

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: Life narratives and automedia

Unit ID: BAWRT2005

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): (BAWRT3005)

ASCED: 109999

Description of the Unit:

This intermediate level course introduces students to the history and genres of life narrative and automedia. Students will encounter various genres of life narrative and automedia such as confessions, poetry, letters, diaries, biography, autobiography, memoir, essays, testimony, artwork, photography, documentary, podcasts, websites and social media. Themes covered may include truth, subjectivity, self, identity, privacy/disclosure, memory, trauma, and the ethics, morality and legality of representing the self and others in life narrative and automedia. Students will explore both the theories and practice of life narrative and automedia genres, explore ways of researching and resourcing life narrative and automedia projects, and will be given the option of critical and/or creative life narrative/automedia assessment.

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

Work Experience:

No work experience

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	■	■	■	■	■	■
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Analyse one or more life narrative/automedial genres through the study of selected exemplary and critical texts.
- K2.** Identify the thematic, stylistic and narrative conventions of the selected life narrative and automedia genres.
- K3.** Recognise the ethical and moral issues affecting life narrative and automedia genres.
- K4.** Analyse how life narrative and automedia genres engage with social issues such as gender, race, class, disability and sexuality

Skills:

- S1.** Demonstrate critical viewing and reading practices.
- S2.** Articulate an informed perspective on the various issues of life narrative and automedia genres and the interpretation and production of these texts.
- S3.** Undertake research to deepen understanding of specific texts, concepts, issues and theoretical perspectives.
- S4.** Analyse life narrative and automedia genres in relation to their historical, social, cultural and/or economic contexts

Application of knowledge and skills:

- A1.** Apply knowledge and skills to communicate an argument about or analysis of a life narrative/automedial text or genre, and/or produce a life narrative/automedial project in written, visual and/or oral form.
- A2.** Critically review, analyse and synthesise knowledge of a variety of primary and secondary texts and key concepts of life narrative/automedial

Unit Content:

What is Life Writing? Diary/Letters/Confessions Automedia Media and the Self The Autobiographical Pact Tracking the Self: digital surveillance, privacy, and the body Memoir/ Auto/Biography Podcast and YouTube Life Narratives Relational Lives The Ethics, Legality, and Morality of Reading, Seeing and Producing Life Narratives and Automedia The Biopic/Visual Art/Objects and Documents Trauma: vulnerable subjects, humour, testimony, community Autosomatography Digital Intimate Publics

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly*

assessed in each Course.

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. 	Not applicable	Not applicable
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving. 	Not applicable	Not applicable
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities. 	Not applicable	Not applicable
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K2, S2, S3, S4, A1	Present an argument in a written/visual format about the use of thematic, stylistic and/or narrative conventions in life narrative/automedial genre/s	Poster/Presentation	25-35%
K1, K2, S1, S2, S4, A2	Apply knowledge of set texts and key concepts in responses to short answer questions/tasks.	Test/Series of Journal Tasks	25-35%
K3, K4, S2, S3, S4, A1, A2	Research and apply appropriate theory to an analysis of life narrative &/or automedia texts for Research Essay (set questions + text choices) or research and apply appropriate theory to the production and analysis of an Creative Work and Critical Reflection (set genre/s + text choices).	Research Essay or Creative Work and Critical Reflection	30-50%

Adopted Reference Style:

Australian Harvard ()

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

Fed Cite - [referencing tool](#)