

English & Creative Writing

College of Humanities, Arts and Social Sciences

ENGL/ CREA 2141 Life Writing



TOPIC HANDBOOK Semester 2 2020

**Coordinator:
Professor Kate Douglas**

ENGL/CREA 2141 Life Writing

Introduction

The topic examines life narrative texts—from confessions and apologies, through to biography, autobiography, memoir, essays, travel writing, testimony, podcasts, and social media. We will explore both the theories and practice of life narrative, and will complete both critical and creative life writing pieces for the assessment. We will learn about researching and resourcing life writing projects.

In working with contemporary life narrative texts, this topic asks you to reflect on larger questions of truth, subjectivity, the construction of self and self-disclosure—the ways that we make our selves known to others every day.

Lecture:

Monday: 1-2pm (*please note: this is an online lecture in “Collaborate”)

Tutorials:

Monday: 2-3 (Tutorial 1) “Collaborate” (Kate)
Monday 2-3 (Tutorial 4) “Collaborate” (Edith)
Monday 2-3 (Tutorial 2) “Collaborate” (Kylie)
Monday: 3-4 (Tutorial/CREA) 3-4 SSS 112 (Kate)
Wednesday: 1-2 (Tutorial 5) “Collaborate” (Marina)
Friday: 12-1 (Tutorial 3) “Collaborate” (Kylie)



Educational aims:

This topic aims to:

- develop students' knowledge of life narrative genres;
- provide skills in the analysis of life narrative texts;
- advance students' ability to plan and write a life narrative project;
- develop students' skills in working independently and collaboratively.

Expected learning outcomes:

On completion of this topic students will be able to:

- apply their knowledge of theories and methods of life writing;
- identify the ethical and moral issues affecting life writing genres;
- make use of life writing theories, forms and methods to write creatively and/or critically
- critically evaluate primary and secondary sources on life writing
- plan critical and/or creative work that develops nuanced responses to literary texts.

Topic Coordinator

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Teaching Team:

Dr Kylie Cardell
Dr Lauren Butterworth
Marina Deller-Evans
Edith Hill
Phillip Kavanagh



Set Texts and Teaching Delivery

Each week, there are set readings that must be completed before class. You will also be expected to have copies of set readings with you in class during the appropriate week.

Set Texts

- ENGL 2141 Topic Readings (available on FLO each week. These will include clips, short texts, and secondary readings)
- *I, Tonya* dir. Craig Gillespie (film) (available in 'Readings'/FLO; or Netflix)
- Rosie Waterland "Mum Says My Memoir is a Lie" (podcast)
- "Making His Mark" *Australian Story* 2 March 2020.
<<https://www.abc.net.au/austory/making-his-mark/12007718>> (tv episode)
- *You Can't Ask That* ABCiview <<https://iview.abc.net.au/show/you-can-t-ask-that/>> (tv episodes)

Class Contact & Preparation

There are two contact hours for this topic. Students will attend one 1-hour lecture and one 1-hour tutorial per week. Students are strongly advised to **attend all lectures and will be rewarded for doing so**. Lecture material will be vital for tutorial discussion and assignment preparation.

Students are expected to come prepared and to **take part in all tutorials**. Tutorial participation means completing the set readings for each class in advance and attending class with notes, questions, ideas and arguments. Tutorials are an opportunity for you to ask questions and engage in discussion with your peers. Students commonly tell us how much they enjoy tutorials and how much they learn from them. Your contributions are important!

Any student who misses more than **two** tutorials in a semester without medical certificates or written evidence of exceptional circumstances should speak to the convenor about make-up work.



Emailing Tutors

Please respect your tutor's time by not emailing about information that is already available in the Topic Handbook (this book), FLO and the discussion space there can be used to ask a general question of your tutors and other students.

If you email your tutor, please use the subject line to indicate the topic (e.g. CREA/ENGL 2141) and the subject matter (for instance, 'question about first assignment') and **please sign off with your full name**. Not all tutors access their email daily, so do not expect an instant response. Your tutor may nominate a particular time of the week to address queries.



You were not
at the meeting!

it should have
been an email.



