Unit Outline

COMS1005 Making Meanings
Semester 2, 2016

Unit study package code: COMS1005
Mode of study: Internal
Tuition pattern summary: Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section.
Lecture: 1 x 1 Hours Weekly
Tutorial: 1 x 2 Hours Weekly
This unit does not have a fieldwork component.
Credit Value: 25.0
Pre-requisite units: Nil
Co-requisite units: Nil
Anti-requisite units: 12881 (v.0) MCCA 103 - Making Meanings or any previous version
AND
COMS5000 (v.0) Making Meanings or any previous version
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.
Unit coordinator:
Title: Dr
Name: Eva Bujalka
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Email: Eva.Bujalka@curtin.edu.au
Location: Building: 208 - Room: 414
Consultation times: Please email

Teaching Staff:

Administrative contact:
Name: MCCA Teaching Support Team
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Email: HUM-MCCATeachingSupport@curtin.edu.au
Location: Building: 208 - Room: 428

Learning Management System: Blackboard (lms.curtin.edu.au)

Acknowledgement of Country
We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.
Syllabus

Engage critically with the culture in which you live via a wide variety of written and audio-visual materials, texts and sources. Examine the way common-sense knowledge is constructed and operates in society. Explore the forms and possibilities of critique in the "postmodern digital" age.

Introduction

What are the forms of critique most suited to our postmodern, digital age? What is the relevance of critique to the range of fields, professions and interests that make up ‘the humanities’? What practices of critique are most appropriate to and best enabled by today’s communications technologies and consumerist approach to life, work and education? What can critique be in this context? What forms can it take?

Welcome to Making Meanings, a Humanities foundation unit that explores the forms, purposes and possibilities of critique today in relation to a range of cultural institutions and practices. The aim of the unit is to foster a ‘critical attitude’ by enabling you to question and challenge taken-for-granted or common-sense understandings of the world and the cultural practices that make up our day-to-day existence. On the way to achieving this objective, we’ll examine the traditional role that critique has been imagined to play in the improvement or progress of human existence, and then look at how this role has itself come to be challenged in what is known as the ‘postmodern’ era. We will explore a range of critical forms and practices (argument, satire, parody, speculation, etc.) as well as the key critical concepts of ideology, myth, interpellation and discourse, which can help us reveal the complexities and contingencies that are often overlooked in (or by) common-sense understandings of the world.

While this unit will give you the chance to engage with what we think are genuinely exciting and interesting ideas and issues, the unit is designed to tap into the knowledge, dispositions and expertise that you already possess and to help you put these abilities to use for the purpose of critically engaging with naturalised (common-sense or taken-for-granted) understandings of the world. Ultimately, the point of this unit is to develop your understanding of what ‘critique’ is and what it can be, and particularly to recognise that critique can be a popular, creative and professional practice as much as an ‘intellectual’ or ‘academic’ one.

Unit Learning Outcomes

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
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</thead>
<tbody>
<tr>
<td>1 Evaluate different forms of critique in terms of the extent to which they challenge common sense understandings of the world</td>
<td>☑️</td>
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<tr>
<td>2 Analyse the production of knowledge and common sense within specific institutions and relations of power</td>
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<tr>
<td>3 Use critical skills and concepts for the purpose of interpreting a variety of texts, discourses and genres</td>
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<tr>
<td>4 Identify and communicate complex ideas in a variety of formal and informal genres</td>
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Learning Activities

The tuition pattern for Making Meanings consists of a weekly 1-hour lecture and a weekly 2-hour tutorial. Lectures will introduce and develop the themes of the set study topic, and help you to understand the readings for each week.

The tutorials are an integral part of this unit. Your tutor will help you work through activities which will assist you to understand the readings and ideas for each topic. The tutorial activities are designed to prepare you for assessments, particularly the Quiz (Assessment 3) which you will complete in weeks 6, 11 and 15. You will need to do your readings and take notes and be prepared to actively engage with class discussion and activities. Tutorials will provide students with an opportunity to discuss, clarify, criticise and apply ideas introduced in the unit. Please ask questions, support your peers and have fun!

