



# WRIT11023 *Beginning Creative Writing*

## Term 1 - 2024

Profile information current as at 15/05/2024 06:42 am

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. In this unit you will investigate and practice techniques such as narrative viewpoint, characterization, dialogue and description of setting via drafting and editing creative writing pieces. The Unit is suitable for intending teachers and students with no prior learning in creative writing.

#### 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 - 2024

- 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 SUTE

##### Feedback

Feedback provided was not always useful

##### Recommendation

Ensure that student feedback is useful, relevant, forward facing and supportive.

#### Feedback from Head of Course review

##### Feedback

'Writing room' encourages student engagement

##### Recommendation

Continue the 'writing room' where students can submit work and receive critique in a supportive and collegial manner, and so encourage student engagement.

## Unit Learning Outcomes

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

1. Develop technical competencies in literary craft
2. Analyse and solve problems when crafting 'imaginative' literature
3. Generate and realise '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 - Written Assessment - 0%	•	•	•
2 - Written Assessment - 45%	•	•	•
3 - Written Assessment - 55%	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•	•	•

Graduate Attributes	Learning Outcomes		
	1	2	3
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 , New York , USA

ISBN: ISBN: 978-1-137-26357-5

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 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

**Ali Hickling** Unit Coordinator

[a.hickling@cqu.edu.au](mailto:a.hickling@cqu.edu.au)

## Schedule

### Week 1 - 04 Mar 2024

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) Commence drafting Assessment Item 1: Proposal (due in Week 3). Please refer to the exemplar to help you in creating your Proposal (see assessment item description on the unit moodle site)

### Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Getting Started	<b>Week 2 Study Guide</b> (Unit moodle site) Leach, H Becoming a Writer, in <i>The road to somewhere</i> , pp. 5 - 13 <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 discussion board (unit moodle site). c) Continue drafting Assessment Item 1: Proposal (due in Week 3).

**Week 3 - 18 Mar 2024**

Module/Topic	Chapter	Events and Submissions/Topic
The Fundamentals of Writing: Show, Don't Tell and other rules	<b>Week 3 Study Guide</b> (Unit moodle site) Graham, R Immediacy: It's Showtime, in <i>The road to somewhere</i> , pp. 168 - 178	a) Contribute an entry to the 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 discussion board 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. d) 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)  <b>Proposal</b> Due: Week 3 Friday (22 Mar 2024) 11:45 pm AEST

**Week 4 - 25 Mar 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Perspectives	<b>Week 4 Study Guide</b> (Unit moodle site) 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	a) Contribute an entry to the 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) Commence work on your writing project. d) Write a critical reflection for this week.

**Week 5 - 01 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Creating Authentic Characters	<b>Week 5 Study Guide</b> (Unit moodle site) 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	a) Contribute an entry to the discussion board in the form of a short creative piece 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. e) Attend the Zoom session (refer to Virtual Classes tile for dates/times)

**Vacation Week - 08 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 6 - 15 Apr 2024</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 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 - 22 Apr 2024

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 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 - 29 Apr 2024

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 discussion board. b) Comment on another student's post c) Continue progress on your writing project. d) Write a critical reflection for this week e) Attend the Zoom session (refer to Virtual Classes tile for dates/times)

### Week 9 - 06 May 2024

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 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 2 due next week)

### Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Editing and The Drafting Process  
Critical Reflection Journal  
(considerations):

- Do my entries critically reflect on my creative decision-making regarding point of view, characterisation, plot, etc.?
- Do my entries critically reflect on my creative decision-making regarding the genre and form in which the creative work is written?
- 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?

**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

a) Continue revising and fine-tuning your writing project

b) Write a critical reflection for this week.