Weekly programme *your tutorial will follow the same topic as the lecture for that week

Wk. of	Lecture Mon 1-2 “Collaborate”	Readings/ films/ podcasts (should be completed before lecture/tutorial)	Tutorial + Assessment
1. 27/7	What is Life Narrative? Kate Douglas	Week 1 Readings on FLO	Please introduce yourself on FLO and respond to week 1 discussion forum
2. 3/8	Everyday auto/biography: media and the self Kate Douglas	Week 2 Readings on FLO	
3. 10/8	Tracking the self: surveillance, privacy, and the body Kate Douglas + Kylie Cardell (in conversation)	Week 3 Readings on FLO	No tutorial this week: please see FLO for activity
4. 17/8	Life Narratives on YouTube Edith Hill	Week 4 Readings on FLO	Short Task 1
5. 24/8	Writing Ethically Phillip Kavanagh	Week 5 Readings on FLO	
6. 31/8	Lost and Found - objects and documents in life narratives Marina Deller-Evans	Week 6 Readings on FLO	Short Task 2
7. 7/9	“Rebel Girls: Biographies for Children Kylie Cardell	Week 7 Readings on FLO	In-class mid-semester gath
8. 14/9	The Biopic Kate Douglas	<i>I, Tonya</i> Week 8 Readings on FLO	Short Task 3
	Mid semester break 21st Sept-4th Oct		
9. 5/10	<i>No classes this week</i>	N/A	
10. 12/10	The Podcast + Relational Lives Lauren Butterworth/ Kate Douglas	Rosie Waterland “Mum Says My Memoir is a Lie” (Podcast) <i>*you should have completed the entire podcast before this week’s lecture and tutorial</i>	Short Task 4
11. 19/10	Travel Writing Kate Douglas	Week 11 Readings on FLO	Short Task 5
12. 26/10	Confessions and Apologies Kate Douglas	Week 12 Readings on FLO	Class party!

Assessment

Assessment	Length	Worth	Due Date
Class engagement	N/A	10%	Ongoing
Short tasks	Various	10% each = 50%	Due in weeks: 4, 6, 8 10, 11
Life Writing Project (1000 words life writing piece; 1000 words critical commentary)	2000 words	40%	Midnight, Friday 6th November.

* Students must complete all pieces of assessment to pass this topic.

The Statement of Assessment Methods for this topic can be seen on the (FLO) site. **It is important that you read this.** This document sets out the topic's learning outcomes and how you will be assessed in the topic, as well as the criteria for successful completion of the topic. Scaling procedures, electronic text matching software, resubmission of assignments, penalties for late submission, date work will be handed back, and supplementary assessment are also covered.



Class Engagement = 10%

Students should come to classes (lectures and tutorials) with all set reading completed. Students are expected to participate and contribute to activities completed in class to demonstrate their understanding of the set reading. Students will be assessed on their engagement via the rubric below:



Class engagement: grading rubric

Criteria for this task	F	P	C	D	HD
Is the student 'present' and engaged in the group (i.e. beyond simple attendance). This includes refraining from using their phone or device during class for activities other than class activities.					
Is there evidence that the student has completed the set readings?					
Is the student thinking critically about the readings and the class content?					
Is there evidence of original and/or developed responses to the content and the topic themes?					
Does the student listen and engage generously and respectfully with the ideas expressed by their peers and their tutor?					

FINAL GRADE:

FEEDBACK:

Short tasks = 50%

Students are required to complete five short tasks. These tasks might include: a group Q&A/chat, pitch, collaborative or reflective writing exercise, or research task.

The questions for these tasks will be given out either in class or on FLO. The aim of these tasks is to encourage you to keep up with set readings and concepts.

The short tasks will be graded using the following rubric (which will be adapted, as required):

In-class group tasks grading rubric

Criteria for this task	F	P	C	D	HD
Shows knowledge of the text. Uses an appropriate example or examples from the primary text to support the discussion.					
Shows critical thinking (the response shows analysis rather than simply describing or recounting the plot).					
Communicates ideas coherently, efficiently and persuasively. Quality of written expression: language, spelling, structure and grammar.					
Engages with secondary readings (as relevant)					

FINAL GRADE:

FEEDBACK:

**this rubric may be adapted according to the task but students will always be given a copy of the rubric prior to completing the assessment task.*

Life Writing Project = 40%

2000 words (1000 words creative piece; 1000 words critical essay)

Due Friday 6th November

The final task for the topic is to write a life writing piece (1000 words) on a topic of your choice. You should choose a subgenre of life writing and style that has been introduced to you in this topic (social media life narrative, biography, memoir, family story, podcast, travel writing, confession or apology etc). You can write about anything you would like, but, please consider your choice carefully and we will talk you through this during lectures and tutorials.

