



# Course Outline (Higher Education)

<b>School:</b>	School of Arts
<b>Course Title:</b>	FROM HOMER TO MEMES: THE EVOLUTION AND TECHNOLOGIES OF STORYTELLING
<b>Course ID:</b>	BATCC1001
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(FLMES1002 and LITCI1001)
<b>ASCED:</b>	091523

## Description of the Course:

This course serves as an introductory course to the Texts, Creativity and Culture stream of the Bachelor of Arts. As such, it examines the history of storytelling from its origins in oral storytelling through to its current incarnation in digital storytelling. The course explores why we tell stories, how we tell stories, who we tell stories to, and how the technologies of storytelling shape the stories we tell. In particular, we consider the social, political and cultural contexts that pertain to the production of literary and screen texts and to creative practice. Broad themes will encompass the ways in which technologies enable different forms of social interaction, understandings of community and identity, conceptions of space and time and the relationship between storytelling and social change. The course will include a diverse variety of texts and storytelling traditions.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

## Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Learning Outcomes:

**Knowledge:**

- K1.** Identify theoretical frames and conceptual tools for making sense of the contexts pertaining to the production of literary and screen texts and creative practice
- K2.** Appraise key debates, issues and perspectives related to the understanding of storytelling across time and in different modes.
- K3.** Identify and utilise some of the key theoretical developments in analysing literary and screen texts and in creative practice across history

**Skills:**

- S1.** Read and write in a critically informed manner.
- S2.** Express informed, substantiated and reasoned arguments and discussion in response to issues, themes, concepts and theories presented in course topics
- S3.** Interpret and synthesize relevant material beyond set course readings to deepen understanding of key concepts and issues.

**Application of knowledge and skills:**

- A1.** Construct and communicate a clear and coherent argument in verbal, written or visual form, making appropriate use of evidence from texts covered in the course
- A2.** Relate and apply the issues, debates, concepts and themes studied to an analysis of storytelling across time and in different modes

**Course Content:**

Topics may include:

- Theories of storytelling across time
- Orality, literacy and the digital revolution
- The changing role and type of storytelling related to changes in technology over time
- Theories of context, including gender, sexuality, race and class
- Political and cultural concerns of particular times and places in which selected texts were produced and read
- The historical development of particular forms of storytelling
- The impact of technologies on new kinds of social interaction, understandings of community and identity and conceptions of space and time
- The relationship between storytelling and social change
- Discussion of a variety of texts and traditions, such as indigenous storytelling, classic literature genres, early film, televisual storytelling, contemporary literature and film, digital storytelling, comics and graphic novels, fan fiction, twine games, memes, Twitter stories and YouTube creative practice
- Consideration of a variety of contextual factors influencing storytelling, such as production and form, authorship, gender, race, class, sexuality, history, socio-cultural contexts, geography, political and philosophical contexts, psychological contexts and reception

**Values:**

- V1.** Develop an appreciation of different ways of reading and understanding different forms of storytelling and creative practice
- V2.** Actively participate in learning, while respecting the ideas and values of others
- V3.** Become informed contributors to debates on the role of storytelling in contemporary society

**Graduate Attributes**

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, S3	AT1, AT2, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K3, S3, A2	AT1
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	S2	AT1, AT2
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S1, S2, A1	AT1, AT2, AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	N/A	N/A

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, K4, A1, A2	Students will respond to a series of theoretical and creative exercise prompts throughout semester. They will bring exercises to tutorials or forums for informed discussion and will select a number of exercises for submission at the end of semester	Folio	30-45%
K2, K3, S2, A1	Presentation on ideas and texts covered in a single week chosen by the student or a short report on ideas and texts covered in a single week chosen by the student	Tutorial participation and online discussion, assessed throughout semester; Oral Presentation or Short Report	20-30%
K1, K2, K3, S1, S2, S3, A1, A2	Deeper understanding and analysis of theories of two contextual factors in the development of storytelling	Major Essay	30-45%

### Adopted Reference Style:

MLA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)