

# EGL201 Reality Bites: An Exploration of Non-Fiction

**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](http://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 introduces different genres within creative non-fiction writing, including: the tradition of the great essayists; travel writing; 'science' writing; sports writing; and memoir, biography and autobiography. Concepts such as verisimilitude, believability, and persuasion are explored, as are the lines between the real and the constructed. The course examines the key roles of objective research and subjective identity in the construction of writing.

### 1.2. How will this course be delivered?

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

### 1.3. Course Topics

This course explores various non-fiction genres:

personal essays,

science writing,

travel writing,

nature writing,

sports writing,

biography and memoir.

## 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 Explain, describe, question and analyse the conventions within a range of non-fiction genres as they relate to a range of issues such as class, ethnicity, gender, race, inequity and sustainable approaches to the environment.	Creative and critical thinker Sustainability-focussed	1.1.1, 4.2.4, 10.1.5, 10.2.4, 14.1.3
2 Organise textual analysis and consider textual elements in clear, concise, and accurate oral and written forms.	Ethical Engaged	
3 Collaborate with the work of others and work well in teams to support the collective learning of the group.	Empowered Engaged	5.2.1
4 Conduct literary research to locate and apply relevant literary criticism and theory.	Knowledgeable Sustainability-focussed	
5 Construct sophisticated and persuasive arguments that consider the ways creative non-fiction narratives speak to contemporary issues, including those situated in and intersecting with class, ethnicity, ethics, the environment and other aspects of storytelling related to our world.	Creative and critical thinker Ethical	1.2.3, 4.2.4, 4.3.2, 10.1.5, 17.1.4

\* Competencies by Professional Body

CODE	COMPETENCY
EDUCATION FOR SUSTAINABLE DEVELOPMENT GOALS	

CODE	COMPETENCY
1.1.1	The learner understands the concepts of extreme and relative poverty and is able to critically reflect on their underlying cultural and normative assumptions and practices.
1.2.3	The learner is able to show sensitivity to the issues of poverty as well as empathy and solidarity with poor people and those in vulnerable situations.
4.2.4	The learner is able to recognize the importance of their own skills for improving their life, in particular for employment and entrepreneurship.
4.3.2	The learner is able to promote gender equality in education.
5.2.1	The learner is able to recognize and question traditional perception of gender roles in a critical approach, while respecting cultural sensitivity
10.1.5	The learner understands ethical principles concerning equality and is aware of psychological processes that foster discriminative behaviour and decision making.
10.2.4	The learner becomes aware of inequalities in their surroundings as well as in the wider world and is able to recognize the problematic consequences.
14.1.3	The learner knows the basic premise of climate change and the role of the oceans in moderating our climate.
17.1.4	The learner recognizes the importance of cooperation on and access to science, technology and innovation, and knowledge sharing.

## 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)

We encourage English students to complete EGL120 before doing level 2 or 3 EGL courses, but it is not required.

### 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

In addition to the feedback provided in tutorial activities, a draft of first paragraph assessment will be reviewed by your tutor before submission. Your tutor will provide some feedback on first submission of task one when requested (see tutor for specific information on feedback times) before submission. The short response and multiple-choice responses assessment will be assessed in a timely manner to ensure you receive early feedback and opportunity to gauge your learning development. You are required to share drafts and seek tips from your tutor on task two oral presentation before submission.

### 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	Quiz/zes	Individual	25%	Approx. 2500 words (equivalence over the semester)	Week 11	Online Submission
All	2	Oral	Group	35%	5 minutes per participant plus 5 minutes for questions	Week 12	In Class
All	3	Essay	Individual	40%	1500 words (including quotations and references)	Week 12	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Close reading and English expression quizzes and short answer questions

<b>GOAL:</b>	This assessment is designed for you to explore and test your understanding of the texts, close reading analytical approaches and academic writing conventions.														
<b>PRODUCT:</b>	Quiz/zes														
<b>AUTHORSHIP STATEMENT:</b>															
<b>FORMAT:</b>	You will submit responses to a series of multiple choice questions and two short answer prompts in response to questions concerning the prescribed texts and what constitutes formal English Literary analysis (essay structure, expression, discourse, punctuation). The quizzes and paragraphs will be accessed and submitted via Canvas. The paragraphs should be developed in and submitted through CADMUS.														
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Organise textual analysis in clear, concise, and accurate written forms.</td> <td>2 5</td> </tr> <tr> <td>2</td> <td>Construct sophisticated and persuasive arguments.</td> <td>1 4 5</td> </tr> <tr> <td>3</td> <td>Integrate feedback into your writing and learning process.</td> <td>1 3</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Organise textual analysis in clear, concise, and accurate written forms.	2 5	2	Construct sophisticated and persuasive arguments.	1 4 5	3	Integrate feedback into your writing and learning process.	1 3		
No.		Learning Outcome assessed													
1	Organise textual analysis in clear, concise, and accurate written forms.	2 5													
2	Construct sophisticated and persuasive arguments.	1 4 5													
3	Integrate feedback into your writing and learning process.	1 3													
<b>GENERIC SKILLS:</b>	Problem solving, Organisation, Information literacy														

