



# Course Outline (Higher Education)

<b>School:</b>	School of Arts
<b>Course Title:</b>	WRITING STORIES
<b>Course ID:</b>	HENAA1003
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(BAWRT1001 and HENAA1113)
<b>ASCED:</b>	109999

## Description of the Course:

This course introduces students to the craft, process and critical practice of storytelling. Through a blend of online mini lectures, readings, discussions, workshops, and creative-critical writing practice, students learn the foundations of storytelling and develop the key skills to shape ideas into well-crafted narratives. The course covers a range of compositional techniques, with the focus primarily on prose writing. Reading, writing, re-writing, workshopping and revision will be undertaken by students. The course includes critical examination of contemporary texts, creative writing theory, critical reflection, writing exercises, structured peer-review and workshopping which are designed to facilitate students' use of creative detail, conscious crafting of formal elements, and critical engagement with the practice and process of writing stories.

**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	■	■	✓	■	■	■

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Identify a range of relevant practices and techniques in contemporary prose writing through reading, analysis and creative practice.
- K2.** Critically evaluate some of the cultural and creative apparatuses of creative writing production.
- K3.** Consider the complex dynamics of the creative writing process and the relevance of 'reading as a writer'.

#### Skills:

- S1.** Demonstrate competency with various creative writing techniques.
- S2.** Use strategies for producing, evaluating, workshopping and revising writing through understanding and practising writing, revision and peer-review processes.
- S3.** Demonstrate awareness of the publishing industry.

#### Application of knowledge and skills:

- A1.** Reflect critically and creatively on creative writing techniques and processes.
- A2.** Develop draft-in-progress material in preparation for final manuscript and participate in meaningful peer review of draft-in-progress work in a workshop environment.
- A3.** Produce a final manuscript and critical reflection based on creative journals and draft-in-progress/workshopping activity.
- A4.** Appreciate the diverse range of analytical frameworks in considering interpretative issues

#### Course Content:

Topics may include:

- Storytelling & Creativity
- The Senses, Show vs. Tell & Setting
- Questions of Genre
- Character, Dialogue
- Point of View & Register
- Plotting & Narrative Structures
- Editing & Proofreading (Macro- & Micro-editing)
- Why do we Workshop? & How to Workshop
- Workshopping
- Extending Your Storytelling: Figurative Language & Other Narrative Devices
- Authorship

#### Values:

- V1.** Develop an appreciation for creative processes
- V2.** Respect the ideas and skills of others
- V3.** Develop an understanding of the relationships between texts and readers

- V4.** Appreciate the diverse range of analytical frameworks in considering interpretative issues
- V5.** Develop an informed, multi-faceted and nuanced understanding of the deep complexities in undertaking and evaluating writing.

### Graduate Attributes

The Federation University FedUni 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 programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		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.	K2, K3, S3, A1, 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.	S2, A2, A3	AT2, AT3
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.	K2, S2, A2	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.	K1, K2, K3, S1, S2, A1, A2, A3	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.	N/A	N/A

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, A1	Each journal task has questions/prompts designed to provide students with the opportunity to integrate knowledge gained in the weekly topics, reflect on issues of the writer's craft, evaluate their writing strengths and practice, and further develop their knowledge and skills. Journal tasks may be aligned with 'The Five Rs Reflective Reading Scale'	Reflective journal tasks	30-40%
K1, K2, K3, S1, S2, S3, A1, A2	Draft of story submitted for workshoping: students will submit a polished draft of a work-in-progress and engage in guided peer review of their peers' drafts during designated workshoping weeks.	Draft of story submitted for workshoping and active participation in workshoping/peer-review	10-20%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, A1, A3	Polished Story and Critical Reflection: students will submit a final revised version of their workshopped story, accompanied by a critical reflection that may describe what 'reading like a writer' and creative writing practice means to them. Participation evaluated on discussion of completed components in weekly seminars in class or online	Polished story, critical reflection and participation	40-50%

**Adopted Reference Style:**

APA

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

Fed Cite - [referencing tool](#)