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The published on-line version of the Course Profile is the authoritative version and by the publication of the Course Profile on-line the University deems the student has been notified of and read the course requirements.

# 1. General Course Information

## 1.1 Course Details

<b>COURSE CODE</b>	3223LHS
<b>COURSE TITLE</b>	Performing Ecologies
<b>ACADEMIC ORGANISATION</b>	LHS School of Humanities, Languages and Social Science
<b>TRIMESTER</b>	Trimester 2 2019
<b>MODE</b>	In Person
<b>LEVEL</b>	Undergraduate
<b>LOCATION</b>	Mt Gravatt, On Campus
<b>CREDIT POINT VALUE</b>	10

## Course Description:

The course investigates how creative works can uniquely investigate and interact with ecological, environmental themes from diverse and unique artistic perspectives. The course considers and questions the purpose of performative 'text' from theoretical and practice perspectives in the broader global climate. Prerequisites: NIL Co-requisites: NIL Incompatible: 1139EDN Introduction to Applied Theatre

## Assumed Background:

This course is open to all students and there is no assumed background necessary to undertake this course.

## 1.2 Course Introduction

In this course students will critically examine the nature and purpose of creative work and performance from a number of intercultural ecological perspectives. Through an in-depth study of performance practitioners, and creative 'texts' students will explore the way meaning emerges through the relationship between the text, the artists, the audience and the ecological and cultural context in which the creative event occurs and for which it is made. Using a variety of artistic and theoretical sources as jumping off points, learning is centred on concepts relating to theoretical and creative and/or performative techniques and relationships that are influential to the development of performance studies and practice. Learning will also consider the philosophical, environmental and ecological events that influence innovative creative work that impact on contemporary cultures. Seminal innovators and innovations may include a variety of individuals, techniques and technical developments which have had extensive impact on the development of performance culture in this field.

## Previous Student Feedback

This is the first time this course is offered and therefore there is no previous student feedback to draw from.

## 1.3 Course Staff

Primary Convenor **Dr Linda Hassall**

PHONE	37357661
EMAIL	<a href="mailto:l.hassall@griffith.edu.au">l.hassall@griffith.edu.au</a>
CAMPUS	Nathan Campus
BUILDING	Macrossan (N16)
ROOM	2.32
CONSULTATION	Students will be advised in week 1 of consultation times. Students are also encouraged to email me to make a specific appointment time.
OTHER LOCATION	M:10 Level 1 Drama Studios Mt Gravatt

## 1.4 Timetable

Timetables are available on [the Programs and Courses website](#).

NB: Details contained in this section of the course profile and section 4.1 Learning Activities are to be read in conjunction with the official class timetable. The published class timetable which is the authoritative source for timetabling information for all campuses can be located by clicking on the link above.

### Additional Timetable Information

Common Rehearsal Times are also timetabled for this class. Students are advised that their attendance is required at all Common Rehearsal Time Timetabled activities as well as at all tutorials unless discussed with convenor.

Students can also engage in rehearsal activities outside of timetabled class times and should discuss space availability with the technical officer for Drama.

## 1.5 Lecture Capture

It is standard practice at Griffith University that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site, in accordance with the University's [Lecture Capture Policy](#).

However there are no lectures offered with this course.

## 1.6 Technical Specifications

Students are encouraged to BYOD (Bring Your Own Device) to engage in in-class research activities.

# 2. Aims, Outcomes & Graduate Attributes

## 2.1 Course Aims

This course encourages students to investigate, develop and practice eco-critical literacies and sensibilities through creative lenses. The course aims to provide students with understanding about how the arts is addressing green, sustainable and ecological challenges. As such the course contains multidisciplinary content that encourages sustainable practice futures.

## 2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1 Demonstrate how ecocritical discourse, impacts on contemporary art-making, specifically theatre performance.
- 2 Experiment with appropriate modes of communication to meet the goals of ecocritical analysis relevant to specific communities and contexts.
- 3 Effectively utilise a wide range of written, performative and communication techniques to facilitate the creation of meaning for an intended audience.
- 4 Demonstrate ability to work collaboratively to experiment, explore and devise effective and coherent communication concerning ecological issues.
- 5 Explore presentation skills in unique and interesting ways to utilise eco-critical discourses within creative performance process.

