



# Course Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Course Title:</b>	WRITING ABOUT THE ARTS
<b>Course ID:</b>	VCHAT3006
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(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>	(VCHAT2006)
<b>ASCED:</b>	100301

## Description of the Course:

This course is designed in two distinct parts. The first component will focus on the exploration and analysis of different forms of Writing about the Arts. Topics covered may include reviews, both journalistic and scholarly, formal critiques, descriptive (Ekphrastic) writing, theoretical/historical analysis and criticism, contemporary issues commentary and debates, and writing for creative arts industry publications. The second component of the course allows for students to tailor their writing to their arts discipline of interest.

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

**Placement Component:** No

**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						
Intermediate						
Advanced			✓			

**Learning Outcomes:**
**Knowledge:**

- K1.** Explain the characteristics and usages of various modes and genres of writing about the arts
- K2.** Understand and critically evaluate the cultural role of writing about the arts.
- K3.** Align understanding of production of writing about the arts within the creative arts industry

**Skills:**

- S1.** Experiment at an advanced level with different modes and genres of writing about the creative arts
- S2.** Analyse and evaluate various examples of writing about the arts
- S3.** Develop a mode of autonomous practice

**Application of knowledge and skills:**

- A1.** Research and evaluate role and significance of various forms of writing about the arts in terms of historical or contemporary impact
- A2.** Present an advanced level of skills in a selected mode and genre of writing about the arts

**Course Content:**

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**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 course, and all must be directly assessed in each program.*

FEDTASK attribute and descriptor	Development and acquisition of FEDTASKS in the course	
	Learning Outcomes (KSA)	Assessment task (AT#)

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	<p>Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in:</p> <ul style="list-style-type: none"> <li>• Using effective verbal and non-verbal communication</li> <li>• Listening for meaning and influencing via active listening</li> <li>• Showing empathy for others</li> <li>• Negotiating and demonstrating conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams.</li> </ul>	K2, S1, S3, A2	AT2, AT3
FEDTASK 2 Leadership	<p>Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Creating a collegial environment</li> <li>• Showing self-awareness and the ability to self-reflect</li> <li>• Inspiring and convincing others</li> <li>• Making informed decisions</li> <li>• Displaying initiative</li> </ul>	S3	AT2
FEDTASK 3 Critical Thinking and Creativity	<p>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:</p> <ul style="list-style-type: none"> <li>• Reflecting critically</li> <li>• Evaluating ideas, concepts and information</li> <li>• Considering alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts</li> <li>• Forming creative solutions in problem solving</li> </ul>	K1, K2, K3, S1, S2, S3, A1, A2	AT1, AT2, AT3
FEDTASK 4 Digital Literacy	<p>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:</p> <ul style="list-style-type: none"> <li>• Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>• Collating, managing, accessing and using digital data securely</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Contributing actively to digital teams and working groups</li> <li>• Participating in and benefiting from digital learning opportunities</li> </ul>	S1, A2	AT2, AT3
FEDTASK 5 Sustainable and Ethical Mindset	<p>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:</p> <ul style="list-style-type: none"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	A1, A2	AT1, AT2, AT3

**Learning Task and Assessment:**

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, S2, A1.	Develop portfolio of examples consisting of various modes and genres of writing about the creative arts with brief appraisals of each.	Portfolio	15-25%
K1, K2, S1, S2, A1, A2	Analyse, evaluate and report on the role of a specific form of writing about the arts.	Report	25-35%
K1, K2, K3, S2, S3, A2,	Research and write a focussed paper (or series of papers depending on chosen genre) on a creative arts issue.	Paper/s	40-60%

**Adopted Reference Style:**

Chicago

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

Fed Cite - [referencing tool](#)