

WRIT11023 *Beginning Creative Writing*

Term 1 - 2026

Profile information current as at 12/03/2026 11:58 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

The focus of Beginning Creative Writing is the development of basic writing techniques necessary for the creative reproduction of personal and imaginative experiences. In this unit, you will investigate and practise techniques such as narrative viewpoint, characterisation, dialogue and description of setting via drafting and editing a piece of creative writing. The unit is suitable for students with no prior learning in creative writing and will benefit students of all disciplines as they discover new ways to express themselves and experiment with their writing skills.

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 - 2026

- Online
- Rockhampton

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

Regional Campuses

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

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. Written Assessment

Weighting: 20%

2. Written Assessment

Weighting: 35%

3. Written Assessment

Weighting: 45%

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 UC Reflection / Student Performance Data / SUTE Feedback

Feedback

Clarity of assessment expectations and scaffolding

Recommendation

Continue refining the scaffolding of assessments and ensure expectations are clearly communicated. This will support consistency in marking and help maintain strong student outcomes.

Feedback from SUTE Feedback / Student Comments / UC Reflection

Feedback

Platform accessibility and student engagement

Recommendation

Discontinue use of Microsoft Teams and return to Moodle-integrated platforms (Zoom via Echo360) to improve accessibility and student engagement.

Feedback from UC Reflection / Tutorial Attendance / Verbal Student Feedback

Feedback

On-campus delivery and regional engagement

Recommendation

Maintain on-campus offerings where feasible, as this mode appears to positively influence enrolments and engagement, particularly among students seeking in-person learning experiences.

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

- N/A Level
-  Introductory Level
-  Intermediate Level
-  Graduate Level
-  Professional Level
-  Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 20%	•	•	•
2 - Written Assessment - 35%	•	•	•
3 - Written Assessment - 45%	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

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

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom access: microphone and webcam required
- Students must have necessary equipment/accessories to attend online tutorials via Zoom or Microsoft Teams, or to watch the video recordings

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

Schedule

Week 1 - 09 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Creative Writing	Week 1 Study Guide via the Moodle unit site, readings available in the e-reading list. Students are expected to review the study material before attending any tutorials so that they can engage in the tutorial activities.	Students should: <ul style="list-style-type: none">• contribute an entry to the 'Introductions' discussion,• familiarise themselves with the assessments via the Assessments Tile,• begin drafting/notes for assessment 1• add the assessment due dates to their personal calendar or schedule, and• make note of the "Assessment Extension Request" form in the Support Menu. Tutorials will be as per the unit timetable.

Week 2 - 16 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
Genre + Assessment 1	Week 2 Study Guide via the Moodle unit site	Content relates directly to Assessment 1 Students should Continue drafting Assessment Item 1: Proposal (due in Week 3).

Week 3 - 23 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
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Perspectives: narrators & POV: Whose story is this anyway?	Week 3 Study Guide via the Moodle unit site	Students should: <ul style="list-style-type: none"> Finalise and submit Assessment Item 1: Proposal (due this week). Double check the assessment item criteria to ensure your submission meets the item requirements.
Week 4 - 30 Mar 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Characterisation	Week 4 Study Guide via the Moodle unit site	Students should begin to work on Assessment 2.
Week 5 - 06 Apr 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Plot and Structure: shaping your story	Week 5 Study Guide via the Moodle unit site	
Week 6 - 13 Apr 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Theme: What's your message?	Week 6 Study Guide via the Moodle unit site	Students should: <ul style="list-style-type: none"> Review the assessment 1 feedback -- does this influence any changes to your final project? Continue progress on assessment 2. Continue progress on your writing project.
Vacation Week - 20 Apr 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Week 7 - 27 Apr 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Setting: "Long ago and far away"	Week 7 Study Guide via the Moodle unit site	Story draft + critical self-reflection Due: Week 7 Friday (1 May 2026) 11:59 pm AEST
Week 8 - 04 May 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Dialogue: Importance of what characters say, how they say it, and what they don't say.	Week 8 Study Guide via the Moodle unit site	Assessment 2 due
Week 9 - 11 May 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Style and Voice + Suspense / Pace	Week 9 Study Guide via the Moodle unit site	Continue progress on your writing project.
Week 10 - 18 May 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Figurative language: imagery, metaphor and symbolism	Week 10 Study Guide via the Moodle unit site	Continue revising and fine-tuning your writing project. Feedback will arrive by the end of this week; students should review this for adjustments to their final project. Submit a draft to the Peer Feedback activity.
Week 11 - 25 May 2026		
Module/Topic	Chapter	Events and Submissions/Topic