In order to complete the assessments effectively (Assessment 3 in particular) you will need to develop and apply your critical reading skills. This involves learning how to take effective reading notes and summarise an argument - very useful skills for your future studies. This unit includes a variety of readings across a range of academic and popular genres and we will attempt to teach you how to engage with them critically. To help you get started, please download a copy of the Reading Notes: Step-by-Step Guide from the Unit Materials section in Blackboard.

As this unit is about both academic and popular practices of critique, it is a good idea to start looking for examples of 'critical' texts in the popular media that you come across. This will greatly assist your learning in the unit and provide a means for you to contribute to tutorial discussion.
Learning Resources

Essential texts

The required textbook(s) for this unit are:

- Making Meanings Unit Reader, 2015. This contains the essential readings for this unit and can be purchased at the Curtin University Bookshop.

Other resources

While it will be more convenient to purchase the unit reader, the individual readings are also available on e-Reserve.

How to access e-Reserve

1. Go to the Library homepage <library.curtin.edu.au> and enter “COMS1005” in the Catalogue Search field.
2. Click the “reserve/e-Reserve” tab above the search field in the top left corner of the page to narrow the list of results to the relevant readings.
3. Browse the list of results to find the entry you want and then click the “Online Resource” link to download the paper.
4. Enter your OASIS details and password. The copyright page will come up. Wait for a few seconds and the first page of the reading should appear.

Study resources

MODULE 1: WHAT IS CRITIQUE?

Week 1 — 1.1 Culture and Critique


Week 2 — 1.2 What Was Critique?

[Please read at least two of these readings]


Week 3 — 1.3 Beyond Error Correction


Week 4 — 1.4 Challenging Authority, Assumption and Control


MODULE 2: HOW TO DO CRITIQUE?
Week 6 — 2.1 Beyond Common Sense

Week 7 — 2.2 Myth Busting

Week 8 — 2.3 How to Speak about Things

Week 10 — 2.4 Genre and You

MODULE 3: THE LIMITS OF CRITIQUE?

Week 11 — 3.1 Postmodern Co-option (Buying Critique)?
See also:

Week 12 — 3.2 Postmodern Truth (News Writing)?

Week 13 — 3.3 Postmodern Excess (Sex, Drugs, Violence, Frequent Coarse Language)?
*Bad Art for Bad People*. <http://www.youtube.com/watch?v=win_Cwi-qSw> ONLINE ONLY
A note of warning: the *Bad Art for Bad People* documentary is about “shocking” and “confronting” art, and so contains images that some people may find disturbing or offensive. We'll have the chance to look at other, slightly less confronting cases in tutorials.
As an alternative (or supplement) to the Bad Art for Bad People documentary, see:


See also:


**Week 14 — 3.4 Stop! Postmodernism**

Review readings from *Making Meanings 103 Reader* as needed.
Assessment

Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
</table>
| Exercise 1 | 30 percent | Week: 8  
   Day: Friday 23  
   September  
   Time: 4pm | 1,2,4 |
| Exercise 2 | 40 percent | Week: 13  
   Day: Friday 28  
   October  
   Time: 4pm | 2,3,4 |
| Quiz 3 | 30 percent | Week: 6, 11 and 15  
   Day: Weeks 6 and 11  
   In-Tutorial; week 15  
   online  
   Time: Weeks 6 and 11  
   In-Tutorial; week 15  
   online | 1,3,4 |

Detailed information on assessment tasks

1. **Assessment 1: Identifying critique**

   Worth: 30%

   Length: 1000-1200 words

   Due: Friday 23 September, 4pm

   **Preparation:**

   1. Find and analyse two online news articles that address the same topic (e.g. asylum seekers, terrorist attacks, shootings, the Australian Federal election, the US presidential election, etc.).
   2. One article must be an example of evaluation (criticism, error-correction).
   3. The other article must be an example of critique (it must question/challenge or disrupt ideology).

   **Task:**

   Write an essay in which you analyse both news articles and explain how the first news article functions as mere evaluation and how the second functions to question ideology. In your essay you must address and define key concepts like ideology, critique and evaluation.

