GENY0003

Academic Skills Plus
Alice in Wonderland

Term Three // 2020
Course Overview

Staff Contact Details

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Website: https://student.unsw.edu.au/skills

Student Academic & Career Success (SACS) 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:
This online course will focus on improving essential academic skills related to succeeding at university and beyond. These skills include critical thinking, integrating evidence, finding your voice, referencing techniques as well as essay structures. We will apply these skills (and more) to the theme of ‘Alice in Wonderland’. Our main focus will be Lewis Carroll’s *Alice’s Adventures in Wonderland* and *Through the Looking Glass*, and we will also look at debates surrounding his work, 19th century England, the concept of childhood, and the function of fantasy. There is no prior knowledge required for this course and it is expected that your writing and thinking will improve as a result.

Course Learning Outcomes

At the completion of this course students should be able to:

1. Apply critical thinking and writing to academic research and essay writing (Level of thinking 3 apply) *Aligns with assessment 1,2,4*
2. Analyse and reflect on research artefacts, in essay writing and in class discussion (Level of thinking 4 analyse) *Aligns with assessment 2,3 and 5*
3. Apply referencing conventions to researched essays and presentations
4. Communicate using clear, cohesive and concise language and expression in written, oral and digital formats (Level of thinking 6 communication and design) *Aligns with assessment 3*

Recommended Readings:

*Reading at University: How to Improve your focus and be more critical* by J. Roberts & C. Hamilton

NB: Much of the course material is based on these two books. While they are not compulsory, having them will benefit your studies throughout the course.
Assessment schedule (to pass the course all assessments must be completed)

1. Essay 1 (15%) Due: Friday 23rd October 11:59pm submit through Turnitin
2. Essay 2 (30%) Due: Friday 27th November 11:59pm submit through Turnitin
3. Presentation (15%) post link in Moodle by Friday 29th November 11:59pm
4. Online Exam (30%) Week 10 in tutorial classes
5. Class participation (10%) ongoing throughout the course

Penalties for late assignments:
Each assignment is designed to help you with various aspects of communication at a tertiary level. Plenty of feedback will be given to help you to improve your skills. If you are having difficulties in meeting the due dates, please speak to the convenor or your tutor. As this is a credit bearing course, penalties for late work may apply. Up to 3% of the total mark can be subtracted each day the assignment is late, including weekends. For example, if you hand in the first essay five days late, then you can lose 15% of the total mark. If you feel that you are unable to complete the task by the due date, for whatever reason, please email your convenor or tutor to discuss.

Essay questions:
(NOTE: For each question focus you must focus on ‘Alice’s Adventures in Wonderland’ or ‘Through the Looking Glass’)

1. Is Alice a heroine or a villain?
2. To what extent is Alice a role-model for young women?
3. How do the Alice novels attempt to critique Victorian society; is this critique successful?
4. Why have the Alice novels remained so popular?
5. Is Wonderland a heaven or hell?
6. How do the Alice novels engage with 19th century ideas about childhood?
7. What is the “Carroll Myth” and why has it endured?
8. What is the function of fantasy in literature, film and/or other forms? You must include at least some discussion of the Alice novels in your essay.

NB: You can formulate your own question; however, you need to discuss it with your course convenor or your tutor.
Essay 1 (1000 words)

Percentage of Overall Mark: 15%

Due: 23rd October 2020

Length: 1000 words (excluding reference list)

In your essay, answer one of the above questions. Please use the Harvard Referencing System.

At least five academic-quality sources must be used in your response. At least one of these must come from the course readings. Blogs, Wikipedia, news articles, etc, do not count towards the four sources; although you can use these (with caution).

