WRIT12010 *Creative Writing II: Writing Beyond the Page*
Term 2 - 2017

Profile information current as at 13/12/2025 05:45 pm

All details in this unit profile for WRIT12010 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 builds on the writing techniques and expereince acquired in Creative Writing I: Fundamentals of Writing. The student will undertake a writing project which may take the form of a short story, play, suite of poems or any approved mixture of these, using experimental writing techniques.

Details
Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites
Creative Writing I: Fundamentals of Writing
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 2 - 2017

- Distance

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

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

Regional Campuses

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

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**
Weighting: Pass/Fail
2. **Written Assessment**
Weighting: 45%
3. **Written Assessment**
Weighting: 55%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Unit Evaluation

Feedback

The course coordinator was very helpful and I really enjoyed and learned a lot this term.

Recommendation

The unit coordinator will continue to make this unit the best it can be.

Feedback from Unit Evaluation

Feedback

The constructive learning process is really good. I quite like the loose feeling of the course. It is suited to go at our own pace, which I liked very much.

Recommendation

The unit is designed with an awareness that students learn and create in different ways. Respecting that diversity of approaches will continue to inform the unit.

Feedback from Unit Evaluation

Feedback

The assignments should have been explained with more clarity. The assignment seemed to be a repeat of last term's assignment and was no that interesting to complete

Recommendation

The unit coordinator has since adjusted the unit assessments to distinguish them from other creative writing units.

Unit Learning Outcomes

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

1. Demonstrate an understanding of the process of drafting and redrafting a sustained piece of creative writing.

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
1 - Written Assessment - 0%	●
2 - Written Assessment - 45%	●
3 - Written Assessment - 55%	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes
	1
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
WRIT12010

Prescribed

The road to somewhere.
Edition: 2nd ed (2013)
Authors: Graham, R., Newall, H., Leach, H., Armstrong, J & Singleton, J.
Palgrave Macmillan
Houndsmill , Basingstoke , UK
ISBN: 9781137263568
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)

Referencing Style

All submissions for this unit must use the referencing style: Harvard (author-date)
For further information, see the Assessment Tasks.

Teaching Contacts

Nicole Anae Unit Coordinator
n.anae@cqu.edu.au

Schedule

Week 1 - 10 Jul 2017		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Introduction	See Moodle site **Week One: Introduction.**	

Week 2 - 17 Jul 2017		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Throwing out the rulebook	See Moodle site **Week Two: Throwing out the rulebook.**	A voluntary Zoom session is scheduled for this week to discuss Assessment Item 1: The Proposal/Pitch. Please check the moodle unit site (see 'Assessment' block) for details. This session will be recorded and available for download soon thereafter. If you have questions about the assessment item, but cannot attend the Zoom session, please post your questions on the **Q&A Forum**.

Week 3 - 24 Jul 2017		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Stream of Consciousness	See Moodle site **Week Three: Stream of consciousness.**	**Written Assessment: Proposal/Pitch** Due: Week 3 Friday (28 July 2017) 5:00 pm AEST

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Experimental Writing	See Moodle site **Week Four: Experimental writing.**	

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Multiple Viewpoint	See Moodle site **Week Five: Multiple Viewpoint.**	A voluntary Zoom session is scheduled for this week for the purposes of collaborative review. If you wish to participate in a collaborative review session and get feedback on your draft, please check the Week Five Topic Section on the moodle unit site for details. This session will be recorded and available for download soon thereafter. If you can't make it to the session, but would still like feedback on your draft, please check the Week Five Topic Section on the moodle unit site for details.

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Realism / Impression / Expressionism	See Moodle site **Week Six: Realism / Impression / Expressionism.**	

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Anti-Realism / Humour / Pathos	See Moodle site **Week Seven: Anti-Realism / Humour / Pathos.**	A voluntary Zoom session is scheduled for this week for the purposes of collaborative review. If you wish to participate in a collaborative review session and get feedback on your draft, please check the Week Seven Topic Section on the moodle unit site for details. This session will be recorded and available for download soon thereafter. If you can't make it to the session, but would still like feedback on your draft, please check the Week Seven Topic Section on the moodle unit site for details.