## 2.3. Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

**This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.**

For further details on the Griffith Graduate Attributes please refer to [The Griffith Graduate policy](#).

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial	•	•	•
Socially responsible and engaged in their communities	•	•	•
Effective in culturally diverse and international environments	•	•	

### Additional Course Information on Graduate Attributes

Elements of this course will apply to graduate attributes specifically concerning the development and implementation of green theatre production processes to encourage sustainable practice futures.

## 3. Learning Resources

### 3.1 Required Resources

Details of your Required Learning Resources are available from the [Reading List](#).

### 3.2 Recommended Resources

Details of your Recommended Learning Resources are available from the [Reading List](#).

### 3.3 University Learning Resources

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources that are available to students are included below for easy reference.

[Readings](#) - New online service enabling students to access Required and Recommended Learning resources. It connects to the library catalogue to assist with quickly locating material held in Griffith libraries and enables students to manage and prioritise their readings, add personal study notes and export citations.

[Learning@Griffith](#) - there is a dedicated website for this course via the Learning@Griffith at myGriffith.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of academic misconduct, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

[Student Services](#) provides a range of services to support students throughout their studies including personal support such as Counselling and Health Services; Academic support; and Financial and Welfare support.

[Careers and Employment Service](#) can assist all enrolled students and recent graduates with career direction, course uncertainty, interview preparation, job search tips, LinkedIn reviews and much more. Our [Unitemps Recruitment Service](#) can assist you with finding paid casual work while you study.

[Library and Learning Services](#): Library and Learning Services provides a wide range of quality client-focused services and programs to students, researchers and staff of the University. Library and Learning Services works in collaboration with the academic community to achieve academic and research outcomes.

[Support for learning](#) - the University provides access to common use computing facilities for educational purposes.

[Code of Practice](#) - Griffith Information Technology Resources.

### 3.5 Other Learning Resources & Information

Students will be directed to readings, resources and performances that will compliment the learning in this field.

## 4. Teaching & Learning Activities

### 4.1 Learning Activities

Week Commencing	Activity	Learning Outcomes
8 Jul 19	<b>Week 1: Landscape Dialogues (General Contact):</b> Landscape Dialogues: What is Ecological Performance? An Introduction to Eco-critical analysis as art-making.	1
15 Jul 19	<b>Week 2: Sustainable Practices (General Contact):</b> Greening the Theatre: Philosophies of Art and Ecology: Green Art and Greening the Theatre	1, 2
22 Jul 19 - 23 Aug 19	<b>Weeks 3-6 Romanticism - Steampunk (General Contact):</b> Eco-Theatre's Modern Aesthetic: From Romanticism to Steampunk	1, 2, 3, 5
26 Aug 19	<b>Week 7: Assessment Item 1 (Presentation):</b> Assessment Item 1 - Eco-critical Portfolio Introduce Scaffolding for Assessment Item 2	1, 2, 3
2 Sep 19	<b>Weeks 8-10: Eco-criticism or Popular Culture (Group Work):</b> The Practitioners and the Practices: Who is doing what and why? An inter-cultural perspective. Eco-critical Performance as Popular Culture Yes or No?  Throughout this Unit students will be developing a devised presentation for assessment item 2 and receiving critical feedback on development from tutor when requested.	1, 2, 3, 4
23 Sep 19	<b>Week 11: React and Respond (Group Work):</b> Reflection, Response and Rehearsal-clarification of ideas and purpose of devised presentation. Feedback from class tutor for implementation into assessment item 2.	1, 2, 3, 4, 5
30 Sep 19	<b>Week 12: Group Practical Presentation (Practical):</b> Assessment Item 2. Group In class presentation.	1, 2, 3, 4, 5

### 4.2 Other Teaching and Learning Activities Information

If any student has a disability and/or a health condition that may impact on their ability to successfully undertake required learning activities in this course, they are encouraged to complete the Griffith University Disclosure Statement and advise their Course Convenor.

