ENGL3006 - Writing the Self
Course Outline

Course Co-ordinator: Dr Keri Glastonbury
Room: MC 139
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Email: keri.glastonbury@newcastle.edu.au
Consultation hours: Wednesdays 2-4 pm

Semester: Semester 1 - 2008
Unit Weighting: 10
Teaching Methods: Seminar

Brief Course Description
Examines the theory and practice of autobiography through a study of techniques of writing the self, integrating literary analysis and creative writing in an exploration of the role of memory and imagination in reconstructing and shaping the past.

Contact Hours
Seminar for 2 hours per week for the full term

Learning Materials/Texts:

Jim Carroll, *The Basketball Diaries* (1978)
Joan Didion, *The Year of Magical Thinking* (2005)
Ruby Langford, *Don't Take Your Love to Town* (1988)
Sylvia Plath, *Ariel* (1965)

Course reader.

Course Objectives
Upon successful completion of this course, students will be able to demonstrate

Course Outline Issued and Correct as at: Week 1, Semester 1 - 2008

CTS Download Date: 2008-01-22
(1) a broad understanding of issues related to the shaping of the past in literature
(2) a detailed understanding of techniques involved in the construction of the self through memory and narrative
(3) core skills in written and oral communication, in textual analysis and in creative practice.

**Course Content**
This course will explore the processes involved in writing about the self, integrating analysis of the autobiographical techniques of major writers with a practical understanding of the resources of the writer through workshop exercises and assignments. Particular attention will be paid to:

- The literary tradition of the autobiographical act
- The creation of self and identity in and through narrative
- The fictions that inform "autobiographical truth"
- The nature and role of memory in the structuring of experience
- The motives for memoir-writing

**Assessment Items**

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>750-word discussion paper analyzing in detail the nature and role of memory in a specific episode of a set text (15%)</th>
</tr>
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</tr>
<tr>
<td>Group/tutorial participation and contribution</td>
<td>Attendance at seminars is compulsory. Two absences are allowable in the case of illness or other emergencies, and two more absences may be recovered by completing extra work on each of the seminars missed, but further absences will be regarded as failure to complete the course.</td>
</tr>
<tr>
<td>Other: (please specify)</td>
<td>Participation in workshop exercises (5%)</td>
</tr>
<tr>
<td>Other: (please specify)</td>
<td>Students must submit all assessment items in order to complete the course.</td>
</tr>
</tbody>
</table>

**Assumed Knowledge**
20 units of English at 1000 level

**Callaghan Campus Timetable**
ENGL3006
WIRTING THE SELF
Enquiries: School of Humanities and Social Science
Semester 1 - 2008
Seminar Tuesday 12:00 - 14:00 [W202]
or Tuesday 15:00 - 17:00 [W238]

**Ourimbah Timetable**
ENGL3006
WIRTING THE SELF
Enquiries: School of Humanities and Social Science
Semester 1 - 2008
Seminar Tuesday 12:00 - 14:00 [O_CN2:1.11]

**Plagiarism**
University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.
Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

Written Assessment Items

Students may be required to provide written assessment items in electronic form as well as hard copy.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

Note: different procedures apply for minor and major assessment tasks.

Please go to the Policy at http://www.newcastle.edu.au/policylibrary/000641.html for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the due date of submission or examination.
- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.
- **Requests for Rescheduling Exams** must be received in the Student Hub no later than ten working days prior the first date of the examination period.
Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

**Changing your Enrolment**

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

- For semester 1 courses: 31 March 2008
- For semester 2 courses: 31 August 2008
- For Trimester 1 courses: 18 February 2008
- For Trimester 2 courses: 9 June 2008
- For Trimester 3 courses: 22 September 2008
- For Trimester 1 Singapore courses: 3 February 2008
- For Trimester 2 Singapore courses: 25 May 2008

Students may withdraw from a course without academic penalty on or before the last day of semester. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs.

To check or change your enrolment online, please refer to myHub - Self Service for Students

[https://myhub.newcastle.edu.au](https://myhub.newcastle.edu.au)

**Faculty Information**

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus.

