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The published on-line version of the Course Profile is the authoritative version and by the publication of the Course Profile on-line the University deems the student has been notified of and read the course requirements.

1. General Course Information

1.1 Course Details

COURSE CODE	1104LHS
COURSE TITLE	Introduction to Creative Writing
ACADEMIC ORGANISATION	LHS School of Humanities, Languages and Social Science
TRIMESTER	Trimester 2 2020
MODE	Blended
LEVEL	Undergraduate
LOCATION	Nathan, On Campus
CREDIT POINT VALUE	10

Course Description:

This course is based on students' own creative writing in verse, prose and other forms. It explores aspects of the nature of creativity and creative processes, and develops fundamental knowledge related to printed, digital and performance outcomes for creative products. The course introduces a range of skills with application to a variety of platforms for delivery. Prerequisites: NIL Co-requisites: NIL Incompatible: NIL

Assumed Background:

Students should have a basic, though enduring interest in a number of genres: short stories, poetry, the novel, and creative non-fiction/memoir.

1.2 Course Introduction

This course aims to provide you with an understanding of technical aspects of writing in various genres, styles and viewpoints in verse and short story forms.

You will explore a wide range of practical, critical and editorial strategies. You will examine aspects of your own writing processes in critical depth and also aspects of the nature of creativity and creative skills.

You will have opportunity to develop skills and understandings related to a variety of publishing outcomes and will be provided with a supportive environment for producing a folio of original work reflecting your development during the semester.

Previous Student Feedback

Responses from the 2017 students surveys:

- The content covered was well organised and easy to understand, with amazing examples and case studies.
- I found the significant amount of content that was covered through-out the length of the course was brilliant and was extremely helpful in assisting the understanding and completing of the assessment pieces.
- [What did I like about it?] Everything! I learned so much! The lectures were extremely helpful and informative. Tutorials were fun and educational. I learned so many practical steps to help with my writing, as well as creating work that surprised myself.
- I thought it was good that students were given the creative freedom write whatever we wished, receive feedback, and from this, figure out our strengths and weaknesses. I also thought the in-class activities were a good idea, as they provided encouragement.
- Marking was very much on point. In line with criteria. Both Nigel and Anthony's lectures were engaging. Sophie has a teaching style that benefited me and overall I think this course helped me develop as a writer and made me want to consider this as a career.
- I felt it was organised in a way that not only taught the necessary information of the course, being creative writing, but helped me in certain areas such as evaluation. - This I feel was due to the structure.
- The lectures were very informative and helped to explain certain techniques and ways of thinking about my writing. If I had problems that I didn't resolve in the lecture or class I could approach my tutor and ask them personally for advice.
- The lecturers were extremely knowledgeable and passionate about their craft. Anthony Lawrence and Nigel Krauth, in particular, were both excellent in sparking inspiration in their students and providing great writing advice.
- I loved the layout for the course: each week we would focus on something new. This really helped me when I was revising for

my assignments and was extremely practical and effective in helping me learn.

1.3 Course Staff

Primary Convenor **Dr Anthony Lawrence**

PHONE	(07) 373 54254 & 0405236504
EMAIL	a.lawrence@griffith.edu.au
CAMPUS	Nathan Campus
BUILDING	Macrossan (N16)
ROOM	2.36

1.4 Timetable

Timetables are available on *the Programs and Courses website*.

NB: Details contained in this section of the course profile and section 4.1 Learning Activities are to be read in conjunction with the official class timetable. The published class timetable which is the authoritative source for timetabling information for all campuses can be located by clicking on the link above.

1.5 Lecture Capture

It is standard practice at Griffith University that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site, in accordance with the University's Lecture Capture Policy.

The lecture series delivered as part of this course will be recorded and accessible via the Learning@Griffith course site.

2. Aims, Outcomes & Graduate Attributes

2.1 Course Aims

The course aims to:
- provide an understanding of technical aspects of writing in various genres, styles and viewpoints in short story, verse, and other written forms in the contemporary publishing environment;
- explore and utilize a wide range of practical, critical and editorial strategies;
- examine aspects of students' own writing processes in critical depth;
- examine aspects of the nature of creativity and creative skills, and strategies for their enhancement and application;
- develop skills and understandings related to a variety of publishing outcomes for creative products; and
- provide a supportive environment where the student produces a folio of original work which reflects their development during the semester.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

1 recognise and understand theoretical and practical issues relevant to the craft of writing in a range of written forms;

2 analyse and discuss issues relevant to creativity and creative/professional skills in your own work and in the work of others;

3 engage with the content of the course through written skills, i.e. in the production of a creative project in the form of a folio (along with related exegetical writing) developed during the semester; and

4 engage with the content of the course through oral skills, i.e. in seminar/workshop presentation delivery and workshop discussions.