   **Sources:**

   News sources that you may consider using:

   Popular news sites:
   http://www.abc.net.au/
   http://www.nytimes
   http://www.theguardian.com
Please also consider other less mainstream news sites:
https://theoccupiedtimes.org/
https://mediadiversified.org/

**Assistance:**

1. **You may use the following questions to assist you. Do not simply answer the questions one-by-one for your assessment task:**
   a. What forms of critique or evaluation do the texts use? How does this affect their capacity to offer critique?
   b. What ideological (naturalised or common-sensical) idea or practice does the second text seek to challenge or critique? What evidence or examples can be given to show that this idea is in fact widely taken for granted? What makes this idea or practice ideological — an example of "our most sure ways of knowing, doing and thinking"? (See the Butler and Spivak reading from Topic 1.3)
   c. Which of the two texts is more effective in going beyond "mere criticism", "error correction", poking fun at an obvious target, or critical cliché? How can you demonstrate this?
   d. Which of the two texts presents a critique of naturalised or common-sense (that is, ideological) ideas or practices as opposed to reproducing a common-sense/naturalised understanding of the world?
   e. Was one text more effective in challenging your view of the world rather than confirming it?
   f. What specific critical points (or effects) do the texts present?
   g. What alternative viewpoints/positions are offered or implied in place of the naturalised understanding that is being challenged by the critiques? Do the critiques go beyond "fault-finding, negative evaluation, legitimate rejection or condemnation" (see Butler and Spivak)?
Your assessment will be marked according to the following rubric:

<table>
<thead>
<tr>
<th></th>
<th>Below Pass Level</th>
<th>Pass Level</th>
<th>Credit Level</th>
<th>Distinction Level</th>
<th>High Distinction Level</th>
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</thead>
<tbody>
<tr>
<td>Analysis: Ideological nature of ideas or practices being criticised/identified/questioned in the chosen text has been explained</td>
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<td>Evaluation: Texts’ critical modes and devices have been explained and evaluated</td>
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<tr>
<td>Presentation: Writing is clear, coherent, well-structured and grammatically correct; writing shows evidence of being edited and proof-read; style and referencing in correct APA-6th style.</td>
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<tr>
<td>Research: Theoretical terms, definitions and sources have been understood and carefully incorporated into the assessment, and have been properly attributed.</td>
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The written version of this assessment must be submitted electronically, via Turnitin. To submit, go to the unit’s Blackboard site, choose "Assessments" from the sidebar menu, and submit via the link "Assessment 2: Identifying Critique".

There will be two Turnitin submission points provided for this assessment in Blackboard. The first is a FINAL submission point where you can submit your final version of this assessment. ONE submission only is allowed, for which you will receive formative feedback from Turnitin in the form of an Originality report. Note in busy periods an Originality report may take Turnitin up to 24 hours to generate. Late submissions to this point are allowed (and will be subject to penalties as per the Late Assessment policy in this unit outline). The assessment submitted here will be marked.

The second is a Revision (or DRAFT) submission point where you can submit your draft for this assessment. Only ONE draft submission is allowed, for which you will receive formative feedback from Turnitin in the form of an Originality report. Note in busy periods an Originality report may take Turnitin up to 24 hours to generate. Late submissions to this point are NOT allowed. The assessment submitted here will NOT be marked.
2. **Assessment 2: Performing critique**

Worth: 40%

Length: 1200-1500 words (or equivalent)

Due: Friday 28 October, 4pm

**Preparation:**

1. Consider Thwaites et al.'s claim that:

   "What texts do is offer roles, and offer them to you as if you already fill them" (Thwaites et al. 162); "Texts can offer roles that seem so commonsensical it may seem hard to conceive of doing otherwise" (Thwaites et al. 162).

