Unit Outline

PWRP2000 Tricks of Truth and Authenticity
Semester 2, 2016

Unit study package code: PWRP2000
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.
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Location: Building: 208 - Room: 402
Consultation times: By appointment
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Administrative contact: Name: MCCA Teaching Support Team
Phone: +618 9266 7598
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Location: Building: 208 - Room: 427
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 issues of truth and authenticity in professional writing and publishing, providing students with an understanding of the cultural, ethical and legal issues of writing for publication. Historical and contemporary cases of fraud, faked identity, plagiarism, hoax, the role of the author and the blurring of genre boundaries are used to highlight the professional and personal responsibilities and dilemmas of writing and publishing in the public domain.

Introduction
Welcome to Tricks of Truth and Authenticity!
Over the course of the semester we'll explore what truth and authenticity in professional writing and publishing really means by examining a number of theories and case studies. We'll be looking at the topic from the perspective of the writer, the reader, and the wider culture in which the text circulates in order to uncover how each influences the other. The work you'll be doing in this unit is both theoretical and applied, so it is a good idea to attend all the lectures and complete the readings before the tutorial. The lectures and readings will provide you with the theoretical background which you'll then be applying to case studies and in discussions in the tutorials.

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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<tbody>
<tr>
<td>1 Analyse and communicate the implications of historical and contemporary</td>
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<td>controversies over truth and authenticity in publishing</td>
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<td>2 Examine the role of cultural difference in issues of authenticity and deception in</td>
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<tr>
<td>writing</td>
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<tr>
<td>3 Evaluate the cultural, ethical and legal issues entailed in writing for publication</td>
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</table>

Curtin's Graduate Attributes

<table>
<thead>
<tr>
<th>Apply discipline knowledge</th>
<th>Thinking skills (use analytical skills to solve problems)</th>
<th>Information skills (confidence to investigate new ideas)</th>
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<tbody>
<tr>
<td>Communication skills</td>
<td>Technology skills</td>
<td>Learning how to learn (apply principles learnt to new situations) (confidence to tackle unfamiliar problems)</td>
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<td>International perspective</td>
<td>Cultural understanding (value the perspectives of others)</td>
<td>Professional Skills (work independently and as a team) (plan own work)</td>
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Find out more about Curtin's Graduate attributes at the Office of Teaching & Learning website: ctl.curtin.edu.au

Learning Activities
This unit consists of a one-hour lecture and two-hour tutorial every teaching week of the semester (no lectures in semester weeks 5, 9 and 14). Students will be directed to set readings each week, and tutorials are based on discussion of the week’s topic and associated activities. Students are required to prepare for these discussions and activities by completing the readings and attending the lectures.
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:

Other resources
The list of required readings for this unit is shown below. Please read the set texts before the tutorial each week. The readings can be accessed via Curtin University Library's e-reserve (search for "Tricks of Truth and Authenticity") or via a URL link (below):

Week 1 Introduction
[NB: this reading is also set for Week 7, but it is a really good idea to read it now].

Module I: Culture
Week 2 Authorial identity

Week 3 Copying the copy: authenticity and post-modernity

Week 4 Authorising networks

Module II: Authors and/as imposters
Week 6 Author and authenticity: representing authorial identity

Week 7 Anonymity and pseudonymity
Week 8 Hoaxes, pranks and stunts


Module III: Legalities

Week 10 Copyright


Week 11 Defamation


Week 12 Plagiarism


Week 13 Free speech and censorship

tba

Week 14 The future of authenticity

1. **Presentation** (dates will be scheduled by your tutor)

Prepare a presentation on a case study that illustrates the topic from the previous teaching week, and argue your own position on the case. The case studies used should NOT be those covered in depth in lectures.

**Topics and weeks:**
- Week 4: Postmodernism, authenticity and copying the copy
- Week 6: Authorising networks
- Week 7: Representation of authorial identity
- Week 8: Anonymity and pseudonymity
- Week 10: Hoaxes and parodies as cultural critique
- Week 11: Copyright
- Week 12: Defamation
- Week 13: Plagiarism
- Week 14: Censorship and free speech

A professional style of delivery is required for this assessment; simply reading the presentation is insufficient. Research and consideration of the topic, together with efficient organisation, should enable you to present the topic and the argument from notes in an engaging way. You should speak for 8-10 minutes, and then facilitate a 10-minute class-discussion (or other engagement) of the topic and case study.

**Submit the notes and a pdf of your slides (with references) via Turnitin immediately after your presentation.**

Your presentation will be marked against the following criteria:
- research effort and anlysis of case(s)
- quality of argument and supporting evidence
- organisation of content and presentation style
- leadership of discussion and timekeeping.

**NOTE:** Prior to submitting your first assessment, you must complete a declaration which confirms that you are submitting your own, original work. This declaration must be made via the test provided in Blackboard and takes the place of the old assignment cover sheet.
2. **Peer feedback (2x200 words)**

Provide detailed peer feedback on two presentations allocated by your tutor using the marking rubric for Assessment 1.

