



*School of English, Journalism
and European Languages*

Faculty of Arts

HEA319

Representing Contemporary Australia

Semester 2, 2010

Distance Education

Unit Outline

Dr Robert Clarke

Contact details

Unit coordinator/lecturer

Unit Coordinator/Lecturer: Dr Robert Clarke
Campus: Launceston
Email: Robert.Clarke@utas.edu.au
Phone: +61 3 6324 3032
Fax: +61 3 6324 3652
Room number L214
Consultation hours: Wednesdays 10–11 am, 1–3 pm
Appointments for consultations outside these hours are welcome by prior appointment.

Contacting the Unit Co-ordinator

Students are welcome to contact the Unit Coordinator on any matters relating to the unit, in person, by e-mail or by telephone. Please note if the matter is urgent a telephone message is the quickest means of contact. E-mail messages will be answered as promptly as possible however, especially during busy periods of semester, there may be some delay. If you wish to see the Unit Coordinator in person then it is best to make an appointment.

WHEN YOU WISH TO SEND THE UNIT COORDINATOR AN EMAIL PLEASE USE THE ADDRESS ABOVE: DO NOT RELY ON THE MYLO EMAIL SYSTEM

Distance education office

This office will be able to help with general inquiries about distance education (such as those related to study schools and assignment submission).

Staff: Vicki Simm, Vivienne Condren and Julie Leeder
e-mail: DistanceEd.Arts@utas.edu.au
Phone: +61 3 6324 3663 or 1800 671 526 (toll free)
Fax: +61 3 6324 3652
Postal address: Locked Bag 1340C, Dist Ed, Faculty of Arts, TAS
7250
Location: Launceston Campus, Faculty of Arts, Room L107
(Ground Floor)
Website: http://www.utas.edu.au/arts/distance_education/

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Unit description

This unit provides an opportunity to analyse how Australia is represented in contemporary writing, theatre, and cinema. Through a series of modules that identify common issues across prose fiction, poetry, narrative film and drama, the unit encourages students to critically analyse texts within their local, national, and global contexts. Key issues will include: the construction of race, theories of place, class and gender politics, and ethnicity. The unit uses methodologies from both literary and film studies in order to map a complex picture of Australia's contemporary culture.

Intended learning outcomes

On completion of HEA319 students will be able to demonstrate a set of related skills, including:

1. *Close reading skills*: (undertake close 'reading' of contemporary Australian literature, drama and film);
2. *Critical engagement*: (critically engage with contemporary Australian literature, drama, and film with reference to significant themes of modern Australian society and life: e.g. class, race, gender, globalization, etc.);
3. *Knowledge*: (knowledge of specific texts, and current trends, debates, and institutions within contemporary Australian literary and film cultures, as well as knowledge of significant themes in Australian society and culture);
4. *Research skills*: (conduct research to locate secondary critical sources that can inform reading and engagement with contemporary Australian literature and film); and,
5. *Academic Writing Skills*: (present the results of analyses of contemporary Australian literature and film in an academic essay).
6. *Creative Writing Skills*: (produce a short fiction story for the purposes of exploring and reflecting upon significant themes in Australian literary and cultural studies).

These learning outcomes guide the assessment for this unit.

Generic graduate attributes

In your work for this unit you will develop knowledge and skills—or 'attributes'—applicable in a range of different contexts. These attributes will, by the successful completion of your course at UTAS, become your graduate attributes. In this unit, you should make progress in developing:

Knowledge: You will have the opportunity to develop a deeper knowledge of Australian literature and films, as well as the cultural and institutional forces that influence these arts. You will also deepen your general knowledge of film and literature, as well as Australian cultural politics. And you will develop your skills as a humanities researcher and writer. **(See learning outcomes 1, 2, 3, 4 and 5).**

Communication skills: You will have the opportunity to develop your skills as a communicator through the contributions you make to the discussion board, through your formal and informal interactions with the Unit Coordinator, and through the preparation of your project work. **(See learning outcomes: 2 and 5).**

