JOUR12010 *Feature Writing*
Term 2 - 2024

Profile information current as at 29/07/2024 06:00 pm

General Information

Overview

In this unit you will develop your advanced journalism skills and start to introduce creative prose to your writing. The unit content and exercises focus on research, editorial and column writing, as well as techniques for human interest and profile features. You will experience the rigors of the modern media industry as you pitch, plan and execute two feature articles of a publishable standard.

Details

Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Prerequisite: 36 Credit Points
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 2 - 2024

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**
Weighting: 20%
2. **Written Assessment**
Weighting: 40%
3. **Written Assessment**
Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from 2022 Student evaluation survey

Feedback

Students commented favourably on the variety of practicality of the real-world assessment pieces

Recommendation

Maintain the variety of practicality of the real-world assessment pieces.

Feedback from 2022 Student evaluation survey

Feedback

Students commented on the perceived limitations of using Adobe Spark to design and publish their major assessment pieces.

Recommendation

Review the functionality of Adobe Spark to ensure it remains the most suitable option to design and publish the final assessment pieces.

Feedback from 2022 Student evaluation survey

Feedback

Students commented favourably on the timely assessment feedback provided by the Unit Coordinator.
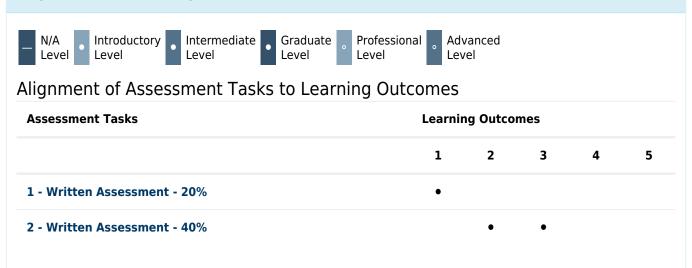
Recommendation

Ensure in-depth, relevant and timely feedback is provided to students on their assessment pieces as part of an overall engagement strategy.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Pitch newsworthy topics for two different long-form feature articles
2. Apply appropriate news criteria when using news-gathering skills to address news and current affairs in a feature writing context
3. Produce a publishable profile feature article while adhering to industry standards
4. Exercise advanced journalistic writing skills and research techniques to produce issue-based news feature article
5. Critique and discuss feature article genres, audience, and the nature of publication.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level   ○ Introductory Level   ○ Intermediate Level   ● Graduate Level   ○ Professional Level   ○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 20%	●				
2 - Written Assessment - 40%		●	●		

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
3 - Written Assessment - 40%				•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•	•	•	•
2 - Problem Solving					
3 - Critical Thinking	•	•	•	•	•
4 - Information Literacy	•	•	•	•	
5 - Team Work					
6 - Information Technology Competence	•		•	•	•
7 - Cross Cultural Competence		•			
8 - Ethical practice		•	•	•	
9 - Social Innovation					
10 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 20%	•		•	•				•		
2 - Written Assessment - 40%	•		•	•		•	•	•		
3 - Written Assessment - 40%	•		•	•		•	•	•		

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition (APA 7th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Sarah Pierce Unit Coordinator
s.pierce@cqu.edu.au
Judith Brown Unit Coordinator
j.brown@cqu.edu.au
Amy Johnson Unit Coordinator
a.johnson2@cqu.edu.au

Schedule

Week 1 - Introduction to Feature Writing - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
This lesson provides a general introduction to feature writing. By the end of the lesson, you should be able to describe the distinguishing aspects of writing feature stories as opposed to other types of writing, and name the core elements of a good feature story.	See e-reading list on Moodle.	

Week 2 - Planning your Feature - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
This lesson examines the structure of a feature article, and how it is different from other types of news writing. By the end of this lesson, you should be able to define the structure of a basic feature article, identify whether an article has structural flaws, and create a basic plan for your feature article.	See e-reading list on Moodle.	

Week 3 - Identifying the Market for your Feature - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic

This lesson will provide some basic background information to help you identify a market for your feature. By the end of the lesson, you should be able to discuss some of the identifying characteristics that suggest a potential market for your feature.

See e-reading list on Moodle.

Week 4 - Research: Getting Started - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
This lesson will emphasise the importance of research to the feature writing process. By the end of this lesson, you will be able to identify appropriate research sources and develop a basic plan for feature research.	See e-reading list on Moodle.	**Assessment One - Feature Story Idea Pitches Due Friday Week 4 11:59pm AEST** **Ideas Pitch** Due: Week 4 Friday (2 Aug 2024) 11:45 pm AEST

Week 5 - Research: Conducting Interviews - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
This lesson will provide an overview of the journalistic interview, which provides the foundations which most feature articles are built. By the end of this lesson, you will be able to explain some techniques and considerations when planning and conducting an interview which is intended for use in your feature.	See e-reading list on Moodle.	