The following are the criteria used to mark Essay 1:

- Structural diagram: Thesis and main points. (3 marks)
- Introduction: Orientation, thesis, outline. (20 marks)
- Body: General logic (relationship between paragraphs), structure of paragraphs (topic sentences, elaboration, concluding sentences). (25 marks)
- Conclusion: Summary, thesis restated. (12 marks)
- Is the question answered: Is there a sustained and convincing engagement with the question? (10 marks)
- Research: Are there a sufficient number of sources, are the sources well integrated, is knowledge and understanding of the subject demonstrated, is a referencing system followed? (10 marks)
- Critical thinking: Is the student’s voice strong? Are the arguments nuanced? Does the response engage with the ideas of others in a thoughtful manner? Etcetera. (10 marks)
- Expression: Grammar, level of formality, clarity, etc. (7 marks)
- Presentation: Line spacing, font size, page numbers, etc. (3 marks)

Total = 100 marks
Essay 2 (1500 words)
Percentage of Overall Mark: 30%
Due: 27th November 2020
Length: 1500 words (excluding reference list)

You may respond to the same question as your first essay, making use of the feedback you have received to improve the essay (NB: you don’t need to worry about self-plagiarism). Alternatively, you can produce an entirely new essay. Please use the Harvard Referencing system. At least seven academic-quality sources must be used in your response. At least two of these must come from the course readings. Blogs, Wikipedia, news articles, etc, do not count towards the four sources; although you can use these (with caution!).

The following the criteria are slightly different from Essay 1 and will be used to mark Essay 2:

- Structural (tree) diagram: Thesis and main points. (3 marks)
- Introduction: Orientation, thesis, outline. (10 marks)
- Body: General logic (relationship between paragraphs), structure of paragraphs (topic sentences, logic, transitions, etcetera). (20 marks)
- Conclusion: Summary, thesis restated. (5 marks)
- Is the question answered: Is there a sustained and convincing engagement with the question? (20 marks)
- Research: Are there a sufficient number of sources? are the sources well integrated and engaged with? Is understanding of the topic demonstrated? (15 marks)
- Referencing: Is a referencing system adhered to (in-text citations / footnotes and reference list / bibliography)? (5 marks)
- Critical thinking: Is the student’s voice strong? Are the arguments nuanced? Does the response engage with the ideas of others in a thoughtful manner? Etcetera. (12 marks)
- Expression: Grammar, level of formality, clarity, etc. (7 marks)
- Presentation: Line spacing (1.5), font size (11 or 12), page numbers, margins (not too narrow) etc. (3 marks)

Total = 100 marks
**Presentation**

Your task is to film yourself and upload your presentation. Your presentation should go for 5 minutes (or 7 minutes if you include videos/examples – the examples should be no more than 2 minutes). Here is your topic:

Select a piece of art, culture or something else that involves an appropriation of *Alice’s Adventures in Wonderland* or *Through the Looking Glass*. Explain the nature of the appropriation and whether you think it is successful (i.e. explore the complexity of the appropriation). Be creative and critical - talk about what interests you. Have fun. The expectations of a presentation will be discussed in class. The main goal is not to read out a written document.

**Steps to follow:**

1) Film your presentation (use your phone/tablet/webcam etc). You can film yourself and upload a full video, do a screencast (with your face), or, if you are feeling creative, you can use a program such as Adobe premiere to make a slicker presentation. While slick videos are fine, it is not the main focus when allocating marks.

2) Upload your video to YouTube. Set privacy setting to ‘Unlisted’ (See Instructions on Moodle)

3) Post the link to your presentation in the Moodle presentation Forum.

4) Make comments on each others’ videos.

The following are the criteria used to mark your presentation:

- **Opening/Introduction:** In your opening/introduction you should introduce yourself and the piece of art, culture or society you will analyse. Provide a general assessment about whether the appropriation is successful. Provide a brief outline of the content. (15 marks)

- **Quality of description:** Is the nature of the appropriation clear? (10 marks)

- **Quality of analysis:** Are the complexities of the appropriation explored and evaluated? (Consider drawing on academic sources). (15 marks)

- **Clarity of structure:** It should always be clear where you have just been in your presentation, where you are, and where you are going. (20 marks)

- **Conclusion:** Summarise what you have said and don’t introduce any new information. (10 marks)
Performance: Think about: pace, volume, eye contact, body language, etcetera. Please do not just read out a written document! Don’t stick too much text on your power point slides. Be conversational, but appropriate. Believe in what you are saying. (30 marks)

Exam
The exam will be made available on Moodle in Week 10 and you will have 24 hours to complete it. It is recommended you try to complete the Exam in 2hrs, though if you wish to spend more time, you are free to do so. Keep in mind you will not be awarded for longer answers. As a general guideline, try to keep your answers within the space available. **Its focus will be on the academic skills component of the course, not the Alice content.** The exam will consist of 10 multiple choice questions, 4 short answer questions, 1 referencing question and 2 introduction/paragraph analysis questions.

Class participation
Class participation is based on a number of factors including: your willingness to discuss and share ideas in class, your ability to respond to questions and feedback, as well as your overall attendance throughout the term. **You can gain participation marks by talking in class and by making thoughtful online comments on the Microsoft Teams channel, and by making thoughtful blog posts.**

Help with assignments
UNSW provides a number of avenues for academic support. Your first step is to ask your tutor or convenor. You can also visit us at The Learning & Career Hub which offers both generic workshops in academic skills, and individual consultations. You can book appointments here: [https://student.unsw.edu.au/skills](https://student.unsw.edu.au/skills)

Attendance
This course adopts the regular university rule that you must attend at least 80% of classes. **This includes lectures.** Please contact your tutor or the course convenor if you are not able to attend a class. It is expected you will attend your online classes as well as participate in the related activities.
### Plagiarism
UNSW defines plagiarism as using words or ideas of others and passing them off as one's own, or republishing one's own previously submitted work and presenting it as new findings or work without referencing the earlier work. This practice undermines academic and research integrity and is not tolerated at the University.

#### Types of Plagiarism:

<table>
<thead>
<tr>
<th><strong>Copying:</strong> Using the same or very similar text or idea to the original text or idea without appropriately acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment, without appropriate acknowledgement. This can also include combining cited and non-cited (copied) passages.</th>
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<tr>
<td><strong>Inappropriate paraphrasing:</strong> Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original 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.</td>
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<td><strong>Collusion:</strong> Presenting work as independent work when it has been prepared in whole or part in through unauthorised collaboration with other people. This includes students providing their submitted work to another student for the purpose of them plagiarising, stealing or acquiring another person’s academic work and copying it, offering to complete another person’s work or seeking or receiving payment for completing academic work. This should not be confused with academic collaboration.</td>
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<td><strong>Contract cheating:</strong> Contract cheating is also known as engaging in ‘ghost-writing’. It is a form of collusion. When a student or researcher engages another person to complete work for them and then submits the work as their own. This includes circumstances where a student or researcher submits work they may have edited which was substantially the work of another person, or where a student or researcher prepares a draft that is substantially modified by another (beyond minor editing).</td>
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<td><strong>Inappropriate citation:</strong> Citing sources which have not been read, not acknowledging the 'secondary' source from which knowledge of them has been obtained. This may include fabricating citations, or inaccurately citing sources which goes beyond typographical errors.</td>
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<td><strong>Self-plagiarism:</strong> An author republishing their own previously submitted work and presenting it as new findings or work without referencing the earlier work, either in its entirety or partially. Self-plagiarism is also referred to as 'recycling', 'duplication', or 'multiple submissions of research findings' without disclosure. In the student or researcher context, self-plagiarism includes re-using parts, or all of a body of work that has already been submitted for assessment without proper citation. Where a student is repeating a course, they should seek permission from the course coordinator before re-submitting, in whole or part, the same piece of assessment.</td>
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For more information see: [https://student.unsw.edu.au/plagiarism](https://student.unsw.edu.au/plagiarism)
**Special consideration**

On some occasions, sickness, misadventure, or other circumstances beyond your control may prevent you from completing a course requirement, such as handing in a piece of written work by the due date, or sitting the formal end of session examination. It is also possible that such situations may significantly affect your performance in an assessable task. UNSW has procedures that allow you to apply for an extension or for special consideration for the affected assessments. Depending on the circumstances, the University may take action to allow you to overcome the disadvantage; eg: giving you an extension on an assignment or allowing you to complete a different assessment task. As far as is possible, you should try and keep your lecturer informed of the circumstances that are having an adverse effect on your studies. The University also offers Counseling Services and assistance for students with an ongoing disability.

