PWRP1000 Introduction to Writing
Semester 1, 2016

Unit Outline

Unit study package code: PWRP1000
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: Nil
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: Deborah Hunn
Phone: +618 9266 7394
Email: D.Hunn@exchange.curtin.edu.au
Location: Building: 209 - Room: 353

Teaching Staff:

Administrative contact:
Name: MCCA Teaching Support Team
Phone: +618 9266 7598
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

This unit explores representation in writing and how the dynamic relationship between Self and Other plays a central role in the writing process. The representation of the self and of others is central to a broad range of written genres and forms. Students of writing will find that the unit introduces them to a variety of genres and forms essential to the portfolio of a professional writer, and will discover how creative writing techniques can enrich their professional work.

Introduction

This unit brings together first year students in the Creative and Professional Writing Majors to explore representation in writing. The representation of the self and of others is central to a broad range of written genres and forms. Students of professional writing will find that the unit introduces them to a variety of genres and forms essential to the portfolio of a professional writer, and will discover how creative writing techniques can enrich their professional work. Creative writing students benefit from consideration of professional and ethical issues in relation to both fiction and non-fiction, and may experiment with forms of writing which may provide income streams that will support them while working on longer creative projects. Through the course of this unit you will be able to map your future writing choices and consider a range of different directions for your study and future writing.

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>
</tr>
</thead>
<tbody>
<tr>
<td>1 Identify and discuss the various roles and expectations of the writer in creative and professional writing contexts, with a particular focus on the ethics of representation</td>
<td></td>
</tr>
<tr>
<td>2 Analyse and discuss selected short written works in terms of audience, genre and language;</td>
<td></td>
</tr>
<tr>
<td>3 Identify and employ a range of research sources used in creative and professional writing</td>
<td></td>
</tr>
<tr>
<td>4 Use clear and correct grammar, punctuation and sentence structure in producing new writing;</td>
<td></td>
</tr>
<tr>
<td>5 Apply creative, critical and reflective thinking skills to the development of new written work and to the discussion of work-in-progress by peers.</td>
<td></td>
</tr>
</tbody>
</table>
Curtin’s Graduate Attributes

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply discipline knowledge</td>
<td>Thinking skills (use analytical skills to solve problems)</td>
</tr>
<tr>
<td>Communication skills</td>
<td>Technology skills</td>
</tr>
<tr>
<td>International perspective</td>
<td>Cultural understanding (value the perspectives of others)</td>
</tr>
<tr>
<td>(value the perspectives of others)</td>
<td></td>
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<tr>
<td></td>
<td>Learning how to learn (apply principles learnt to new situations)</td>
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<tr>
<td></td>
<td>(confidence to tackle unfamiliar problems)</td>
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<tr>
<td></td>
<td>Professional Skills (work independently and as a team)</td>
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<tr>
<td></td>
<td>(plan own work)</td>
</tr>
</tbody>
</table>

Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: ctl.curtin.edu.au

Learning Activities

PWRP1000 Introduction to Writing involves a one-hour lecture and a two-hour tutorial, once a week over a twelve week teaching period. The teaching component should inform your readings and should be used as a starting point for your own further study on the week’s topic.

Lectures provide you with information, ideas and relevant arguments. Tutorials provide you with the opportunity for discussion with your tutor and peers to clarify issues, consider arguments and ideas, further investigation, and contribute to work-in-progress discussions with your peers. Tutorial activities will include in-class writing exercises and workshops.

Regular attendance at lectures and tutorials is essential to the successful completion of the unit. Students are expected to undertake tasks set by their tutor and to come prepared for each lecture and tutorial by downloading and thoughtfully completing the required weekly readings and considering relevant points for discussion. More information about which readings to access in order to prepare for each week can be found in the Program Calendar at the end of this Unit Outline.

All of the required weekly readings are available in electronic form via the e-reserve system on the Curtin University Library website.
Learning Resources
Library Reserve
There are resources for this unit in the library Reserve collection. To access these resources, please click on the following link:

http://link.library.curtin.edu.au/primo/course?PWRP1000

Other resources
Required readings
The following articles and excerpts listed below are required weekly reading. All of these are available through e-reserve, via the Curtin Library website. It is your responsibility to download and read these texts according to the schedule outlined in the "Program Calendar."

