

ENGL/CREA 2141 assessment tasks for 2020

Short Task 1 (Week 4): Group Brainstorm

In your allocated groups you will be given a selection of prompt questions re issues discussed in the first four weeks of the topic. The task is to have a group chat and brainstorm on Collaborate. The discussion can be informal, but, you need to demonstrate your understanding in your group chat and give specific examples in your discussion.

[YOUR PROMPT QUESTIONS are...]

Please note: this task should be completed as a 'live chat' in your normal tutorial slot. If you find yourself unable to take part, you can complete the 'make-up task' at the end of the semester (which is a one-off cover-all assessment task to support students who miss one of the short tasks. More on this later!)

In your group chat you should:

- You should chat for around 45 minutes with each person taking it in turn as discussion leader; timekeeper, and 'scribe' (this person should summarise your ideas on the Collaborate whiteboard).
- It is very important that you respond to questions or points made by other students.
- Towards the end of your chat, try to come up with some summary statements that reflect on your group's reasoning/perspective in the discussion. Key points? Take-away points?
- Please take a screenshot of your whiteboard and upload this in the week 4 assessment spot on FLO.

You will receive a group grade for this task unless we can see, or become aware of a clear imbalance in contributions. We will grade using the rubric below.

ENGL 2141 Group Brainstorm—grading rubric

Criteria for this task	F	P	C	D	HD
Group generates an appropriate number of discussion points					
Brainstorm demonstrates a solid knowledge of the texts and issues explored so far in the topic					
Group members engage with each other					
Brainstorm shows critical thinking and deep engagement					
Workload is effectively balanced between group members					

FINAL GRADE:

FEEDBACK:

Short Task 2 (Week 6): Ethics and Methods for Life Writing

This is a collaborative writing task in which you will work as a group to resolve some ethical writing problems. You should use a Google doc and set this up in advance/ make sure all of your group members are invited.

Each group member should use a **different coloured font** to engage with the question and the responses of other group members. Please present a key at the top of your document like so:

Kate
Marina
Kylie
Edith

It is very important that you engage with ideas raised by your fellow group members. We don't mind how chaotic your finished product looks. We want you to respond to the question and to engage in dialogue with each other.

At the end of the task, please designate one group member to submit your document in the week 6 module space on FLO.

1. You are looking to write a short memoir about your childhood. You want to write three vignettes (short pieces of writing that can be stand alone stories):

One is about a family Christmas gone wild that implicates many members of your immediate and extended family; one is about a car accident involving you, your brother and your father; one is love story about your maternal grandparents'.

- What practical, creative, and ethical issues might you need to consider when writing these stories?
- What creative methods might you use to remember and construct your story?
- What research might you have to do?

*your answers should draw directly on ideas from the primary *and* secondary sources from weeks 5 and 6.

2. You have some memorabilia you want to draw on as inspiration for your piece:

Your grandmother's engagement ring (currently in your mother's possession); some childhood photographs (taken by your parents, but in your possession); and some postcards (in your possession, written by your grandfather).

- What permissions will you need to seek and from who?

ENGL 2141 Ethics/ collaborative writing task—grading rubric

Criteria for this task	F	P	C	D	HD
Response is well-written, presented and argued					
Response engages with appropriate secondary sources					
Response demonstrates critical thinking and deep engagement with ethical issues					
Workload is effectively balanced between group members					
Students engage directly with the ideas of their fellow group members					

FINAL GRADE:

FEEDBACK:

Short Task 3 (Week 8): Biography

Mini coverage quiz (individual task; completed on FLO during week 8)

The format:

- 30 mins to complete.
- Five short-answer questions (= six mins per question).
- You should aim to write approx. 100 words per answer.
- The quiz will open xxx at 9am and close xxx at 11.59pm.
- You will have to complete it in one sitting so please be sure that you are able to set aside 30 mins during these dates to complete this test.

[Kate to develop questions]

Short Task 4 (Week 10): Podcast/Relational lives

Research task (group task; completed in class; use Google doc)

1. Make a quick list of as many methodological and ethical issues that you can think of that arise in this podcast?
2. What questions do you have about this podcast and/or Waterland's memoir?
3. What is Waterland trying to achieve in this podcast?
4. What life narratives do we receive in this podcast?
5. How is the podcast structured, and how does this impact on how we interpret the events in the podcast?
6. What did you think of Rosie after listening to the podcast?
7. What did you think of Lisa Stevens (her mum) after listening to the podcast?
8. What events or episodes prove to be the most memorable in the podcast?
9. What do we learn about memory from listening to this podcast?
10. How do you interpret the title of the memoir? Is it deliberately provocative?

Short Task 5 (Week 11):

The Pitch

Each group member pitches their major project idea to their group members. The pitch should include:

- A rough outline of the life writing piece;
- What life narrative subgenre it is;
- What motivated you to write this?
- What methodological issues have you faced as you are writing it?
- Any ethical issues arising?
- What theoretical ideas (from the secondary readings) will you incorporate in your 1000-word exegetical piece?

Your pitch should be three minutes of speaking + three minutes of questions from your peers (please nominate a timekeeper). Then please move to the next student.

This is a self-assessment. Please submit your rubric into the assignment dropbox on FLO.

ENGL 2141 The Pitch—grading rubric

Criteria for this task	F	P	C	D	HD
Pitch describes life narrative project in a clear and accessible way					
Pitch demonstrates knowledge of life narrative genres					
Pitch addresses practical and creative issues					
Pitch engages with appropriate secondary criticism					

Any comments?