ARTS5503/ARTS2050

Academic Writing for the Humanities

Term Two // 2019

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Dr Tamlyn Avery	tamlyn.avery@unsw.edu.au	9-10am Mondays, by appointment	TBC	refer email

School Contact Information

Room 312, level 3 Robert Webster Building

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Website: https://sam.arts.unsw.edu.au

The School of the Arts and Media would like to Respectfully Acknowledge the Traditional Custodians, the Bedegal (Kensington campus), Gadigal (City and Art & Design Campuses) and the Ngunnawal people (Australian Defence Force Academy in Canberra) of the lands where each campus of UNSW is located.

Course Details

Credit Points 6

Summary of the Course

This course will assist you to develop your capacity to write academic essays according to the conventions of the Humanities. It provides the knowledge and vocabulary by which you can critically analyse the work of others as well as your own. The course focuses sustained attention on various modes of academic writing that are used in essay writing and shows how these may be deployed to present a strong argument. The course includes analysis of a range of exemplars as well as essays from academic journals researched by students and related to their disciplinary interests. This study will be accompanied by writing exercises, writing workshops and detailed feedback from both peers and staff.

The course is offered as a Prescribed Elective in the Master of Journalism and Communication and the Master of Public Relations and Advertising. Students enrolled in other Postgraduate Coursework Programs in UNSW Arts and Social Sciences, may take the course as an additional elective, but it will not contribute credit toward those programs.

Course Learning Outcomes

1. Identify and deploy the primary modes of academic writing in the humanities including exposition, description, narrative and argumentation.
2. Understand the essay as a genre of writing within a long rhetorical tradition and across a range of contemporary contexts.
3. Structure, edit, and present an essay according to conventions of academic writing in the humanities

Teaching Strategies

Teaching Strategies

Our approach to Academic Writing for the Humanties is founded on our intention to improve writing skills through understanding foundational concepts of genre and rhetorical theory as well as critical engagement with one's own writing and the writing of others. We will begin by exploring the historical position and current context of the academic essay in the Humanities before moving to a more systematic account of what constitutes effective sentences, strong arguments and persuasive evidence. The assessment tasks will allow students to begin to build effective Humanities essays as well as an opportunity to give feedback to others about their writing. Self-assessment will also form an important component of the course that students continue to build throughout the semester.

The teaching methods used and the assessment components have been developed to reflect a philosophy of learning and teaching which

- fosters an engaging and inclusive learning experience,
- promotes peer learning through peer review and assessment
- seeks to give every student a stake in, and an opportunity to contribute to, the course as a forum for learning.

Rationale of Assessed Tasks

the Practical exercises are aimed at achieving learning outcomes 1 and 3 and developing English graduate attributes 1, 4, 6.

the Shorter writings task is aimed at achieving learning outcomes 1-3 and developing English graduate attributes 1, 3, 6.

the Extended essay is aimed at achieving learning outcomes 1-3, and developing English graduate attributes 1, 3, 4, 5 and 6

Assessment

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Extended essay	40%	09/08/2019 05:00 PM	2,3
In-class tests	20%		3
Shorter writings	40%		1,2,3

Assessment Details

Assessment 1: Extended essay

Start date:

Details: Word length: 2000. This is the final assessment task.Feedback will be provided in the form of marking criteria sheets and individual comments, for each student's essay.

Additional details:

Students will be required to complete an online self-assessment reflective task prior to receiving their mark for this assessment.

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Assessment 2: In-class tests

Start date:

Details: Two in-class grammar tests of 60 minutes per test. Closed book, handwritten. On topics covered in grammar textbook. Marked test returned to students. Answer sheet to test can be downloaded from Moodle site.

Turnitin setting: This is not a Turnitin assignment

Assessment 3: Shorter writings

Start date:

Details: Students will write four 350 word responses to topics covered in the readings. Total word length: 1400 words.Feedback will be given within short time-period to enable students' learning development within course teaching period.