Problem-solving skills: You will have the opportunity to develop your competency as a 'problem-solver' in addressing the particular aesthetic, ethical, and cultural issues raised by contemporary Australian literature and film through your engagement with the primary works, research of pertinent secondary critical materials, discussion of set exercise topic, and independent research. **(See learning outcome 1, 2, 3, and 4).**

Global perspective: You will have the opportunity to develop an awareness of the 'global' and 'transnational' nature of Australian literary and cinematic cultures and institutions, through your consideration in lectures, discussions, and assignments of the

aesthetics and political contexts of Australian film and literature. **(See learning outcomes 2 and 3).**

Social responsibility: You will have the opportunity to consider how the literary and screen arts function in contemporary Australia as arenas for reflection on significant moral and political issues. You will also be encouraged to consider your own intellectual engagement with such texts and their themes as a reflective social practice. **(See learning outcomes 2, 3, 4 and 5).**

For more information on UTAS generic graduate attributes, see:

http://www.utas.edu.au/policy/attributes_grads.pdf

Prior knowledge &/or skills

25% at level 100 in English.

By enrolling in this unit it is assumed that you have an interest and commitment to the study of Australian literary and cultural life, and to literary and screen studies, more generally. It is assumed that you have competencies in information and library research, in the close reading and analysis of primary texts, in the research and utilisation of secondary critical materials, and in the formatting and drafting of academic papers.

Learning expectations and teaching strategies

Expectations

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

The University's Code of Conduct for Teaching and Learning states:

Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.

Teaching and learning strategies

If you need assistance in preparing for study please refer to your lecturer. For additional information, see:

<http://www.utas.edu.au/tl/students/>

Learning resources and communication

MyLO

Access to the online unit in MyLO is required. Log-in to MyLO at: <https://mylo.utas.edu.au/> and then select HEA319 in the Course List.

Required texts

It is not expected that you will read or view all of the books and films listed. The Discussion Board Exercises will give you the option of responding to one or two texts for each exercise. The texts you choose to focus on in these exercises may influence your choice of texts for the Assessment 2 Task and for answering the questions on the Exam. The assessment tasks will give you flexibility in terms of the number of texts you choose to concentrate on. To pass the unit, however, you will have to read/view, and be able to critically discuss, at least five of these texts.

Books

Betzien, Angela. *Hoods*
Carleton, Stephen. *The Narcissist*
Grenville, Kate. *The Secret River*
Le, Nam. *The Boat*
Leigh, Julia. *Disquiet*
McGahan, Andrew. *The White Earth*
Watson, Sam Wagan. *Smoke Encrypted Whispers*

Films (Students are not required to purchase these)
Suburban Mayhem. Dir. Paul Goldman. AFFC, 2006.
Noise. Dir. Matthew Saville. Retro Active Films, 2007.
Ten Canoes. Dir. Rolf de Heer. Vertigo Productions, 2006.

(*Student's are not expected to purchase DVDs of the films. Copies are readily available in the reserve sections of the Morris Miller, Newnham and Cradle Coast branches of the UTas library. The films are popular releases and copies should be available in video hire stores. Films are screened on the Newnham campus on Friday afternoons during semester. Distance students who are able to are quite welcome to attend these screening. The screening schedule will be confirmed in the first week of semester.)

Additional readings as supplied by the lecturer.

Recommended reading

Carter, David. *Dispossession, Dreams and Diversity: Issues in Australian Studies*. Frenchs Forest, NSW: Pearson Longman, 2006.
Elder, Catriona. *Being Australian*. Crows Nest, NSW: Allen & Unwin, 2007.
Gelder, Ken and Paul Salzman. *After the Celebration: Australian Fiction 1989–2007*. Melbourne UP, 2009.
Huggan, Graham. *Australian Literature: Postcolonialism, Racism, Nationalism*. Oxford: OUP, 2007.
Pierce, Peter. *The Cambridge History of Australian Literature*. Cambridge UP, 2009.
Turner, Graeme. *National Fictions: Literature, Film and the Construction of Australian Narrative*. 1986. St. Leonards, NSW: Allen & Unwin, 1993.

