MECS2032: GENDER, PHILOSOPHY & POPULAR CULTURE

BA (Hons) Media & Culture, 15 Credits, Optional for Single/Major/Joint/Minor

2019-2020
UNIVERSITY OF WORCESTER
Dr Barbara Mitra
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Intended Learning Outcomes:
On successful completion of the module, students should be able to:

1. Summarise and communicate understanding of gender theories with regard to a variety of popular culture forms
2. Critically analyse the ways in which gender are constituted and/or challenged in and through particular forms of culture
3. Apply with tutor support, appropriate philosophical theory to popular cultural texts
4. Reflect and evaluate with tutor support, skills of critical analysis and independent research in written format;

Feedback
Feedback from us to you –
- Feedback defined: Information about a person’s reaction to something, performance of a task, engagement with a topic, information which results in changes in thinking, behaviour or responses.

- Feedback can take different forms but can include verbal feedback in seminars and tutorials as well as written feedback on work.

Feedback on changes to the module based on student comments
- Students over the past few years suggested that this would be better as a second year module, particularly with the workshops that foster a sense of community. Thus, this module (previously MECS3003 is now MECS2032).

- Students wanted assignment 1 to be as late as possible so that all the topics were covered. Assignment 1 is scheduled as late as possible to account for this.

- Students felt that 500 words were too few for the first assignment. This has been changed to 750 words.

- Students suggested that there should be a football session as well as a dance session. This has now become established on this module and based on last year, I now include the reasoning behind these workshops.
**Attendance Requirement:**

You are expected to attend all taught sessions; non-attendance may significantly affect your ability to complete successfully a module and may jeopardise your ability to undertake re-assessment in the event of failing a module.

If you are unable to attend a scheduled session for some unavoidable reason, you must **email the module tutor**. Please include in your email your name and student number, the module code and name, the date of the missed session, and your reason for missing it. You should make sure that you also contact your module tutor to make arrangements to catch up on any work you have missed.

If you have accrued two or more unexplained absences, you will be required to attend a tutorial interview with the module leader, your personal academic tutor, and the course leader to discuss the impact of your attendance on your performance and progress.

Link to Class Cancellation Policy
[https://www2.worc.ac.uk/registryservices/documents/classcancellationpolicy.pdf](https://www2.worc.ac.uk/registryservices/documents/classcancellationpolicy.pdf)

### Different teaching methods/ activities for different learning styles:-

<table>
<thead>
<tr>
<th>Visual</th>
<th>Auditory</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Images on PowerPoints</td>
<td>• Analogies interspersed in lectures</td>
</tr>
<tr>
<td>• Boards and posters used in seminars</td>
<td>• Learners work in pairs</td>
</tr>
<tr>
<td>• TV programmes</td>
<td>• Learners work in small groups</td>
</tr>
<tr>
<td>• Videos on PowerPoint</td>
<td>• Also in lectures in response to questions</td>
</tr>
<tr>
<td>• Videos made to support topics</td>
<td>• Audio podcasts made to support topics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kinaesthetic</th>
<th>Physical activities –</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Having to move around in the seminar time</td>
<td>• Having to move around in the seminar time</td>
</tr>
<tr>
<td>• Quizzes that require use of mobile phones</td>
<td>• Quizzes that require use of mobile phones</td>
</tr>
<tr>
<td>• Using phones/laptops to look up definitions</td>
<td>• Reading/writing activities</td>
</tr>
<tr>
<td>• Dance workshop and football workshop</td>
<td>• Dance workshop and football workshop</td>
</tr>
</tbody>
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<tr>
<th>Tactile</th>
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<tbody>
<tr>
<td>• Quizzes</td>
</tr>
<tr>
<td>• completing questions on seminar sheets</td>
</tr>
<tr>
<td>• writing things in response to questions in lectures</td>
</tr>
<tr>
<td>• use of cards to yes/no responses</td>
</tr>
<tr>
<td>• Raising hands in response to questions</td>
</tr>
<tr>
<td>• Dance/football workshops</td>
</tr>
</tbody>
</table>
Adaptability

- Don’t allow your learning style to control you.
- Awareness of how you most successfully learn is useful but by learning to adapt your learning style, you will enhance your ability to learn.
- Not every session will suit your individual learning style and in a workplace environment you may find that your learning style will need to adapt and change to suit the environment. Developing techniques to adapt your learning style(s) will be useful for your employability.