If class is scheduled on a public holiday (or is cancelled for any unexpected reason, this class will normally be rescheduled. Course convenor will advise on rescheduling arrangements.

## 5. Assessment Plan

### 5.1 Assessment Summary

This is a summary of the assessment in the course. For detailed information on each assessment, see [5.2 Assessment Detail](#) below.

ASSESSMENT TASK	DUE DATE	WEIGHTING	MARKED OUT OF	LEARNING OUTCOMES	MAXIMUM EXTENSION PERIOD
<i>Portfolio - evidence</i> Eco-critical Portfolio	26 Aug 19	40%	40 marks	1, 2, 3	
<i>Performance - artistic</i> Group Presentation	1 Oct 19	60%	60 marks	1, 2, 3, 4	

### 5.2 Assessment Detail

**Title:** Eco-critical Portfolio

**Type:** Portfolio - evidence

**Learning Outcomes Assessed:** 1, 2, 3

**Due Date:**

26 Aug 19

**Weight:** 40%

**Marked out of:** 40

**Task Description:**

**Assessment Item 1**

**Type:** Portfolio

**Due Date:** Week 7 (hand in in Class)

**Weight:** 40%

**Marked out of:** 40

**Task Description:**

Students will compile a production portfolio relating to a specific aspect or element of 'green art-making'. Drawing on learning from the first 6 weeks, your portfolio will include:

- a hypothetical artistic vision/philosophical statement (500 words)
- a review of an eco-critical article that informs your artistic vision statement (500 words)
- an outline of sustainable production practices applied (250 words)
- visual support documentation (5-10 images)

You will be able to choose from a range of stimulus and readings that will be provided by the course convenor/ tutor to assist you in completing this task.

**Criteria & Marking:**

**Criteria and Marking:** Students should demonstrate through this assessment task their ability to:

- Provide a succinct philosophical statement that underpins the artistic vision.
- Demonstrate the ability to review literature to support how and why ecological and ecocritical frameworks can support artistic practice.
- Demonstrate the ability to apply theoretical knowledge of sustainable production processes through an artistic vision.
- Incorporate appropriate visual stimulus to enhance the philosophical and vision statements.

This assessment item:

1. is a school-based activity.
2. is an individual activity and does not include a self-assessment activity.

**Submission:** In Person at the School Department. Submit in class

**This assessment item:**

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a resubmission provision

**Title:** Group Presentation

**Type:** Performance - artistic

**Learning Outcomes Assessed:** 1, 2, 3, 4

**Due Date:**

1 Oct 19

**Weight:** 60%

**Marked out of:** 60

**Task Description:**

Assessment Item 2.

**Group Presentation (includes individual criteria)**

**Type:** Presentation

**Due Date:** Week 12

**Weight:** 60% (30% group, 30% individual)

**Marked out of:** 60 (30 group, 30% individual)

**Duration:** 15-20 mins

**Task Description:** Group will present an ecocritical performance seminar presentation.

Group Performance: Students should demonstrate practical applications of drama and performance techniques through a 15-20 minutes performance exploration that is devised from: various eco-critical texts including play texts. Within this presentation students should demonstrate an understanding of the theoretical underpinnings of eco-critical theory and practice. Students should develop the performance with specific ecological or climate literacies in mind.

**Criteria & Marking:**

Criteria and Marking

**Group 30%**

- Demonstrates the ability to successfully apply eco-critical discourse to performance practices in an engaging theatrical manner.
- Demonstrates the ability to identify a target audience to communicate through practice an example of how eco-critical discourse can develop or enhance climate literacies.
- Demonstrates the ability to work cohesively as a group in context through analysis, experimentation and application of research into practice.