2. Find and analyse 5 examples from ONE of the following genres of texts:
   
   a. News coverage of a key political event (TV or Newspapers (Online/Print)) (for example, the Paris Terrorist Attack, the North Korean nuclear test, the US presidential election)
   b. Government advertisements in relation to a key public health or safety issue (domestic violence, rape, drug use, drink driving, etc.)
   c. Magazine feature articles about a common 'social concern' (e.g. parenting, relationships, dating, families, etc.)
   d. Computer Games in a particular genre (e.g. first person shooter)
   e. Romantic comedy movies
   f. The design items associated with a particular business franchise (e.g. Ikea, The Body Shop)

**NB.** Do not look for examples of critique. Look for examples that reflect the genre.

**Task:**

Using the examples you have collected develop a critique of this genre and its naturalised mode of address. Your critique may take one of two forms:

- **Option 1: Creative Critique**
  
  Make a creative or non-academic text. You may wish to use parody, satire or conceptual artistry to critique your chosen genre of text by **highlighting, disrupting** or **interrupting** the mode of address it adopts, and the social power relations which it helps to naturalise.

  Include a written commentary (600-750 words) that explains the critical significance of your creative text and analyses the **relationship between ideology and interpellation as it relates to the genre that you have chosen**.

  In writing your commentary, be sure to refer to at least two of the theoretical resources set for this unit.

  Be sure to keep a copy of your creative text. If your creative piece is not in digital/electronic form (e.g. painting or paper collage), take a high-quality photograph (at least 5MB) of the piece as a back-up. If you create an audio-visual text, you should host it on a video sharing site or on your own website and then provide the URL in your submitted assignment.
OR

- **Option 2: Academic Critique (Essay)**
  Write an essay in which you discuss Thwaites et al.’s claims (above) by exploring the relationship between ideology and interpellation as it relates to the genre that you have chosen. Critically analyse the examples of the genre that you found, focusing on 2 examples in particular. Explain how these texts require you to adopt specific reading/response positions in order for them to make sense. What aspects of social power/hierarchy are naturalised and reinforced in the process?

  Be sure to refer to at least two of the theoretical resources set for this unit.

**Assistance:**

1. You may use the following questions to assist you. Do not simply answer the questions one-by-one for your assessment task:
   a. what are the common characteristics of this genre?
   b. How does it interpellate/address you – what role does it offer you?
   c. What are the main discourses/frameworks which the texts in this genre use to “talk about” and define the “problems” or concerns that they focus on? (If you have chosen item f, consider instead: what kinds of qualities and values are implied as important, desirable and/or beautiful by these design features? Do they invite you to adopt a particular worldview or identity?)
   d. What naturalised or common-sense (that is, ideological) ideas or practices underpin this genre's mode of address?
   e. What aspects of social power and hierarchy are naturalised and reinforced by this mode of address?
Your assessment will be marked according to the following rubric:

<table>
<thead>
<tr>
<th></th>
<th>Below Pass Level</th>
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<th>Distinction Level</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Demonstration: Demonstrates capacity to identify the ideological dimensions of cultural assumptions, and the capacity to “question the limits of our most sure ways of knowing, doing and thinking”</td>
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<tr>
<td>Ability: Able to offer original explanation/demonstration of the critical significance of at least two of the critical concepts (ideology, interpellation, genre); able to directly cite the set readings, and explain/comment on these citations.</td>
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</tr>
<tr>
<td>Presentation: Presents ideas in a clear, coherent fashion; sentences &amp; paragraphs are clear, well-structured, grammatically correct; writing shows evidence of being edited and proof-read.</td>
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<tr>
<td>Meets the minimum requirements of the task (word count and 2 cited readings/sources)</td>
<td>Yes</td>
<td>No</td>
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**All assignments must be submitted electronically, via Turnitin.** (If you have chosen an audiovisual or other non-tangible form for the creative option, you must submit the written commentary electronically). To submit, go to the unit's Blackboard site, choose “Assessments” from the sidebar menu, and submit via the link “Assessment 3: Performing Critique”.

There will be two Turnitin submission points provided for this assessment in Blackboard.

The first is a FINAL submission point where you can submit your final version of this assessment. ONE submission only is allowed, for which you will receive formative feedback from Turnitin in the form of an Originality report. Note in busy periods an Originality report may take Turnitin up to 24 hours to generate. Late submissions to this point are allowed (and will be subject to penalties as per the Late Assessment policy in this unit outline). The assessment submitted here will be marked.