2.3. Graduate Attributes

For further details on the Griffith Graduate please click here

Griffith University prepares influential graduates to be:

- Knowledgeable and skilled, with critical judgement
- Effective communicators and collaborators
- Innovative, creative and entrepreneurial
- Socially responsible and engaged in their communities
- Culturally capable when working with First Australians
- Effective in culturally diverse and international environments

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

For further details on the Griffith Graduate Attributes please refer to The Griffith Graduate policy.

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial	•	•	•
Socially responsible and engaged in their communities	•		
Effective in culturally diverse and international environments	•		

3. Learning Resources

3.1 Required Resources

Details of your Required Learning Resources are available from the Reading List.

3.2 Recommended Resources

Details of your Recommended Learning Resources are available from the Reading List.

3.3 University Learning Resources

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources that are available to students are included below for easy reference.

Readings - New online service enabling students to access Required and Recommended Learning resources. It connects to the library catalogue to assist with quickly locating material held in Griffith libraries and enables students to manage and prioritise their readings, add personal study notes and export citations.

Learning@Griffith - there is a dedicated website for this course via the Learning@Griffith at myGriffith.

Academic Integrity Tutorial - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of academic misconduct, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Student Support - provides a range of services to support students throughout their studies including personal support such as Counselling and Health Services; Academic support; and Financial and Welfare support.

Careers and Employment Service can assist all enrolled students and recent graduates with career direction, course uncertainty, interview preparation, job search tips, LinkedIn reviews and much more. Our Unitemps Recruitment Service can assist you with finding paid casual work while you study.

Library and Learning Services: Library and Learning Services provides a wide range of quality client-focused services and programs to students, researchers and staff of the University. Library and Learning Services works in collaboration with the academic community to achieve academic and research outcomes.

Support for learning - the University provides access to common use computing facilities for educational purposes.

Code of Practice - Griffith Information Technology Resources.

3.5 Other Learning Resources & Information

Students are encouraged to actively seek out publications in both University and community libraries to assist with their understanding and appreciation of various genres encountered in 1104HUM.

Lecture Capture

In accordance with *Griffith University Lecture Capture* Policy there may be some circumstances where it may be inappropriate to record lecture content using the lecture capture system.

Please note that in this course the lecturer may:

> Stop recording due to privacy, confidentiality, or copyright issues.

> Edit a recording after it has been published to improve its quality or to delete inappropriate content.

> Record the lectures using other methods as supported by the University and will make the lectures available to the students on the relevant course site.