**Individual**

- Demonstrates willingness to experiment with ideas and innovative communication practices within the framework of the presentation.
- Effectively utilises a wide range of performative skills to share and enhance meaning within the performance.
- Works effectively in a group context through collaboration with peers.

**Submission:** In Person at the School Department. Present in class time

**This assessment item:**

- is a school based activity
- is a group activity
- does not include a self assessment activity
- does not have a re-attempt provision

## 5.3 Late Submission

An assessment item submitted after the due date, without an approved extension, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the total weighted mark for the assessment item, for each working day that the item is late. A working day will be defined as Monday to Friday. Assessment items submitted more than five working days after the due date will be awarded zero marks. To understand how the mark is reduced please refer to [Assessment Submission and Return Procedures](#)

## 5.4 Other Assessment Information

### Griffith University Disclosure Statement

*The University shall provide reasonable adjustments to assessment for students with disabilities consistent with the Disabilities Standards for Education 2005, while maintaining the academic integrity of its programs. Adjustments shall be made on an individual basis. Please refer to this policy as it sets out the principles and processes that guide the University [Reasonable Adjustments for Assessment - Students with Disabilities](#)*

**Supplementary Assessment** is available in this course in accordance with [Section 8 of the University Assessment Policy](#). To achieve a Pass grade for the course a pass mark for the supplementary assessment item must be achieved. Students are required to submit all assessment items for this course to be eligible for a supplementary assessment.

### Final Grades

A student's final grade for this course will be based on the aggregation and weighting of marks across assessment, any mandatory pass components and grade cut-offs. Grade cut-offs can vary, so you will need to wait for the official release of grades to be sure of your grade for this course.

- This course is a graded course (i.e 7, 6, 5, 4, 3, 2, 1).

Course tutor will provide feedback on assessment items usually within 3 weeks of submission of assessment.

**NOTE:** To be eligible to pass this course, students must have attempted and submitted all assessment items.

# 6. Policies & Guidelines

This section contains the details of and links to the most relevant policies and course guidelines. For further details on University Policies please visit the [Policy Library](#)

## 6.1 Assessment Related Policies and Guidelines

### University Policies & Guidelines

The University's assessment-related policies can be found in the [Griffith Policy Library](#).

The Assessment policy covers topics including: assessment requirements; award of grades; supplementary assessment; special consideration; extensions and deferred assessment; conduct of students in examinations; cheating; plagiarism; notification of results; appeals against the award of grades.

### Academic Integrity

Student academic misconduct encompasses all behaviour:

- involving the misrepresentation of academic achievement; or
- undermining the core values (honesty, trust, fairness, respect and responsibility) of academic integrity; or
- breaching academic integrity;

whether intentional or unintentional. Student academic misconduct includes doing as well as attempting to do any of the acts, omissions or things that constitute academic misconduct.

Student academic misconduct is defined in the [Institutional Framework for Promoting Academic Integrity among Students](#).

Please also refer to the [Student Academic Misconduct Policy](#).

### Reasonable Adjustments for Assessment - Students with Disabilities Policy

The [Reasonable Adjustments for Assessment - Students with Disabilities](#) Policy sets out the principles and processes that guide the University in making reasonable adjustments to assessment for students with disabilities while maintaining the academic integrity of its programs.

### Griffith University Disclosure Statement

The [Griffith University Disclosure Statement](#) has been developed to identify and negotiate whether necessary and reasonable accommodations and adjustments can be made, wherever possible, to enable students with disabilities and/or health conditions to undertake required learning activities. Course Convenors are encouraged to reference the Griffith University Disclosure Statement in the Learning Activities and Assessment Plan sections of their course profiles.

### Assessment, how to submit an assignment and exams, viewing your grades

All you need to know about [assessment, exams and grades](#)

### Text Matching Software

The University uses text matching software. Students should be aware that your Course Convenor may use software to check submitted assessment tasks. If this is the case, your Course Convenor will provide more detailed information about how the software will be used for individual assessment items.