Editing and drafting: "learning to fail better" + Structuring your final draft	Week 11 Study Guide via the Moodle unit site	Continue revising and fine-tuning your writing project. Pay attention to the advice on formatting a work of fiction. Ensure you provide feedback in the peer-swap activity.
Week 12 - 01 Jun 2026 Module/Topic	Chapter	Events and Submissions/Topic 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
Conclusion	Week 12 Study Guide via the Moodle unit site	Final Short story + Critical Self-Reflection Due: Week 12 Friday (5 June 2026) 11:59 pm AEST
Exam Week - 08 Jun 2026 Module/Topic	Chapter	Events and Submissions/Topic
Vacation/Exam Week - 15 Jun 2026 Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Proposal

Assessment Type
Written Assessment

Task Description
Length: 500 words

The word count excludes the cover page, timeline table and reference list. It includes in-text references and direct quotations.

Weighting: 20%

Task: Submit a proposal describing the genre, plot, POV and concept of your short story for the term, along with a plan for completing this task. Creating a plan for a writing project will help you stay focused and organised. This proposal will guide you in completing your creative piece by the due date.

Key Foci for the Proposal:

1. Conceptualisation:
 - Provide a clear concept for your short story.
2. Genre Standards:
 - State your chosen Genre.
 - Describe the indicators and tropes of your chosen genre (supported with credible references from the Creative Writing Discipline)
 - Explain how your story will meet these expectations.
 - *Pro tip: Think about what works are similar, what works inspire you. Then consider what the literary qualities are that make your writing fit within that genre. Example: 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).*
3. Point of View selection and Rationale
 - Provide a rationale for why your chosen point of view (first-person, third-person omniscient, third-person limited, etc.) works for your story.
 - *Pro Tip: Ensure this aligns with your genre selection*
4. Plot Overview:
 - Provide a brief overview of key plot points or relevant subject matter.
Ensure it aligns with your chosen genre.
Pro Tip: do not waste your word count on explaining the entire plot.
5. Writing Strategy:

- Beyond just 'sitting and writing', detail how you plan to get this done. Ask yourself:
 - What research is needed? (Do I need to research the setting? The mythology? Character traits?)
 - How will the research influence what is written?
 - How will I manage my time? What time can I carve out to plan and draft and write this piece?
 - Where will I go to get my writing done?
 - Will I ask any friends or family to beta read for me and how much time will I need for this? etc.
- Include a brief review of the relevant 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 (to be done throughout the term, not by the time this assessment is due) as well as an indication of primary source material you plan to use to understand this time period. This might include resources you plan to use to understand any element of writing and the contents of your writing.
- Include a short, concise "week-by-week" timeline in the form of a table with your proposed completion timelines.
- The Word Count EXCLUDES the Timeline Table.

IMPORTANT: This assessment is NOT a novel chapter, is it a standalone short story.

Use of Generative Artificial Intelligence agents (Gen AI)

Within this assessment, the use of Gen AI agents (including but not limited to ChatGPT and Microsoft CoPilot) is as follows:

- Level 2 AI PLANNING: AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. You may use AI for planning, idea development and research. Your final submission should show how you have developed and refined these ideas.
- Examples of how you might use it:
 - Understanding/exploring concepts, topics, and terms
 - Understanding the marking rubric
 - Unpacking/understanding the assessment task
 - Identifying relevant databases and research search terms
 - Brainstorming assessment response ideas
- You must disclose all use of Gen AI in your submission.
- You are expected to reference how and where it has been used using the ALC reference guide as they have defined a mechanism for this.

More information related to the use of AI will be available in Moodle and students can contact the Academic Learning Centre.

Assessment Due Date

Week 3 Friday (27 Mar 2026) 11:59 pm AEST

Upload to Moodle.

Return Date to Students

Week 5 Friday (10 Apr 2026)

Feedback will be provided in Moodle.

Weighting

20%

Assessment Criteria

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

1. Genre Selection and Standards: Clearly articulates the chosen genre with credible, discipline-specific references. Demonstrates understanding of genre conventions, indicators and tropes, and explains how the proposed short story will meet (or strategically subvert) these expectations.
2. Point of View Selection and Rationale: Provides a clear, well-justified rationale for the chosen narrative perspective (first-person, third-person omniscient, third-person limited, etc.). Demonstrates understanding of how POV choice aligns with both the genre and the story concept.
3. Story Concept and Plot Overview: Presents a clear, feasible concept for an original short story. Provides a concise overview of key plot points or subject matter that aligns with the chosen genre without unnecessarily detailed plot summary.