Flexible library services

The Library offers a range of services if you are unable to visit the Library in person and if you meet certain criteria. See:

<http://www.utas.edu.au/library/libserv/rls/rls.html>

Technical requirements

Accessing MyLO off campus

For information and help with setting up a computer and web browser to access online resources in MyLO when off campus, see:

<https://mylo.utas.edu.au/>

<http://uconnect.utas.edu.au/>

Note: Older computers may not have the hardware to run some of the required software applications.

Accessing MyLO on campus

MyLO can be accessed in the Library computers and in computer labs. See:

http://www.utas.edu.au/itr/computing_labs.html

You can also access the University network and MyLO via a laptop computer. See:

<http://uconnect.utas.edu.au/uana.htm>

Getting help

For technical information and help, contact the UTAS Service Desk at:

<http://www.utas.edu.au/servicedesk/student/index.html>

Details of teaching arrangements

The teaching arrangements for Distance Students of *Representing Australia* correspond closely with those for Internal Students. A lecture will be conducted on the weeks identified in the schedule. An audiovisual file of the recorded lecture will be uploaded onto the MyLO website early in the week (usually by Tuesday afternoon) and students notified of its availability. **It is expected that you will access these files on a weekly basis.** At the commencement of each new module you will receive a Module Outline that details the texts and themes to be examined, and provides details of additional recommended or required secondary reading.

Discussions

In this unit, you will be undertaking MyLO Discussion Board exercises as part of your assessment (see below). More particularly, you have three (3) Online Exercises to complete by during the semester.

How to use MyLO Discussions

For comprehensive information on accessing and using the MyLO Discussions tool, browse the help resources at:

<http://www.utas.edu.au/coursesonline/mylo-support.htm>

[Using the discussion tool \[Word, 43 kb \] Quick guide](#)

(http://tlo.calt.utas.edu.au/secure/content/using_discus_quick.doc)

If you find that you require further assistance in accessing the Discussions, contact **Help and Support** at Learning Online

<http://www.utas.edu.au/coursesonline/>

or contact Dr Robert Clarke

Specific attendance/performance requirements

It will be expected that Distance Students will:

- Log into the unit's MyLO website to check for updates and announcements, and to access the weekly lecture recording.
- Keep up to date with reading and viewing the texts.
- Complete the required postings on the Discussion Board.
- Submit assignments in a timely fashion.

Weekend study school

There is one two Weekend Study School for HEA319. It is not compulsory, however students who wish to participate in the Digital Narrative Exercise as part of their first assessment task must attend this workshop or an alternative workshop held on Monday 19th of July.

Study School 1: Digital Narrative Workshop

Launceston

Saturday 24 July

Venue: TBC

Launceston Campus

Unit schedule

Week	Date beginning	Topic	Readings / Resources
14	12 July	Introduction to the Unit/ Nation and Texts	See Study Guide
15	19 July	Canons and Crises	See Study Guide
16	26 July	Module 1: "Australia Now"	Carleton <i>The Narcissist</i> View <i>Suburban Mayhem</i>
17	2 August	Module 1: "Australia Now"	Betziem <i>Hoods</i> View <i>Noise</i>
18	9 August	Module 1: "Australia Now"	<i>Noise</i> and <i>Suburban Mayhem</i>
19	16 August	Module 2: "Words, Images, and Places"	Nam Le <i>The Boat</i> View <i>Ten Canoes</i>
20	23 August	Module 2: "Words, Images, and Places"	Wagan Watson <i>Smoke Encrypted</i> <i>Whispers/ Ten Canoes</i>
Mid-semester break (30 Aug–3 Sept 2010)			
21	6 September	Module 2: "Words, Images, and Places"	Leigh <i>Disquiet</i>
22	13 September	READING WEEK	
23	20 September	Module 3: "OzLit and the History Wars"	Grenville <i>The Secret River</i>
24	27 September	Module 3: "OzLit and the History Wars"	Grenville <i>The Secret River</i>
25	4 October	Module 3: "OzLit and the History Wars"	McGahan <i>The White Earth</i>
26	11 October	Module 3: "OzLit and the History Wars"	McGahan <i>The White Earth</i>
Study period: 16 – 22 October 2010			
Examination period: 23 October – 9 November 2010			

