WRIT11023 *Creative Writing 1: Fundamentals of Writing*
Term 1 - 2020

Profile information current as at 28/04/2024 05:03 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 - 2020

- Online

Attendance Requirements

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

Website

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

Class and Assessment Overview

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

Class Timetable

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

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview
1. **Written Assessment**
Weighting: 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 Student Evaluation

Feedback

Lots of helpful feedback on assessments and loved being able to submitt drafts of my final assessment for others to comment on. The whole process was great for learning about creative writing. The number of opportunities for interaction and feedback from peers and the tutor was excellent. The lecturer was fantastic and highly responsive when contacted.

Recommendation

The UC should continue to support and encourage student engagement using timely formative feedback and Zoom sessions in providing a platform for collaborative feedback and peer interaction in the practice of creative writing.

Feedback from Student Evaluation/Self-Reflection

Feedback

[Not] Basing the initial proposal on an online writing site. Most of the links were broken or the site required a subscription or the comments made by the users were discouraging. It seemed like a dated idea and didn't fit with the considered structuring of a piece of writing being taught. I loved the creative aspect of this course. Although it was structured the ability to pick any genre and topics for story allowed me to write about my own interests.

Recommendation

Most students chose the option of creating their own story without the aid of a collaboration website (which was allowed). This may require some rethought in design as it seems students no longer need this crutch and prefer to exercise their own creativity and interests.

Feedback from Student Evaluation

Feedback

I loved this course a lot. It helped me find what I wanted to do with my life as well as giving me the tools to start it. I think the best thing is the assignments. They're well designed and all link together to basically be one giant assignment.

Recommendation

Maintain a structure where the assessments each build on one another to develop the creative piece.

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

| — | N/A Level | ○ | Introductory Level | ○ | Intermediate Level | ○ | Graduate Level | ○ | Professional Level | ○ | Advanced Level |

Alignment of Assessment Tasks to Learning Outcomes

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

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
1 - Written Assessment - 0%	•	•	•	•		•		•		
2 - Written Assessment - 45%	•	•	•	•		•		•		
3 - Written Assessment - 55%	•		•	•		•		•		

Textbooks and Resources

Textbooks
WRIT11023

Prescribed

The Road to Somewhere : A Creative Writing Companion
(2014)
Authors: Graham, R, Leach, H and Newall, H
Palgrave Macmillan
New York , USA
ISBN: 978-1-137-26357-5
Binding: Paperback

Additional Textbook Information
Copies are available for purchase at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code)

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

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

Schedule

Week 1 - 09 Mar 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Introduction	Week 1 Study Guide (Unit moodle site) Armstrong, J A Writers Territory, in *The road to somewhere*, pp. 14 – 17 Leach, H Creativity, in *The road to somewhere*, pp. 18 – 27 **Please note**: 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 'Critical Reflection 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 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Getting Started	**Week 2 Study Guide** (Unit moodle site) Leach, H Becoming a Writer, in *The road to somewhere*, pp. 5 – 13 **Please note**: page numbers for listed readings will vary depending on which edition of the textbook you have.	a) Contribute an entry to the 'Getting Started' discussion board (unit moodle site). b) Continue your creative writing 'Critical Reflection 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) 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)

Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
The Fundamentals of Writing: Show, Don't Tell and other rules	**Week 3 Study Guide** (Unit moodle site) Graham, R Immediacy: It's Showtime, in *The road to somewhere*, pp. 168 - 178	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) b) Comment on a fellow student's post on 'The Fundamentals of Writing: Fiction' discussion board c) Commence work on your writing project. d) Write a critical reflection for this week. **Written Assessment 1 - Proposal** Due: Week 3 Thursday (26 Mar 2020) 11:45 pm AEST

Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Perspectives	**Week 4 Study Guide** (Unit moodle site) Graham, R Narrators: Whose Story Is It Anyway?, in *The road to somewhere*, pp. 106 – 111 Alternatively: Graham, R Point of view, in *The road to somewhere*, pp. 105 – 112	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). b) Comment on a fellow student's short creative piece or post. c) Continue to work on your writing project. d) Write a critical reflection for this week.

Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic

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

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Dialogue	**Week 6 Study Guide** (Unit moodle site) Singleton, John Dialogue in Prose Fiction, in *The road to somewhere*, pp. 156 – 166 Alternatively: Singleton, John Dialogue, in *The road to somewhere*, 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

Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Setting	**Week 7 Study Guide** (Unit moodle site) Newall, H, Setting, in *The road to somewhere*, 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 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Image / Symbol / Rhythm	**Week 8 Study Guide** (Unit moodle site) Leach, H 2014 Poetry for People Who Don't Like Poetry, in *The road to somewhere*, pp. 204 – 208 Singleton, J Words and Images, in *The road to somewhere*, pp. 199 – 206 Sheppard, R & Thurston, S 2014 Poetry, in *The road to somewhere*, 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 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Plot / Suspense / Pace	**Week 9 Study Guide** (Unit moodle site) Graham, R Your Vehicle: Plot, in *The road to somewhere*, pp. 138 – 142 Newell, H Sense of Pace (in Setting), in *The road to somewhere*, 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 journal (assessment due next week)

Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic

		a) Continue revising and fine-tuning your writing project
Editing and The Drafting Process Critical Reflection Journal (considerations):		b) Write a critical reflection for this week.
• Do my entries critically reflect on my creative decision-making regarding point of view, characterisation, plot, etc.?		c) 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
• Do my entries critically reflect on my creative decision-making regarding the genre and form in which the creative work is written?	**Week 10 Study Guide** (Unit moodle site) Graham R & Leach H Reflection: Looking Your Words in the Face, in *The road to somewhere*, pp. 80-86 Graham R Revision: Cut it Out, Put it In, in *The road to somewhere*, pp. 183-192	d) Contribute an entry to the 'Editing and The Drafting Process' discussion board
• 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)?		
• Have I supported my reflections with scholarly work?		
• Have I incorporated the formatting and citation standards consistent with the Harvard (author-date) system?		**Written Assessment 2 - Critical Reflection Journal** Due: Week 10 Thursday (21 May 2020) 11:45 pm AEST

Week 11 - 25 May 2020

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

Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
Conclusion	**Week 12 Study Guide** (Unit moodle site)	a) Finalise and submit Written Assessment 3 - Final Creative Piece (Creative Artefact). Remember to match your submission against the assessment criteria to ensure your work meets the requirements for the item
		Written Assessment 3 - Final Creative Piece (Creative Artefact) Due: Week 12 Friday (5 June 2020) 11:45 pm AEST

Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

The Proposal (Assessment Item 1) is non-graded but it is a condition of the unit 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 with regards to the creative artefact.
Please refer to the Assessment Item description on the e-unit Moodle site for more details.

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 with regards to 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 3 Thursday (26 Mar 2020) 11:45 pm AEST
Please see unit moodle site for details.

Return Date to Students
Week 5 Monday (6 Apr 2020)

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 scholarly references (e.g., do not use Wikipedia or a general dictionary, etc.) 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 (e.g., do not use Wikipedia or a general dictionary, etc.).

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
Students are required to <u>reflect weekly</u> 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 (not inclusive) and 7 (seven) reflections are required in total to meet the basic requirements of this item.
Each of the seven weekly reflection responses is worth an equal proportion of the marks.
Word limit: No more than 2500 words in total (references and direct quotes are not included in the word count).
Please refer to the unit Moodle site for detailed information.

Assessment Due Date
Week 10 Thursday (21 May 2020) 11:45 pm AEST
Please see unit moodle site for details.

Return Date to Students
Review/Exam Week Monday (8 June 2020)

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 weekly 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 as 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 acknowledgement 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) <u>must</u> 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 (5 June 2020) 11:45 pm AEST
Please see unit moodle site for details.

Return Date to Students
Exam Week Friday (19 June 2020)

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