GENY0003

Academic Skills Plus
Alice in Wonderland

Term Three // 2022
Course Overview

Staff Contact Details

Convenors
Dr James Bedford
Location: John Goodsell Building, Lower Ground.
Email: james.bedford@unsw.edu.au

Dr Dominic Fitzsimmons
Location: John Goodsell Building, Lower Ground.
Email: d.fitzsimmons@unsw.edu.au

Tutors
William Scates Frances
Location: John Goodsell Building, Lower Ground.
Email: w.scates_frances@unsw.edu.au

Academic Skills
Location: John Goodsell Building, Lower Ground.
Phone: (02) 9385 2060
Website: https://student.unsw.edu.au/skills

Academic Skills 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 course is aimed at improving high-level academic skills related to succeeding at university and beyond. The program provides students with an overview of academic culture to enhance their academic literacy and self-efficacy. The skills developed in the course include critical thinking, written and verbal communication, referencing techniques, argumentation, essay writing, as well as reflective writing. Students will apply these skills to the theme of ‘Alice in Wonderland’ and our focus will be Lewis Carroll’s *Alice’s Adventures in Wonderland* and *Through the Looking Glass*. We will look at debates surrounding Carroll’s work, 19th century England, the concept of childhood, and the function of fantasy and escapism in literature. There is no prior knowledge required for this course and it is expected that your writing, critical thinking and autonomy as a learner will improve as a result.

Course Learning Outcomes

After successfully completing this course, you should be able to:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Level of Thinking</th>
<th>Aligns with Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply critical thinking and academic research to essay writing and presentations.</td>
<td>Level 3 Apply</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>2. Analyse and reflect on the construction, accuracy, and reliability of academic sources</td>
<td>Level 4 Analyse</td>
<td>1,2,4</td>
</tr>
<tr>
<td>3. Apply referencing conventions to researched essays and presentations.</td>
<td>Level 3 Apply</td>
<td>1,2,3</td>
</tr>
<tr>
<td>4. Create effective written and spoken texts using clear and concise language.</td>
<td>Level 6 Create</td>
<td>1,2,3,4</td>
</tr>
</tbody>
</table>
Recommended Reading:


*Level Up Your Essays* by Inger Mewburn, Katherine Firth and Shaun Lehmann (2021)

Assessment schedule (to pass the course all assessments must be completed)

1. Essay 1 (15%) Due: Fri 28th Oct 11:59pm submit through Turnitin (1,2,3,4)
2. Essay 2 (30%) Due: Fri 25th Nov 11:59pm submit through Turnitin (1,2,3,4)
3. Escape Room - Presentation (20%) Due: Wed 16th Nov in tutorial classes (1,3,4)
4. Escape Room - Reflection (25%) Due: Mon 21st Nov 11:59pm (4)
5. Class participation (10%) ongoing throughout the course

Penalties for late assignments:
If you are having difficulties in meeting any due dates, please speak to the convenor or your tutor. As this is a credit bearing course, UNSW policy requires penalties for late work. Up to 3% of the total mark can be subtracted each day an 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. We are always happy to discuss options.

Essay questions:

**NB:** For each question you must focus on the novel ‘Alice’s Adventures in Wonderland’ and/or ‘Through the Looking Glass’. You must use both academic sources and evidence from the text to support your answers. When choosing an essay topic, pick something that interests you or, perhaps, you feel drawn to. There are no ‘trick’ questions, and no question is necessarily the ‘best’ to choose from. Pick a topic that captures your attention.

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 reference the Alice novels in your discussion
**Assessment 1: Essay 1**

**Percentage of Overall Mark:** 15%

**Due:** 28th October 2022

**Length:** 1000 words (excluding reference list)

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

**At least four academic-quality sources must be used in your response.** 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 or Tree 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**
Assessment 2: Essay 2

Percentage of Overall Mark: 30%

Due: Friday 25th November 2021

Length: 1500 words (excluding reference list)

Details:
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. Blogs, Wikipedia, news articles, etc, do not count towards the seven sources; although you can use these (with caution).

The following criteria will be used to mark your Essay 2:

- Structural or 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 of main points, 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? (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 Marks = 100
**Assessment 3: Escape Room (Presentation)**

**Percentage of Overall Mark:** 20%

**Due:** Wed 16th November (in class tutorials)

**Length:** 15 min (10 min of presentation + 5 minutes of Q&A)

**Details:**

In groups of 3-4 you will have 10 min (+5 of Q&A) to pitch an idea for a digital, physical (OR) hybrid ‘escape room’. Your escape room will be Alice-themed and should incorporate accurate references to *Alice’s Adventures in Wonderland, Through the Looking Glass* and/or the author Lewis Carroll (aka) Charles Dodgson. In your presentation your group should explain the inspiration for your idea, the narrative behind your escape room, as well as an overview of the clues you will use and how users will discover them. Each member of the group must speak for at least 2-3 min and you should stick to the allocated time of 10 min per presentation. **NB: You do not need to build or create your proposed rooms and will be assessed on the originality, creativity, and ingenuity of your idea, as well as the quality of your presentation.**

The following criteria will be used to mark your presentations:

- **Opening/Introduction:** opening/introduction should introduce yourself and your proposed escape room. Remember to include the title of your escape room as well as a general overview of the layout and structure. (15 marks)
- **Quality of description:** Is the escape room explained clearly and succinctly? (10 marks)
- **Quality of theme:** Does the escape room have an interesting or clever theme? Is the theme based on the Alice novels? (15 marks)
- **Clarity of structure:** Is it clear where you have just been in your presentation, where you are, and where you are going? (15 marks)
- **Conclusion:** Does the conclusion summarise what your group has said and avoid introducing any new information? (10 marks)
- **Performance:** pace, volume, eye contact, body language, and use of visuals. You will do poorly here if you read a script. Try to have a more conversational manner. (30 marks)
- **Bibliography:** Does the student include a list of sources to verify the information they have used? (5 marks)
Assessment 4: Escape Room (Reflection)

Percentage of Overall Mark: 25%

Due: Monday 21st November 11:59pm

Length: 800 words

Details:
Submit an 800 word Written Reflection that critically examines and reflects upon your learning experience of designing your proposed escape room. In your reflective statement you should aim to provide a summary of your escape room concept, as well as an evaluation of what you learnt in the process of creating and presenting your escape room. Some questions to consider are: What challenges did you and your group overcome? What thoughts/attitudes did you have towards the project to begin with, and did this change or stay relatively the same? Did you discover anything about yourself while working with a group? What would you change or perhaps do differently in the future? What were you most proud of and why?

In your reflection, you try to draw upon academic skills developed in the course and demonstrate how these skills helped you in the process of designing and presenting your proposed escape room. What skills did you apply? What were the most useful to you? If you wish to cite academic sources please include a Harvard style bibliography.

The following criteria will be used to mark your written reflection:

- Does the student critically reflect and evaluate their experiences?
- Have they gone beyond mere summary and description?
- Is there an introduction that addresses the main points?
- Are paragraph structures adhered to and utilised?
- Does the student provide a conclusion that summarises main points?
- Has the student demonstrated an understanding of key concepts from the course?
**Class participation 10%**

UNSW policy is that students must attend 80% of the scheduled class hours for their course in order to achieve satisfactory academic progress. Class participation in this program 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, your overall attendance throughout the term, your participation in blog posts (Moodle) and post lecture activities (Microsoft Teams) as well as your contribution to lecture material. In short, there are three ways to gain participation marks:

1. Attending tutorials, asking questions, and making useful comments in class.
2. Making thoughtful weekly blog posts in Moodle.
3. Watching lectures and participating in post lecture discussion via Microsoft Teams.

**NB:** There are two types of post lecture activities. Those posted on Microsoft Teams, and those posted on Moodle. These activities are different and will include different questions for you to complete and discuss.

**Help with assignments**

UNSW provides a number of avenues for academic support. Your first step is to ask your tutor or convenor for questions relating to the course and assessment items. You can also visit us at Academic Skills which offers both workshops, as well as 1:1 consultations. You can book appointments here: [https://student.unsw.edu.au/skills](https://student.unsw.edu.au/skills)

**Attendance**

According to UNSW policy, all students must attend at least 80% of the scheduled class hours for their course in order to achieve satisfactory academic progress. Failure to achieve satisfactory attendance may result in cancellation of enrolment. If you are absent due to a medical reason, a valid medical certificate should be provided to explain the absence. Please contact your tutor or convenor if you cannot make a class to discuss your options.
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:

| **Copying** | 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. |
| **Inappropriate paraphrasing** | 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. |
| **Collusion** | 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. |
| **Contract cheating** | 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). |
| **Inappropriate citation** | 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. |
| **Self-plagiarism** | 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. |

For more information see: [https://student.unsw.edu.au/plagiarism](https://student.unsw.edu.au/plagiarism)
**Special consideration**

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. Please let your tutor or lecturer know if you need special consideration. 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: Academic Skills, Careers, 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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1:</td>
<td>Lecture</td>
<td>Introduction to ‘Alice’ and 19th century Victorian England</td>
</tr>
<tr>
<td>12th September – 16th</td>
<td>Tutorial</td>
<td>The Philosophy of University</td>
</tr>
<tr>
<td>September</td>
<td></td>
<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>
</tr>
<tr>
<td>Week 2:</td>
<td>Lecture</td>
<td>Reading Alice’s Adventures in Wonderland and Through the Looking Glass.</td>
</tr>
<tr>
<td>19th September – 28th</td>
<td>Tutorial</td>
<td>The Research Process</td>
</tr>
<tr>
<td>September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3:</td>
<td>Lecture</td>
<td>Interpretations of the Alice novels</td>
</tr>
<tr>
<td>26th September – 30t</td>
<td>Tutorial</td>
<td>Writing Introductions</td>
</tr>
<tr>
<td>October</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4:</td>
<td>Lecture</td>
<td>Exploring the Carroll Myth</td>
</tr>
<tr>
<td>4th October – 7th</td>
<td>Tutorial</td>
<td>Writing body paragraphs</td>
</tr>
<tr>
<td>October</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5:</td>
<td>Lecture</td>
<td>Poetry in the Alice novels</td>
</tr>
<tr>
<td>10th October – 14th</td>
<td>Tutorial</td>
<td>Writing Conclusions + analysing a student essay</td>
</tr>
<tr>
<td>October</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6: (FLEXI WEEK)</td>
<td>Lecture</td>
<td>NO LECTURE (Flexi week)</td>
</tr>
<tr>
<td>17th October – 21nd</td>
<td>Tutorial</td>
<td>NO CLASSES (Flexi week)</td>
</tr>
<tr>
<td>October</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7:</td>
<td>Lecture</td>
<td>Childhood and Romanticism in 19th century England</td>
</tr>
<tr>
<td>24th October – 28th</td>
<td>Tutorial</td>
<td>Integrating Evidence</td>
</tr>
<tr>
<td>October</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8:</td>
<td>Lecture</td>
<td>Fantasy and Escapism</td>
</tr>
<tr>
<td>31st November – 5th</td>
<td>Tutorial</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>November</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9:</td>
<td>Lecture</td>
<td>Hayao Miyazaki’s Spirited Away</td>
</tr>
<tr>
<td>7th November – 11th</td>
<td>Tutorial</td>
<td>Reflective Writing</td>
</tr>
<tr>
<td>November</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10:</td>
<td>Lecture</td>
<td>Academic Skills Recap/TRIVIA QUIZ</td>
</tr>
<tr>
<td>14th November – 18th</td>
<td>Tutorial</td>
<td>Presentations</td>
</tr>
<tr>
<td>November</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>