In addition to your creative piece you should write a 1000-word commentary about your creative piece. This commentary should include:

- A brief rationale regarding your choice of subject.
- Any issues that arose (creative, practical, ethical, for instance) when writing this piece.
- Reference to key concepts/theory/secondary material you have read in this topic. Your commentary **must** reference some secondary material and demonstrate your understanding of the genre and themes within which you are writing. You should *locate* your piece within a subgenre of life writing and explain how your piece fits within this subgenre.

You will have opportunities throughout the semester to talk about your creative piece with your tutor and with your peers.

Please note: This piece will be assessed using a marking rubric. The marking rubric is listed below. You should use this rubric as a guide.



CREA/ENGL 2141 Life Writing Project Marking Rubric

Student's name:

Criterion	F	P	C	D	HD
<i>Creative piece</i> : creativity and willingness to trial knowledge and practice of life writing.					
<i>Creative piece</i> : quality of written expression: language, spelling, structure and grammar.					
<i>Creative piece</i> : demonstrates an understanding of appropriate conventions in chosen subgenre through creative practice.					
<i>Critical piece</i> : offers a rationale for choice of subject, subgenre and style for creative piece					
<i>Critical piece</i> : quality of written expression: language, spelling, structure and grammar.					
<i>Critical piece</i> : demonstrated knowledge of life writing subgenres and concepts through integration of relevant secondary criticism.					
<i>Critical piece</i> : engages in critical thinking and analysis.					

General comment:

Final grade:

/100

Academic Writing

Marking will take account of written expression as well as content. Your papers should be carefully considered and constructed so that they are largely error free. This applies particularly to spelling, punctuation, and sentence structure and paragraph construction. The following links offer support on these issues:

Grammar Bytes

<http://www.chompchomp.com/exercises.htm>

Purdue Online Writing Lab (OWL)

<https://owl.english.purdue.edu/owl/section/1/>

Claremont Graduate University Grammar and Style

<http://www.cgu.edu/pages/11182.asp>

Capitol Guide to Grammar and Writing

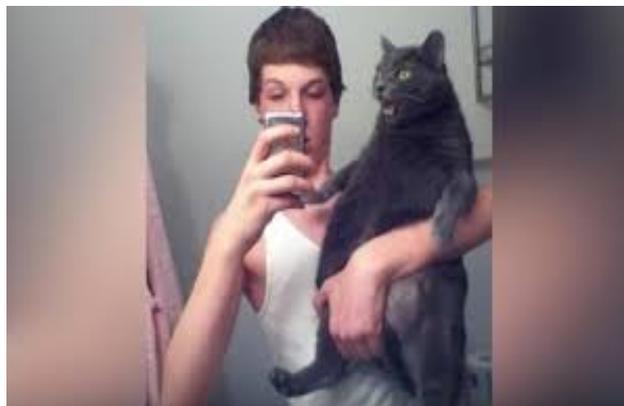
<http://grammar.ccc.commnet.edu/grammar/>