### Related links:

- [Academic Integrity website](#)
- [Academic Standing, Progression and Exclusion Policy](#)
- [Assessment Policy](#)
- [Assessment Submission and Return Procedures](#)
- [End of Trimester Centrally Administered Examinations Policy and Procedures](#)
- [Governance of Assessment and Academic Achievement Standards](#)
- [Standards for First Year Assessment](#)

- [Institutional Framework for Promoting Academic Integrity among Students](#)
- [Student Academic Misconduct Policy](#)

## LHS School of Humanities, Languages and Social Science

### Assessment Guidelines

A formal Referencing Style Handbook is available on the [Learning@Griffith](#) course website.

## 6.2 Other Policies and Guidelines

### University Policies and Guidelines

Students are responsible for ensuring that they have read all sections of the Course Profile for the course/s in which they are enrolled in any enrolment period. The published online version of the Course Profile is the authoritative version and by the publication of the Course Profile online, the University deems the student has been notified of and read the course requirements. Variations to the Course Profile during the trimester of offer are not permitted except in exceptional circumstances and will be advised in writing to all enrolled students and via the [Learning@Griffith](#) website. Additional information regarding the content of this course may be published on the [Learning@Griffith](#) website.

#### Copyright matters

Copyright applies to all teaching materials and materials generated by students which substantially relate to Griffith University courses. *Students are warned against selling Griffith University teaching materials and their student notes online through commercial websites during and after their studies.* You will almost certainly be in breach of copyright law and Griffith's IT Code of Practice if you post these materials on the internet and commercial websites. Please refer to the [Copyright Guide for Students](#) for further information.

#### Health and Safety

Griffith University is committed to providing a safe work and study environment. However, all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information is available on the [Health, Safety and Wellbeing](#) website.

#### Other Key Student-Related Policies

All University policy documents are accessible to students via the [Griffith Policy Library](#) and links to key policy documents, in addition to those listed in 6.1 above, are included below for easy reference:

- [Student Communications Policy](#)
- [Health and Safety Policy](#)
- [Student Administration Policy](#)
- [Student Charter](#)
- [Student Review and Appeals Policy](#)
- [Student Review and Appeals Procedures](#)
- [Student Complaints Policy](#)

## Learning Summary

Below is a table showing the relationship between the learning outcomes for this course, the learning activities used to develop each outcome and the assessment task used to assess each outcome.

## Learning Outcomes

After successfully completing this course you should be able to:

- 1 Demonstrate how ecocritical discourse, impacts on contemporary art-making, specifically theatre performance.
- 2 Experiment with appropriate modes of communication to meet the goals of ecocritical analysis relevant to specific communities and contexts.
- 3 Effectively utilise a wide range of written, performative and communication techniques to facilitate the creation of meaning for an intended audience.
- 4 Demonstrate ability to work collaboratively to experiment, explore and devise effective and coherent communication concerning ecological issues.
- 5 Explore presentation skills in unique and interesting ways to utilise eco-critical discourses within creative performance process.

## Assessment & Learning Activities

LEARNING ACTIVITIES	LEARNING OUTCOMES				
	1	2	3	4	5
Week 1: Landscape Dialogues (General Contact)	●				
Week 2: Sustainable Practices (General Contact)	●	●			
Weeks 3-6 Romanticism - Steampunk (General Contact)	●	●	●		●

LEARNING ACTIVITIES	LEARNING OUTCOMES				
	1	2	3	4	5
Week 7: Assessment Item 1 (Presentation)	•	•	•		
Weeks 8-10: Eco-criticism or Popular Culture (Group Work)	•	•	•	•	
Week 11: React and Respond (Group Work)	•	•	•	•	•
Week 12: Group Practical Presentation (Practical)	•	•	•	•	•
ASSESSMENT TASKS					
Eco-critical Portfolio	•	•	•		
Group Presentation	•	•	•	•	

## Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

**This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.**

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial	•	•	•
Socially responsible and engaged in their communities	•	•	•
Culturally capable when working with First Australians			
Effective in culturally diverse and international environments	•	•	