Your feedback will be assessed against the following criteria:

- Application of unit content in your assessment of the presentation
- Critical engagement with the presentation style
- Critical engagement with the presentation content
- Critical assessment of the class discussion

For each presentation, fill in the electronic version of the marking rubric for Assessment 1 (available on Blackboard under the Assessments tab) and provide 200 words written feedback, combine into one word doc and submit via Turnitin on the Tuesday following the presentations.

3. **Academic essay**

Write an academic essay either in favour of, or against, one of the statements listed below. Your essay must demonstrate your research skills and the use of appropriate style and language; you are required to provide examples to support your argument. Your essay must be fully referenced in APA style with a minimum of six referenced publications including at least three academic publications: scholarly journal articles, books or book chapters.

The required length of the assignment is **1500 words** (plus/minus 10%) excluding the list of references.

Please note at the top of your essay which question you are responding to.

Your Research Essay must address a different issue and use different case studies or examples from your Presentation (assessment 1). You can discuss the same issue or example in a Blog and your Research Essay but you must not simply repeat yourself – this is self-plagiarism.

1. It is acceptable to play with the truth in life writing, as long as no one gets hurt.
2. Authors should be made legally liable for what they write and for the impact of that work once it is published.
3. Copyright is essential if the rights of the author and the ability of writers to make a living are to be protected.
4. What constitutes defamation is entirely dependent on the sensitivities of a particular type of person. Writers and publishers should not have to modify publications in order to accommodate these sensitivities.
5. The reading public’s desire for ‘true stories’ means that truth is often sacrificed because of the need to sell non-fiction books in a non-fiction market.
6. A writer has no responsibilities to the people interviewed for a non-fiction book.
7. Fiction writers working with subjects which are morally and ethically contentious have a responsibility to develop a moral core in the story.
8. History is a matter of interpretation therefore it is acceptable for an author to tamper with historical facts.
9. Hoaxes such as Ern Malley or Borat are justifiable if the creators’ aims are to offer serious cultural and/or political commentary.
10. The issue of race and racism is at the heart of many Australian literary hoaxes.
11. Plagiarism is more about protecting commercial interests than reputation, authenticity or academic credibility.
12. A literary hoax or fake tells us more about the society that believes in it than it does about the author.
13. In the postmodern world, fiction and non-fiction should no longer be considered separate genres.
14. Parody is the new form of literary criticism.

You may develop your own statement but must get your tutor’s advance approval of it.

Submit your essay as a Word file via Turnitin.
4. **Online literary blog**

Write a literary Blog drawing on the issues and case studies discussed in this unit. It must be of a standard suitable for online publication on a literary site. Your Blog will be developed in two parts. Each will be 750 words (+/- 10%) and you are expected to incorporate feedback received on your first blog into your second blog. While blogs use attribution rather than in-text referencing, and you are strongly encouraged to use attribution, you will need to include a list of references in APA style at the end of your document to satisfy University requirements.

The Blog constitutes a significant element of your assessment and must reflect the knowledge and insights you are gaining from the lectures, readings, class discussions, additional research you undertake and your own reading and writing. Note, though, that it is not a summary of information provided in class: your Blog should be an original piece of writing that provides your own ideas and reflections, referring to relevant issues and texts. You should imagine writing for an intelligent reader who has some familiarity with the topics being discussed.

The Blog can be written in an informal tone and may include humour but you must ensure that your Blog meets professional standards and uses correct grammar, spelling and punctuation.

You may wish to read some examples of good literary blogs, for example:

- [http://literaryminded.wordpress.com/](http://literaryminded.wordpress.com/) (Literary Minded)
- [http://www.newyorker.com/books/page-turner](http://www.newyorker.com/books/page-turner) (The New Yorker, Books, Page Turner)

Your blogs will be assessed against the following criteria:

- use and application of unit concepts and materials
- evidence of independent research and critical thought
- quality and professionalism of writing and presentation

### Part 1. Authorial identity, 750 words, 15%

Reflect on the idea of authorial identity. Where does it come from, and how does it work? How does it relate to the meaning produced by the text? How does it relate to the marketing and consumption of texts? How important are notions of truth to writers, readers and publishers? How can the presence or absence of a defined identity be used to challenge, critique or undermine the culture we live in? You may find it useful to use a case study to help you demonstrate your argument.

Submit your Blog as a Word file via Turnitin by Sunday midnight of semester week 7.

### Part 2. Authenticity and the self as writer, 750 words, 15%

In this blog, you have the opportunity to refine your understanding of authenticity in writing by exploring the concept of authorial identity in relation to your own writing practice, either as an individual or as a corporate writer. Think about what you have learned about representation of truth, anonymity, copyright, plagiarism, defamation and censorship and how this may affect you as a writer/editor/publisher in the future. Are these issues (individually or together) a hindrance to expression? Or do the limitations they set inspire new opportunities?