To access the readings:

1. Go to the Curtin Library website (http://library.curtin.edu.au) then follow the link to search Reserve (under Top Links)
2. Search for the unit materials by using the unit title PRWP1000 Introduction to Writing
3. A list of readings should appear. When you click on the Full Text link beside the entry for each article, you will be asked to enter your Borrower ID and PIN.
4. You can now print and/or save the particular reading.

(Select the story from the Ebook of Fetish Lives held in EReserve).


Further reading


Additional reading and research will be required in preparation for your assignments. In this case you will find the Library Guides for Professional Writing and Creative Writing useful starting points. You can find the Library Guides on the Curtin University Library website, or link to it directly at: http://libguides.library.curtin.edu.au/cat.php?cid=26431

Online resources

The FLECS – Blackboard website for this unit (accessible via oasis.curtin.edu.au) contains a range of resources for students completing this unit, including links to audio recordings and Powerpoint slides for the weekly lectures, detailed marking guides for assessment tasks, links to e-reserve readings and the required assignment Cover Sheets. Your tutor will also post assessment results to the Blackboard site, allowing you to keep track of your progress in the unit. It is your responsibility to check that you can access the FLECS – Blackboard website for this unit; please do so within the first week of teaching, and if you find you are denied access to the site, contact the Unit Coordinator directly.
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>
<tbody>
<tr>
<td>Essay</td>
<td>20 percent</td>
<td>Week: Week 5&lt;br&gt;Day: Thursday&lt;br&gt;Time: 22:00</td>
<td>1,2,4</td>
</tr>
<tr>
<td>Folio</td>
<td>20 percent</td>
<td>Week: Week 11&lt;br&gt;Day: Wednesday&lt;br&gt;Time: 22:00</td>
<td>3,4,5</td>
</tr>
<tr>
<td>Major Project</td>
<td>40 percent</td>
<td>Week: Week 15&lt;br&gt;Day: Wednesday&lt;br&gt;Time: 22:00</td>
<td>4,5</td>
</tr>
<tr>
<td>Peer Engagement Task</td>
<td>20 percent</td>
<td>Week: Every teaching week, with an in-class writing task&lt;br&gt;Day: continuous&lt;br&gt;Time: daily</td>
<td>1,2,5</td>
</tr>
</tbody>
</table>

Detailed information on assessment tasks

1. Essay.

Length: 1200 - 1500 words

Choose one work from the five listed below and write an analytical essay that discusses the ethics of representation in relation to the work. Points to consider may include the following questions: Is the theme of the work a delicate or taboo topic in popular culture? Why? What is the relationship between the writer and the key subject(s) or theme and how can this be said to have influenced the writing of the work? What sort of research methods have been used by the writer to produce the text and to what extent are these methods visible, reliable or objective? How have assumptions about genre impacted the reception of the text by readers? In what ways has the (declared) genre influenced your own reception of the text as a reader? What sort of ethical issues (if any) arose for you in your reading of the work?

Fiction


Memoir/Personal Essay


Feature Article


For more information on how this task will be assessed, please see the Marking Guide for Assignment 1 on the unit’s Blackboard site.

Note: APA 6th edition referencing style is a requirement for Assignment 1. See the section on Referencing Style in this Unit Outline for more information.

Submission and Turnitin Information:

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

The first is a Revision (or DRAFT) submission point where you can submit your drafts 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. Assessments submitted here will NOT be marked.

The second 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.

2. **Folio – Three Portraits**

   Length 1575 words, consisting of 3x500 word portraits + 3x25 word statements.

