



# WRIT12010 Creative Writing II: Writing Beyond the Page

## Term 2 - 2019

Profile information current as at 13/12/2025 05:46 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 experience 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 - 2019

- 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 Unit Evaluation

##### Feedback

The lecturer is attentive, and because commenting and giving feedback is mandatory, I received feedback from my peers that meant a lot to me.

##### Recommendation

The unit emphasises both collaborative peer review and direct contact with the lecturer regarding creative writing feedback via regular Zoom sessions. This emphasis will be maintained in future offerings of the unit.

#### Feedback from Unit Evaluation

##### Feedback

Really interesting, a great course to help you develop as a writer, to express yourself and to understand how/why others write. I would recommend this course to everyone as I think it assists academic writing as well as creative writing. To my surprise, I found that I actually enjoy writing poetry too.

##### Recommendation

The unit's design and content will continue to aim to expanded writing creativity and encouraged creative thinking in literary forms that might not otherwise be explored and applied.

#### Feedback from Unit Evaluation

##### Feedback

Mark [Svendsen] is fantastic and very knowledgeable! Nicole Anae has coordinated these creative writing units perfectly.

##### Recommendation

The unit coordinator will continue to teach and coordinate the unit, and, where/when necessary, recruit passionate and highly capable sessional staff.

## 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



### 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: A creative writing companion**

Edition: any (2015)

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

Red Globe Press/Palgrave Macmillan

Houndsmill, Basingstoke, United Kingdom

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)
- Zoom account (Free)

## 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](mailto:n.anae@cqu.edu.au)

## Schedule

### Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
<b>Introduction.</b>	See Moodle site Week One: <b>Introduction.</b>	1) Choose a form and publication for your creative writing project. 2) Commence drafting Assessment Item 1: Proposal/Pitch (due Tuesday Week 3). Please refer to the assessment criteria to help you in creating your Proposal (see assessment item description on the unit Moodle site)

### Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
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### Throwing out the rulebook

A voluntary Zoom session is scheduled prior to the due date for 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**.

See Moodle site

### Week Two: Throwing out the rulebook.

### Critical Reflection Journal

- 1) Continue drafting Assessment Item 1: Proposal/Pitch (due Tuesday next week).
- 2) Submit your first journal blog for Week 2 on the blog platform for this week. Remember, you are expected to submit a total of nine (9) weekly entries, on a weekly basis, over the course of the Term: from Week 2 to Week 10 (inclusive). Each topic section of the e-Unit Moodle site includes a Blog platform for the respective weekly topics.

### Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Stream of consciousness	See Moodle site <b>Week Three: Stream of consciousness.</b>	<b>Critical Reflection Journal</b> 1) Commence work on your writing project. 2) Submit your journal blog for Week 3 on the blog platform for this week (your writing journal will prove a valuable source of reflection over this term and form your submission for Assessment Item 2: Critical Reflection Journal) 3) Finalise and submit Assessment Item 1: Proposal/Pitch (due Tuesday this week). Double check the assessment item criteria to ensure your submission meets the item requirements.  <b>Assessment Item 1: Proposal/Pitch</b> Due: Week 3 Tuesday (30 July 2019) 11:45 pm AEST

### Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Experimental writing	See Moodle site <b>Week Four: Experimental writing.</b>	<b>Critical Reflection Journal</b> 1) Continue to work on your writing project. 2) Submit your journal blog for Week 4 on the blog platform for this week. Each topic section of the e-Unit Moodle site includes a Blog platform for the respective weekly topics.

### Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Multiple Viewpoint	See Moodle site <b>Week Five: Multiple Viewpoint.</b>	<b>Critical Reflection Journal</b> 1) Continue to work on your writing project. 2) Submit your journal blog for Week 5 on the blog platform for this week. Each topic section of the e-Unit Moodle site includes a Blog platform for the respective weekly topics.

### Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 6 - 26 Aug 2019</b>		
Module/Topic	Chapter	Events and Submissions/Topic

**Realism / Impression / Expressionism**

See Moodle site

**Week Six: Realism / Impression / Expressionism.**

### **Critical Reflection Journal**

- 1) Continue to work on your writing project.
- 2) Submit your journal blog for Week 6 on the blog platform for this week. Each topic section of the e-Unit Moodle site includes a Blog platform for the respective weekly topics.

## **Week 7 - 02 Sep 2019**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

**Anti-Realism / Humour / Pathos**

See Moodle site

**Week Seven: Anti-Realism / Humour / Pathos.**

### **Critical Reflection Journal**

- 1) Continue to work on your writing project.
- 2) Submit your journal blog for Week 7 on the blog platform for this week. Each topic section of the e-Unit Moodle site includes a Blog platform for the respective weekly topics.

## **Week 8 - 09 Sep 2019**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

### **Creative Nonfiction**

A voluntary Zoom session is scheduled prior to the due date for Assessment Item 2: Critical Reflection Journal. 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**.

See Moodle site

**Week Eight: Creative Nonfiction.**

### **Critical Reflection Journal**

- 1) Continue to work on your writing project.
- 2) Submit your journal blog for Week 8 on the blog platform for this week. Each topic section of the e-Unit Moodle site includes a Blog platform for the respective weekly topics.

## **Week 9 - 16 Sep 2019**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

### **Memoir**

A voluntary Zoom session is scheduled prior to the due date for 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**.

See Moodle site

**Week Nine: Memoir**

### **Critical Reflection Journal**

- 1) Continue to work on your writing project.
- 2) Submit your journal blog for Week 9 on the blog platform for this week. Each topic section of the e-Unit Moodle site includes a Blog platform for the respective weekly topics.