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.
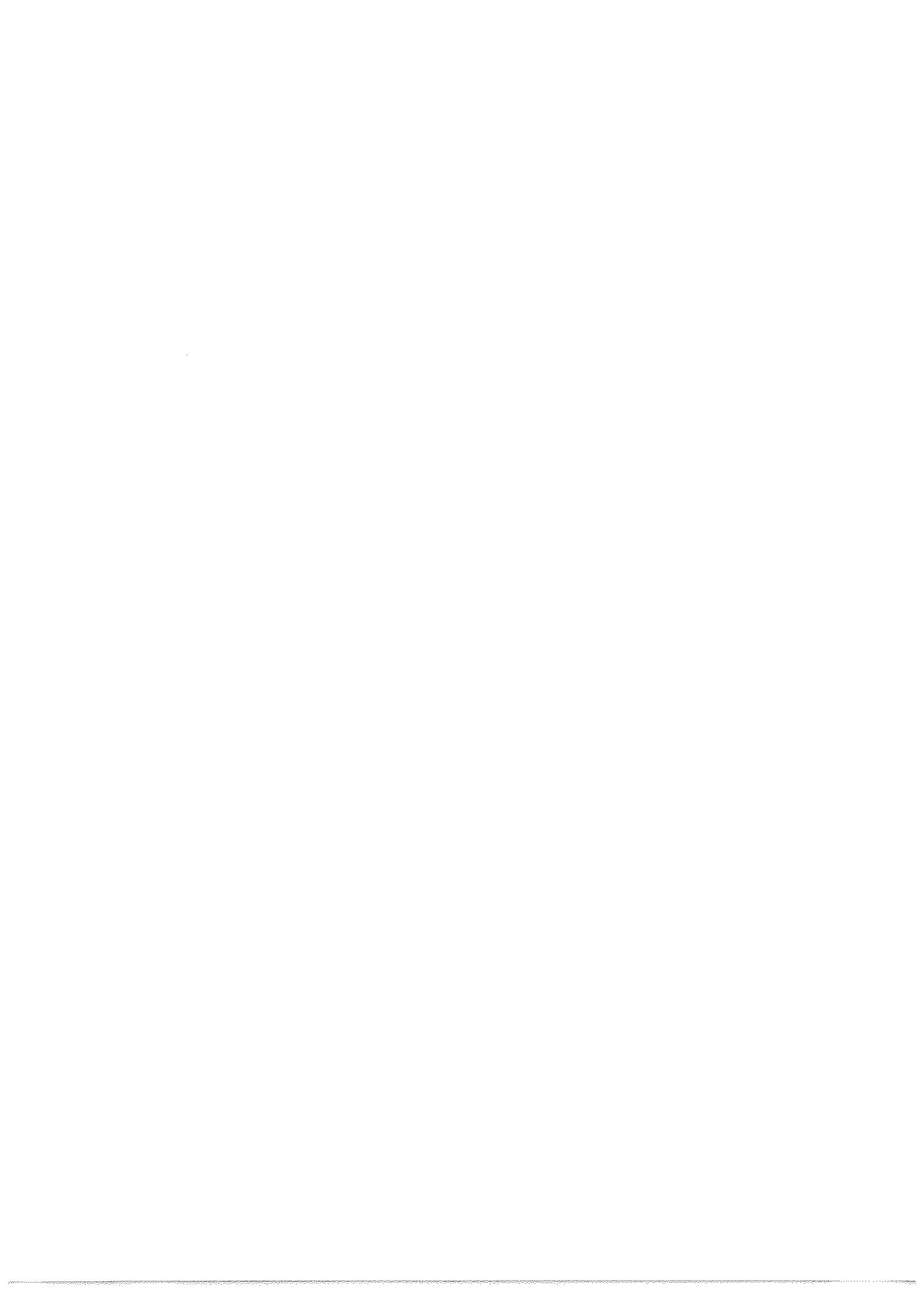
Course Schedule

View class timetable

Timetable

Date	Type	Content
Week 1: 3 – 7 June	Lecture	Introduction to the course and an introduction to writing in the Humanities.
	Seminar	Refreshing your ideas about academic writing & approaching essay questions. **Readings:** • James A. Herrick, 'Introduction to Rhetoric' (PDF available on Moodle). • From Chapter 1 (pp. 1 – 10) of *Writing Analytically* • From Part 1 of *The Little Green Grammar Book*, (pp.19 – 39)
	Online Activity	Other readings and online tasks as specified on Moodle.
Week 2: 10 – 14 June	Non-Contact Week **(No Face-to-Face Lecture or Seminar)**	**Readings:** • Herrick, 'Introduction to Rhetoric' (see Moodle). • From Chapter 1 (pp. 10 – 36) of *Writing Analytically* • From Part 1 of *The Little Green Grammar Book* (pp. 40 – 79).
	Online Activity	Group Forum and Quizzes: What is rhetoric? Other readings and online tasks as specified on Moodle.
Week 3: 17 – 21 June	Lecture	Finding, Evaluating, and Citing sources
	Seminar	Finding, Evaluating, and Citing sources **Readings:** • Chapter 8 of *Writing Analytically* (pp. 207 – 228). • From Part 2 of *The Little Green Grammar Book* (pp. 89 – 114). Other: **FIRST SHORT WRITING TASK DUE FRIDAY OF THIS WEEK BY 5PM**
	Online Activity	Other readings and online tasks on Moodle.
Week 4: 24 – 28 June	Lecture	Analysing the arguments of others
	Seminar	Analysing the arguments of others **Readings:** • Chapter 2 of *Writing Analytically* (pp. 39 – 68). • Chapter 7 of *Writing Analytically* (pp. 181 – 203). • From Part 2 of *The Little Green Grammar* • *Book* (pages 115 - 128).