4. Teaching & Learning Activities

4.1 Learning Activities

Week Commencing	Activity	Learning Outcomes
13 Jul 20	**Week 1 (Lecture):** Introduction to the course - the Course Profile explained	1
13 Jul 20	**Week 1 (Tutorial):** Discussion and exercises based on online readings. Readings/Ref: For readings see L@G Course Content.	1, 2, 3, 4
20 Jul 20	**Week 2 (Lecture):** Writing as a process - How writing is produced and received	1, 2
20 Jul 20	**Week 2 (Tutorial):** Presentations, discussion and exercises based on online readings. Readings/Ref: For readings see L@G Course Content.	1, 2, 3, 4
27 Jul 20	**Week 3 (Lecture):** The Exegesis: Writing about your writing	1, 2
27 Jul 20	**Week 3 (Tutorial):** Presentations, discussion and exercises based on online readings. Readings/Ref: For readings see L@G Course Content.	1, 2, 3, 4
3 Aug 20	**Week 4 (Lecture):** Short story: History, elements and structures	1, 2
3 Aug 20	**Week 4 (Tutorial):** Presentations, discussion and exercises based on online readings. Readings/Ref: For readings see L@G Course Content.	1, 2, 3, 4
17 Aug 20	**Week 5 (Lecture):** Poetry: History, elements and structures	1, 2
17 Aug 20	**Week 5 (Tutorial):** Presentations, discussion and exercises based on online readings. Readings/Ref: For readings see L@G Course Content.	1, 2, 3, 4
24 Aug 20	**Week 6 (Lecture):** Memoir / Creative Nonfiction: History, elements and structures	1, 2
24 Aug 20	**Week 6 (Tutorial):** Presentations, discussion and exercises based on online readings. Readings/Ref: For readings see L@G Course Content.	1, 2, 3, 4
31 Aug 20	**Week 7 (Lecture):** Workshopping week 1 - your assignment work in focus. Q & A open forum discussion. Bring along your questions and ideas.	1, 2, 3, 4
31 Aug 20	**Week 7 (Workshop):** Students have the option to workshop drafts of their Folio Deadline 1, including exegeses.	1, 2, 3, 4
7 Sep 20	**Week 8 (Lecture):** Multimodal and digital writing, and the publishing industry	1, 2
7 Sep 20	**Week 8 (Tutorial):** Presentations, discussion and exercises based on online readings. Readings/Ref: For readings see L@G Course Content.	1, 2, 3, 4
14 Sep 20	**Week 9 (Lecture):** Character, voice and dialogue	1, 2
14 Sep 20	**Week 9 (Tutorial):** Presentations, discussion and exercises based on online readings. Readings/Ref: For readings see L@G Course Content.	1, 2, 3, 4
21 Sep 20	**Week 10 (Lecture):** Setting: The secret signifier	1, 2
21 Sep 20	**Week 10 (Tutorial):** Presentations, discussion and exercises based on online readings. Readings/Ref: For readings see L@G Course Content.	1, 2, 3, 4
28 Sep 20	**Week 11 (Lecture):** Research and editing for poetry and prose	1, 2
28 Sep 20	**Week 11 (Tutorial):** Presentations, discussion and exercises based on online readings. Readings/Ref: For readings see L@G Course Content.	1, 2, 3, 4
5 Oct 20	**Week 12 (Lecture):** Queen's Birthday. No Lecture or Tutorial	1, 2, 3, 4
5 Oct 20	**Week 12 (Workshop):** Queen's Birthday. No Lecture or Tutorial	1, 2, 3, 4

4.2 Other Teaching and Learning Activities Information

The course is taught by lecture (one hour per week) plus tutorials and workshops (one two-hour session per week). Tutorials and workshops focus on the students' own work and writing processes.

You are expected to **attend and participate constructively** in all lectures and workshops. You are expected to read the set readings and other texts and linked material supplied for the course.
You are expected to research among recommended texts and/or handout material supplied for the course in production of your

items for assessment.
You are encouraged to read works beyond the textlists where styles, content, interests, philosophies, and achievements excite you... and to share the benefit of your reading in class. (Tutorial and workshop participation forms 10% of the assessment in this course.)

Each student will give a tutorial presentation during the semester.

You are also encouraged to take part in on-campus Writing activities such as participating in Small Room Writers Club readings or contributing to the LHS School literary magazine *Talent Implied*. Local pro-am venues arranged by Small Room and literary festival activities also welcome your support.

5. Assessment Plan

5.1 Assessment Summary

This is a summary of the assessment in the course. For detailed information on each assessment, see **5.2 Assessment Detail** below.

ASSESSMENT TASK	DUE DATE	WEIGHTING	MARKED OUT OF	LEARNING OUTCOMES	MAXIMUM EXTENSION PERIOD
Guided discussion with peers Workshop Participation	13 Jul 20 - 2 Oct 20 Throughout semester	10%	10 marks	1, 2, 3, 4	
Presentation - technical or professional Workshop Presentation	27 Jul 20 - 25 Sep 20 Weeks 2-10 in class	20%	20 marks	1, 2, 4	
Assignment - Written Assignment Assessment Item 1: Folio Deadline 1	31 Aug 20 23:59 End of Week 7	30%	30 marks	1, 2, 3	
Assignment - Written Assignment Assessment Item 2: Folio Deadline 2	5 Oct 20 23:59 Middle of Week 12	40%	40 marks	1, 2, 3	

5.2 Assessment Detail

Title: Workshop Participation
Type: Guided discussion with peers
Learning Outcomes Assessed: 1, 2, 3, 4
Due Date:
    13 Jul 20 - 2 Oct 20   Throughout semester
Weight: 10%
Marked out of: 10
Task Description:

Workshop Participation: Your mark for participation in Workshop groups is based on contribution to class discussions, quality of writing in class exercises, and overall semester engagement. Your contribution throughout the semester will require being well-prepared through reading the set and recommended texts, through critical reflection upon your own folio progress, and on completion of exercises.

