

Unit Outline (Higher Education)

| | |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Institute / School: | Institute of Education, Arts & Community |
| Unit Title: | DIGITAL WRITING |
| Unit ID: | BAWRT3004 |
| Credit Points: | 15.00 |
| Prerequisite(s): | (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) |
| Co-requisite(s): | Nil |
| Exclusion(s): | (BAWRT2004) |
| 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

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 a range of creative techniques, methodologies, and theoretical approaches to writing for new media and its platforms
- K2.** Appraise 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.** Evaluate 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, publishable 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. Students will prepare a publication plan in consultation with their tutor, with a view towards publication following final feedback on project. | Major Project, Critical Reflection & Publication Plan | 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 - high-level engagement in workshopping and peer-review are essential considerations for this grade. | Participation (Workshop/Moodle) including workshopping and peer review | 20-30% |

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:

APA

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

Fed Cite - [referencing tool](#)