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Creative Non-Fiction	See Moodle site **Week Eight: Creative Nonfiction.**	

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic

Memoir	See Moodle site **Week Nine: Memoire.**	A voluntary Zoom session is scheduled for this week to discuss Assessment Item 2: Online Learning Log. Please check the moodle unit site (see 'Assessment' block) for details. This session will be recorded and available for download soon thereafter. If you have questions about the assessment item, but cannot attend the Zoom session, please post your questions on the **Q&A Forum**.

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Online Writing	See Moodle site **Week Ten: Online Writing.**	A voluntary Zoom session is scheduled for this week for the purposes of collaborative review. If you wish to participate in a collaborative review session and get feedback on your draft, please check the Week Ten Topic Section on the moodle unit site for details. This session will be recorded and available for download soon thereafter. If you can't make it to the session, but would still like feedback on your draft, please check the Week Ten Topic Section on the moodle unit site for details. **Written Assessment: Online Learning Log** Due: Week 10 Friday (22 Sept 2017) 5:00 pm AEST

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Publishing	See Moodle site **Week Eleven: Publishing.**	A voluntary Zoom session is scheduled for this week to discuss Assessment Item 3: Final Creative Artefact. Please check the moodle unit site (see 'Assessment' block) for details. This session will be recorded and available for download soon thereafter. If you have questions about the assessment item, but cannot attend the Zoom session, please post your questions on the **Q&A Forum**.

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Conclusion	See Moodle site **Week Twelve: Conclusion.**	**Written Assessment: Final Creative Artefact** Due: Week 12 Friday (6 Oct 2017) 5:00 pm AEST

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Assessment item 1: The Proposal/Pitch is pass/fail only. This means that you are required to complete the proposal/pitch (on which you will receive feedback), but this does not contribute to the overall grade percentage. Why? Because the final creative artefact is around 2000 words, you must first show that you have actually undertaken research to ensure it is 'do-able' as well as identified the publication or choice, and nominated the experimental writing technique via which the content will be written. Therefore, a proposal/pitch not only gives you the opportunity to focus your creative writing process, but is also good practice as well as an essential part of the creative writing process. **NOTE**: Creative writing pieces submitted WITHOUT a prior proposal/pitch being received and marked will be penalised (as Assessment Item 2 and 3 are conditional on the submission of an approved pitch/proposal as indicated in the assessment criteria for each item).

Assessment Tasks

1 Written Assessment: Proposal/Pitch

Assessment Type
Written Assessment

Task Description
Task Description:
Students are required to develop a 500 word 'proposal/pitch' for a publication of their choice (e.g. Magazine, journal, literary review, etc.).
The 'proposal/pitch' will include an outline describing the basic themes, plot/story line or concept of the writing project for the Term and must be topic specific to the submission requirements of the chosen publication.
The publication will dictate topic, tone, required images, word length, etc. The aim of the pitch is twofold: a) to show how the student's chosen topic fits the publication criteria; and b) to ensure the writing piece will be developed and written in a suitable and appropriate way.
The proposal/pitch is the student's negotiation the topic with their lecturer.
The Pitch/Proposal is non-graded but it is a condition of the unit that the item must be submitted and approved.

- Your proposal/pitch must identify a publication of choice (e.g. Magazine, journal, literary review, etc.)
- Your creative writing project will be determined by the submission requirements of the chosen publication, but may take the form of a short story, play, suite of poems, a children's story, or any approved mixture of these, and must indicate a specific experimental writing technique to be used.
- Your proposal/pitch should show evidence of the chosen genre and form of your writing project, but should also show evidence of how your story, suite of poems, dramatic script, etc., will use experimental writing techniques, e.g., 'stream of consciousness, multiple viewpoint, realism, impressionism, etc., anti-realism, memoire,' among other types such as metafiction, Avant-pop, experimental life writing, or digital fiction, etc., (where relevant).
- Your proposal needs to explain the standard to which your final piece/s aspires as well as showing that it is actually achievable and the sources you have consulted (these details will be mediated, to some degree, by the requirements of the chosen publication).
- As the creative component of the final assessment for this unit is 2000 words in length, your project may be in the form of two-three pieces totalling 2000 words (depending on the publication), or, one complete piece totalling 2000 words (again, depending on the submission requirements of your chosen publication).
- You will be encouraged to actually submit your piece/pieces to the publication of choice, although this is not compulsory nor a condition of the unit.