   Write 3x500 word portraits of three different people. These portraits should each demonstrate the use of a different research method (e.g. observation, interview, and library research). You should include a statement of up to 25 words beneath each portrait briefly outlining the research process and the research method primarily employed. The research method primarily employed will determine whether a portrait can be of a real or imagined other. You should ensure that the portrait based on material gathered in an interview should be of a real, living person who is someone other than an immediate family member. The portrait that uses observation as primary research method must be applied to observation of a person in a real world context and excludes observation of mediated sources such as film, television or photographs. The portrait based on library research may be of a living person or a historical figure or a character from a work of fiction. If you are unsure about your selection of subjects for this task you should consult your tutor. Your tutor will also advise on referencing required for this assessment. For more information see the Marking Guide for Assessment 2 on the Blackboard site.

   **Submission and Turnitin Information:**

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

   The first is a Revision (or DRAFT) submission point where you can submit your drafts 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. Assessments submitted here will NOT be marked.

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3. **Major Project**

   Length: 1500 - 2000 words + a 50 word statement.

   Use one of the portraits from Assessment Two as the basis for a well-researched and developed personal essay, short story or feature article that works to extend your original portrait in some way. Your work should make effective use of appropriate research, reflect ethical conduct in the representation of self and other, and demonstrate some awareness of the appropriate generic conventions for the form you have chosen to employ. You must also include a statement of up to 50 word in which you state the genre in which you are writing, nominate a target publication (or publications) for the work, and indicate why you believe your choice of target publication is appropriate for your genre, focus and aims. Your tutor will also advise on referencing for this assessment. For more information consult your tutor, and see the Marking Guide for Assignment 3 on the Blackboard site.

   **Submission and Turnitin Information:**

   Faculty of Humanities
   Department of Communication and Cultural Studies
   PWRP1000 Introduction to Writing
   Bentley Campus
   13 Feb 2016
   Department of Communication and Cultural Studies, Faculty of Humanities
There will be two Turnitin submission points provided for this assessment in Blackboard.

The first is a Revision (or DRAFT) submission point where you can submit your drafts for this assessment. Only ONE 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. Assessments submitted here will NOT be marked.

The second 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.

4. Peer Engagement

Throughout the semester, your tutor will observe the extent to which you have prepared for your tutorials, and the quality of your contribution to in-class or (where relevant) online discussions and activities. You are required to demonstrate engagement with key concepts, set-readings and lecture material, and to prepare adequately for those weeks in which you are asked to present drafts or plans of relevant assessment tasks. Your tutor will also be observing your ability to apply critical thinking skills & key concepts from the course to the discussion of work-in-progress by your peers. In the tutorial for the final week of each module your tutor will ask you to write and submit, in class, a one page critical summary of what you take to be the key points covered during the module. The text of each critical summary will not be closely marked but will work to provide your tutor with an ongoing indication of your engagement with unit materials and peer discussions relevant to monitoring your performance in the overall assessment. For more information see the Marking Guide for Assignment 4 on the Blackboard site.

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.
Deferred assessments

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

Supplementary assessments

Supplementary assessments are not available in this unit.

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
Additional information

Submission of Assignments
All written assessment tasks (excepting the in-class Peer Engagement tasks for Assessment 4) are to be submitted electronically, via the Turnitin Dropbox in the unit’s Blackboard site.

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 eesj@curtin.edu.au or go to http://eesj.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:

Change to allow for Week 4 Lecture topic. Minor variation to reading. Draft Turnitin submission point.
## Program Calendar
### Program Calendar – Semester 1 2016