The second is a Revision (or DRAFT) submission point where you can submit your draft for this assessment. Only ONE draft submission is allowed, for which you will receive formative feedback from Turnitin in the form of an Originality report. Note in busy periods an Originality report may take Turnitin up to 24 hours to generate. Late submissions to this point are NOT allowed. The assessment submitted here will NOT be marked.
3. **Assessment 3: Quiz**

Worth: 30% (worth 10% each)

Format: 3 quizzes of multiple choice and short answer questions

Due: The first two quizzes are due in-class in weeks 6 and 11. The final quiz is due via Turnitin as a word document on Friday of week 15 at 4.00pm.

**Task**

The first two quizzes are to be completed in-tutorials in weeks 6 and 11. They will be in the form of multiple choice and short answer questions (up to 4 questions) and are designed to test your understanding of the ideas discussed in the readings and lectures for each topic.

You will have 20 minutes to complete each quiz in weeks 6 and 11.

This is an open book quiz: you are allowed to look at your notes and readings during the quiz.

The final quiz is a more in-depth short answer task. The question will be given to you a week in advance and your answer is to be submitted online by Friday 4pm in the Study Week.

Each quiz is worth 10%

In order to do well in these quizzes, you will need to participate in tutorials and lectures, and **make notes on the readings** for each week. To assist with this, please use the **Reading Notes: Step-by-Step Guide** which you will find on Blackboard in the Unit Materials section.

**The final part of this assessment (quiz 3) must be submitted via Turnitin. The word limit for the final quiz is 750-800 words.**
Your final quiz (Quiz 3) will be marked according to the following rubric

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<tr>
<th></th>
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<th>Pass Credit</th>
<th>Distinction</th>
<th>High Distinction</th>
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</thead>
<tbody>
<tr>
<td>Theoretical terms, definitions and sources that have been introduced in the readings/lectures have been incorporated and properly attributed.</td>
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<tr>
<td>Demonstrated understanding of key ideas and concepts from Making Meanings (e.g. postmodernism, critique, ideology, discourse)</td>
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<tr>
<td>Independently reflected on the significance of these concepts or ideas by applying them to a chosen topic, issue or area.</td>
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<tr>
<td>Presented ideas in a clear, coherent, well-structured, and grammatically correct fashion; writing shows evidence of being edited and proof-read; referencing and style are correct (APA-6th)</td>
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The final part of this assessment (quiz 3) must be submitted via Turnitin. To submit, go to the unit's Blackboard site, choose "Assessments" from the sidebar menu, and submit via the link "Assessment 3: Final Quiz".

There will be two Turnitin submission points provided for this assessment (quiz 3) in Blackboard.

The first is a FINAL submission point where you can submit your final version of this assessment. ONE submission only is allowed, for which you will receive formative feedback from Turnitin in the form of an Originality report. Note in busy periods an Originality report may take Turnitin up to 24 hours to generate. Late submissions to this point are allowed (and will be subject to penalties as per the Late Assessment policy in this unit outline). The assessment submitted here will be marked.

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Pass requirements

There are two requirements to achieve a ‘pass’ grade in the unit.
1. An overall mark of 50% across the different assessments in the unit, and
2. All assessments must be attempted and submitted.

Failure to attempt and submit an assessment will result in a ‘Fail-incomplete’ grade for the unit irrespective of the mark achieved.

Fair assessment through moderation

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

Late assessment policy

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

Assessment extension

A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

Deferred assessments

If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Supplementary assessments

Supplementary assessments are not available in this unit.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies

A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a
disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each semester.

Referencing style

The referencing style for this unit is APA 6th Ed.

More information can be found on this style from the Library web site: http://libguides.library.curtin.edu.au/referencing.

Copyright

© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

Academic Integrity (including plagiarism and cheating)

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.

Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support: oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre: life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel
Additional information

Formatting:
Professional communication almost always involves adhering to set formats: start practising now by presenting your work as required. Please observe the following formatting requirements—they help us to mark and comment on your work more extensively and quickly.

All written work should be

- word-processed, using a legible font style and size (Recommended fonts: Times New Roman, 12-point; Arial, 11-point; Cambria, 11-point; Helvetica, 11-point).
- double spaced, with an extra line space between paragraphs.
- formatted with standard margins (approximately 2.5cm left, right, top and bottom).
- labelled with page numbers.
- proof-read (you may use your word processor’s spell checker but don’t rely on it—it can tell you only if the word is in its data bank, not whether it is the appropriate word, or a typographical error that in fact has produced a word in the data bank).
- properly referenced, with the relevant page number(s) provided for all in-text citations.