4. Writing Strategy and Planning: Demonstrates strategic planning through identification of necessary research, realistic time management, and a detailed week-by-week timeline. Shows evidence of thoughtful consideration of the writing process, including research sources and methodology for completing the project.
5. Presentation and Referencing: Presents the proposal with professional literary presentation, correct formatting, and accurate Harvard Author-Date referencing. Includes minimum of two (2) credible, scholarly, discipline-specific references that appropriately support key concepts (e.g., genre, POV, narrative craft). ONE of these references MUST come from the unit content and/or unit e-reading list (weeks 1 to 3).

Referencing Style

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

Submission

Online

Submission Instructions

Upload to Moodle.

Learning Outcomes Assessed

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

2 Story draft + critical self-reflection

Assessment Type

Written Assessment

Task Description

Length: [Part A](#): 1200-1800 words, [Part B](#): 500 words

The word count excludes the cover page and reference list. It includes in-text references and direct quotations.

Task:

Two-part task: Submit a substantial draft of your short story alongside a critical reflection.

Part A (1200-1800 words) should present UP TO 1,800 words of your developing work, demonstrating your command of genre conventions, character development, dialogue, POV, and narrative craft as outlined in your proposal.

Pro Tip: Even if you've completed your story, do not submit more than 1,800 words of your draft. Only 1,800 words of work will be read and marked.

Your final story will be UP TO 2,500 words. This is simply the DRAFT: your work in progress.

Part B (500 words) requires a critical self-reflection discussing your writing process, analysing how effectively you've implemented elements from your proposal, identifying areas for development, and outlining your revision strategy for the final submission. This reflection must be supported by minimum of 2 credible, scholarly, discipline-specific references using Harvard (author-date) style. ONE of these references MUST come from the unit content and/or unit e-reading list (weeks 1 to 7).

This assessment builds on your proposal's foundation while preparing you for your final creative piece, allowing you to receive valuable feedback during the development process. There will also be opportunity for peer feedback (both receiving feedback and providing to others) to inform your final draft.

Use of Generative Artificial Intelligence agents (Gen AI)

Within this assessment, the use of Gen AI agents (including but not limited to ChatGPT and Microsoft CoPilot) is as follows:

- Level 2 AI PLANNING: AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. You may use AI for planning, idea development and research. Your final submission should show how you have developed and refined these ideas.
- Examples of how you might use it:
 - Understanding/exploring concepts, topics, and terms
 - Understanding the marking rubric
 - Unpacking/understanding the assessment task
 - Identifying relevant databases and research search terms
 - Brainstorming assessment response ideas
- You must disclose all use of Gen AI in your submission.
- You are expected to reference how and where it has been used using the ALC reference guide as they have defined a mechanism for this.

More information related to the use of AI will be available in Moodle and students can contact the Academic Learning Centre.

Assessment Due Date
Week 7 Friday (1 May 2026) 11:59 pm AEST

Submit via Moodle.

Return Date to Students
Week 9 Friday (15 May 2026)

Returned ASAP within Moodle.

Weighting
35%

Assessment Criteria

Assessment will be evaluated on the following criteria:

1. Technical Craft: The draft demonstrates a command of language and style, effective use of literary devices, clarity and precision in expression, avoidance of clichés, and fresh and engaging descriptions.
2. Genre and POV: Adherence to chosen genre conventions (from proposal), appropriate structure and pacing for the genre and tone, effective scene construction, and consistent application of the proposed point of view.
3. Development and Originality: Thoughtful exploration of ideas, depth of character development, vivid setting details, distinctive authorial voice, original approach to the story.
4. Critical Self-Reflection: Depth of analysis of writing process and craft decisions, recognition of strengths and weaknesses in the current draft, clear revision strategy for the final submission, understanding of the writing process, and meaningful connection to the proposal, research, and unit content.
5. Presentation and Referencing: Adherence to submission guidelines, including proper formatting, meeting word count requirements, evidence of editing and proofreading, and minimum two scholarly references in Harvard (author-date) style. ONE of these references MUST come from the unit content and/or unit e-reading list (weeks 1 to 7).

Referencing Style

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

Submission

Online

Submission Instructions

Upload via Moodle.

Learning Outcomes Assessed

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

3 Final Short story + Critical Self-Reflection

Assessment Type

Written Assessment

Task Description

Length: 3000 words (Part A: creative piece 2,500 words, Part B: critical reflection 500 words)

The word count excludes the cover page and reference list. It includes in-text references and direct quotations.