The four Student Hubs are located at:

**Callaghan campus**

- Shortland Hub: Level 3, Shortland Union Building
- Hunter Hub: Student Services Centre, Hunter side of campus

**City Precinct**

- City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

**Ourimbah campus**

- Ourimbah Hub: Administration Building

**Faculty website**


**Contact details**

Callaghan, City and Port Macquarie
Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards

Web Address for Rules Governing Postgraduate Academic Awards

Web Address for Rules Governing Professional Doctorate Awards

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

Essential Criteria in Assessment

This course contains compulsory components or assessment items that must be satisfactorily completed in order for a student to receive a pass mark or better for the course. These essential elements are described in the CTS. Refer - http://www.newcastle.edu.au/policylibrary/000648.html
(1) **Attendance Requirements:**
Attendance at seminars is compulsory. Two absences are allowable in the case of illness or other emergencies, and two more absences may be recovered by completing extra work on each of the seminars missed, but further absences will be regarded as failure to complete the course.

A class roll will be kept to record attendance. It is the responsibility of students who arrive late or leave early, thereby missing the roll call, to ensure that their attendance is recorded.

Rationale for compulsory attendance requirements: Courses taught by seminar or workshop involve a mixture of lecture material and class discussion. Even when students are not themselves contributing to the discussion, they need to be aware of the kinds of questions raised by the material being taught, and of the strengths and weaknesses of possible approaches to dealing with the issues raised.

(2) **Assessment Items**
Students must submit all assessment items in order to complete the course.

Rationale for compulsory submission of all assessment items: Assessment items are designed not simply to measure students’ achievements in the course but also to provide essential steps in the learning process. Each assignment engages with different skills and conceptual techniques, all of which are necessary to the development of competence in the discipline.

**Online Tutorial Registration:**
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - [http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm](http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm)

NB: Registrations close at the end of week 2 of semester.

**Studentmail and Blackboard:** Refer - [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

**Important Additional Information**
Details about the following topics are available on your course Blackboard site (where relevant). Refer - [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students

**Written Assignment Presentation and Submission Details**
Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

**Hard copy submission:**

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School of Humanities and Social Sciences
Type your assignments: All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.

Word length: The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.

Proof read your work because spelling, grammatical and referencing mistakes will be penalised.

Staple the pages of your assignment together (do not use pins or paper clips).

University Assessment Item Coversheet: All assignments must be submitted with the University coversheet available at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)

By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:

- Level 3, Shortland Union, Callaghan
- Level 2, Student Services Centre, Callaghan
- Ground Floor, University House, City
- Opposite Café Central, Ourimbah

Date-stamping assignments: All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.

NB: Not all of these services may apply to the Port Macquarie Campus.

Do not fax or email assignments: Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.

Keep a copy of all assignments: It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

Online copy submission to Turnitin

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website available @ [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

- 750-word discussion paper (15%)
- 750-word writing assignment (15%)
- Essays / Written Assignments: 3000-word essay responding to one of the essay topics listed in the critical sections OR 3000-word creative writing assignment or equivalent (65%)

- It is acknowledged some assignments are not able to be processed by Turnitin

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

Penalties for Late Assignments

Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.


Special Circumstances

Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)
No Assignment Re-submission

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Re-marks & Moderations

A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - 'Re-marks and Moderations - Procedure 000769' available @ http://www.newcastle.edu.au/policylibrary/000769.html

Return of Assignments

Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.


Preferred Referencing Style

In this course, it is recommended that you use the MLA in-text referencing system for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.
An in-text citation names the author of the source and gives the page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors’ last names (or by titles for works without authors). Further information on referencing and general study skills can be obtained from:


**Student Representatives**

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.


**Student Communication**

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

**Essential Online Information for Students**

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ [http://www.newcastle.edu.au/currentstudents/index.html](http://www.newcastle.edu.au/currentstudents/index.html)

### Grading guide

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<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>Fail (FF)</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
</tr>
<tr>
<td>50% to 64%</td>
<td>Pass (P)</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
</tr>
<tr>
<td>65% to 74%</td>
<td>Credit (C)</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
</tr>
<tr>
<td>75% to 84%</td>
<td>Distinction (D)</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
</tr>
<tr>
<td>85% upwards</td>
<td>High Distinction (HD)</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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</tbody>
</table>
Assessment Questions:

1) 750 word writing assignment on a childhood memory (15%) Due Tuesday 18th March

Questions (chose one):

- Think of a place where you lived as a child. Map it out. Recall the streets, the names, the topography, the inhabitants and sense of community. Find *aid memoir* such as photographs, home movies, childhood drawings or other objects from that time to help you get the aesthetic details right. Write about a memorable event in your household or neighbourhood.

