

# Unit Outline (Higher Education)

**Institute / School:** Institute of Education, Arts & Community

**Unit Title:** DIGITAL WRITING

**Unit ID:** BAWRT2004

**Credit Points:** 15.00

**Prerequisite(s):** Nil

**Co-requisite(s):** Nil

**Exclusion(s):** (BAWRT3004)

**ASCED:** 109999

## Description of the Unit:

This unit immerses students in the theory and practice of creating digital stories and interactive narratives. Through a series of short creative assignments, culminating in a major project, students will work with text, digital imaging, sound, video, and other media to create new forms of digital writing. Students will explore the theories and expressive possibilities behind digital writing through mini-lectures, readings, and discussion, examining examples of digital writing including digital stories, Twine games, hypertexts, Twitter, Facebook, and Podcasts. This unit enables students to gain insight into the historical, cultural, political, economic, rhetorical and critical contexts of digital writing and develop a suite of core digital literacies.

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

## Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input 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"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Learning Outcomes:

On successful completion of the unit the students are expected to be able to:

#### Knowledge:

- K1.** Evaluate a range of creative techniques, methodologies, and theoretical approaches to writing for new media and its platforms
- K2.** Identify the principles and concepts of framing, sound, composition, visual storytelling, digital storytelling, and interactivity
- K3.** Reflect on the ethical, political, social and cultural possibilities of digital writing

#### Skills:

- S1.** Identify the strategies for transforming a traditional text into a range of digital texts
- S2.** Practice basic coding in a creative, interactive, digital writing environment
- S3.** Cultivate a sense of ethics and aesthetics for communicating through text, sound, and both static and moving images, within digital storytelling and interactive narrative environments

#### Application of knowledge and skills:

- A1.** Demonstrate creativity and originality in effectively developing and managing a digital writing project drawing on knowledge of relevant critical approaches and creative techniques.
- A2.** Communicate and critique project ideas with peers in workshop activities, consultations and screenings.
- A3.** Apply theoretical understandings of digital storytelling, interactive writing, online media production, and the social and cultural media environment.

#### Unit Content:

Topics may include:

- Digital Stories
- Visual Storytelling
- Finding Resources & Copyright
- Interactivity
- Hypertexts
- Twine
- Game theory
- Gamergate
- Unfolding in Real-Time: Twitter Narratives
- Digital Lives
- Podcasts
- Workshopping

#### Graduate Attributes

The Federation University Federation 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 Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression.

**One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course**

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		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, A3	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.	S1, S2	AT1, AT2
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.	K3, S3	AT2, AT3
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.	K2, S1, S2, A1, A2	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.	A1	N/A

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, A1, A3	Students will produce a series of digital remediations/rewritings, of a story written in week 1. Grading for this assessment will take the form of either an accumulative grade over the course of the semester, or a folio of works presented prior to development of the major project. An accompanying reflective journal will be submitted alongside these remediations. The journal may be aligned with 'The Five Rs Reflective Reading Scale'.	Series or Folio of Digital Remediations and Reflective Journal	30-40%
K1, K2, K3, S1, S2, S3, A1, A3	Students will transform one of their remediations into a polished, ready-to-publish piece. Students will contextualise this work with a brief critical reflection, drawing on critical literature, examples of texts, and building on observations made in their reflective journals.	Major Project & Critical Reflection	30-50%
K1, K2, K3, S1, S2, S3, A1, A2, A3	Students are expected to complete all readings and to participate and contribute to activities completed in class and/or discussion on Moodle - active engagement in workshoping and peer-review are essential considerations for this grade.	Participation (Workshop/Moodle) including workshoping and peer review	20-30%

### Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)