## **Week 10 - 23 Sep 2019**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

### Poetry Journal

1) Commence revising and fine-tuning your writing project  
2) Submit your final journal blog for Week 10 on the blog platform for this week. Each topic section of the e-Unit Moodle site includes a Blog platform for the respective weekly topics.  
NOTE: For submission of the assessment item (due Monday next week), you will combine your 10 weekly entries into a single word document and submit to Moodle using the unit's submission platform for this assessment item.

#### Online Writing

See Moodle site  
**Week Ten: Online Writing.**

### Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Publishing	See Moodle site <b>Week Eleven: Publishing</b>	1) Continue revising and fine-tuning your writing project 2) Finalise and submit your Critical Reflection Journal (due Monday this week). Remember to match your entries against the assessment criteria to ensure your work meets the requirements for the item.  <b>Assessment Item 2: Critical Reflection Journal</b> Due: Week 11 Monday (30 Sept 2019) 11:45 pm AEST

### Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Conclusion	See Moodle site <b>Week Twelve: Conclusion.</b>	Finalise and submit Written Assessment 3 - Final Creative Artefact (due Thursday this week). Remember to match your submission against the assessment criteria to ensure your work meets the requirements for the item.  <b>Assessment Item 3: Final Creative Artefact</b> Due: Week 12 Friday (11 Oct 2019) 11:45 pm AEST

## Term Specific Information

**NOTE:** Students must submit Assessment Item 1: Proposal/Pitch. It is a condition of the unit that students submit this assessment item on or before the specified due date. Final submissions received 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).

**NOTE:** Late assignments submitted without an approved extension will receive a grade (with late penalty applied) but no feedback.

## Assessment Tasks

### 1 Assessment Item 1: Proposal/Pitch

**Assessment Type**  
Written Assessment



### 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 research in regards to 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, memoir,' among other types such as meta-fiction, 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 totaling 2000 words (depending on the publication), or, one complete piece totaling 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 named 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:** The specified word limit for this item (500 words) does not include the reference list or the week-by-week timeline. *The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.*

### Assessment Due Date

Week 3 Tuesday (30 July 2019) 11:45 pm AEST

### Return Date to Students

Week 5 Tuesday (13 Aug 2019)

### Weighting

Pass/Fail

### Assessment Criteria

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

1. the proposal clearly identifies the publication of choice and includes a link to the publication's website
2. 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.)
3. 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, memoir, paranormal, metafiction, Avant-pop, experimental life writing, or digital fiction, etc.)

4. 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 - Critical Reflection Journal, benchmarks achieved leading up to Assessment 3 - Final Creative Artefact)
5. the proposal defines key literary concepts (e.g., 'point of view', 'short story', 'multiple viewpoint', 'magic realism', etc.), using at least 5 credible/scholarly sources 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
6. the proposal is presented in a flawless literary presentation, formatting and referencing (Harvard Author-Date system).

Please see the e-Unit Moodle site for specific directions and information.

### Referencing Style

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

### Submission

Online

### Submission Instructions

Submit your assessment item using the e-unit moodle platform for this item.

### 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 Assessment Item 2: Critical Reflection Journal

### Assessment Type

Written Assessment

### Task Description

Students will be expected to keep a Critical Reflection Journal during the term.

As the Journal is worth 45% of the overall mark, the standard expected will be high.

This will require creating weekly posts using the weekly Blog platforms on the e-Unit Moodle site that reflect your weekly progress through the writing process with specific reference to your experiences using/applying the experimental creative writing techniques under consideration.

You are expected to submit a total of nine (9) weekly entries, on **a weekly basis**, over the course of the Term: from Week 2 to Week 10 (inclusive). Each topic section of the e-Unit moodle site includes a Blog platform for the respective weekly topics.

Each entry is worth a total of 5 marks

**Word count:** no less than 2000 words, no more than 5000 words. *The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.*

For submission of the assessment item, you will combine your 9 weekly entries (Week 2 to Week 10 inclusive) in a single word document and submit to Moodle by the due date in Week 11 using the e-unit moodle submission platform for this item.

Please refer to the e-Unit Moodle site for specific detail and further information.

Remember, it is crucial that your critical reflection journal 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 11 Monday (30 Sept 2019) 11:45 pm AEST

## Return Date to Students

Review/Exam Week Monday (14 Oct 2019)

## Weighting

45%

## Assessment Criteria

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

1. the reflection journal 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 reflection journal 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, memoir, paranormal, etc.)
3. the reflection journal objectively examines the implications of the chosen experimental writing technique as regards plot, setting, rising action, characterisation, dialogue, sequencing, etc., or any other literary element represents an original piece of writing
4. the reflection journal comments on the development of the creative artefact alongside the prescriptions of the nominated publication
5. the reflection journal is presented weekly 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.

**Note:** The specified word limit for this item (2000 - 2500 words) does not include the reference list. *The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.*

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

## Referencing Style

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

## Submission

Online

## Submission Instructions

Submit your assessment item using the e-unit moodle platform for this item.

## 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 Assessment Item 3: 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 submission is 2000 words in length, your project may be in the form of two-three pieces totaling 2000 words (depending on the publication), or, one complete piece totaling 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, so the standard expected will be high. This item will be marked and returned as soon as possible after Term 2 classes conclude.

**Assessment Due Date**

Week 12 Friday (11 Oct 2019) 11:45 pm AEST

**Return Date to Students**

Exam Week Friday (25 Oct 2019)

**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, 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.

**NOTE:** Please include a copy of your Proposal with the final creative writing piece/s positioned either before or after the artefact proper.

**Word Count:** *The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, [the Proposal: Assessment Item 1], reference page and appendices. It includes in-text references and direct quotations.*

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Submit your assessment item using the e-unit moodle platform for this item.

**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