<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Lecture/ Seminar</th>
<th>Pre-readings</th>
<th>Tutorial/Other</th>
<th>Assessment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>22 Feb</td>
<td>Orientation Week</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1. | 29 Feb | **Module 1: The Role of the Writer**  
Lecture topic: Introduction. Tips for succeeding in this unit. The writer in contemporary culture. | **Reading:** Unit Outline | Discussion of unit and assessment requirements and key concepts from lecture.  
**Discussion point:** Do you want to be a writer? Why? What is the role of the writer in our culture as you perceive it? | |
| 2. | 7 March | **Module 1: The Role of the Writer**  
Lecture Topic: Self and other. | **Readings:**  
H. Garner, “I”.  
J. Didion, "Why I Write". | Discussion of key concepts from lecture.  
**Discussion points:** How is writing about real-life others different from or similar to writing about ourselves? What responsibilities are involved in the contracts between writers and their subjects and writers and their readers? Writing exercise. | |
| 3. | 14 March | **Module 1: The Role of the Writer**  
Lecture Topic: The ethics of representation | **Readings:**  
M. Knox,"Should I or Shouldn't I?"; P. Strangio, "Life Class";  
Plus - all the readings listed under the instructions for Assess. 1: | Discussion of key concepts from lecture and readings.  
**Discussion point:** Are certain topics taboo for writers? Should they be? What topics are taboo for you? Discuss ideas and essay structure for Assess. 1. Writing exercise. | |
| 4. | 21 March | **Module 1: The Role of the Writer**  
Lecture Topic: Researching and Writing an Academic Essay – some tips. | Download and read the "Introduction to Writing - Workshopping Guidelines" document. This is available in the "Study Area" | Introduction to workshop process.  
Bring a plan of your essay (plus copies, as specified by your tutor) for Assess. 1 to class for discussion.  
Write an in-class critical summary of Module 1. | **Assess 4:** Write an in-class critical summary of Module 1. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Module 2: Research Methods</th>
<th>Readings:</th>
<th>Discussion point:</th>
<th>Writing exercise:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. 28 March</td>
<td>Tuition Free Week</td>
<td>White, “The Interview”; Barrowclough, “Keeper of Secrets”; Byrski “Panther Still on the Prowl.”</td>
<td>Discuss key concepts from lecture and readings.</td>
<td>Discuss plans for Assess. 2. Writing exercise.</td>
</tr>
<tr>
<td>7. 11 April</td>
<td>Research methods: Observation</td>
<td>Proulx, “Inspiration? Head Down the Back Road and Stop at the Yard Sales”; Truss, “Character Studies”; D. Robertson, “His Blue Period.”</td>
<td>Discuss key concepts from lecture and readings.</td>
<td>Discuss plans for Assess. 2. Writing exercise.</td>
</tr>
<tr>
<td>8. 18 April</td>
<td>Tuition Free Week</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Date</td>
<td>Module</td>
<td>Readings</td>
<td>Discussion Points</td>
<td></td>
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<tr>
<td>9. 25 April</td>
<td>2: Research Methods</td>
<td>Booth, &quot;Using Sources&quot;; Haigh, &quot;Information Idol&quot;; Library and Internet research</td>
<td>Discuss key concepts from lecture and readings.</td>
<td></td>
</tr>
<tr>
<td>10. 2 May</td>
<td>2: Research Methods</td>
<td>No reading.</td>
<td>Bring your draft of Assess. 2 (plus copies, as specified by your tutor) to class for workshop.</td>
<td></td>
</tr>
<tr>
<td>11. 9 May</td>
<td>3: Genre</td>
<td>R. Robertson, &quot;Reaching One Thousand&quot;; B. Law, &quot;Post-nuclear: Surviving the family Christmas&quot;; Leftwhich, &quot;I Gave the Names.&quot;</td>
<td>Discuss key concepts from lecture and readings.</td>
<td></td>
</tr>
<tr>
<td>14. 30 May</td>
<td>Bringing it all</td>
<td>No Reading</td>
<td>Discussion of key concepts.</td>
<td></td>
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</tbody>
</table>
### Ethics of Representation & Research Methods

Using your understanding of the ethics of representation & research methods and genre to produce an outstanding final assignment.

- **Bring your draft of Assess. 3 (plus copies, as specified by your tutor) to class for workshopping.**
- **Write an in-class critical summary of Module 3.**

### Assessment Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 June</td>
<td><strong>Study Week</strong></td>
</tr>
<tr>
<td></td>
<td>Assessment 3 due at 10pm, Wednesday June 8th via the Turnitin Dropbox on the unit’s Blackboard site.</td>
</tr>
<tr>
<td>13 June</td>
<td>Examinations</td>
</tr>
<tr>
<td>20 June</td>
<td>Examinations</td>
</tr>
</tbody>
</table>

**Write an in-class critical summary of Module 1.**