Assignment One Details

Assignment One (35%)

Two Parts

This is divided a critical reflection on the football and dance workshop (skills gained as well as gender stereotypes) and 750 words as an essay plan and questions on topics studied on the module.

Part A: Essay Plan and questions (750 words)

Assignment One Details: Address all the following questions:

1. Explain and define ONE concept relating specifically to gender theory (draw on at least ONE academic source; 150 words)
   - For this section you can draw on any of the gender theories that we look at on the module.

2. Explain how you could use the gender theory described above to analyse ONE specific popular culture (150 words)
   - In this section you need to focus on one specific popular culture e.g. film, music, fashion and show how you would relate an analysis of this to the gender theory above.

3. Explain and define ONE philosophical concept studied on the module, stating how this links to gender

Part B: Critical Reflection – the blog contribution (No word limit)

- The critical reflection is based on your participation in both the football and dance workshops, as well as skills gained that might be useful in the workplace.

- These are compulsory sessions and you must attend. If you have an injury that prohibits you from participating then you need to observe the sessions and book a tutorial meeting with me in advance to confirm this is the case

- You will need to submit your reflection via the blog contribution situated under the module code MECS2032 on Blackboard – see the guidance at the end of this module outline for the blog contribution details.

- The skills gained section in the blog contribution should be written with an employer (rather than myself) in mind.

- If you missed either session for legitimate reasons (you will need to contact Barbara Mitra to explain the reasons for this) you will need to talk to someone who was there and get their opinion and observations about the
For this section you can highlight any of the philosophical concepts that we study on the module.

4. **Explore a possible topic for your essay (see the question list below)** (150 words)
   - If you are struggling with an idea in relation to this, then please do come and discuss some potential topics.
   - There are some specific questions and some more open questions but here you will need to be very specific.

5. **Conduct an annotated bibliography of ONE academic source that relates to the topic above** (150 words)
   - You can look at the online resources list to help you find a relevant academic source (make sure you look at the specific sections).
   - Make sure you engage and evaluate the academic source that you are drawing upon.

6. **List of references**
   - Make sure you give your list of references in the Harvard system. See the library referencing guides (short guide) and see Cite them Right online in the table.

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**Deadline for Assignment One:** 17th December 2019 by 3pm online submission via Turnitin

– (if late within 7 days (D-)) after 7 days it will get 0 (unless you can claim mitigating circumstances)

**Returning of Assignment One:** Feedback by 20 working days at the latest – feedback on topic for assignment 2 will be earlier than this.
Assignment Two Details

Assignment Two

Essay question (65%) 1750 words
(Choose one of the questions below)

1. Analyse one form of popular culture (e.g. sport, dance, music, gaming, social media, film, fitness industry, reality television, dating shows, beauty Vloggers, Gaming Vloggers, cyborgs etc.) in relation to gender theory (or theories) studied on the module.

2. Analyse one form of popular culture in relation to philosophical theory (or theories) studied on the module (e.g. feminist care ethics, eastern philosophies, existentialism, shame, Baudrillard etc.).

3. Analyse cross-dressing in film(s) in relation to masculinity and or femininity.

4. Explore the role of social media in relation to body image, focusing on specific social media.

5. Explore and explain specific gender theory (or theories) studied on the module and show how it can be related to popular culture.

6. Explore specific philosophical theory (or theories) studied on the module and show how it can be related to popular culture.

Details for Assignment 2:

Applying theory to a specific area or topic
- There are two approaches to assignment two.
- Either you will be analysing a specific popular culture (e.g. drawing on television programmes) in relation to theory (gender/philosophical theories), OR
- You will be explaining the theory (gender/philosophical theories) first, including critical evaluation of these and then

Define your key terms drawing on academic sources
- You will need to define your key terms by drawing on academic sources at the start of the essay.
- You will then need to decide what you are focusing on e.g. if you are going to focus on film you might want to focus on a specific genre such as Disney, horror etc.
- You can include images e.g. DVD covers, images from websites, newspaper articles etc. and conduct your own analysis.
Relating your ideas to the theory/academic sources

- The key is to relate your own analysis to the theory/academic sources i.e. to place your analysis into the context of your reading on the topic.