Excelsior Online Writing Lab

<http://owl.excelsior.edu/>

Education First English Grammar

<http://www.ef.com/english-resources/english-grammar/english-grammar-guide/>



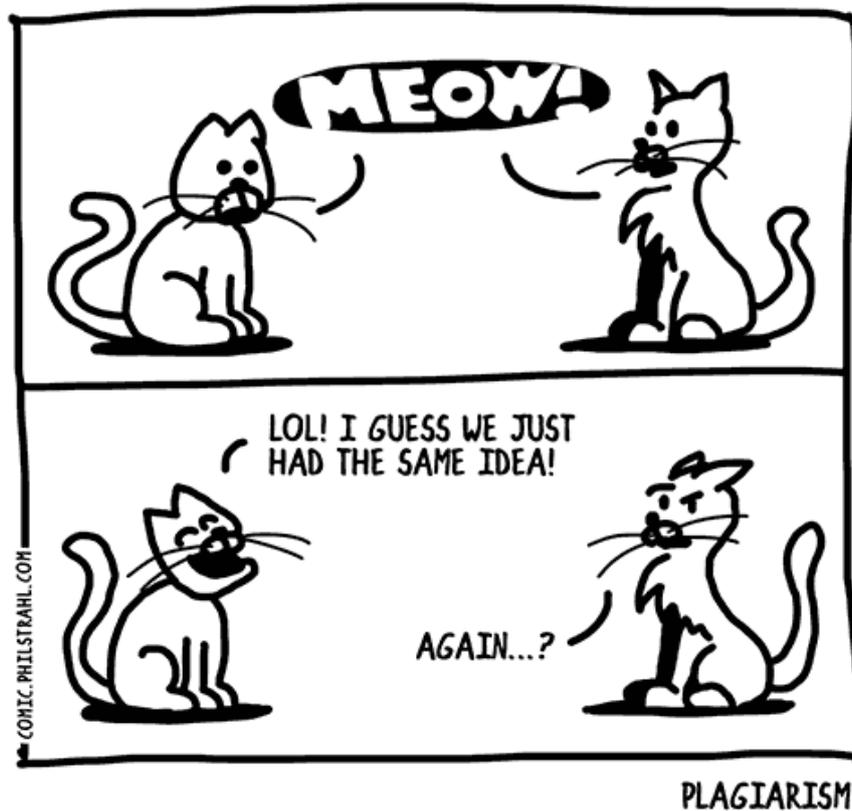
Academic Integrity

The University's policy on **academic integrity** can be found at the following links:

<http://www.flinders.edu.au/teach/aims/>

<http://www.flinders.edu.au/teach/aims/policy/index.php>

Please make yourself aware of the penalties for plagiarism.



Other information

Below are some links to Flinders University support services that might be of use during your studies:

Health Service

http://www.flinders.edu.au/healthcounsel/health_service.htm

Counselling Service

<http://www.flinders.edu.au/healthcounsel/counselling.htm>

Students with disabilities

http://www.flinders.edu.au/healthcounsel/disability_serv.htm

Student Learning Centre

<http://www.flinders.edu.au/SLC/>

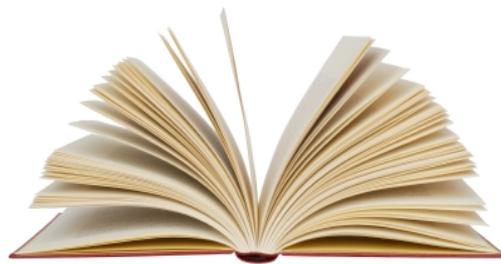
Good luck with CREA/ENGL 2141!

If you have any questions or problems, please contact the convenor



CRITICAL DATES 2020

Semester 2 Topics	
7 August	Last day to enrol in new topics. This does not apply to courses where enrolment deadlines have been specified.
7 August	Last day to pay Semester 1 up-front student contribution amounts and tuition fees.
28 August	<p>Census Date Last Day to purge topics from student record</p> <p>Last day to withdraw without incurring student contribution amounts or tuition fees.</p>
9 October	Last day to withdraw without failure (WN)
6 November	Last day to withdraw (WF)
<p>Census Date</p> <p>Last day to purge topics from student record</p> <p>Last day to withdraw without incurring student contribution amounts or tuition fees.</p>	The day after 20% of combined teaching and assessment period has elapsed, unless this day falls on a weekend, in which case the Census Date will be the following Monday.
Last day to withdraw without failure	2/3 through the teaching period for the topic or the Census Date, whichever date is later
Last day to withdraw	Last day of teaching or last day to withdraw without failure, whichever date is later



Submission and Collection of Assignments

All assignments for CREA/ENGL 2141 must be submitted in class or in the designated module space on FLO (as required).

Work will be graded and returned in class or on FLO.

Penalties for Late Work

Penalties for late work: you will lose marks at the rate of 2% per day for late assignments unless you submit an appropriate application for an extension within the time allowed.



Assignment Grading

High Distinction (85-100%) is for work of an exceptionally high standard in presenting original ideas, showing understanding of concepts, organising material and writing and speaking clearly, fluently and correctly.

Distinction (75-84%) is for work that is consistently of a very high standard in presenting original ideas, showing understanding of concepts, organising material and writing and speaking clearly, fluently and correctly.

Credit (65-74%) is for work that is generally of a high standard in all areas.

Pass (50-64%) is for work that adequately meets the requirements in most areas.

Fail (0-49%) is for work that is not satisfactory in understanding, argument, expression or presentation.

Work that has a very poor standard of written expression, with many errors in spelling, grammar, punctuation and word usage, will be given a fail grade even if it is satisfactory in other respects.