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

d) Contribute an entry to the discussion board

**Critical Reflection Journal Due:**  
Week 10 Friday (17 May 2024) 11:45 pm AEST

### Week 11 - 20 May 2024

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 b) Attend the Zoom session (refer to Virtual Classes tile for dates/times)

### Week 12 - 27 May 2024

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 Piece. Remember to match your submission against the assessment criteria to ensure your work meets the requirements for the item
		<b>Final Creative Piece Due:</b> Week 12 Friday (31 May 2024) 11:45 pm AEST

### Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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### Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Proposal

#### Assessment Type

Written Assessment

#### Task Description

**Length: 500 words**

You are required to submit a proposal describing the basic themes, plot or concept of your writing project for the term. The proposal represents your account of what you aim to achieve over the course of the term, and provides you with direction in completing your creative piece by the due date.

The proposal is non-graded but it is a condition of the course that the item must be submitted and approved.

The **stipulations** for your creative writing project for this unit are as follows:

- The narrative for the proposed creative piece must adopt the third-person point of view (POV).

- The third person POV can be either third-person omniscient, third-person limited, or third-person intimate.
- The narrative of the proposed creative piece must include:
  - at least one instance of the narrator diving into private thoughts; or
  - at least one instance of the narrator sharing a secret or a hidden event; or
  - 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.

There are a number of foci which the proposal should address:

- A clear conceptualisation of the project including a rationale for the form and genre of your writing project and how you will meet the above stipulations, supported by credible scholarly references (not Wikipedia, blogs, etc);
- A description of the 'standard' to which the work aspires based on research of the indicators/tropes of the genre (e.g., if you intend on writing a 'magic realism children's story' then state the indicators for this genre and the literary qualities that will make your creative piece a magic realist children's story and not some other genre);
- A brief overview of the key plot points and/or relevant subject matter that indicates how your writing project fits into your chosen genre (do not waste your word count on explaining the entire plot);
- Some idea of the method to be used in producing the creative piece (i.e. beyond just sitting and writing - what research is needed, how will this influence what is written, etc.) and a week-by-week timeline showing completion milestones;
- Where appropriate, a brief review of relevant research sources you intend to use (for example, if you intend to write a historical romance, then some research on the time period in which the story is set and the context in which your character lives would be appropriate as well as an indication if primary source material is actually available, etc.)

### **Assessment Due Date**

Week 3 Friday (22 Mar 2024) 11:45 pm AEST

Please see unit moodle site for details.

### **Return Date to Students**

Week 5 Friday (5 Apr 2024)

### **Weighting**

Pass/Fail

### **Minimum mark or grade**

Pass

### **Assessment Criteria**

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

- The proposal evidences that it will carry-out a clearly articulated set of outcomes in reference to the form (e.g., writing the first chapter of a novel, series of poems, dramatic script, short story, children's book, etc.) and genre (eg. fantasy, horror, Gothic, paranormal, realism, historical, sci-fi, romance, crime, epic, ode, etc) of the writing project;
- The proposal provides a rationale for the specific point-of-view (third person intimate, limited or omniscient) and the genre in which the content of the creative piece will be written;
- The proposal 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 to be achieved leading up to your Final Creative Piece);
- The proposal is presented with flawless literary presentation, formatting and referencing (Harvard Author-Date system);
- The proposal includes at least 5 credible and scholarly references to define key concepts (e.g., point-of-view, genre, form etc.) identified as important in ensuring that your creative piece is informed by the literary and stylistic conventions of your chosen genre and the specified form in which the content will 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

- Develop technical competencies in literary craft
- Analyse and solve problems when crafting 'imaginative' literature
- Generate and realise '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

### Length: 1800-2500 words

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 affecting the process of literary creation.

This assessment has **two** parts:

**Part 1:** Students' weekly reflections must be completed on a *weekly* basis. You are required to submit seven (7) of these weekly reflections in total over the eight week period from Week 3 to Week 10. **Note:** Bonus marks apply for submitting 7 weekly entries on time (pro-rata).

Students can complete their reflective journal by:

- Posting weekly entries directly to the relevant weekly critical reflection journal blog on the unit Moodle site; or
- Compiling the journal as a Word document and uploading each entry weekly to the relevant weekly critical reflection journal blog.

**Part 2:** You must then combine your 7 weekly entries in a single Word document and submit to Moodle/Turnitin using the unit's submission platform for this item by the due date in Week 10.