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 within the word count of 3000 words.

Part A: Creative Piece (2,500 words)

Submit your polished short story that demonstrates the culmination of your writing journey from proposal through draft to final work. Your submission must include tracked changes/revisions from your Assessment 2 draft to demonstrate your revision process. Detailed instructions for using track changes will be provided in Moodle. Your submission should showcase refined craft elements, thoughtful implementation of feedback, and deliberate creative choices. The creative piece should build upon your proposal (Assessment 1) and incorporate developments made through your draft (Assessment 2), demonstrating growth in your writing practice.

Key elements of Part A:

- Effective demonstration of your chosen genre conventions
- Clear progression from your proposal and draft stages, incorporating feedback effectively
- Well-developed and consistent characterisation throughout the narrative
- Coherent plot and structure with purposeful narrative choices
- Proper industry-standard formatting including line spacing, font, paragraph indentation, and dialogue presentation

Part B: Critical Reflection (500 words)

Your reflection should provide focused analysis of your creative decisions and their effectiveness in achieving your intended goals. Document significant changes from your initial proposal and draft, explaining how and why these alterations improved your work. Evaluate how research and feedback shaped your final piece, while also examining your growth as a writer throughout the process. Critically assess what worked, what didn't work, and what you attempted in response to challenges—whether those attempts were successful or not. This honest evaluation demonstrates your developing understanding of craft and your problem-solving approach.

Your reflection should address:

- How your understanding of genre conventions evolved, including any preconceived ideas or assumptions about writing in your chosen genre that you challenged or revised during the writing process
- How effectively you applied key narrative craft elements (characterisation, plot and structure, setting, dialogue, point of view, pacing) and which elements presented the greatest challenges or growth
- How feedback from Assessment 2 informed your revisions
- Specific challenges or problems you encountered in your writing, the strategies you used to address these challenges, and an honest evaluation of how effective those solutions were as evidenced in your tracked revisions

This reflection must be supported by minimum of 3 credible, scholarly, discipline-specific references using Harvard (author-date) style. TWO of these references MUST come from the unit content/unit e-reading list.

Use of Generative Artificial Intelligence agents (Gen AI)

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- Level 2 AI PLANNING: AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. You may use AI for planning, idea development and research. Your final submission should show how you have developed and refined these ideas.
- Examples of how you might use it:
 - Understanding/exploring concepts, topics, and terms
 - Understanding the marking rubric
 - Unpacking/understanding the assessment task
 - Identifying relevant databases and research search terms
 - Brainstorming assessment response ideas
- You must disclose all use of Gen AI in your submission.
- You are expected to reference how and where it has been used using the ALC reference guide as they have defined a mechanism for this.

You may NOT use it to revise your short story! All tracked changes MUST be your own work. You cannot use any AI including Grammarly to alter your short story. ALL changes to your story MUST be tracked.

More information related to the use of AI will be available in Moodle and students can contact the Academic Learning Centre.

Assessment Due Date

Week 12 Friday (5 June 2026) 11:59 pm AEST

Upload to Moodle.

Return Date to Students

Vacation/Exam Week Friday (19 June 2026)

Mark and summative feedback via Moodle.

Weighting

45%

Assessment Criteria

Assessment will be evaluated on the following criteria:

1. Craft and Technical Execution: Demonstrates effective command of genre conventions and narrative elements, including point of view, characterisation, plot and structure, dialogue, and setting, in a polished creative work.
2. Creative Development: Shows clear progression from proposal through draft to final piece, demonstrating sustained creative engagement, consistent development of narrative craft, and authentic writing practice.
3. Research Integration: Effectively applies genre research and craft techniques in both the creative work and critical reflection, demonstrating clear understanding of literary conventions and how research informed creative decisions.
4. Problem-Solving and Revision: Exhibits strategic development from draft stage through effective response to feedback and resolution of narrative challenges, demonstrated through substantive and purposeful tracked revisions.
5. Critical Reflection: Provides honest, insightful analysis of creative decisions and writing process, including critical assessment of challenges encountered, solutions attempted (successful or not), and clear understanding of technical

and artistic growth.

6. Presentation and Referencing: Adherence to submission guidelines, including proper formatting, meeting word count requirements, evidence of editing and proofreading, and minimum three scholarly references in Harvard (author-date) style. TWO of these references MUST come from the unit content and/or unit e-reading list.

Referencing Style

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

Submission

Online

Submission Instructions

Upload to Moodle.

Learning Outcomes Assessed

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

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