 2018**

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

Dialogue	<b>Week 6 Study Guide</b> (Unit moodle site) 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	a) Contribute an entry to the 'Dialogue' discussion board. b) Comment on another student's post c) Continue progress on your writing project. d) Write a critical reflection for this week
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### Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Setting	<b>Week 7 Study Guide</b> (Unit moodle site) Newall, H, Setting, in <i>The road to somewhere</i> , pp. 124 – 133	a) Contribute an entry to the 'Setting' discussion board. b) Comment on another student's post c) Continue progress on your writing project. d) Write a critical reflection for this week

### Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Image / Symbol / Rhythm	<b>Week 8 Study Guide</b> (Unit moodle site) 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	a) Contribute an entry to the 'Image / Symbol / Rhythm' discussion board. b) Comment on another student's post c) Continue progress on your writing project. d) Write a critical reflection for this week

### Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Plot / Suspense / Pace	<b>Week 9 Study Guide</b> (Unit moodle site) 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	a) Contribute an entry to the 'Plot / Suspense / Pace' discussion board. b) Comment on another student's post c) Continue progress on your writing project. d) Write a critical reflection for this week and begin polishing and finalising your critical reflection (due next week)

### Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Editing and The Drafting Process Critical Reflection Journal (considerations): <ul style="list-style-type: none"> <li>• Do my entries critically reflect on my creative decision-making regarding point of view, characterisation, plot, etc.?</li> <li>• Do my entries critically reflect on my creative decision-making regarding the genre and form in which the creative work is written?</li> <li>• Do my entries critically reflect on how my creative work meets/matches/diverts from what I set out to do (as stated in my Proposal)?</li> <li>• Have I supported my reflections with scholarly work?</li> <li>• Have I incorporated the formatting and citation standards consistent with the Harvard (author-date) system?</li> </ul>	<b>Week 10 Study Guide</b> (Unit moodle site) 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	a) Continue revising and fine-tuning your writing project b) Finalise and submit your critical reflection journal. Remember to match your entries against the assessment criteria to ensure your work meets the requirements for the item c) Contribute an entry to the 'Editing and The Drafting Process' discussion board  <b>Written Assessment 2 - Critical Reflection Journal</b> Due: Week 10 Friday (18 May 2018) 5:00 pm AEST

**Week 11 - 21 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Genre	<b>Week 11 Study Guide</b> (Unit moodle site)	a) Continue revising and fine-tuning your writing project

**Week 12 - 28 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Conclusion	<b>Week 12 Study Guide</b> (Unit moodle site)	a) Finalise and submit Written Assessment 3 - Final Creative Writing Artefact). Remember to match your submission against the assessment criteria to ensure your work meets the requirements for the item  <b>Written Assessment 3 - Final Creative Piece (Creative Artefact)</b> Due: Week 12 Friday (1 June 2018) 5:00 pm AEST

**Review/Exam Week - 04 Jun 2018**

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

## Term Specific Information

The submission of Assessment Item 1 - The Proposal - according to the stipulated due date and assessment item description is a requirement of this unit.

Because The Proposal represents the student's account of what they hope to achieve as regards their creative work (that is, the 'creative artefact'), failure to submit a proposal according to the stipulated due date and assessment item description will normally result in AF (absent fail).

## Assessment Tasks

### 1 Written Assessment 1 - Proposal

**Assessment Type**

Written Assessment

**Task Description**

A 500 word Proposal is required, describing the basic themes, plot or concept of your writing project for the Term. The Proposal is non-graded but it is a condition of the course that the item must be submitted and approved because The Proposal represents the student's account of what they aim to achieve over the course of the Term as regards the creative artefact.

The stipulations for your creative writing project are as follows:

1. The narrative for the proposed creative work (the creative artefact) must adopt the third-person mode
2. The third person mode can be either third-person omnipotent, third-person limited, or third-person intimate
3. The narrative of the proposed creative work (the creative artefact) must include:
  - (a) at least one instance of the narrator diving into private thoughts; or
  - (b) at least one instance of the narrator sharing a secret or a hidden event; or
  - (c) at least one instance of the narrator jumping between spaces, places and times in the telling of the tale.

These stipulations are not intended to restrict creativity, but rather to provide you as beginning writers with a structural basis for your creative writing artefact. While new writers typically feel most comfortable with first person ('I,' 'we,' 'me,' 'my,' 'our,' etc.) mode, writing using the third-person point-of-view ('he,' 'she,' 'they,' and 'it') offers the creative writer more freedom in shaping how a story is told.

**Assessment Due Date**

Week 2 Friday (16 Mar 2018) 5:00 pm AEST



**Return Date to Students**

Week 4 Friday (30 Mar 2018)

**Weighting**

Pass/Fail

**Minimum mark or grade**

Pass

**Assessment Criteria**

The project proposal will be assessed 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 specific point-of-view (e.g., third person omnipotent, etc.), and style in which the content of the creative artefact will be written (e.g., epic, ode [specify poetry form is completing a suite of poems], fantasy, magic realism, horror, Gothic, paranormal, realism, historical, sci-fi, 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 your Final Draft);
4. the proposal is presented in a flawless literary presentation, formatting and referencing ([Harvard Author-Date system](#));
5. 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 specified style in which the content will be written.
6. the proposal defines key concepts (e.g., third person point-of-view, epic, ode, fantasy, magic realism, horror, Gothic, paranormal, realism, historical, sci-fi, etc.), using scholarly sources.

**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**

- 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 Written Assessment 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 writing progress with specific reference to their experiences throughout the creative writing process. The reflective 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.

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 (10 reflections in total).

Each weekly reflection response is worth 4.5 marks.

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

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

#### **Assessment Due Date**

Week 10 Friday (18 May 2018) 5:00 pm AEST

#### **Return Date to Students**

Week 12 Friday (1 June 2018)

#### **Weighting**

45%

#### **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; 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);
4. Each critical reflection reflects flawless presentation and clarity of expression - including spelling and grammatical correctness
5. 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**

- 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 Written Assessment 3 - Final Creative Piece (Creative Artefact)**

#### **Assessment Type**

Written Assessment

#### **Task Description**

The Final Creative Piece (Creative Artefact) must be completed according to the topic proposed in Assessment One (The Proposal). 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 55% 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**

55%

**Assessment Criteria**

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

1. the draft realises the articulated set of outcomes with respect to the genre and form of the creative artefact;
2. the draft incorporates all of the stipulations outlined for the creative artefact (e.g. third-person limited, intimate, or omnipotent, etc., at least one instance of the narrator diving into private thoughts, etc.)
3. the draft realises the elements of the chosen genre (e.g., horror, sci-fi, fantasy, historical romance, popular romance, 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 Draft)
4. the draft is presented in a flawless literary presentation, formatting and 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

**Submission Instructions**

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

**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