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - Feature Styles: Narrative - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
This lesson will provide an overview of narrative features. By the end of the lesson, you will be able to discuss general of narrative writing within the journalistic genre, and the best methods by which to obtain relevant information to incorporate into your narrative piece.	See e-reading list on Moodle.	

Week 7 - Feature Styles: News - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
This lesson will provide an overview of the news-based feature. By the end of this lesson, you will be able to define the characteristics and describe the structure of a news oriented feature.	See e-reading list on Moodle.	

Week 8 - Feature Styles: Opinion - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
This lesson will discuss opinion pieces, reviews, and editorials. By the end of the lesson, you should be able to identify the defining characteristics of opinion pieces, reviews, and editorials, and discuss some of the important considerations for a writer of potential opinion-based feature articles.	See e-reading list on Moodle.	**Assessment Two Feature (Profile) Due Monday Week 8 11:59pm AEST** **Narrative Feature (Human Interest - Personal Profile)** Due: Week 8 Monday (2 Sept 2024) 11:45 pm AEST

Week 9 - Structuring your Feature - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
This lesson will describe feature structures. By the end of this lesson, you will be able to describe narrative techniques that support your writing so that your feature is high impact, provoking an emotive response from the reader.	See e-reading list on Moodle.	

Week 10 - Editing your Feature - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
This lesson will discuss the importance of editing your work. By the end of the lesson you will be able to describe techniques that will assist editing your work so that it is accurate, well-written, and effective as a piece of journalistic writing	See e-reading list on Moodle.	

Week 11 - Packaging your Feature - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
This lesson will discuss some of the complementary aspects of feature articles, such as photograph captioning, tables, infographics, and headings. By the end of this lesson, you should be able to describe some of different techniques used to support feature article presentation.	See e-reading list on Moodle.	

Week 12 - Extending your Writing - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
This lesson will provide an overview of alternative forms of feature writing. By the end of this lesson, you will be able to define and describe advertorial, discuss options for feature writing within a business rather than journalistic sense, and ways to extend your feature within a multimedia context.	See e-reading list on Moodle.	

Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment Three News Feature Due Monday Review/Exam Week 11:59pm AEST **NEWS FEATURE (CONTEMPORARY NEWS ISSUE)** Due: Review/Exam Week Monday (7 Oct 2024) 11:45 pm AEST

Exam Week - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Ideas Pitch

Assessment Type
Written Assessment

Task Description
Pitch your ideas for the two feature stories (PROFILE and NEWS) you are required to write this term (Assessment Items 2 and 3). You will receive feedback on your submission.
NOTE: Students who demonstrate limited attention to the requirements of the task will Fail this assessment. They will be required to resubmit this assignment until they receive a Pass grade to be allowed to proceed to Assessment 2 and 3

Review the requirements for your features in Assessment 2 and 3, and identify target publications and associated audiences; justify your story ideas in relation to current public discourse (why are they interesting to an audience, and why now?); and present evidence of planning, such as what you are going to do and when.
The two feature stories are different, so your pitch should deal with each feature article separately.
As a writer, you need to ask yourself some hard questions first, and that's the purpose of this assessment. A good proposal will sell your idea for a story. Your pitch should address the questions an editor would consider when deciding whether to publish your article, such as: Why would I want to publish this article? Why is it of interest to my readers? What's unique about this story?

Specifically, your pitch for each feature should consider the following:

- The news value or interest of this person or topic (why is he/she/it interesting to a reader?);
- The relevance of this story to current public discourse (why is it current for a reader?);
- The aim of the article (what will/should/may readers learn?);
- Your ideas about what you as a writer need to know about the person/subject before proceeding;
- Your interpretation of the theme (why did you choose the theme, and why is it interesting to you as a writer) – Feature 2 only;
- Intended publication and style, and why this type of article would suit that publication.

You also need to think about how you plan to complete the feature, and should include information about:
Sources

- List of proposed interviewees (primary sources) and mode of interviewing.
- Names and status of proposed interviewees.
- List of proposed secondary sources.

Time frame

- List the proposed research, interview and writing tasks and a suggested timeline for each feature.
- Proposed structure (provide brief details of planned structure)

Pitch presentation

Pitch outline: Develop a short video - between 5 - 7 minutes long - with a voice over. More detail on this task will be provided throughout the unit. The purpose of this pitch is to sell your stories to your targeted publication.
Consider why your story would be ideal for the publication. Why would your article appeal to their readers? Why might your story be unique? Does your target publication have specific submission guidelines - how have your addressed them? (Some supplementary materials will be provided on Moodle in the opening weeks of the unit to assist.)