How many academic sources to draw upon

- You will need to draw on at least 7-8 academic sources and I would expect to see academic journal articles in your list of references as well as academic books.
- Please avoid using introductory texts (such as those labelled Introduction to…) at this level.
- If other media add detail e.g. websites, newspapers etc. you can also include these, but they will be in addition to the 7-8 academic sources.
- All the sources in your reference list should be cited in the actual essay
- Please don’t plagiarise as the penalties for this can be very severe

Length of assignment

- You are permitted to write 10% more than the target number of words, but do not write more than that as markers will not normally read or take into account anything beyond that additional 10%.

Are quotations and references included in the word count

- Quotations will be included in the word count unless the assignment instructions say differently.
- This includes referencing details (e.g. author) which will be included (apart from the List of References/Bibliography at the end which is not included).
- Your list of references should be in the Harvard Referencing style (see the library guides about Harvard Referencing https://library.worc.ac.uk/guides/study-skills/referencing).

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Deadline for Assignment Two: 20th January 2020 by 3pm at the latest

ONLINE SUBMISSION VIA Turnitin

Submissions within 7 days receive a D-, after this time they will be a Non Submission unless you can claim mitigating circumstances

Feedback by 17th February at the latest (20 working days)

Do check online to find your feedback
Mitigating Circumstances

What to do if you cannot submit an assignment

- Please note there are specific guidelines as to what will count in terms of mitigating circumstances.
- The details (forms and deadlines) can be found http://www.worcester.ac.uk/registryservices/679.htm

Reassessment Details:

In the event you are required to take reassessment you will receive formal notification of this through a Reassessment Letter, which can be found on the Assessments tab of your SOLE page. Details of the task will be made available on Blackboard, in a Turnitin drop-box clearly labelled ‘reassessment’.

Reassessment assignment 1:

- Essay Plan and questions (750 words)
- Explain and define ONE concept relating specifically to gender theory (draw on at least ONE academic source (150 words)
- Explain how you could use the gender theory described above to analyse ONE specific popular culture (150 words)
- Explain and define ONE philosophical concept studied on the module, stating how this links to gender (draw on at least ONE academic source; 150 words)
- Explore a possible topic for your essay (see the question list below) (150 words)
- Conduct an annotated bibliography of ONE academic source that relates to the topic above (150 words)
- List of references

Reassessment assignment 2:

- Essay question (65%) 1750 words – answer ONE question from below
  - (1) Analyse one form of popular culture (e.g. sport, dance, music, gaming, social media, film, fitness industry, reality television, dating shows, beauty Vloggers, Gaming Vloggers, cyborgs etc.) in relation to gender theory (or theories) studied on the module.
  - (2) Analyse one form of popular culture in relation to philosophical theory (or theories) studied on the module (e.g. feminist care ethics, eastern philosophies, existentialism, shame, Baudrillard etc.).
  - (3) Analyse cross-dressing in film(s) in relation to masculinity and or femininity.
  - (4) Explore the role of social media in relation to body image, focusing on specific social media.
  - (5) Explore and explain specific gender theory (or theories) studied on the module and show how it can be related to popular culture.
  - (6) Explore specific philosophical theory (or theories) studied on the module and show how it can be related to popular culture.

Reassessment Deadline

Thursday 9th July by 3pm via Turnitin (online Submission)
After the 3pm deadline and within 7 days you will be penalised with D-, after 7 days it will be a non-submission
Contact Details:
Module Leader: Dr Barbara Mitra
Room: Currently 115 Bredon
Email: b.mitra@worc.ac.uk

- I am always happy to meet with students – it is probably best to email to make an appointment. I will also have some office hours available.
- I tend to answer emails fairly quickly – except when they go into my junk email folder. I don’t tend to reply on weekends, bank holidays or University closed days.
- If you have emailed me and I haven’t replied, (after 2 working days) it means I have not received your email and you may want to resend it.

(Working days do NOT include bank holidays, Saturday, Sunday or University Closed days)

Where will my lectures and seminars take place?