Assessment

Assessment schedule

Assessment task	Date due	Percent weighting
Assessment task 1: Online exercises, OR	Ongoing: to be completed by Monday 6 September	30%
Assessment task 1 (alternative): Digital Narrative Exercise	Monday 16 August	
Assessment task 2: Option 1—Creative Writing Task, OR	Part One: Monday 13 September	30%
Assessment task 2: Option 1—Research Essay	Part Two: Friday 15 October	
Exam		40%

Assessment details

Assessment task 1 Online Exercises: Three Short Essays	
Task description	<p>In the first six weeks of the semester you will draft THREE (3) short essays to set questions/topics relating to the texts (stories, books or films) studied in the unit. Each week a general question will be uploaded onto the MyLO Discussion Board, and you will be able to draft and post a response to it (n.b. there will be a question/topic uploaded each week, but you only have to respond to three across the first half of semester!).</p> <p>The exercise will require you to draft a response to a particular question in relation to a given text and theme, and require you to demonstrate your ability to critically reflect on a text and to provide textual evidence to support a claim in relation to the text.</p> <p>You won't be able to see the responses of other students (and they won't be able to see yours). The unit coordinator will respond to your posting and provide a mark based on the criteria below</p> <p>From the date the question/topic is posted you will have only ONE (1) week in which to respond.</p>
Task length	<p>Approx. 600 words per response.</p> <p>Each short essay is marked out of 10.</p>
Links to learning outcomes	1, 2, 3 and 5.
Assessment criteria / guidelines	<p>Each response is marked out of 10.</p> <p>To complete this exercise, you should draft a short essay that:</p> <ol style="list-style-type: none"> 1. Constructs an argument in response to the question,

	<p>supported by:</p> <ol style="list-style-type: none"> a. evidence from your chosen text(s) b. reference to lecture materials and set secondary readings. <ol style="list-style-type: none"> 2. Communicates ideas in the form of a written essay that: <ol style="list-style-type: none"> a. uses an essay structure that meets the question requirements b. adheres to conventions of written English (word choice, grammar, punctuation and spelling); and c. conforms to MLA style for presentation and referencing. <p>See Criterion-Referenced Marking Sheet below.</p>
Date due	Ongoing – to be completed by Monday 6 September

Assessment task 1 Digital Narrative Exercise (this is an alternative to the Assessment Task above. It is only an option for Distance Students who are able to attend one of the digital narrative training workshops, see above)

Task description	<p>Task description</p> <p><i>What does 'Australian literature' mean to you? How does the experience of reading novels and poems, and viewing film reflect and/or influence your sense of who are and where you come from?</i></p> <p>To answer this question to you will create a short 'digital story' using iMovie software. A digital story is a 3-5 minute audiovisual presentation. It will include still and/or moving images, as well as a soundtrack and/or voice over narration. You may already be familiar with such presentations through YouTube. You are free to be as creative as possible.</p> <p>Workshops will be conducted in Week 2 by staff from the Flexible Education Office to train you in the use of the relevant software and to address any issues you may have. As well a Research Assistant has been employed to address issues as they arise. The computer lab on the Newnham campus will be available to you at different times throughout the week to allow you to work on your digital narrative.</p> <p>An area has been established on the HEA319 MyLO website that includes instruction on the process of creating and producing a digital narrative, including the use of software and links to examples of student produced work.</p> <p>In addition to the digital narrative, you will also produce a 750 word critical reflection that addresses your experience during you involvement in the digital storytelling exercise. You will also engage with relevant primary and critical material examined in class and from your required reading.</p> <p><i>This is a new teaching initiative that is being implemented through the support of a University of Tasmania Teaching Development Grant. By undertaking this activity you will be involved in an</i></p>
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	<i>innovative teaching project. As well you will be part of an evaluation and research project that will inform future uses of digital narrative techniques at this institution.</i>
Task length	3–5 minute audiovisual digital narrative + 750 word critical reflection.
Links to learning outcomes	2, 3, and 5.
Assessment criteria / guidelines	A Criteria Marking Sheet will be provided for this exercise in the first week of semester.
Date due	Monday 16 August

Assessment task 2 General

For this Project you will choose ONE of the following options:

- Creative Writing Option
- Research Essay Option

For each option you will prepare an abstract and/or outline.