Hot Tips: (include in your submission):

- A clear conceptualisation of the project taking into account the requirements of the unit and those of the publication of choice;
- A description of the 'standard' to which the work aspires based on research and the requirements of the publication of choice (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 make your creative artefact a magic realist children's story and not some other genre);
- Explanation of the characteristics of the chosen genre and how the artefact contributes, reworks, experiments with and/or affirms these;
- Some idea of the method to be used in producing the artefact (i.e. beyond just sitting and writing - what research is needed, how will this influence what is written, timelines, publication requirements, etc.,);

- Where appropriate, a brief review of relevant subject matter (for example, if you intent to write a surrealist memoir based on a real historical figure, then some research on this figure and the context in which they lived would be appropriate as well as an indication if primary source material is actually available, etc.)
- Any other relevant detail relating to the intended writing project and the publication of choice.

NOTE: Creative writing pieces submitted WITHOUT a prior proposal/pitch being received and marked will be penalised (as Assessment Item 2 and 3 are conditional on the submission of an approved pitch/proposal as indicated in the assessment criteria for each item).

Assessment Due Date
Week 3 Friday (28 July 2017) 5:00 pm AEST

Return Date to Students
Week 4 Friday (4 Aug 2017)

Returned to students electronically.

Weighting
Pass/Fail

Assessment Criteria

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

1. the proposal evidences that it will carry-out a clearly articulated set of outcomes 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 publication of choice and the style in which the content of the creative artefact will be written (e.g., stream of consciousness, multiple viewpoint, realism, impressionism, etc., anti-realism, memoire, paranormal, metafiction, Avant-pop, experimental life writing, or digital fiction, etc.)
3. the proposal of the creative artefact represents an original piece of writing according to the chosen genre and requirements of the nominated publication, and is of an achievable standard shown via a week-by-week timeline indicating what is to be undertaken and when in the writing process (including milestones, e.g., benchmarks achieved leading up to Assessment 2 - Online Learning Log, benchmarks achieved leading up to Assessment 3 - Final Creative Artefact)
4. the proposal defines key literary concepts (e.g., 'point of view', 'short story', 'multiple viewpoint', 'magic realism', etc.), using credible/scholarly sources
5. the proposal includes; a) at least 5 scholarly/credible references identified as important in ensuring that your creative artefact is informed by the literary and stylistic conventions of your chosen genre, the specified style, and experimental writing technique/s in which the content will be written and b), is presented in a flawless literary presentation, formatting and referencing (Harvard Author-Date system).

Referencing Style

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

Submission
Online

Submission Instructions
See Moodle site for submissio guidelines.

Learning Outcomes Assessed

- Demonstrate an understanding of the process of drafting and redrafting a sustained piece of creative writing.

Graduate Attributes

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

2 Written Assessment: Online Learning Log

Assessment Type
Written Assessment

Task Description
Online Learning Log: Students are required to complete an online learning log reflecting critically on their weekly progress through the writing process with specific reference to their experiences using/applying the experimental creative writing techniques under consideration.

The learning log must discuss in a clearly critical and objective way how the final written piece (Assessment Item 3: the creative artefact) is being/has been shaped by the experimental writing techniques used/applied in the process of literary creation (poetry/play/story writing, etc.).

Your learning log must account for the Discussion Questions from Week 3 until Week 11 (inclusive) and 9 (nine) critical responses are required in total.

Each weekly Discussion Question response is worth 5 marks (5 x 9 learning log entries).

This item is worth 45% of your final grade.