- Write about your early memories, incorporating reflections on the nature of memory.

- Chose one or two family photographs from your childhood album and include reproductions in your piece (ie. scans or photocopies). What went on outside the frame and what telling signs can you read into the photographs that others can’t? What can you see (&/or what remains invisible) with hindsight? Concentrate on the relationship between image and text.

2) 750 word discussion paper analysing in detail the nature and role of memory in a specific episode of a set text. (15%) Due 18th March.

Question:

- Paul Auster sees ‘the act of writing as an act of memory’ (*The Invention of Solitude*, p. 142). Discuss in relation to one of the following texts: *The Invention of Solitude*, *Don’t Take Your Love to Town* or *The Year of Magical Thinking*.

3) 3000 word essay responding to one of the essay topics listed in the critical sections OR 3000 word creative writing assignment or equivalent (65%) Due Friday 6th June.

If you chose the critical option please answer one of the following questions:

- Examine the relationship between father and son in Paul Auster’s ‘Portrait of an Invisible Man’, from *The Invention of Solitude*. Discuss with reference to the particular tension between the objective and subjective self when writing about a parent.

- How does Jim Carroll exploit the diary form in *The Basketball Diaries*? What familiar adolescent narratives are at play? In what ways is the book also a memoir of a city and an era?

- “We might expect if the death is sudden to feel shock. We do not expect this shock to be obliterative, dislocating to both body and mind. We might expect that we will be prostrate, inconsolable, crazy with loss. We do not expect to be literally crazy, cool customers who believe their husband is about to return and need his shoes”. Joan Didion

  What is the ‘magical thinking’ Didion is referring to in the title of her book? How does Didion negotiate the contradictions of her grief using the cool ‘reportorial’ eye of personal journalism? How is she both mourner and reporter?

- “The advantage of autobiography as a historical genre is that it brings the past ‘up close and personal’.” Penny van Toorn.

  Discuss in relation to Ruby Langford’s *Don’t Take Your Love to Town*.

- In an essay on Sylvia Plath, Seamus Heany writes that “the poet’s need [is] to get beyond ego in order to become the voice of more than autobiography. At the level of poetic speech, when this happens, sound and meaning rise like a tide out of language to carry individual utterance away upon a current stronger and deeper than the individual could have anticipated”. Discuss with reference to Sylvia Plath’s *Ariel*.

- “What’s the point of this? You’re probably thinking I’m some brat with nothing to do. Stupid pseudo rights of passage, at least she's not living in a third word country, spoilt. I just feel like I don't have enough to say here. I just want a moment and some thoughts. Something to remember me by maybe. A place in time that was just mine, that I wanted to make a little bit beautiful. A little teasing
glimmer to stumble upon some other time and smile.” Hingston. Gala International Sweetheart of Rhythm #2.

In what ways have autobiography, memoir and life writing proliferated beyond the boundaries of literary genres in contemporary DIY cultures and why? Discuss in relation to You zine and/or any other zines you have read. (NB: There is a community zine library in Newcastle at the Octapod).

If you chose the creative option then you may submit a 3000 word creative work in any of the genres and forms that we have discussed in the course.