For the Creative Writing Option students will provide an outline that describes how they intend to develop their monologues and what effects they hope to achieve. The outline will also provide an overview of the main points of the Critical Reflection.

For the 'Research Essay' option the abstract will be accompanied by bibliographical details of **at least FIVE (5)** secondary critical sources (book/book chapters/articles/critical essays) relating to the primary texts you are examining and/or a specific theme(s) that you have chosen to focus on.

You will submit the abstract/outline, receive feedback on it, and be expected to incorporate this feedback into the final project work. This component is due by **Monday 13 September**.

Although there are no marks for this part of the exercise, submission of this part of the exercise is compulsory.

After receiving feedback from the Unit Co-ordinator you will prepare the final draft of your project. This is due **Friday 15 October**.

Assessment task 2 Option 1 Creative Writing

Task description	<p>In this assignment you will choose two characters from two of the texts on the unit list. You will:</p> <ol style="list-style-type: none"> (1) create two original monologues in the characters' voices that reflect aspects of the characters' experiences, psychologies and social situations in ways that are not represented fully in the original texts. (2) make a digital audio or audiovisual recording of the monologues. (3) draft a critical reflection essay that explains how you approached the task, why you chose to create and present the monologues in the way you did, and how your work
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	<p>relates to the major themes examined in the unit.</p> <p>Part One: You will provide an outline of your monologues and an overview of your critical reflection (no more than 250 words).</p> <p>This will be read, commented upon, and returned by the Unit Co-ordinator. There are no marks for this part, however submission is compulsory.</p> <p>Part Two: You will provide</p> <ol style="list-style-type: none"> (1) the final version of the monologues (no longer than 500 words each), (2) a digital audio or audiovisual recording of the monologues, (3) and the final draft of your critical reflection (750 words max).
Task length	1750 words
Links to learning outcomes	1, 2, 3, 4, 5 and 6
Assessment criteria / guidelines	A Criteria Marking Sheet will be provided for this exercise in the first week of semester.
Date due	Monday 13 September.

Assessment task 2 Option 2 Research Essay

Task description	<p>You will select one of the topics from that will be provided in Week 1, or develop a topic in consultation with the Unit Coordinator. Drawing upon your readings and original research of the critical literature, you will propose an argument and substantiate this through close reading of two (2) primary texts from the unit and reference to at least FIVE (5) pieces of relevant secondary literature.</p> <p><i>Part One:</i> You will prepare</p> <ol style="list-style-type: none"> (1) an abstract of no more than 250 words that proposes an argument in relation to your selected topic; and (2) a bibliography including at least FIVE (5) secondary sources, formatted using the style guide of the MLA Handbook for Writers of Research Papers (6th Edition). <p>This will be read, commented upon and returned by the Unit Co-ordinator. There are no marks for this part, however submission is compulsory.</p> <p><i>Part Two:</i> You will prepare and submit a final draft of your essay of no longer than 1750 words excluding Works Cited List.</p> <p>Appropriate secondary sources include books, book chapters, or articles from academic journals written by qualified literary scholars/academics. The term does not cover reference works such as encyclopedias, book reviews, internet website information,</p>
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	lecture notes, annotations or crib notes. A list of possible secondary critical sources is included in the "HEA319 Study Guide and Further Resources" booklet and the Powerpoints accompanying the lectures in this unit.
Task length	1750 words
Links to learning outcomes	1, 2, 3, 4, and 5.
Assessment criteria / guidelines	A Criteria Marking Sheet will be provided for this exercise in the first week of semester.
Date due	Friday 15 October.