Criteria & Marking:
    Criteria:
    - contribution to class discussions
    - quality of writing in class exercises
    - well-preparedness through reading the set texts
    - ability to critically reflect on your own folio progress
    - completion of exercises
    - overall semester engagement.

Submission: No submission as this is an ongoing assessment item through the trimester.

This assessment item:
- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a re-attempt provision

Title: Workshop Presentation
Type: Presentation - technical or professional
Learning Outcomes Assessed: 1, 2, 4
Due Date:
    27 Jul 20 - 25 Sep 20   Weeks 2-10 in class
Weight: 20%
Marked out of: 20

Task Description:
Students are required to make one 5 minute class presentation per semester. The allocation of weeks for presenting will take place in weeks 1 and 2.

In the presentation, each student will deliver an analysis of **one** of the online readings for that week. The analysis will seek to <u>identify and interpret the main point (or points) of the scheduled weekly reading.</u> (Where there is more than one reading to choose from, the tutor will assist in the selection process.)

The aim of the presentation is to <u>demonstrate and develop the student's capacity to read analytically and promote discussion</u> of issues related to creative writing practice.

Criteria & Marking:
Criteria:
Quality of oral skills, writing and ideas in relation to course content

Submission: In Person at the School Department. Students to present their 5 minute Presentation online in Collaborate Ultra (or face to face if classes are to return to physical tutorials later in the trimester). TBA

This assessment item:
- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a re-attempt provision

Title: Assessment Item 1: Folio Deadline 1
Type: Assignment - Written Assignment
Learning Outcomes Assessed: 1, 2, 3
Due Date:
        31 Aug 20 23:59   End of Week 7
Weight: 30%
Marked out of: 30
Task Description:
Assessment Item 1: Folio Deadline 1

At this deadline you submit:

1 final draft short story (1,000 words) plus
1 exegesis about this story (500 words)

or

3 final draft poems (up to 1 double-spaced page each) plus
1 exegesis about these 3 poems (500 words)

or

1 final draft memoir / CNF piece (1,000 words) plus
1 exegesis about this piece (500 words)

Criteria & Marking:
Criteria:
Quality of writing and ideas in relation to course content and standards of publishability

Submission: All assignments to be emailed directly to the student's tutor as a Word.doc by 23:59pm on the due date.

This assessment item:
- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a resubmission provision

Title: Assessment Item 2: Folio Deadline 2
Type: Assignment - Written Assignment
Learning Outcomes Assessed: 1, 2, 3
Due Date:
        5 Oct 20 23:59   Middle of Week 12
Weight: 40%
Marked out of: 40
Task Description:
Assessment Item 2: Folio Deadline 2

At this final deadline you submit one of the following BUT IT MUST BE IN A FORM DIFFERENT FROM THE ONE YOU USED IN ASSESSMENT ITEM 1:

1 final draft short story (1,000 words) plus
1 exegesis about this story (500 words)

OR

3 final draft poems (up to 1 double-spaced page each) plus
1 exegesis about these 3 poems (500 words)

OR

1 final draft memoir / CNF piece (1,000 words) plus
1 exegesis about this piece (500 words)

NOTE: ANY OF THE ABOVE (STORY, POEMS OR MEMOIR) CAN USE MULTIMODAL TECHNIQUES, IF YOU WISH

Criteria & Marking:
Criteria:
Quality of writing and ideas in relation to course content and standards of publishability

Submission: All assignments to be emailed directly to student's tutor as a Word.doc by the designated time (23:59pm) on the due date.

This assessment item:
- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a resubmission provision

5.3 Late Submission

For all non-Honours Dissertation courses: An assessment item submitted after the due date, without an approved extension, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the total weighted mark for the assessment item, for each working day that the item is late. A working day will be defined as Monday to Friday. Assessment items submitted more than five working days after the due date will be awarded zero marks. To understand how the mark is reduced please refer to Assessment Submission and Return Procedures.

For all Honours Dissertation courses: Enrolment in an Honours degree shall be cancelled and the candidature terminated if the candidate fails to lodge their Honours dissertation by the prescribed date including any approved extensions.

5.4 Other Assessment Information

Supplementary Assessment is not available for this course.

Final Grades

A student's final grade for this course will be based on the aggregation and weighting of marks across assessment, any mandatory pass components and grade cut-offs. Grade cut-offs can vary, so you will need to wait for the official release of grades to be sure of your grade for this course.