## All - Assessment Task 2: Group Oral and Tutorial Engagement

<b>GOAL:</b>	This task is designed to test textual analysis skills in performative forms through collaborative team work and learning. It will also give you opportunity to trial ideas to advance learning in collaborative settings.																			
<b>PRODUCT:</b>	Oral																			
<b>AUTHORSHIP STATEMENT:</b>																				
<b>FORMAT:</b>	<p>Weeks 5-12 Group. Academic format. Engaging oral presentation that simulates industry/professional scenarios.</p> <p>(5 minute per person in the group presentation) can be delivered live in class or submitted as pre-recorded video See Canvas for specific questions and text topic options.</p> <p>In groups of two or three, you will present a creative and engaging group oral presentation. This may be presented live or via pre-recorded video.</p> <p>Groups will be formed in your first tutorial. Your oral presentation will introduce the class to one of the text studied and its relationship to its genre.</p> <p>Do not use Powerpoint style presentation. Use a dramatic ruse. Present live in workshops OR in pre-recorded presentation showing the faces of presenters. Do not use AI to assist research or writing.</p> <p>Before the presentation ALL students must submit their script and formally referenced works cited list into CANVAS. They must all submit the same document into their own assessment area. This is worth 25 marks.</p> <p>Part B is engagement with workshop activities and is worth 10 marks. This includes responding to others' presentations and engagement in workshop activities through prepared reading journal and responses to module questions. To ensure academic integrity ensure you are present in workshops (camera on if online). If you miss workshops you can submit a reading journal for those missed weeks in week 14.</p>																			
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Explain, describe, question and analyse the conventions within a non-fiction genre.</td> <td>1 2</td> </tr> <tr> <td>2</td> <td>Collaborate with the work of others and work well in teams to support the collective learning of the group.</td> <td>3</td> </tr> <tr> <td>3</td> <td>Conduct literary research. Locating and applying relevant literary criticism and theory.</td> <td>4</td> </tr> <tr> <td>4</td> <td>Organise textual analysis in clear, concise, and accurate oral forms.</td> <td>4 5</td> </tr> <tr> <td>5</td> <td>Respond to feedback from tutor</td> <td>2 3</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Explain, describe, question and analyse the conventions within a non-fiction genre.	1 2	2	Collaborate with the work of others and work well in teams to support the collective learning of the group.	3	3	Conduct literary research. Locating and applying relevant literary criticism and theory.	4	4	Organise textual analysis in clear, concise, and accurate oral forms.	4 5	5	Respond to feedback from tutor	2 3	
No.		Learning Outcome assessed																		
1	Explain, describe, question and analyse the conventions within a non-fiction genre.	1 2																		
2	Collaborate with the work of others and work well in teams to support the collective learning of the group.	3																		
3	Conduct literary research. Locating and applying relevant literary criticism and theory.	4																		
4	Organise textual analysis in clear, concise, and accurate oral forms.	4 5																		
5	Respond to feedback from tutor	2 3																		
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation																			

### All - Assessment Task 3: Major Essay or Creative Piece

<b>GOAL:</b>	<p>This assessment is in either formal essay or creative form.</p> <p>This task is designed to help you synthesise and demonstrate your understanding of a non-fiction genre and present critical reading and research skills.</p> <p>You will write:</p> <p>a) A formal research essay using textual analysis. For options on questions please see Canvas; or</p> <p>b) A short creative exemplar of one the genres studied.</p> <p>If you choose option b) you must include a short 500 word exegetical research statement. For more information on this option see Canvas.</p>															
<b>PRODUCT:</b>	Essay															
<b>AUTHORSHIP STATEMENT:</b>																
<b>FORMAT:</b>	Submit: Week 12 Academic format Standard essay format 2000 words You cannot focus on the same text that was explored in task 1 or 2. For information on research questions that might be attempted see Canvas. Do not use AI to assist research or writing. Use CADMUS to develop and submit assessment.															
<b>CRITERIA:</b>	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Explain, describe, question and analyse the conventions within a non-fiction genre.</td><td>1</td></tr><tr><td>2</td><td>Conduct literary research. Locating and applying relevant literary criticism and theory.</td><td>4</td></tr><tr><td>3</td><td>Construct sophisticated and persuasive arguments.</td><td>5</td></tr><tr><td>4</td><td>Organise textual analysis and/or and consider textual elements in clear, concise, and accurate written forms.</td><td>2</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Explain, describe, question and analyse the conventions within a non-fiction genre.	1	2	Conduct literary research. Locating and applying relevant literary criticism and theory.	4	3	Construct sophisticated and persuasive arguments.	5	4	Organise textual analysis and/or and consider textual elements in clear, concise, and accurate written forms.	2
No.		Learning Outcome assessed														
1	Explain, describe, question and analyse the conventions within a non-fiction genre.	1														
2	Conduct literary research. Locating and applying relevant literary criticism and theory.	4														
3	Construct sophisticated and persuasive arguments.	5														
4	Organise textual analysis and/or and consider textual elements in clear, concise, and accurate written forms.	2														
<b>GENERIC SKILLS:</b>	Communication, Problem solving, 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

Nil

## 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

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying: The final mark is in the percentage range 47% to 49.4% The course is graded using the Standard Grading scale You have not failed an assessment task in the course due to academic misconduct.

### 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](#)

