



**UNSW**  
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# ARTS2126

## Reviewing the Arts

Semester Two // 2018

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Erin Brannigan	e.brannigan@unsw.edu.au	2-3pm Thursdays	R.119 Webster Building	9385 7854

#### Lecturers

Name	Email	Availability	Location	Phone
John Attridge	j.attridge@unsw.edu.au			

### School Contact Information

Room 312, level 3 Robert Webster Building

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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.

### Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the attendance protocols in the Faculty of Arts and Social

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

## **Academic Information**

For essential student information relating to: requests for extension; review of marks; occupational health and safety; 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/>

## 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*

Reviewing the Arts explores a variety of writing modes in arts journalism, including interviews, previews and reviews. Through both critical and practice-based methods, you will become familiar with writing practices across many forms including theatre and performance, dance, music, visual arts and film. This is an industry-articulated course providing opportunities to engage with the arts industry through lecturers and case studies. It is team taught across disciplines and showcases the reviewing practices of key staff and guest lecturers. Reviewing the Arts will support you in preparing for freelance/portfolio careers as artists, journalists and administrators in the arts. This course is part of the Theatre and Performance Studies stream. It can also be studied as an elective in the Creative Writing stream.

### At the conclusion of this course the student will be able to

1. Identify the mode, character and elements of an example of arts journalism in the context of 20th and 21st century practices of the same.
2. Apply writing skills in response to art works across a diversity of disciplines, demonstrating the elements of description, analysis/interpretation and evaluation.
3. Critically assess examples of arts journalism against examples of best practice and innovation.

### Teaching Strategies

The teaching strategies include the delivery of critical and historical content via a lectures series, tutorials for practicing writing and examining written materials, and set tasks for engaging with case studies across a range of art forms. The lecture series content will cover writing on theatre, performance, film, music and the visual arts, critical approaches to the same, and specific modalities such as interviews, previews and reviews. Key figures from across the 20th and 21st century will provide case studies of important voices in arts reviewing and commentary. The tutorials, set homework and online blogs will create opportunities to practice writing modes (interviews, previews, reviews) and receive critical feedback from lecturers and peers. Other tutorial activities such as commentary on set readings, descriptive writing tasks, persuasive writing tasks, and analysis of a particular writer's style or piece of writing on an art work, will flesh out approaches to writing in the arts. The online component of the course will prepare students for the mediated capacities and challenges for arts writing.

## Assessment

A student who attends less than eighty per cent of the classes within a course may be refused final assessment. The final assessment task is the portfolio.

Classes subject to attendance requirements are tutorials and lectures and attendance will be taken at both.

The minimum attendance requirement is 80% so students can miss no more than 5 tutorials/lectures.

Explanations of absences from classes or requests for permission to be absent from forthcoming classes should be addressed to the Course Authority in writing and, where applicable, should be accompanied by appropriate documentation (e.g. medical certificate).

### WORK SUBMITTED:

All citations must include page references. eg (Author surname Year, page no.) (Smith 2000, 5)

In-text referencing or footnotes are acceptable.

Full bibliography at the end of your research papers is required.

Unreliable webpage references are not acceptable, eg. Wikipedia.

Font size 12 please - my eyes are getting OLD.

## Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Workshop Activities	20%	In Class Weeks 3, 5 and 7	1,3
Portfolio of Reviews	40%	26/10/2018 05:00 PM	1,2
Research Paper	40%	12/10/2018 05:00 PM	1,3

## Assessment Details

### Assessment 1: Workshop Activities

**Start date:**

**Length:** N/A

**Details:** 2-4 workshop activities will be designated as assessment tasks and will be modelled in class before assessment. Feedback will be provided marking the task against a grid listing the assessment criteria.

**Additional details:**

## Assessment Criteria

understanding of the modes, character and elements of various reviewing styles

ability to identify the various elements and strategies of various reviewing styles

self-reflection and assessment.

expression

originality in the framing of responses to the tasks.

**Submission notes:** Handed in in-class

**Turnitin setting:** This is not a Turnitin assignment

### Assessment 2: Portfolio of Reviews

**Start date:**

**Length:** 2500w

**Details:** The students will create a portfolio of reviews and other associated writing tasks (interviews, previews) undertaken during the workshop/seminars and as set homework and online blogs. These will be workshopped in class time and feedback will be ongoing via both lecturers and peers. 2-4 sample reviews will be chosen by the students equalling around 2500w in total, including pieces of varying lengths and modes. These will be submitted for marking towards the end of the course. Feedback will be ongoing and a final assessment will be provided marking the portfolio against a grid listing the assessment criteria.

#### Additional details:

Assessment Description: The students will create a portfolio of reviews and other associated writing tasks (interviews, previews, opinion pieces, creative writing tasks) undertaken during the workshop/seminars and as set homework and online blogs. These will be workshopped in class time and feedback will be ongoing via both lecturers and peers. Sample reviews will be chosen by the students equalling around 2500w in total, including pieces of varying lengths and modes. **Please include primarily arts related writing with one other type eg. Unrelated opinion piece or creative writing. Do not include work already assessed, but you can use assessment tasks to write new reviews. Please see workshops week-by-week for in-class writing tasks.** These will be submitted for assessment.

