



COURSE OUTLINE

EGL201 Reality Bites: An Exploration of Non-Fiction

Course Coordinator: Clare Archer-Lean (carcher@usc.edu.au) **School:** School of Business and Creative Industries

2021 Semester 1

USC Sunshine Coast
USC Moreton Bay

ON CAMPUS

Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE 1

You can do this course without coming onto campus.

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course introduces different genres within creative non-fiction writing, including: the tradition of the great essayists; travel writing; 'science' writing; historical fiction; and memoir, biography and autobiography. In addition, the notion of fraudulence is explored in terms of the Australian literary landscape. Concepts such as verisimilitude, believability, and persuasion are explored, as are the lines between the real and the constructed. The course examines the key roles of objective research and subjective identity in the construction of writing.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Lecture – 1 hour online lecture content for 12 weeks (or equivalent).	1hr	Week 1	12 times
Tutorial/Workshop – On campus tutorial/workshop for 12 weeks (or equivalent).	2hrs	Week 2	12 times
ONLINE 1			
Online – 3 hours online content for 12 weeks (or equivalent).	3hrs	Week 1	12 times

1.3. Course Topics

This course explores various non-fiction genres, including personal essays, science writing, travel writing, nature writing, biography and historical narrative.

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Explain, describe, question and analyse the conventions within a range of non-fiction genres.	Knowledgeable
2 Organise textual analysis and consider textual elements in clear, concise, and accurate oral and written forms.	Empowered
3 Collaborate with the work of others and work well in teams to support the collective learning of the group.	Empowered
4 Conduct literary research to locate and apply relevant literary criticism and theory.	Empowered
5 Construct sophisticated and persuasive arguments.	Creative and critical thinker

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

We encourage English students to complete EGL120 before doing level 2 or 3 EGL courses, but it is not required.

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

In addition to the feedback provided in tutorial activities, a draft of first paragraph assessment will be reviewed by your tutor before submission. The short response and multiple-choice responses assessment will be assessed in a timely manner to ensure you receive early feedback and opportunity to gauge your learning development

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	25%	Approx. 2500 words (equivalence over the semester)	Throughout teaching period (refer to Format)	Online Assignment Submission
All	2	Oral	Group	35%	5 minutes per participant plus 5 minutes for questions	Throughout teaching period (refer to Format)	In Class
All	3	Essay	Individual	40%	1500 words (including quotations and references)	Week 13	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Close reading and English expression quizzes and short answer questions

GOAL:	This assessment is designed to give you an opportunity to explore and test your understanding of the texts, close reading analytical approaches and academic writing conventions.	
PRODUCT:	Quiz/zes	
FORMAT:	<p>You will submit responses to a series of multiple choice questions AND short answer prompts in response to questions concerning the prescribed texts and what constitutes formal English Literary analysis (essay structure, expression, discourse, punctuation). The quizzes and paragraphs will be accessed and submitted via Blackboard.</p> <p>For ideas on what constitutes close critical reading see the extracts on textual analysis as method in the assessment section under Blackboard. Ensure you download the criteria sheet and use this as a guide. You will be expected to analyse some of the devices used non-fiction writers and present argument on the text's meaning / significance in paragraph responses.</p> <p>If you read critical sources as part of your preparation, ensure you reference in the short answer section of your submission.</p> <p>Under no circumstances are you to copy another student's material.</p>	
CRITERIA:	<p>No.</p> <p>1 Organise textual analysis in clear, concise, and accurate written forms.</p> <p>2 Construct sophisticated and persuasive arguments.</p> <p>3 Integrate feedback into your writing and learning process.</p> <p>4 Assessment criteria are mapped to the course learning outcomes.</p>	<p>Learning Outcome assessed</p> <p>1 2 3 4 5</p>

All - Assessment Task 2: Group Oral and Tutorial Engagement

GOAL:	This task is designed to provide you a way to test textual analysis skills in performative forms through collaborative team work and learning. It will also give you opportunity to trial ideas to advance learning in collaborative settings.												
PRODUCT:	Oral												
FORMAT:	<p>There is opportunity for your engaging oral presentation to simulate industry/professional scenarios.</p> <p>Group Oral: An engaging group work presentation of 5 minutes per participant with 5 minutes extra for questions from the tutorial group.</p> <p>In groups of two (ideally), you will present a creative and engaging group oral presentation. This may be presented live or via pre-recorded video.</p> <p>Groups will be formed in your first tutorial. Your oral presentation will introduce the class to one of the text studied and its relationship to its genre.</p> <p>The group must present a persuasive argument with a clear position on the topic for that week. The group's argument must complete the following phrase in an innovative way: The text/s studied this week demonstrates that the non-fiction form of [insert relevant genre, ie personal essay, travel writing, nature writing, science writing, autobiography, biography, historical narrative] can be used to explore [insert group's argument on the text].</p> <p>All group members must fully participate in both preparation for, and presentation of, the assessment task. All group members receive the same grade, pending evidence of equal participation in the synthesised final product.</p> <p>You must submit a list of references and make clear where these were used during the presentation.</p> <p>Tutorial Engagement: You are to develop a reading journal with entries on each week's text/s and take that to each tutorial. Tutors will ask you to draw on this preparation in discussion and group activities and will ask to see your reading journals at points. You will be graded on the basis of your weekly verbal engagement with in-class learning activities. That engagement should demonstrate preparation and valuing of other's ideas.</p>												
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All - Assessment Task 3: Major Essay or Creative Piece

GOAL:	This task is designed to give you opportunity to develop, synthesis and demonstrate your understanding of a non-fiction genre and present critical reading and research skills.															
PRODUCT:	Essay															
FORMAT:	<p>This assessment is in either formal essay or creative form.</p> <p>You may seek introductory paragraph or essay planning from your tutor. You will respond to feedback from this interaction in your final product.</p> <p>You will write:</p> <p>a) A formal research essay using textual analysis. For options on questions please see Blackboard; or</p> <p>b) A short creative exemplar of one the genres studied, but one that presents a sophisticated argument beyond the delivery of information, answers a research question about the exemplar, is grounded in research and demonstrates understanding of conventions via, exploration and replication of those conventions and/or challenge and innovation of them. If you choose this option you must include a short 500 word exegetical research statement. For more information on this option see Blackboard.</p> <p>It is crucial that you do NOT simply describe a text or re-tell its story - you must analyse/critique. Your response MUST use literary devices and understanding of genre as evidence for arguments or as exemplar in creative artefact depending on your choice of assessment.</p> <p>You MUST not cover a text you have covered CLOSELY in Assignment 1 OR 2.</p>															
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7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

Nil

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2. Assessment: Additional Requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct.

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.8. General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au