Please see the live timetable
- Link to Live Timetable
- https://ext-webapp-01.worc.ac.uk/cgi-bin/timetabling/web_timetable.pl

Weekly Schedule MECS2032
Mondays
13.15-14.15 and 15.15-17.15

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Associated Readings</th>
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<tbody>
<tr>
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<tr>
<td></td>
<td></td>
<td>Ideologies in popular culture</td>
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<tr>
<td>Week 4</td>
<td>14/10/2019</td>
<td>Football workshop (compulsory)</td>
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<td></td>
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<td>Sport – mind and body connected</td>
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<td>Progression Week: 05/11/2018 to 09/11/2018</td>
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<tr>
<td><strong>Week 7</strong>  <strong>11/11/2019</strong></td>
<td></td>
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<tr>
<td>- Cross dressing</td>
<td></td>
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<tr>
<td>- Clowns</td>
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<tr>
<td><strong>Week 8</strong>  <strong>18/11/2019</strong></td>
<td></td>
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<tr>
<td>- Power and gender</td>
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<td>- Foucault and disciplinary power</td>
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<tr>
<td>- The Abject</td>
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<tr>
<td>Week 9</td>
<td>25/11/2019</td>
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<tr>
<td>Feminist Care Ethics</td>
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<tr>
<td>Facebook and Gender</td>
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<tr>
<td>Animals</td>
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</tbody>
</table>


<table>
<thead>
<tr>
<th>Week 10</th>
<th>02/12/2019</th>
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</thead>
<tbody>
<tr>
<td>Dance workshop</td>
<td></td>
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<tr>
<td>Dance and gender</td>
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<tr>
<td>Body, Break dancing, Tango, Ballet</td>
<td></td>
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</tbody>
</table>

- Dance – hip hop or ballet there’s no gender in dance (is there)!
- Practical workshop. You will need to wear appropriate clothing for this session – loose comfortable clothing and trainers. Bring water
- This will form the second part of the blog contribution
- Riverside Studio: I will walk to the Riverside Centre after the lecture and you are welcome to walk there with me.

<table>
<thead>
<tr>
<th>Week 11</th>
<th>09/12/2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music and Gender</td>
<td></td>
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<tr>
<td>Performance (Joanna Jones)</td>
<td></td>
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</tbody>
</table>

- (see pages 593-594 (Bowie, the 2000s and the end of gender) and pages 590-592 (Bowie 80s and the New Man).
- Mykki Blanco documentary

<table>
<thead>
<tr>
<th>Week 12</th>
<th>16/12/2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender in the online world</td>
<td></td>
</tr>
<tr>
<td>Seven of Nine</td>
<td></td>
</tr>
</tbody>
</table>


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**Assignment 1:** 18/12/2019 by 3pm (online via Turnitin)

**Christmas and Assessment and Revision weeks:**

**Assignment 2:** 20/01/2020 (online via Turnitin)

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**Semester 2 starts on 20th January 2020**

- This applies to all modules in the School of Humanities

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**Your module reading list can be found at:-**

http://resourcelists.worc.ac.uk

- Type in MECS2032 and the resource list for 2019-20 should be seen.
- Click on MECS2032 to see the entire list.
- Click on Tale of Contents tab to see topics available.
- Click on the Filter tab to see the Ebooks and digital resources in the entire list.
- Please see the separate reading list handout for this module
- Link to Turnitin guide https://uwtel.co.uk/tel-tools/turnitin/
## Grading Criteria based on 4 Components

<table>
<thead>
<tr>
<th>Grade</th>
<th>A+/A/A-</th>
<th>B+/B/B-</th>
<th>C+/C/C-</th>
<th>D+/D/D-</th>
<th>E Failing Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Argument</strong></td>
<td>Excellently argued. Able to analyse and synthesise arguments to reach their own independent conclusion.</td>
<td>Fairly well argued. Able to engage in some critical analysis and interpretation of arguments, but does not conduct their own independent analysis.</td>
<td>Generally fairly well argued. Able to describe arguments and debates but there are gaps in the knowledge and understanding of the topic area.</td>
<td>Poorly argued. Able to describe some arguments and reports rather than conducting own critical analysis.</td>
<td>There is no clear, coherent argument formed. The debates and arguments are not clearly described or analysed.</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>There is evidence of excellent research. The arguments are well supported by a wide range of appropriate sources which are excellently referenced and acknowledged in a bibliography.</td>
<td>There is evidence of some good research. The arguments are generally supported by an appropriate range of sources which tend to be well referenced and mostly acknowledged in a bibliography.</td>
<td>There is evidence of some research. The arguments are sometimes supported by appropriate sources which are sometimes referenced correctly, although there are some mistakes in the bibliography.</td>
<td>There is an acceptable level of research at this level. There is some acknowledgement of sources but often not referenced correctly and often not acknowledged in the bibliography.</td>
<td>Little evidence of research having been conducted. There are either inappropriate sources used or little acknowledgement of sources. Hence the arguments are not supported by appropriate referencing and there is an inadequate bibliography.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Excellent clarity of expression, grammar and spelling. Writes in a fluent and coherent style.</td>
<td>Good clarity of expression. Grammar and spelling are generally clear although there are some errors.</td>
<td>Satisfactory expression. Grammar and spelling are usually clear although there are some errors.</td>
<td>Mostly acceptable expression. Some inaccuracies in assignment lack a clear coherent structure and suffer from numerous grammatical and/or spelling errors.</td>
<td>Very poor clarity of expression. The assignment lacks a clear coherent structure and suffers from numerous grammatical and/or spelling errors.</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>Clearly comprehends the assignment and gives an original or creative response to the task set.</td>
<td>Comprehends the assignment fairly well and gives an adequate response, but largely descriptive or interpretative responses.</td>
<td>Some comprehension of the assignment. There are some gaps in the response, but it is adequate.</td>
<td>Does not comprehend what was required by the assignment and the response is inadequate. They do not address the task set.</td>
<td></td>
</tr>
</tbody>
</table>