Exam	
Description / conditions	2 hour (plus perusal time) closed book exam
Links to learning outcomes	1, 2, 3, 4 and 5
Assessment criteria / guidelines	The format for the Exam will be provided to students early in the semester.
Date	The final exam is conducted by the University Registrar in the formal examination period. See: http://www.studentcentre.utas.edu.au/examinations_and_results/

How your final result is determined

To pass this unit you will need to achieve a pass or more (i.e. 50% of the allocated marks) on the in-semester work.

Grades will be awarded based on University guidelines; namely:

Failure	0-49%
Pass	50-59%
Credit	60-69%
Distinction	70-79%
High distinction	80% and above

Submission of assignments

All work submitted for assessment must conform to the requirements of the School of English, Journalism and European Languages.

Students are required to keep copies of all submitted assignments.

Assignments submitted on time will be returned within three weeks of the due date; once on time assignments have been returned no further late assignments will be accepted. All marked assignments will be returned in tutorials unless otherwise advised.

Assignments can be submitted:

- **as a printout** via the Faculty of Arts Distance Education office; or
- **as an electronic file** via the Faculty of Arts Distance Education office.

Submitting assignments as a printout

For information on submitting assignments as printouts, see the green Assignments page in your study package.

A completed 'Assignment Cover Sheet' must be attached to the front of all assignments.

Coversheets and full information are available from the Distance Education Office.

http://www.utas.edu.au/arts/distance_education/assign.html

(This link also appears in General Information / Assessment in your MyLO course.)

Submitting assignments as an electronic file

By regular email to the Distance Education Office

Assignments for this unit can be submitted by regular email to the Distance Education Office. Please follow the instructions for doing this at:

http://www.utas.edu.au/arts/distance_education/assign.html

A completed 'Assignment Cover Sheet for Electronic Submission' file **must** be included as an attachment when submitting assignment files.

Requests for extensions

Late work will be accepted without penalty if accompanied by a medical certificate for the relevant period or equivalent documentation in the case of a serious non-medical reason but you must contact the unit coordinator prior to the assignment due date.

Penalties

Should you experience difficulty in completing your assignment by the due date, please contact the unit coordinator, prior to the submission date. A late essay without an extension may incur a penalty: 5% penalty for first day assignment is overdue plus 2% for each day thereafter. A medical certificate or other supporting documentation is required where extensions are requested due to illness or bereavement.

Review of results and appeals

Please refer to the **Student Resources** page on the School's website for information that addresses how to apply for a review of assessment, make an appeal or seek clarification regarding any assessment practices in this unit:

http://www.utas.edu.au/ejel/student_resources/student_resources.htm

Academic referencing

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

The appropriate referencing method for this unit is the MLA system.

For information on presentation of assignments, including referencing methods, see:

<http://utas.libguides.com/referencing>

Please read the following statement on plagiarism. Should you require clarification please see your unit coordinator or lecturer.

Academic misconduct

Academic misconduct includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination and any other conduct by which a student:

- Seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or
- Improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline, and this can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline – Part 3 Academic Misconduct, see:

<http://www.utas.edu.au/universitycouncil/legislation/>

Plagiarism

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without

putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at:

<http://www.academicintegrity.utas.edu.au/>

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.

For further information on this statement and general referencing guidelines, see:

<http://www.utas.edu.au/plagiarism/>

Or follow the link under 'Policy, Procedures and Feedback' on the **Current Students** homepage.

Occupational health and safety (OH&S)

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University's policy at:

http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf

Further information and assistance

If you are experiencing difficulties with your studies or assignments, have personal or life planning issues, or have a disability or illness that may affect your course of study, you are advised to discuss this with your lecturer.

A **Student Advisor (Transition Support Service)** is available to provide you with support and assistance if you encounter problems that may affect your studies. The Student Adviser can also help answer your questions about university procedures, and help you access other UTAS support services.