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic &amp; Assessment at a Glance</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>18th February</td>
<td>Introduction</td>
</tr>
<tr>
<td>2</td>
<td>25th February</td>
<td>Memory and Identity</td>
</tr>
<tr>
<td>3</td>
<td>3rd March</td>
<td>Guest Lecture: George Perkins (USA)</td>
</tr>
<tr>
<td>4</td>
<td>10th March</td>
<td>Self</td>
</tr>
<tr>
<td>5</td>
<td>17th March</td>
<td>Other ephemera (750 word creative writing assignment due 18th March)</td>
</tr>
<tr>
<td>6</td>
<td>24th March</td>
<td>Parents and psychodynamics</td>
</tr>
<tr>
<td>7</td>
<td>31st March</td>
<td>Indigenous Life Writing</td>
</tr>
<tr>
<td>8</td>
<td>7th April</td>
<td>Confessional poetry and poetics</td>
</tr>
</tbody>
</table>

Mid Semester Recess: 14th April – 27th April

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic &amp; Assessment at a Glance</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>28th April</td>
<td>Diaries (750 word critical assignment due 29th April)</td>
</tr>
<tr>
<td>10</td>
<td>5th May</td>
<td>Home</td>
</tr>
<tr>
<td>11</td>
<td>12th May</td>
<td>Migration Stories</td>
</tr>
<tr>
<td>12</td>
<td>19th May</td>
<td>Grief</td>
</tr>
<tr>
<td>13</td>
<td>26th May</td>
<td>Beyond the self</td>
</tr>
<tr>
<td>14</td>
<td>2nd June</td>
<td>Final creative work / essay due Friday 6th June, 2008.</td>
</tr>
</tbody>
</table>

Week 1: Introduction: Genre

Reading:

Week 2: Memory and Identity

Readings:

- Bring some family photographs to class to discuss and deconstruct in groups, with reference to some of the ideas in the readings.

**Week 3:** Guest Lecture: George Perkins (USA)

**Week 4:** Self | Image | Text

**Readings:**


**Creative Exercise:**

- Compose a short photo-essay of your life using textual fragments underneath each image.

**Week 5:** Other Ephemera

**Set text:**
You, Luke You

**Creative Exercises** (choose one):

- Write a ‘Dear You’ letter
- Make a personal zine

**Week 6:** Parents and psychodynamics

**Set text:**
Paul Auster. *The Invention of Solitude*

**Creative Exercise:**

- Find a photograph of your parents/guardians (or either parent/guardian) taken before you were born and reflect on your encounter with this image in writing.

**Week 7:** Indigenous Life-writing

**Set text:**
Ruby Langford. *Don’t Take Your Love to Town.*

**Creative Exercise:**

Write a short creative piece that engages with, and/or plays with, your “identity”. This may be cultural or subcultural, clearly defined or slippery.

**Week 8:** Confessional Poetry and Poetics

**Set text:**
Sylvia Plath. *Ariel.*

**Creative Exercise:**
- Re-write a poem in response to one of Sylvia Plath’s confessional poems, such as ‘Daddy’.

**Week 9: Diaries**

**Set text:**
Jim Carroll. *The Basketball Diaries*.

**Creative Exercises:**
- If you can find a teenage diary and you are happy to read from it, bring it into class;
- otherwise, keep a weblog for the week before class and bring in a print out.

**Week 10: Home**

**Reading:**

**Creative Exercise:**
- Can you remember all the bedrooms you’ve ever had? Write a short piece for each bedroom focussing on an inventory of the objects you remember.

**Week 11: Migration Stories**

**Guest Lecture: Shirley Geok Lim**

**Reading:**

**Creative Exercise:**
- Write about a return to a place you have called home.

**Week 12: Grief**

**Set text:**
Joan Didion. *The Year of Magical Thinking*.

**Creative Exercise:**
- Chose a quote or short passage from *The Year of Magical Thinking* which resonates with you and put it at the top of your own reflective piece on grief/loss, letting it prompt your writing.

**Week 13: Beyond the self**

**Readings:**

**Creative Exercise:**

- Write an experimental autobiographical piece.

**Recommended Reading**


*Self-Publishing in the Global and Local: Situating Life Writing in Zines* [http://muse.jhu.edu/journals/biography/v028/28.1poletti.html](http://muse.jhu.edu/journals/biography/v028/28.1poletti.html)


van Toorn, Penny (ed). *Approaches to Don't Take Your Love to Town*. [http://www.emsah.uq.edu.au/awsr/Publ_Ruby/ruby.htm](http://www.emsah.uq.edu.au/awsr/Publ_Ruby/ruby.htm)