Justification of approach: Editors rarely accept unsolicited manuscripts. The ability to identify a story idea, summarise it, and articulate it in a way that generates interest is a critical skill for feature writers. The more effort you put into your pitch, the more guidance you will be able to get from teaching staff. The requirement to keep your video short and sharp is deliberate; it is to encourage you to be succinct in your writing, and clear with your ideas. (Aim for 5-6 slides per pitch).

Changing your Mind: Remember that this is a pitch of intent. Depending on feedback, you may change your mind about your feature, in terms of topic or approach. You will not be required to submit another formal pitch, but will need to discuss your ideas with teaching staff.

Drafts/Ideas: No private drafting/discussion will be allowed, but we are happy to engage with you if you want to confirm that you are on the right track or discuss your ideas prior to completing your pitch. Submit your questions or discussion to the Q&A forum. We don't review drafts privately in this course because a) students need to learn to be confident to engage with ideas publicly, and b) students benefit from learning about what others are doing, and seeing our feedback.
Students who do demonstrate limited attention to the requirements of the task will Fail this assessment.

They will be required to resubmit this assignment until they receive a Pass grade to be allowed to proceed to Assessment 2 and 3.

Use of Generative Artificial Intelligence agents (Gen AI)
Within this assessment, the use of Microsoft Copilot, Chat GPT or other Gen AI agents is as follows:

- Gen AI may only be used as specified in the assignment instructions in Moodle.

WORD COUNT for written assignments:
The word count is considered from the first word of the Introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

Assessment Due Date
Week 4 Friday (2 Aug 2024) 11:45 pm AEST
Online

Return Date to Students
Vacation Week Friday (16 Aug 2024)
Assessments will be returned within two weeks of submission.

Weighting
20%

Assessment Criteria
Assessments will be graded on the following criteria:
• News value or interest of this subject is clearly established and appropriate
• Relationship to current public discourse is clearly established and well-considered
• Target publication and audience is identified
• Aim of the article and what it seeks to achieve in audience response is clear
• Evidence of future planning is evident

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Submit a word or PDF document through Moodle.

Learning Outcomes Assessed

- Pitch newsworthy topics for two different long-form feature articles

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Ethical practice

2 Narrative Feature (Human Interest - Personal Profile)

Assessment Type
Written Assessment

Task Description
Write **a personal profile** on someone whose work or life is of current interest. This profile must include a personal interview with the main subject of the feature, as well as interviews of family/friends/work colleagues/peers that provide some alternative perspectives of your subject.
You may interview someone you know, **but this person has to be someone of potential interest to another reader**.
You are not able to be the subject of the personal profile, and you are not able to 'interview yourself'.
The article must:

   a. Present the person in a way that *expands public knowledge* and *demonstrates application of news values* (ie.

reveals new information or takes a new angle on a person, or highlights a current issue through a personality profile)
   b. Demonstrate research in support of the subject. Primary and secondary source material must be referenced and acknowledged appropriately
   c. Be written in a way that attracts and sustains reader interest
   d. Be professionally formated, modelled as per a credible news site. This may include ading relevant images, video content, graphics or illustrations. Examples are available on Moodle.
   e. Provide a list of full contact details of interviewees including telephone numbers and addresses.

Feature Pitch Letter and Interview Notes
Include a short pitch letter to the editor of the intended publication, telling the editor about the article and why this feature is interesting to the publication's target audience. You may use some of the information you prepared as part of your proposal.
You will also need to submit your interview notes (or transcript) with your feature article as an appendix..
Length: You will submit one word/PDF file for this assessment that contains:

- **Feature Article (2,000 - 2,500 words)**
- **Feature Pitch Letter (150 - 200 words)**
- **Transcripts (no word length)**

Drafts: Students are expected to share their drafts or sections of writing via the unit discussion forum, and all students are encouraged to share their constructive opinion and ideas on one another's work. Feedback is therefore public and assists all students. No private drafts will be accepted.
NOTE: Our ultimate aim is to help you get your work published. Think of someone locally whose profile might be of interest to your local paper, or a young emerging sport person whose profile might be of interest to a specialist publication. In the past, we've had local personalities, tattoo artists, and beer brewers featured in local newspapers as examples. You could feature a local emerging band/artist/athlete; highlight the work of a volunteer who is a bit unusual; or tease out the human interest side of a high profile business person. Remember, EVERYONE has an interesting story - it's our job to find out about it and decide whether it's of interest to a wider audience.

Use of Generative Artificial Intelligence agents (Gen AI)
Within this assessment, the use of Microsoft Copilot, Chat GPT or other Gen AI agents is as follows:

- Gen AI may only be used as specified in the assignment instructions in Moodle.