### Key transferable skills from this module

<table>
<thead>
<tr>
<th>Key transferable skills</th>
<th>Lectures</th>
<th>Seminars</th>
<th>Assessed work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td>Through answering questions, discussing ideas with someone next to you</td>
<td>Communication in group work and also in feeding back to the whole group</td>
<td>Through written work, essays and also blog contributions</td>
</tr>
</tbody>
</table>
### Teamwork

This is developed through group work activities/reading and questions in the seminars. Through any study groups that have been established on this module.

### Leadership

- Speaking up on behalf of others
- Being a STAR (course representative)

Directing the group towards answering questions/thinking about key issues and ideas. **Some students have set up study groups – have you thought about doing this with a few colleagues who are on MCS?**

### Initiative

- Preparing before lectures by doing relevant reading on topics
- Answering questions/challenging module leader
- Telling the module leader if things on Blackboard do not work, if readings are too difficult or easy.
- Asking appropriate questions in seminar

Finding the resources for your assignments and going beyond the reading list. Taking the initiative with regards to conducting your own research/reading in relation to assignment 2.

### Creative thinking

As there are no definite answers, you have to think for yourself and come up with your own opinions. Also choosing your assignment topic is part of this creative process (because of the choice available).

### Self-Awareness

- Regarding the ability to contribute in seminars
- Self-awareness will also be developed in relation to the practical seminar on dance.

Regarding your knowledge and abilities as evidenced in the assignments. Self-reflexivity regarding gender and dance/football based on the practical seminar.

### Commitment/motivation

- Attending lectures shows commitment
- Attending seminars and contributing, doing the prepared work that has been set shows commitment

Getting assignments in on time and showing that you have conducted relevant research/reading shows motivation and commitment.

### Interpersonal Skills

- Time management and organisational skills regarding the lectures/getting there on time
- Developed through the group work and mixing of groups in seminars

Time management skills re meeting deadlines and being punctual.
<table>
<thead>
<tr>
<th>Computer skills</th>
<th>Literacy</th>
<th>Word/internet searches/library searches (research skills)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessing materials that are available on Blackboard Accessing Ebooks and journal articles</td>
<td>Being able to articulate your ideas clearly</td>
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<tr>
<td></td>
<td></td>
<td>Grammar and punctuation Writing to a set brief Composing a persuasive argument</td>
</tr>
</tbody>
</table>
Step 1: Blog contribution guide

1. Click 'Your Reflections' blog here.
Step 2: Blog contribution guide

Through these workshops, please write this part as if writing for a prospective employer.

What skills on pages 11-12 in your module outline that have been enhanced in the dance and football workshops?

What stereotypes have you been challenged or reinforced by your participation?
Step 3: Blog contribution guide

Don't forget to click on Post Entry - otherwise you will lose your entry.

Type your responses to the questions here.

Create Journal Entry

Journal Entry Information

Title: [Blank]

Instructions are required field.

Journal entries make up the content of a journal. Depending on the journal style, entries can be deleted or edited by their authors. Journal entries can be saved as drafts or a draft at a later time.
Getting feedback on your assignment via Turnitin

- This will automatically upload according the timing for releasing your assignment and grade.