Submit your Blog as a Word file via Turnitin on Sunday midnight of semester week 13.
Pass requirements
You will pass the unit as long as you submit all assessments, and obtain a Final Mark of 50% or more for the unit. You may fail any individual assessment; however, as long as your Final Mark is 50% or more, you will still pass the unit. If you do not submit all assessments, you will fail the unit even if your Final Mark from completed assessments is 50% or more.

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

Assessments must be submitted via the relevant Turnitin Direct submission point in Blackboard, which will have two parts to allow for a DRAFT and FINAL submission.

- The Draft submission part will allow ONE submission, for which you will receive formative feedback from Turnitin in the form of an Originality report. This submission will NOT be marked.
- The Final submission part will allow only ONE submission which will be marked and late submissions are allowed as per the late assessment policy.

Please note that while Turnitin can check for similarity to previously submitted works and other works contained in the database, a clean Turnitin report is not a guarantee that you have referenced your assignment properly. Only you can ensure that.

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://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:

Based on feedback and conversations across the unit, the focus of the unit has shifted from literary fakes and hoaxes towards the role and responsibility of the professional writer in the context of truth and authenticity, looking at how writers/publishers create, mediate, reproduce, encourage and cement versions of the truth and/or partake in deception.

The blog component of the assessments has been shortened, and the two blogs have been tied together to allow students to apply the feedback they receive.

The length of the research essay has been shortened.

The theoretical aspects of the unit are now further incorporated across the semester with clearer integration between theory and assessments.
<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>
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<tbody>
<tr>
<td>1.</td>
<td>1 Aug</td>
<td>Introduction to truth &amp; authenticity in writing</td>
<td>T. A. Broughton Sean Burke</td>
<td>How do writers and readers seek truth and authenticity? What is academic integrity at Curtin?</td>
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<td>2.</td>
<td>8 Aug</td>
<td>Authorial identity</td>
<td>Roland Barthes Michel Foucault</td>
<td>What is the relation between author, text and reader? Allocation of presentation weeks and topics.</td>
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<td>3.</td>
<td>15 Aug</td>
<td>Copying the copy: authenticity and post-modernity</td>
<td>Tim Woods Susan Sontag</td>
<td>What is a true representation of history? Prep for presentations: the marking rubrics and peer feedback</td>
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<td>5.</td>
<td>29 Aug</td>
<td>Tuition Free Week</td>
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<td>6.</td>
<td>5 Sept</td>
<td>Author and authenticity: representing authorial identity</td>
<td>Maureen Clarke Robert Manne</td>
<td>Should an author aim to disrupt popular reading of authenticity? Who/what determines the authenticity of a voice? Prep for Presentations: the marking rubrics and peer marking</td>
<td>Presentations Peer feedback</td>
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<td>7.</td>
<td>12 Sept</td>
<td>Anonymity and pseudonymity</td>
<td>Sean Burke</td>
<td>Are anonymity or pseudonymity acceptable tools to gain a right to speak?</td>
<td>Presentations Peer feedback Blog 1</td>
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<td>8.</td>
<td>19 Sept</td>
<td>Hoaxes, pranks &amp; stunts</td>
<td>Cassandra Atherton Gay Girl in Damascus</td>
<td>What are the politics of hoaxes?</td>
<td>Presentations Peer feedback</td>
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<td>9.</td>
<td>26 Sept</td>
<td>Tuition Free Week</td>
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<td>10.</td>
<td>3 Oct</td>
<td>Copyright</td>
<td>John Birmingham Australian Copyright Council</td>
<td>What is the relation between copyright &amp; creativity?</td>
<td>Presentations Peer feedback</td>
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<td>11.</td>
<td>10 Oct</td>
<td>Defamation</td>
<td>Simon Caterton Defamation Law</td>
<td>How can a writer dodge defamation?</td>
<td>Presentations Peer feedback</td>
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<td>12.</td>
<td>17 Oct</td>
<td>Plagiarism</td>
<td>Jessica Adams</td>
<td>Are the boundaries of</td>
<td>Presentations</td>
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<td>Agatha Christie</td>
<td>plagiarism moving?</td>
<td>Peer feedback</td>
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<td>13.</td>
<td>24 Oct</td>
<td>Free speech and</td>
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<td>Who and what decides the</td>
<td>Presentations</td>
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<td>censorship</td>
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<td>limits of what can be said?</td>
<td>Peer feedback</td>
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<td>Blog 2</td>
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<td>14.</td>
<td>31 Oct</td>
<td>No lecture</td>
<td>Svetlana Boym</td>
<td>The future of authenticity: is</td>
<td>Presentations</td>
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<td>anything real, or is it all</td>
<td>Peer feedback</td>
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<td>just nostalgia?</td>
<td>Research essay</td>
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The only authoritative version of this Unit Outline is to be found online in OASIS.