Word limit: Each Discussion Question response should be between 200-250 words in total (references are not included in the word count).

NOTE: Students complete their online learning journal using the Discussion Forums located in each weekly Topic Section on the unit moodle site. Students respond to each weekly Discussion Forum Question and simply upload a completed Online Learning Log - Blog Submissions form (available on the assessment item description) as their submission for this assessment item.

Remember, it is crucial that your learning log represents a deliberate process of 'stepping outside yourself' and viewing your work objectively: 'It asks us to think about our practice and ideas and then it challenges us to step-back and examine our thinking by asking probing questions. It asks us to not only delve into the past and look at the present but importantly it asks us to speculate about the future and act' (State Government of Victoria 2007).

Assessment Due Date
Week 10 Friday (22 Sept 2017) 5:00 pm AEST

Return Date to Students
Week 12 Friday (6 Oct 2017)

Returned to students electronically.

Weighting
45%

Assessment Criteria
This assessment item will be evaluated on the extent to which:

1. the learning log critically discusses the carrying-out the articulated set of outcomes of the Proposal 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 learning log provides critical commentary on the specific style in which the content of the creative artefact will be/has been written (e.g., stream of consciousness, multiple viewpoint, realism, impressionism, etc., anti-realism, memoire, paranormal, etc.)
3. the learning log objectively examines the implications of the chosen experimental writing technic as regards plot, setting, rising action, characterisation, dialogue, sequencing, etc., or any other literary element represents an original piece of writing
4. the learning log comments on two learning log posts, per week, posted by another student (either different students each week, or, the same two students over the course of the term)
5. the learning log is presented in a flawless literary presentation, formatting and in-text referencing using the Harvard (author-date) referencing style, and, includes at least 4 references per learning log entry identified as important in ensuring that the creative artefact is informed by the literary and stylistic conventions of the chosen genre and the specified style in which the content will be written.

Please see the unit moodle site for specific details about this assessment item.

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
See Moodle site for submission guidelines.

Learning Outcomes Assessed

- Demonstrate an understanding of the process of drafting and redrafting a sustained piece of creative writing.

Graduate Attributes

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

3 Written Assessment: Final Creative Artefact

Assessment Type
Written Assessment

Task Description
Students are required to complete at least one piece of writing of a publishable standard.
The publishable piece must be completed according to the topic proposed in Assessment One ('The Pitch'/Proposal), as negotiated with the unit lecturer.
The word count is negotiable depending on the genre of the writing and the publication requirements of the chosen publication.
As the creative component of the final assessment for this unit is 2000 words in length, your project may be in the form of two-three pieces totalling 2000 words (depending on the publication), or, one complete piece totalling 2000 words (again, depending on the submission requirements of your chosen publication).
You will be encouraged to actually submit your piece/pieces to the publication of choice, although this is not compulsory nor a condition of the unit.
The assessment item is worth 55% of the overall grade.
This item will be marked and returned as soon as possible after Term 2 classes conclude.

Assessment Due Date
Week 12 Friday (6 Oct 2017) 5:00 pm AEST

Return Date to Students

Returned to students electronically as soon as practicable after the end of the examination period.

Weighting
55%

Assessment Criteria
This assessment will be evaluated to the extent to which the work:
1. Evidences a carrying-out of the points referred to in the project pitch/proposal with experimentation and innovation;
2. Demonstrates an original piece of writing in the nominated experimental writing technique and of the chosen genre, and is of a standard clearly showing indicators for the chosen genre and publication;
3. Showcases a work of a flawless, polished, and finished piece of writing at a publishable standard;
4. Evidences the sustained use of recommended theoretical concepts in supporting work, whether a creative or critical component;
5. Utilises overall clarity of expression including spelling and grammatical correctness as well as appropriate acknowledgment of sources using the Harvard(author-date) referencing style where this may be relevant.

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
See Moodle site for submission guidelines.

Learning Outcomes Assessed

- Demonstrate an understanding of the process of drafting and redrafting a sustained piece of creative writing.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural 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