Further details are available on Moodle.

## Assessment Due Date

Week 10 Friday (17 May 2024) 11:45 pm AEST

Please see unit moodle site for details.

## Return Date to Students

Week 12 Friday (31 May 2024)

## Weighting

45%

## Assessment Criteria

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

- The ways in which the creative work evidences a carrying-out of the clearly articulated set of outcomes in the Proposal in reference to the point of view (third person intimate, limited or omniscient), form (e.g., writing the first chapter of a novel, series of poems, dramatic script, short story, children's book, etc.) and genre (eg. fantasy, horror, Gothic, paranormal, realism, historical, sci-fi, romance, crime, epic, ode, etc) of the writing project;
- Taking into account the thematic/literary standards of the nominated form and genre and how the creative writing techniques used reflect these;
- Engagement with the references listed in the proposal and/or additional scholarly references in ensuring that the creative piece is informed by the literary and stylistic conventions of the chosen genre and the specified writing techniques nominated in the proposal (at least 2 references per journal entry);
- Progress of the creative piece according to the standards shown in the proposal's week-by-week timeline indicating what was to be undertaken and when in the writing process on a weekly basis (that is, achievement of

milestones leading up to Assessment 3 - Final Creative Piece)

- 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

### Submission Instructions

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

### Learning Outcomes Assessed

- Develop technical competencies in literary craft
- Analyse and solve problems when crafting 'imaginative' literature
- Generate and realise 'imaginative' themes.

### Graduate Attributes

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

## 3 Final Creative Piece

### Assessment Type

Written Assessment

### Task Description

#### Length: 2500-3000 words

The final creative piece must be completed according to the topic proposed in Assessment 1: Proposal. You must include a copy of the proposal at the beginning of the submission (this is not included in the word count). Your final creative piece must show a polished realisation of the creative writing project as outlined in the proposal.

Remember, the stipulations for your creative writing project for this unit are as follows:

- The narrative for the proposed creative piece must adopt the third-person point of view (POV);
- The third person POV can be either third-person omniscient, third-person limited, or third-person intimate; and
- The narrative of the proposed creative piece must include:
  - at least one instance of the narrator diving into private thoughts; or
  - at least one instance of the narrator sharing a secret or a hidden event; or
  - at least one instance of the narrator jumping between spaces, places and times in the telling of the tale.

Refer to the foci included in the proposal. The final creative piece should reflect these key points:

- The piece realises the conceptualisation of the project as outlined in the proposal including its rationale;
- The piece clearly puts into practice the 'standard' to which the work aspired based on research;
- The final creative piece shows that you have clearly moved beyond simply sitting and writing and that you have utilised a clear method in producing the creative piece (i.e. the research you have undertaken into genre and form and how this influences what you have written, etc.);
- The final creative piece makes obvious use of the review of relevant subject matter and is an original piece of creative writing.

**Note:** It is acceptable in this unit to allow a 10% variation (either above or below) the word count. Students are strongly advised to accord with the word count of 2500-3000 words (taking into account variation limits of +/-10%).

### Assessment Due Date

Week 12 Friday (31 May 2024) 11:45 pm AEST

Please see unit moodle site for details.

### Return Date to Students

Exam Week Friday (14 June 2024)

### Weighting

55%

## Assessment Criteria

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

- The draft realises the articulated set of outcomes in the Proposal with respect to the POV, genre and form of the creative piece;
- The draft incorporates all of the stipulations outlined for the creative piece (e.g. third-person limited, intimate, or omniscient, etc., at least one instance of the narrator diving into private thoughts, etc.)
- 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 Creative Piece)
- The draft is presented in a flawless literary presentation, including formatting and referencing (Harvard (author-date) referencing style)
- The draft shows the realisation of an original piece of writing indicating the literary and stylistic conventions of the chosen genre and the specified form and 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

- Develop technical competencies in literary craft
- Analyse and solve problems when crafting 'imaginative' literature
- Generate and realise '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