Feedback will be ongoing and a final assessment will be provided marking the portfolio against a grid listing the assessment criteria.

mark	criteria
HD	<ul style="list-style-type: none"> <li>• Demonstrates a highly sophisticated understanding of the modes, character and elements of various reviewing styles, demonstrates the elements of description, analysis/interpretation and evaluation, an ability to undertake self-reflection and assessment and the incorporation of feedback from mentors and peers. Evidences active participation with peers and lecturers and the use of appropriate research resources. Very well written.</li> </ul>
D	<ul style="list-style-type: none"> <li>• Demonstrates a sophisticated understanding of the modes, character and elements of various reviewing styles, demonstrates the elements of description, analysis/interpretation and evaluation, an ability to undertake self-reflection and assessment and the incorporation of feedback from mentors and peers. Evidences participation with peers and lecturers and the use of appropriate research resources. Demonstrates good writing.</li> </ul>
C	<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of the modes, character and elements of various reviewing styles, demonstrates the elements of description, analysis/interpretation and evaluation, and an ability to undertake self-reflection and assessment. Evidences participation of peers and lecturers. Demonstrates good writing skills.</li> </ul>
P	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the modes, character and elements of various reviewing styles, demonstrates the elements of description, analysis/interpretation and evaluation, and some ability to undertake self-reflection and assessment. Demonstrates good writing and referencing skills.</li> </ul>
F	<ul style="list-style-type: none"> <li>• Demonstrates no understanding of the modes, character and elements of various reviewing styles, demonstrates none of the elements of description, analysis/interpretation and evaluation, and no ability to undertake self-reflection and assessment and the incorporation of feedback from mentors and peers.</li> </ul>

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

### **Assessment 3: Research Paper**

**Start date:**

**Length:** 2000

**Details:** This paper will demonstrate the students knowledge of the historical depth and disciplinary diversity of writing on the arts. The essay questions will be based on the lecture series content. The

essay questions will allow for focused research within the the breadth of this content.A final assessment will be provided marking the essay against a grid listing the assessment criteria.

**Additional details:**

**Criteria for assessment:**

mark	criteria
HD	<ul style="list-style-type: none"> <li>• Demonstrates a highly sophisticated understanding of the modes, character and elements of various reviewing styles, and showcases the knowledges acquired during the course. Evidences strong ability to critically assess examples of arts journalism against examples of best practice and innovation. Demonstrates the use of appropriate research resources. Very well written and referenced.</li> </ul>
D	<ul style="list-style-type: none"> <li>• Demonstrates a sophisticated understanding of the modes, character and elements of various reviewing styles, and showcases the knowledges acquired during the course. Evidences the ability to critically assess examples of arts journalism against examples of best practice and innovation. Demonstrates the use of appropriate research resources. Well written and referenced.</li> </ul>
C	<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the modes, character and elements of various reviewing styles, and showcases the knowledges acquired during the course. Evidences some ability to critically assess examples of arts journalism against examples of best practice and innovation. Demonstrates the use of appropriate research resources. Well written and referenced.</li> </ul>
P	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the modes, character and elements of various reviewing styles, and showcases the knowledges acquired during the course. Evidences some ability to critically assess examples of arts journalism against examples of best practice and innovation. Demonstrates the use of appropriate research resources.</li> </ul>
F	<ul style="list-style-type: none"> <li>• Demonstrates no understanding of the modes, character and elements of various reviewing styles, and draws on none of the knowledges acquired during the course. Evidences no ability to critically assess examples of arts journalism against examples of best practice and innovation.</li> </ul>

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

## Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

## 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.

## Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

### ***Task with a non-percentage mark***

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore  $17 - [25 (0.05 \times 3)] = 13.25$

### ***Task with a percentage mark***

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore  $68 - 15 = 53$

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

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

## Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- \* Prevent you from completing a course requirement,
- \* Keep you from attending an assessable activity,
- \* Stop you submitting assessable work for a course,
- \* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

## 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>)

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 23 July - 29 July	Lecture	Lecturer: Erin Brannigan Introduction
Week 2: 30 July - 5 August	Lecture	Lecturer: Erin Brannigan Finding the right language - Descriptive Reviewing V Post-Descriptive Reviewing
	Seminar	Descriptive writing tasks
Week 3: 6 August - 12 August	Lecture	Lecturer: Erin Brannigan The Crisis of Interpretation
	Seminar	The state of play regarding reviewing in your sector. In-class assessment #1
Week 4: 13 August - 19 August	Lecture	Lecturer: Sacha Molitoritz Opinion writing
	Seminar	Practice writing an Opinion Piece
Week 5: 20 August - 26 August	Lecture	Lecturer: Sacha Molitoritz
	Seminar	<b>In-class Assessment #2</b> <b>Review writing</b>
Week 6: 27 August - 2 September	Lecture	Lecturer: John Attridge Aesthetic Judgement
	Seminar	Review Analysis
Week 7: 3 September - 9 September	Lecture	Lecturer: John Attridge Reviewing Literary Texts
	Seminar	Review Analysis
Week 8: 10 September - 16 September	Lecture	Lecturer: Erin Brannigan Debate on the role of the critic in the digital age
	Seminar	Post-Descriptive Reviews
Week 9: 17 September - 23 September	Lecture	Lecturer: Erin Brannigan

		Criticism and Major Aesthetic Shifts
	Seminar	Your discipline and the role of the critic
Break: 24 September - 30 September	Reading	
Week 10: 1 October - 7 October	Lecture	Lecturer: Erin Brannigan Philosophies of Aesthetics
	Seminar	Historical moments of importance and the role of criticism
Week 11: 8 October - 14 October	Lecture	On the artist-critic
	Seminar	Writing for a peer
Week 12: 15 October - 21 October	Lecture	Lecturer: Erin Brannigan On the interview/preview
	Seminar	Preview Research
Week 13: 22 October - 28 October	Seminar	One-on-one portfolio consultation

## **Resources**

### **Prescribed Resources**

See Moodle

### **Recommended Resources**

**See Moodle**

### **Course Evaluation and Development**

This course will be reviewed across what will be a multi-disciplinary cohort using CATEI and a customised Course Experience Questionnaire. We will also have the benefit of a team of lecturers to contribute to the review.

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### **CRICOS**

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