WORD COUNT for written assignments:
The word count is considered from the first word of the Introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

Assessment Due Date
Week 8 Monday (2 Sept 2024) 11:45 pm AEST
Online

Return Date to Students
Week 10 Monday (16 Sept 2024)
Assessments will be returned within two weeks of submission.

Weighting
40%

Assessment Criteria
A marking rubric will be available on the unit website. The criteria upon which this profile will be assessed are:

- Application of news values
- Use of sources
- Quality of writing
- Referencing

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Submit as a word or PDF document through Moodle

Learning Outcomes Assessed

- Apply appropriate news criteria when using news-gathering skills to address news and current affairs in a feature writing context
- Produce a publishable profile feature article while adhering to industry standards

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 NEWS FEATURE (CONTEMPORARY NEWS ISSUE)

Assessment Type
Written Assessment

Task Description
Write one news issue-based feature article. We set themes as starting points for your writing, as experience in this unit has taught us that many students often struggle to generate ideas. The themes for this term are:

- **In a frame**
- **Covered**
- **Digging down**

You are able to take a loose interpretation. For example, an article based on the theme 'digging down' could look at gardening enthusiasts or mining industry trends. 'Covered' might investigate chronically ill people's experiences with the insurance industry. It's entirely up to you to think about how you might interpret a theme, and you are welcome to come up with your own theme or idea. You should consider what would be of interest to an editor in October or November this year if you wish to aim for publication.

Whatever you decide to write about needs to expand public knowledge, meaning you will need to think about a way of writing the story that tells us something we don't already know. You will learn about how to do this in the course of the term.

You must clearly state the theme you're addressing in your pitch and on the cover page of your submission.

Writing your feature
You must research and write a feature story that includes reference to at least three (3) separate personal interviews (no more than five), and conduct primary and secondary research in support of your interviews.

Your feature must:

a. Present a specific issue in a way that expands public knowledge about an issue of current importance in public discourse (ie. hasn't been done before or is unique in its approach);
b. Demonstrate significant research in support of the subject. Primary and secondary source material must be referenced and acknowledged appropriately;
c. Be written in a way that attracts and sustains reader interest;
d. Be professionally formatted, modelled as per a credible news siet. This may include adding relevant images, video content, graphics or illustrations. Examples are available on Moodle; and
e. Provide a list of full contact details of interviewees including telephone numbers and addresses.

This is not an essay-style feature, nor is it an opinion-based feature. You are to write a news-based feature, informed by research. This could be softer style news - it doesn't need to be an investigative piece, but it does need to 'reveal' something and include sources. The way you write the feature will be informed by content you have learned in the unit.

Feature Pitch Letter and Notes
You will be required to include a short pitch letter to the editor of the intended publication, telling the editor about the article and why this feature is interesting to the publication's target audience.
You will also need to submit your interview notes (or transcript) with your feature article as an appendix. S**ubmit these as a PDF through Moodle.**

Secondary sources should be referenced.

Length
• Feature Article (3,000 - 3,500 words)
• Feature Pitch Letter (200 words)
• Transcript notes

Drafts: Students are expected to share their drafts or sections of writing via the relevant discussion forum, and all students are encouraged to share their constructive opinion and ideas on your fellow students' work. Feedback is therefore public and assists all students. No private drafts will be accepted.

NOTE: You may come up with your own theme or topic in consultation with the Unit Coordinator if you are or would like to work on a real commission or idea. Again, as with Assessment 1, we would like to see you publish your work if you can. Think of a local issue your local newspaper might like explored in more depth. Aim high - you never know where you might end up!

Use of Generative Artificial Intelligence agents (Gen AI)
Within this assessment, the use of Microsoft Copilot, Chat GPT or other Gen AI agents is as follows:

- Gen AI may only be used as specified in the assignment instructions in Moodle.

WORD COUNT for written assignments:
The word count is considered from the first word of the Introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

Assessment Due Date
Review/Exam Week Monday (7 Oct 2024) 11:45 pm AEST
Online

Return Date to Students
Exam Week Friday (18 Oct 2024)
Assessments are returned within two weeks of submission.

Weighting
40%

Assessment Criteria
A marking rubric will be available on the unit website. The criteria upon which this feature will be assessed are:

- Application of news values
- Integration of interviews
- Quality of research and use of sources
- Quality of writing
- Referencing

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Submission Instructions
Submit as a word or PDF document through Moodle

Learning Outcomes Assessed

- Exercise advanced journalistic writing skills and research techniques to produce issue-based news feature article
- Critique and discuss feature article genres, audience, and the nature of publication.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem