



ARTS2126

Reviewing the Arts

Term Two // 2019

Course Overview

Staff Contact Details

Convenors

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

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*

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.

Course Learning Outcomes

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The teaching strategies include the delivery of critical and historical content via a lectures series, tutorials for practicing writing and examining written materials, and set tasks for engaging with case studies across a range of art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 mediatised capacities and challenges for arts writing.

Assessment

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%	18/07/2019 11:38 AM	1,2
Portfolio of Reviews	40%	01/08/2019 05:00 PM	1,2
Essay	40%	25/07/2019 05:00 PM	1,2,3

Assessment Details

Assessment 1: Workshop Activities

Start date: 20/06/2019 11:38 AM

Length: n/a

Details: 2-4 workshop activities will be designated as assessment tasks and will be modelled in class before assessment. Assessed by rubric.

Additional details:

In-class assessments will take place in tutorials in Weeks 3 and 7.

You will be assessed based on the following criteria.

criteria	Needs work	satisfactory	good	Very good	excellent
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.

Turnitin setting: This is not a Turnitin assignment

Assessment 2: Portfolio of Reviews

Start date: Not Applicable

Length: 2000 words

Details: 2000 words Feedback will be ongoing and assessed by rubric.

Additional details:

You will create a portfolio of reviews and other associated writing tasks (interviews, previews, creative writing tasks) undertaken during the workshop/seminars, lectures and as set homework. These will be workshopped in class time and feedback will be ongoing via both lecturers and peers. You will choose 2-6 samples of your writing equalling around 2000w in total, including pieces of varying lengths and modes. These will be submitted for assessment.

Please include primarily arts related writing with one other type eg. Unrelated opinion piece, creative writing or Instagram review (300w equivalent). 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 and describe the task used above each piece submitted.

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">• 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.
D	<ul style="list-style-type: none"> • 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.
C	<ul style="list-style-type: none"> • 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.
P	<ul style="list-style-type: none"> • 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.
F	<ul style="list-style-type: none"> • 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.

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

Assessment 3: Essay

Start date:

Length: 2000w

Details: 2000 words. Assessed by rubric.

Additional details:

Assessment Description: This paper will demonstrate the students' knowledge of the historical depth and disciplinary diversity of writing on the arts. The essay questions will be distributed Week 5 and will be based on the lecture series content. The essay questions will allow for focused research within the breadth of this content.

A final assessment will be provided marking the essay against a grid listing the assessment criteria.

Criteria for assessment:

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mark	criteria
HD	<ul style="list-style-type: none"> • 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.
D	<ul style="list-style-type: none"> • 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.
C	<ul style="list-style-type: none"> • 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.
P	<ul style="list-style-type: none"> • 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.
F	<ul style="list-style-type: none"> • 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.

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

Attendance Requirements

Attendance of Lectures and Tutorials is mandatory in this course. Unexcused absence from more than 20% will result in the award a fail grade. In lectures and tutorials you will actively engage with core course content that will enable you to demonstrate attainment of the course learning outcomes. You will also undertake writing exercises that can be included in your portfolio, and there are in-class assessments in weeks 3 and 7. This means that the workload outside class-time is reduced.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 3 June - 7 June	Lecture	Lecturer: Erin Brannigan Introduction: Contexts and connoisseurship Between description, interpretation/analysis and evaluation. Overview of assessments.
	Seminar	Descriptive writing tasks.
Week 2: 10 June - 14 June	Lecture	Lecturer: Erin Brannigan Approaching your subject; finding the language for works of art, music, performance, film and literature in the age of 'post-descriptive' criticism. The documentation function of reviewing. Case study: Dance.
	Seminar	Review of writing done in lecture. Working into discipline/interest specific groups and set task for next seminar
Week 3: 17 June - 21 June	Lecture	Lecturer: Erin Brannigan Review of texts on the online forum for reviewing. Class debate on the role of the critic in the digital era. Preparation for workshop assessment.
	Seminar	Workshop assessment 1: what are your habits regarding accessing and using reviews to make decisions about what you see and do? Working in groups, present a rationale for 'why' one particular user habit is prevalent and 'what' its broadest effects are. You will be assessed as a group.
Week 4: 24 June - 28 June	Lecture	Guest Lecturer - Sacha Molitoritz: The two imperatives of reviewing: be substantial; be entertaining. Reviewing is a form of opinion writing, so what makes a good piece of opinion writing? Why opinion pieces and reviews are proliferating.

		A checklist of prescriptions for good opinion writing, with some examples. Applying the prescriptions for good opinion writing. Write a short (150 word) opinion pieces on an arts issue. eg, why lockout laws are crap/great.
	Seminar	Break into groups of two/three and compare each other's work. Discuss as a class.
Week 5: 1 July - 5 July	Lecture	Lecturer: Erin Brannigan Criticism and major aesthetics shifts; Case Study: Michael Fried, Robert Morris and Minimalism. The artist as self-commentator. What are the major cultural and aesthetic shifts occurring in your field? What is the role of the 'commentator' or critic in this instance?
	Seminar	Sharing writing and workshopping in pairs. Distribution of essay questions.
Week 6: 8 July - 12 July	Lecture	Guest Lecturer (1.5hrs): How criticism has changed over time. Aesthetic judgement, now and then. (Erin 1.5hrs) Revision of prescriptives for good writing and trial for workshop assessment.
	Seminar	Working in pairs on the same example, write a crap review and a good review of a contemporary work of art in your media (music, dance, theatre, art) that can be accessed online. Then write a critique of each other's. Submit your reviews and your critique of your partner's writing for assessment at the end of the class.
Week 7: 15 July - 19 July	Lecture	Guest Lecturer(1.5hrs): Reviewing literary texts: from Woolf to Wood and beyond. (Erin 1.5hr) Reading analysis: What are the claims of the piece of writing, implicitly or explicitly? What strategies and techniques does it use to do this? Workshop for next week's assessment.
	Seminar	Workshop Assessment 2: Reading analysis: What are the claims of the piece of writing, implicitly or explicitly? What strategies and techniques does it use to do this?
Week 8: 22 July - 26 July	Lecture	Philosophies of aesthetics; Case Study: Gilles Deleuze on Francis Bacon. On the catalogue essay. Writing Task: Starting with a revolutionary, canonical work of art from your discipline, and working in your discipline groups, think through the fundamentals of that discipline and how the example handles/reimagines those fundamentals. This will revisit questions of connoisseurship, skills in descriptive writing, and a focus on composition.

	Seminar	Review of writing from workshop in lecture.
Week 9: 29 July - 2 August	Lecture	On the interview/preview. Writing Task: Choose an upcoming performance/release, and working in pairs, undertake research to support an interview/preview piece on the artist and the chosen work.
	Seminar	Present interview/preview research in point form to the class. Course evaluation.
Week 10: 5 August - 9 August	Lecture	Lecturer: Erin Brannigan Debate on the role of the critic in the digital age
	Seminar	Post-Descriptive Reviews
Week 11: 12 August - 16 August	Lecture	Lecturer: Erin Brannigan Criticism and Major Aesthetic Shifts
	Seminar	Your discipline and the role of the critic

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.

Submission of Assessment Tasks

Submission of Assessment Tasks

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 . 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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