Student Advisor:	Karen Hall
e-mail:	Karen.Hall@utas.edu.au
Phone:	03 6324 3665
Location:	Inveresk (IA262) – Wednesday Newnham (L105) Faculty of Arts Tuesday, Thursday, Friday

The university-wide support services available to you include Teaching and Learning, Student Services, and International Services. Please refer to the **Current Students** homepage at:

<http://www.utas.edu.au/students/>

You are also welcome to contact the School of English, Journalism and European Languages with any enquiries:

Room 557, Humanities Building
Sandy Bay campus, Hobart

Tel: (03) 6226 2347
Fax: (03) 6226 7631
Email: SEJEL.admin@utas.edu.au
<http://www.utas.edu.au/ejel>

HEA319: Online Short Essay Criteria Sheet (600 words)

Task weighting 10%

Criteria	High Distinction (HD)	Distinction (DD)	Credit (CR)	Pass (PP)	Fail (NN)
	In this essay you:	In this essay you:	In this essay you:	In this essay you:	In this essay you:
<p>Criterion 1</p> <p>Construct an argument in response to the question, supported by:</p> <ol style="list-style-type: none"> 1. evidence from your chosen text(s) 2. reference to lecture materials and set secondary readings 	<p>constructed a <i>coherent and very persuasive</i> argument by:</p> <ul style="list-style-type: none"> • supporting your ideas with <i>detailed and convincing</i> evidence from the texts • identifying and engaging with <i>pertinent and authoritative secondary sources</i> • <i>smoothly integrating</i> evidence from the texts and references to critics with your own <i>independent</i> line of argument 	<p>constructed a <i>coherent and persuasive</i> argument by:</p> <ul style="list-style-type: none"> • supporting your ideas with <i>convincing</i> evidence from the texts • identifying and engaging with <i>pertinent and authoritative secondary sources</i> • <i>integrating</i> evidence from the texts and references to critics with your own line of argument 	<p>constructed a <i>coherent</i> argument by:</p> <ul style="list-style-type: none"> • supporting your ideas with evidence from the texts • identifying and engaging with <i>relevant secondary sources</i> • <i>linking</i> evidence from the texts and references to critics to your own line of argument 	<p><i>partially constructed</i> an argument in response to the question and:</p> <ul style="list-style-type: none"> • supported your ideas with limited references to the texts • mentioned some <i>relevant secondary sources</i>, but may have: <ol style="list-style-type: none"> a) presented an argument that was too derivative <i>or</i> b) presented an argument that was insufficiently researched 	<p>presented a discussion that may have:</p> <ul style="list-style-type: none"> • presented personal opinion unsupported by evidence from the text <i>or</i> • failed to engage with secondary sources <i>or</i> • restated simple ideas from crib notes or other non- academic secondary sources <i>or</i> • presented a series of paraphrases or quotations from critics in place of an argument
<p>Criterion 2</p> <p>Communicate ideas in the form of a written essay that:</p> <ol style="list-style-type: none"> a. uses an essay structure that meets the question requirements b. adheres to conventions of written English (word choice, grammar, punctuation and spelling) 	<p>communicated ideas by using:</p> <ul style="list-style-type: none"> • a logical and well planned essay structure that introduces the topic, provides a clear sense of direction and draws the argument to a forceful conclusion • a clear, fluid and concise writing style with consistently accurate grammar, punctuation and spelling 	<p>communicated ideas by using:</p> <ul style="list-style-type: none"> • a logical and well planned essay structure that introduces the topic, provides a sense of direction and draws the argument to a strong conclusion • a mostly clear, fluid and concise writing style with consistently accurate grammar, punctuation and spelling 	<p>communicated ideas by using:</p> <ul style="list-style-type: none"> • a logical essay structure that provides a sense of direction and draws the argument to a conclusion • a competent writing style, free of major grammatical errors, with accurate punctuation and spelling for most of the essay 	<p>communicated ideas by using:</p> <ul style="list-style-type: none"> • elements of a standard essay structure, but with some predictability and repetition • written expression that is mostly competent and free of major grammatical errors, with accurate punctuation and spelling for parts of the essay 	<p>communicated by using:</p> <ul style="list-style-type: none"> • an essay structure that may not have met the requirements of the question <i>and / or</i> • written expression that adheres to some conventions of written English, but has problems associated with grammar, word choice, punctuation or spelling <i>and / or</i>

