

CMN266 Writing Poetry

School: School of Business and Creative Industries

2026 | Trimester 1

UniSC Sunshine Coast UniSC Moreton Bay	BLENDED LEARNING	Most of your course is on campus but you may be able to do some components of this course online.
Online	ONLINE	You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to unisc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course examines the poetic canon along with contemporary forms such as: song lyrics, rap, and beat/spoken word by analysing the thematic content, poetic techniques and styles of great poets. These investigations will serve as exemplars for the creation of your original and innovative poetry. In this way you will enrich your knowledge through both creative practice and critical reflection.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Interactive online learning activities.	1hr	Week 1	12 times
Tutorial/Workshop 1 – Scheduled face to face workshops.	2hrs	Week 1	12 times
ONLINE			
Learning materials – Interactive online learning activities.	1hr	Week 1	12 times
Tutorial/Workshop 1 – Scheduled online workshops (Recorded).	2hrs	Week 1	12 times

1.3. Course Topics

Course Content:

1. Narrative Poetry
2. Dramatic Poetry
3. Lyric Poetry
4. Satirical Poetry
5. Pastoral Poetry
6. Elegiac Poetry
7. Ludic Poetry
8. Graphic Poetry
9. Spoken word/slam Poetry
10. Songwriting /Social Media

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Education for Sustainable Development Goals
1 Demonstrate knowledge of poetic styles across a variety of poetic forms	Knowledgeable	4.1.1
2 Create creative writing artefacts in alignment with publishing industry standards of professional presentation and communication	Empowered	
3 Create original poetic artefacts which respond to selected poetic exemplars and concepts in course content	Creative and critical thinker	17.3.1
4 Analyse and reflect upon creative writing practices in relation to selected poetic texts using scholarly conventions, critical thinking and the application of theory to practice	Creative and critical thinker	4.1.1
5 Demonstrate knowledge of the major developments and societal contexts in relation to poetic representations and practices	Creative and critical thinker	

* Competencies by Professional Body

CODE	COMPETENCY
EDUCATION FOR SUSTAINABLE DEVELOPMENT GOALS	
4.1.1	The learner understands the important role of education and lifelong learning opportunities for all (formal, non-formal and informal learning) as main drivers of sustainable development, for improving people's lives and in achieving the SDGs
17.3.1	The learner is able to become a change agent to realize the SDGs and to take on their role as an active, critical and global and sustainability citizen.

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

At the commencement of this course you are assumed to have foundational knowledge of and skills in diction, syntax and grammar.

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Students will receive feedback during workshop exercises starting week 2.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Journal	Individual	20%	1000 words	Throughout teaching period (refer to Format)	Online Assignment Submission with plagiarism check
All	2	Essay	Individual	40%	1500 words	Week 7	Online Assignment Submission with plagiarism check
All	3	Artefact - Creative	Individual	40%	1000 - 1500 words	Week 12	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Written analyses and creative responses to prescribed texts

GOAL:	This task requires you to demonstrate critical and creative thinking in relation to poetic exemplars studied/discussed in course content. This task is comprised of a weekly poetry journal drafted and explored in each tutorial that will provide you the opportunity to develop your skills and knowledge in critically analysing creative practice and in developing your own poetic style.																			
PRODUCT:	Journal																			
AUTHORSHIP STATEMENT:																				
FORMAT:	Weekly exercises completed in the workshops and submitted weekly for 10 weeks. This is an individual assessment task. Feedback will be received each week on these activities to prepare you for summative assessments Task 2 and 3. The outcome of this task should demonstrate the relationship between critical reading and creative practice.																			
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Demonstrating knowledge of appropriate techniques that inform poetic styles</td> <td>1</td> </tr> <tr> <td>2</td> <td>Demonstrating knowledge of how specific poetic devices impact the expression and aesthetic of exemplar artefacts.</td> <td>1</td> </tr> <tr> <td>3</td> <td>Creating artefacts in alignment with publishing industry standards of professional presentation and communication</td> <td>2</td> </tr> <tr> <td>4</td> <td>Creating original poetic artefacts which respond to selected poetic exemplars and concepts in course content</td> <td>3</td> </tr> <tr> <td>5</td> <td>Completion of weekly SOAR journals in tutorials</td> <td>1 3 4</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Demonstrating knowledge of appropriate techniques that inform poetic styles	1	2	Demonstrating knowledge of how specific poetic devices impact the expression and aesthetic of exemplar artefacts.	1	3	Creating artefacts in alignment with publishing industry standards of professional presentation and communication	2	4	Creating original poetic artefacts which respond to selected poetic exemplars and concepts in course content	3	5	Completion of weekly SOAR journals in tutorials	1 3 4	
No.		Learning Outcome assessed																		
1	Demonstrating knowledge of appropriate techniques that inform poetic styles	1																		
2	Demonstrating knowledge of how specific poetic devices impact the expression and aesthetic of exemplar artefacts.	1																		
3	Creating artefacts in alignment with publishing industry standards of professional presentation and communication	2																		
4	Creating original poetic artefacts which respond to selected poetic exemplars and concepts in course content	3																		
5	Completion of weekly SOAR journals in tutorials	1 3 4																		
GENERIC SKILLS:	Communication, Information literacy																			

All - Assessment Task 2: Critical Analysis

GOAL:	This task requires you to demonstrate critical thinking in relation to poetic exemplars studied/discussed in course content and your own poetic creations, and to explore the implications of this thinking when applied to the creative process. The outcome of this task should demonstrate the relationship between critical reading and creative practice.	
PRODUCT:	Essay	
AUTHORSHIP STATEMENT:		
FORMAT:	Select two poems you have written for this course and discuss the techniques used in your poetic practice and how you have applied the knowledge gained from the course reading exemplars and your poetic practice gained from lectures and workshops. In your discussion you must refer to at least two scholarly texts (theoretical and/or practice-based texts, such as journal articles and books) and critically reflect on how the selected technique of poetic practice has been applied successfully (or otherwise) within the two poems.	
CRITERIA:	No.	Learning Outcome assessed
	1	Analysing poetic texts by using narrative terminology and applying theory to practice 4
	2	Analysing poetic texts by using scholarly conventions of communication (style and structure) 4
	3	Analysing poetic texts by using textual references from two primary resources and at least two scholarly texts 4
	4	Demonstrating knowledge of major developments and societal contexts in relation to poetic representations and practices 5
GENERIC SKILLS:	Communication, Organisation, Information literacy	

All - Assessment Task 3: Poetic Artefact

GOAL:	This task requires you to compose and edit original poetic artefacts in alignment with publishing industry expectations and standards, as taught throughout the course.	
PRODUCT:	Artefact - Creative	
AUTHORSHIP STATEMENT:		
FORMAT:	Compose a 1200-1500 word poetic piece or collection of pieces styled/structured in accordance to the poetic forms, styles, and contexts discussed throughout the course and a short exegesis. Submit through Turnitin on Canvas.	
CRITERIA:	No.	Learning Outcome assessed
	1	Demonstrating knowledge of poetic practice through the construction of style, form and genre 1
	2	Demonstrating knowledge of poetic practice through the use of structure 1
	3	Demonstrating knowledge of poetic practice through the use of figurative language 1
	4	Creating artefacts in alignment with publishing industry standards of professional presentation and communication 2
	5	Creating original poetic artefacts which respond to selected poetic exemplars and concepts in course content 3
GENERIC SKILLS:	Communication, Organisation, Information literacy	

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

- Less than 15 minutes: No penalty
- From 15 minutes to 30 minutes: 20% penalty
- More than 30 minutes: 100% penalty

10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)