You can apply for Special Consideration through the following page:

[www.student.unsw.edu.au/special-consideration](http://www.student.unsw.edu.au/special-consideration)

**Student support services**

There are a number of student services on campus dedicated to supporting the student experience. These services include: The Learning & Career Hub (SACS), New Student Support, International Student Experience Unit, Financial Assistance, Wellbeing, Health & Safety, Peer Support Program, Nura Gili, Equitable Learning Services, the Nucleus and the Library.
## GENY0003 Timetable: Term 3, 2020

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<tr>
<th>Date</th>
<th>Type</th>
<th>Content</th>
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<tr>
<td>Week 1: 14&lt;sup&gt;th&lt;/sup&gt; September – 18&lt;sup&gt;th&lt;/sup&gt; September</td>
<td>Lecture</td>
<td>Introduction to 'Alice' and 19&lt;sup&gt;th&lt;/sup&gt; century Victorian England</td>
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<td></td>
<td>Tutorial</td>
<td>The Philosophy of University</td>
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<td><strong>NB: Detailed instructions for each week’s tutorial and lecture can be found on Moodle. You must consult Moodle regularly for updates and reading material.</strong></td>
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<tr>
<td>Week 2: 21&lt;sup&gt;st&lt;/sup&gt; September – 25&lt;sup&gt;th&lt;/sup&gt; September</td>
<td>Lecture</td>
<td>Reading <em>Alice’s Adventures in Wonderland</em> and <em>Through the Looking Glass.</em></td>
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<td></td>
<td>Tutorial</td>
<td>The Research Process</td>
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<td>Week 3: 28&lt;sup&gt;th&lt;/sup&gt; September – 2&lt;sup&gt;nd&lt;/sup&gt; October</td>
<td>Lecture</td>
<td>Interpretations of the <em>Alice</em> novels</td>
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<td>Tutorial</td>
<td>Writing Introductions</td>
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<td>Week 4: 6&lt;sup&gt;th&lt;/sup&gt; October – 9&lt;sup&gt;th&lt;/sup&gt; October</td>
<td>Lecture</td>
<td>Exploring the Carroll Myth</td>
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<td>Tutorial</td>
<td>Writing body paragraphs</td>
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<td>Week 5: 12&lt;sup&gt;th&lt;/sup&gt; October – 16&lt;sup&gt;th&lt;/sup&gt; October</td>
<td>Lecture</td>
<td>Poetry in the <em>Alice</em> novels</td>
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<td>Tutorial</td>
<td>Writing Conclusions</td>
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<td>Week 6: 19&lt;sup&gt;th&lt;/sup&gt; October – 23&lt;sup&gt;rd&lt;/sup&gt; October</td>
<td>Lecture</td>
<td>NO LECTURE (Break week)</td>
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<td>Tutorial</td>
<td>NO CLASSES (Break week)</td>
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<td>Week 7: 26&lt;sup&gt;th&lt;/sup&gt; October – 30&lt;sup&gt;th&lt;/sup&gt; October</td>
<td>Lecture</td>
<td>Childhood and Romanticism in 19&lt;sup&gt;th&lt;/sup&gt; century England</td>
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<td>Tutorial</td>
<td>Integrating Evidence</td>
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<td>Week 8: 2&lt;sup&gt;nd&lt;/sup&gt; November – 6&lt;sup&gt;th&lt;/sup&gt; November</td>
<td>Lecture</td>
<td>Fantasy and Escapism</td>
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<td>Tutorial</td>
<td>Critical Thinking</td>
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<td>Week 9: 9&lt;sup&gt;th&lt;/sup&gt; November – 13&lt;sup&gt;th&lt;/sup&gt; November</td>
<td>Lecture</td>
<td>Hayao Miyazaki’s <em>Spirited Away</em></td>
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<td></td>
<td>Tutorial</td>
<td>Grammar and Expression</td>
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<tr>
<td>Week 10: 16&lt;sup&gt;th&lt;/sup&gt; November – 20&lt;sup&gt;th&lt;/sup&gt; November</td>
<td>Lecture</td>
<td>Academic Skills Recap</td>
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<td></td>
<td>Tutorial</td>
<td>EXAM</td>
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