- This course is a graded course (i.e 7, 6, 5, 4, 3, 2, 1).

6. Policies & Guidelines

This section contains the details of and links to the most relevant policies and course guidelines. For further details on University Policies please visit the Policy Library

6.1 Assessment Related Policies and Guidelines

University Policies & Guidelines

The University's assessment-related policies can be found in the Griffith Policy Library.

The Assessment policy covers topics including: assessment requirements; award of grades; supplementary assessment; special consideration; extensions and deferred assessment; conduct of students in examinations; cheating; plagiarism; notification of results; appeals against the award of grades.

Academic Integrity

Student academic misconduct encompasses all behaviour:

- involving the misrepresentation of academic achievement; or
- undermining the core values (honesty, trust, fairness, respect and responsibility) of academic integrity; or
- breaching academic integrity;

whether intentional or unintentional. Student academic misconduct includes doing as well as attempting to do any of the acts, omissions or things that constitute academic misconduct.

Student academic misconduct is defined in the Institutional Framework for Promoting Academic Integrity among Students.

Please also refer to the Student Academic Misconduct Policy.

Reasonable Adjustments for Assessment - Students with Disabilities Policy

The Reasonable Adjustments for Assessment - Students with Disabilities Policy sets out the principles and processes that guide the University in making reasonable adjustments to assessment for students with disabilities while maintaining the academic integrity of its programs.

Griffith University Disclosure Statement

The Griffith University Disclosure Statement has been developed to identify and negotiate whether necessary and reasonable accommodations and adjustments can be made, wherever possible, to enable students with disabilities and/or health conditions to undertake required learning activities. Course Convenors are encouraged to reference the Griffith University Disclosure Statement in the Learning Activities and Assessment Plan sections of their course profiles.

Assessment, how to submit an assignment and exams, viewing your grades

All you need to know about assessment, exams and grades

Text Matching Software

The University uses text matching software. Students should be aware that your Course Convenor may use software to check submitted assessment tasks. If this is the case, your Course Convenor will provide more detailed information about how the software will be used for individual assessment items.

Related links:

- Academic Integrity website
- Academic Standing, Progression and Exclusion Policy

- [Assessment Policy](#)
- [Assessment Submission and Return Procedures](#)
- [End of Trimester Centrally Administered Examinations Policy and Procedures](#)
- [Governance of Assessment and Academic Achievement Standards](#)
- [Standards for First Year Assessment](#)
- [Institutional Framework for Promoting Academic Integrity among Students](#)
- [Student Academic Misconduct Policy](#)

LHS School of Humanities, Languages and Social Science

Assessment Guidelines

A formal Referencing Style Handbook is available on the [Learning@Griffith](#) course website.

6.2 Other Policies and Guidelines

University Policies and Guidelines

Students are responsible for ensuring that they have read all sections of the Course Profile for the course/s in which they are enrolled in any enrolment period. The published online version of the Course Profile is the authoritative version and by the publication of the Course Profile online, the University deems the student has been notified of and read the course requirements. Variations to the Course Profile during the trimester of offer are not permitted except in exceptional circumstances and will be advised in writing to all enrolled students and via the *Learning@Griffith* website. Additional information regarding the content of this course may be published on the *Learning@Griffith* website.

Copyright matters

Copyright applies to all teaching materials and materials generated by students which substantially relate to Griffith University courses. *Students are warned against selling Griffith University teaching materials and their student notes online through commercial websites during and after their studies.* You will almost certainly be in breach of copyright law and Griffith's IT Code of Practice if you post these materials on the internet and commercial websites. Please refer to the [Copyright Guide for Students](#) for further information.

Health and Safety

Griffith University is committed to providing a safe work and study environment. However, all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information is available on the [Health, Safety and Wellbeing](#) website.

Other Key Student-Related Policies

All University policy documents are accessible to students via the [Griffith Policy Library](#) and links to key policy documents, in addition to those listed in 6.1 above, are included below for easy reference:

- [Student Communications Policy](#)
- [Health and Safety Policy](#)
- [Student Administration Policy](#)
- [Student Charter](#)
- [Student Review and Appeals Policy](#)
- [Student Review and Appeals Procedures](#)
- [Student Complaints Policy](#)

Other Course Guidelines

Students should refer to the course's Learning@Griffith site for further information about this course.