Please note that failure to conform to the above requirements will result in your written work being marked without comments or corrections.

Be sure to keep a copy of your work.

Submission of Assessments:
Assignments are to be submitted on Blackboard.

Enrolment
It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities
It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University’s Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s "Student Rights and Responsibilities" website at: students.curtin.edu.au/rights.
Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesi@curtin.edu.au or go to http://eesi.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:
1. Changes to overall structure of the unit.
2. Changes to readings.
### Program Calendar

**Program Calendar – Semester 2 2016**

<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Lecture and Tutorial Topic</th>
<th>Pre-Readings</th>
<th>Assessment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>25 July</td>
<td>Orientation Week</td>
<td></td>
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</tr>
<tr>
<td>1.</td>
<td>1 August</td>
<td>1.1 Culture and Critique</td>
<td>O'Shaughnessy &amp; Stadler, &quot;Postmodernism&quot;</td>
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<tr>
<td>2.</td>
<td>8 August</td>
<td>1.2 What Was Critique?</td>
<td>Swift; Batty Mamzelle; Graeber; Herman &amp; Chomsky; The Harvard Lampoon</td>
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<tr>
<td>3.</td>
<td>15 August</td>
<td>1.3 Beyond Error Correction</td>
<td>Butler &amp; Spivak; Hage</td>
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<tr>
<td>4.</td>
<td>22 August</td>
<td>1.4 Challenging Authority, Assumption and Control</td>
<td>Lucy; O'Shaughnessy &amp; Stadler, &quot;What's in a Name?&quot;; Berger and Luckman</td>
<td></td>
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<tr>
<td>5.</td>
<td>29 August</td>
<td></td>
<td>Tuition Free Week</td>
<td></td>
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<tr>
<td>6.</td>
<td>5 September</td>
<td>2.1 Beyond Common Sense?</td>
<td>Thwaites et al., 158-62; De Botton; O'Sullivan et al.</td>
<td>Assessment 1: Quiz 1</td>
</tr>
<tr>
<td>7.</td>
<td>12 September</td>
<td>2.2 Myth Busting</td>
<td>Barthes; Steichen; Hartley et al.</td>
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<tr>
<td>8.</td>
<td>19 September</td>
<td>2.3 How to Speak about Things</td>
<td>Danher et al.; Ewing</td>
<td>Assessment 2 Due: Friday 23 September</td>
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<tr>
<td>9.</td>
<td>26 September</td>
<td></td>
<td>Tuition Free Week</td>
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<tr>
<td>10.</td>
<td>3 October</td>
<td>2.4 Genre and You</td>
<td>Aoun; Thwaites et al., 163-75; O'Shaughnessy &amp; Stadler, &quot;Where are Discourses and Ideologies Found?&quot;</td>
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</tr>
<tr>
<td>11.</td>
<td>10 October</td>
<td>3.1 Postmodern Co-option (Buying Critique)</td>
<td>Hebdige; Klein</td>
<td>Assessment 1: Quiz 2</td>
</tr>
<tr>
<td>12.</td>
<td>17 October</td>
<td>3.2 Postmodern Truth (News Writing)?</td>
<td>Hackett; Goc; Thompson</td>
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<tr>
<td>13.</td>
<td>24 October</td>
<td>3.3 Postmodern Excess (Sex, Drugs, Violence, Frequent Coarse Language)?</td>
<td><em>Is Bad Art for Bad People?</em>, Sabo</td>
<td>Assessment 3 Due: Friday 28 October</td>
</tr>
<tr>
<td>14.</td>
<td>31 October</td>
<td>3.4 Stop! Postmodernism</td>
<td>Review Readings from Making Meanings Reader</td>
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<tr>
<td>15.</td>
<td></td>
<td></td>
<td>Study Week</td>
<td>Assessment 1: Quiz 3 Due: Friday 11 November</td>
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<td>Examinations</td>
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