

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	ADVANCED WRITING MODES AND GENRES
<b>Unit ID:</b>	BAWRT3003
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(BATCC1001 or BAWRT1001 or BAWRT1002 or LITCR1001 or LITCR1002) (At least 30 credit points from BATCC or BAWRT or LITCR or VCHAT subject-area at 2000-2999 level)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(BAWRT2003)
<b>ASCED:</b>	109999

## Description of the Unit:

This unit is designed as an upper-level study of the theory and practice of writing and provides students with the opportunity to consolidate, apply, and further develop previously attained skills and critical approaches to creative writing through engaging with more advanced topics selected by the course coordinator. Through close reading of a series of exemplary creative texts and through engagement with relevant critical readings and their own research, students will consider the critical and theoretical aspects of various writing techniques, styles, modes and genres as a means of advancing and better understanding their own writing practice throughout the course. The unit topics may consider the nature of certain literary forms and the cross-pollination between and amongst genres; students might study a range of writing styles, genres, and conventions, or the topic may focus on one genre in particular. Students will be encouraged to critically evaluate the cultural and creative apparatuses of creative writing production in relation to mode and/or genre, and professional practice, and they will have the opportunity to acquire advanced skills for publication of creative work. This is an advanced-level workshop unit where students will be required to demonstrate a high level of workshopping and peer-review skills.

**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

**CourseLevel:**

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"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 the characteristics of various modes and genres of creative writing.
- K2.** Appraise and critically evaluate the cultural and creative apparatuses of creative writing production in relation to mode and/or genre, industry, and professional practice.
- K3.** Extend understanding of the socio-historical, and aesthetic and/or political frameworks within which writing takes places.
- K4.** Extend awareness of the context and requirements for publishing professional-level work.

**Skills:**

- S1.** Demonstrate mastery of various creative writing techniques.
- S2.** Acquire advanced skills for publication of creative work.
- S3.** Develop a mode of autonomous practice.
- S4.** Demonstrate high-level literacy skills.

**Application of knowledge and skills:**

- A1.** Apply an advanced level of professional practice.
- A2.** Demonstrate synthesis of theory and practice and critical awareness of the ethical, political, social and cultural possibilities of creative writing production in Australia and globally.
- A3.** Demonstrate a high level of editing, peer-review, and workshopping skills.
- A4.** Present an advanced level of skill in selected modes and genres of writing.
- A5.** Produce original creative writing of publishable standard.

**Unit Content:**

Topics may include:

- Selected Fiction Genres (such as science fiction, crime writing, comedy, fantasy and/or magical realism, etc.)
- Writing Modes
- Selected Authors
- Case studies pertaining to particular literary works or specific writing techniques (such as point of view or the representation of time)

- The relationship between a text’s philosophical foundation - what it thinks about, the aspects of the world that it most closely engages with - and its formal/technical innovations
- The aesthetics of literature
- Ekphrasis
- Ficto-criticism
- Postmodernism
- Scriptwriting
- Memoir & Autobiography
- The relationship between the construction of authorial 'identity' and its reception
- Formal and ethical issues raised within certain genres and the intermingling between fiction and non-fiction
- Ethical, practical and theoretical matters such as censorship, national identity through public policy on literature
- The role of the editor and publisher
- 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, A2,	AT2 AT4
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.	S3, A5	AT3, AT4
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, A2	Not applicable
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, S4, A3, A4, A5	AT1, AT2, AT3, AT4
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.	A2	Not applicable

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K3, S2, S3, S4, A1, A2, A3	Students will regularly engage in discussion on the forums, undertake set weekly activities/exercises and post drafts for at least five of these during the semester, as well as participate in workshopping in the final weeks of the unit.	Participation	10-20%
K1, K2, K3, S4, A1, A2	Students will write a critical exegesis-style reflective paper in response to a relevant provided guiding question.	Essay	20-40%
K1, K2, K4, S1, S2, S3, S4, A1, A2, A3, A4, A5	Students will submit a short creative piece based on a related set of activities provided by the unit coordinator or lecturer	Creative Writing Exercise	20-30%
K1, K2, K4, S1, S2, S3, S4, A1, A2, A3, A4, A5	Students will submit a polished piece of relevant writing based on their workshopping of an earlier draft (which must also be submitted along with the final version). The piece will also be accompanied by an exegesis explaining the various creative decisions involved in crafting the work.	Creative Writing Piece	30-50%

### Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

**MICS Mapping has been undertaken for this Unit** No

Date:

### Adopted Reference Style:

MLA

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

Fed Cite - [referencing tool](#)