		Other: **SECOND SHORT WRITING TASK DUE FRIDAY OF THIS WEEK BY 5PM.**
	Online Activity	Online activities and **grammar revision tasks will be accessible on Moodle to complete.**
Week 5: 1 – 5 July	Lecture	Introductions and conclusions in the scholarly essay.
	Seminar	Introductions and conclusions in the scholarly essay. **Readings:** • Chapter 6 of *Writing Analytically* (pp. 147 – 179). • From Chapter 9 of *Writing Analytically* (pp. 236 - 250). Other: **FIRST GRAMMAR QUIZ THIS WEEK IN CLASS.**
	Online Activity	Other readings and online tasks on Moodle.
Week 6: 8 – 12 July	Lecture	Paragraphs (Part 1): making and supporting claims.
	Seminar	Paragraphs (Part 1): making and supporting claims. **Readings:** • From Chapter 4 of *Writing Analytically* (pp. 89 – 101). • From Chapter 9 of *Writing Analytically* (pp. 251 – 260). • From Part 3 of *The Little Green Grammar Book* (pp. 129 – 162). Other: **THIRD SHORT WRITING TASK DUE FRIDAY OF THIS WEEK BY 5PM.**
	Online Activity	Other readings and online tasks on Moodle
Week 7: 15 – 19 July	Lecture	Paragraphs (part 2): making your argument
	Seminar	Paragraphs (part 2): making your argument Readings: • From Chapter 4 of *Writing Analytically* (pp. 101 - 118). • Chapter 5 of *Writing Analytically* (pp. 119 – 144). • From Part 3 of *The Little Green Grammar Book* (pp. 162 – 196).
	Online Activity	Other readings and online tasks on Moodle.
Week 8: 22 – 26 July	Lecture	Essay plans/structure
	Seminar	Essay plans/structure Readings: • From Chapter 9 of *Writing Analytically* (pp. 229 – 235). • From Part 4 of *The Little Green Grammar Book* (pp. 199 – 207).

		Other: **FOURTH SHORT WRITING TASK DUE FRIDAY OF THIS WEEK BY 5PM.**
	Online Activity	Online activities as readings, as specified on Moodle.
Week 9: 29 July – 2 August	Lecture	Style and Register in academic writing
	Seminar	Style and Register in academic writing Readings: • Chapter 10 of *Writing Analytically* • From Part 4 of *The Little Green Grammar Book* (pp. 207 – 229). Other: **SECOND GRAMMAR TEST IN CLASS THIS WEEK.**
	Online Activity	Online activities as readings, as specified on Moodle.
Week 10: 5 – 9 August	Lecture	Editing, proofreading, and drafting
	Seminar	Editing, proofreading, and drafting. Readings: • Chapter 11 of *Writing Analytically* (pp. 305 – 327). • From Part 4 of *The Little Green Grammar Book* (pp. 239 – 242). Other: **ESSAY DUE FRIDAY OF THIS WEEK BY 5PM.**
	Online Activity	Online activities as readings, as specified on Moodle.

Resources

Prescribed Resources

- *Writing Analytically*, by David Rosenwasser and Jill Stephen Book –
- *The Little Green Grammar Book*, by Mark Tredinnick

Recommended Resources

Any other useful resources will be uploaded to the course Moodle site.

Course Evaluation and Development

Student feedback on this course will be gathered using university automated procedures, as well as through informal, anonymous feedback forms. Feedback will be used to analyse and assess the course, and make changes to improve future delivery.

Submission of Assessment Tasks

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.
http://subjectguides.library.unsw.edu.au/elise/aboutelise

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

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