



Australia's  
Global  
University



# ARTS2120

Writing for Performance

Term Three // 2019

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Theron Schmidt	t.schmidt@unsw.edu.au	Tuesdays 10-11 or by appointment	Webster 121	9385 3218

### School Contact Information

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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

Subject Area: *Theatre and Performance Studies*

This course can also be studied in the following specialisation: *Creative Writing*

This course explores the ways that writing performs, not merely describing the world but actively re-shaping it, in the way it structures thought, feeling, encounter, and memory. Through weekly lectures, guided workshops, and readings and exercises outside of class, you will explore a variety of theatrical and performative 'modes'. Ultimately these will be directed toward writing you will create for a performed situation – which may be delivered live by a performer or performers in a theatre, encountered by a seated or mobile audience, experienced through media such as headphones or hypertext, or some other combination. But in doing so we will take inspiration from the way language works all around us, whether in the theatre or beyond.

### Course Learning Outcomes

1. Select and utilize appropriate practice-based approaches to compositional modes from a range of current practices.
2. Test and assess the relationship between the form of a performance text and its content, contextualising your work in relation to other writers.
3. Realise the creation of a written performance text that responds to specific performance intentions, framed through an awareness of its conditions of reception by a real or potential audience.

### Teaching Strategies

This course is taught through weekly lectures, which will introduce key concepts and approaches as well as modelling different forms of writing for performance. You will also undertake independent reading and writing exercises in preparation for guided workshops, which will introduce further exercises to develop your writing. You will be asked to try forms of writing that may be unfamiliar to you, leading toward a 10-minute performance text for which you will be able to choose any of the models (or mix of models) for your final presentation.

## Assessment

### Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Practice portfolio	30%	21/10/2019 05:00 PM	1
Critical enquiry	40%	11/11/2019 05:00 PM	2
Performance writing project	30%	29/11/2019 05:00 PM	3

### Assessment Details

#### Assessment 1: Practice portfolio

**Start date:**

**Details:** Selection of 3 pieces of creative writing (approx. 500 words) each that are developed versions of in-class and at-home writing tasks from the first 5 weeks. Assessed by rubric.

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

#### Assessment 2: Critical enquiry

**Start date:**

**Details:** Critically analyse an example of writing for performance in response to one of the set questions, and identify themes and modes of writing you will use in your final creative work for this course. 1250-1500 words. Feedback via Turnitin.

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

#### Assessment 3: Performance writing project

**Start date:**

**Details:** Writing for performance developed in weeks 8-10, as playscript, monologue, hypertext, score, etc. 10 minutes / 1000-1500 words. Feedback via Turnitin comments.

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

## Attendance Requirements

- Attendance of Lectures and/or Tutorials is mandatory in this course. Unexcused absence from more than 20% of classes will result in the award a fail grade.
- In tutorials you will actively engage with core course content that will enable you to demonstrate attainment of (or help you to attain) CLO 1 (Select and utilize appropriate practice-based approaches to compositional modes from a range of current practices)
- In lectures you will actively engage with core course content that will enable you to demonstrate attainment of (or help you to attain) CLO 2 (Test and assess the relationship between the form of a performance text and its content, contextualising your work in relation to other writers.).

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 16 September - 20 September		2-hour lecture (with built-in workshop): Everyday writing / Writing every day
Week 2: 23 September - 27 September		1-hour lecture + 3-hour workshop: Histories and manifestos
Week 3: 30 September - 4 October		1-hour lecture + 3-hour workshop: Writing the body
Week 4: 7 October - 11 October		1-hour lecture + 3-hour workshop: Site writing
Week 5: 14 October - 18 October		1-hour lecture + 3-hour workshop: Working with other people's words
Week 6: 21 October - 25 October		1-hour lecture + 3-hour workshop: Dialogue and silence
Week 7: 28 October - 1 November		Reading week: research for Critical Enquiry assessment; develop solo writing project
Week 8: 4 November - 8 November		1-hour lecture + 3-hour workshop: Addressing the audience and use of space
Week 9: 11 November - 15 November		1-hour lecture + 3-hour workshop: Workshopping final writing projects
Week 10: 18 November - 22 November		3-hour lecture: sharing performance projects + 3-hour workshop

## Resources

### Prescribed Resources

Please see Leganto for the list of recommended text books and weekly readings. All required readings can be accessed via Leganto (on Moodle) and downloaded and printed at home.

### Recommended Resources

Paul C. Castagno, *New Playwriting Strategies: Language and Media in the 21st Century*, 2nd ed (London and New York: Routledge, 2011).

John Freeman, *New Performance/New Writing* (Basingstoke: Palgrave, 2007)

### Course Evaluation and Development

Your feedback is always important to the ongoing development of this course. Please contact me during the course if you have any issues or concerns.

## **Submission of Assessment Tasks**

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### **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](mailto: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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## CRICOS

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