



ENGL389

Textual Practices

S2 Day 2014

English

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General Information

Unit convenor and teaching staff

Unit Convenor

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Credit points

3

Prerequisites

6cp in ENGL units at 300 level

Corequisites

Co-badged status

Unit description

Focusing on the literary essay, this unit aims to integrate, synthesise and refine the critical reading, writing, conceptual and analytic knowledge and skills students have acquired across the multiple and diverse topics within their study of English. Throughout the early modern, modern and post-modern periods, the literary essay has developed alongside and in dialogue with other major genres of writing – most notably, the novel, drama, poetry, literary and cultural criticism. While it is a much practised form, it is often viewed as an invisible genre, commonly studied and utilised in conjunction with other textual practices, but rarely analysed in itself as a specific kind of discursive practice with particular, though diverse, stylistic features, conceptual parameters and ideological concerns. In this unit students read, critically analyse and write a range of essays across various subject areas – such as literature, art, music, film, politics, food, travel and so on. However, the critical focus of the unit is on the essay as textual practice: its generic affiliations; stylistic and discursive characteristics; ideological assumptions and agendas; and its role and impact within culture in general.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

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

- Have gained a broad overview of the range of textual forms constituted by ‘the essay’ and of discursive and intellectual conjunctures between the essay, other major literary genres, and the broader intellectual and cultural contexts of textual production
- Understand various theoretical approaches to the essay as a literary genre
- Be able to critically analyse the textual and discursive strategies utilized in the essay form in its various modes of address: for example, as provisional and exploratory prose, as reflective and contemplative writing, as persuasive and often polemical argument, or as detailed and precise description
- Be able to critically examine the uses of the essay as textual practice with particular reference to literary, artistic, cultural and ideological issues
- Demonstrate a highly developed capacity for rigorous and independent thinking and advanced research and communication skills shown through reasoned, well-informed argument in written work and class discussion and participation
- Be able to apply synthesized knowledge and skills, critical analyse arguments, compare different points of view and assemble information to develop an independent argument
- Demonstrate more highly developed textual analysis skills shown through written analyses of and responses to set texts

Be aware of the requirements of scholarship, especially in terms of academic honesty demonstrated through the appropriate, accurate and honest use of other scholar's work

Assessment Tasks

Name	Weighting	Due
<u>Seminar Paper</u>	40%	week2-13
<u>Major Research Essay</u>	50%	after week 13
<u>Attendance and Participation</u>	10%	Weekly

Seminar Paper

Due: **week2-13**

Weighting: **40%**

Seminar Paper

On successful completion you will be able to:

- Understand various theoretical approaches to the essay as a literary genre
- Be able to critically analyse the textual and discursive strategies utilized in the essay form in its various modes of address: for example, as provisional and exploratory prose, as reflective and contemplative writing, as persuasive and often polemical argument, or as detailed and precise description
- Be able to critically examine the uses of the essay as textual practice with particular reference to literary, artistic, cultural and ideological issues
- Demonstrate a highly developed capacity for rigorous and independent thinking and advanced research and communication skills shown through reasoned, well-informed argument in written work and class discussion and participation
- Be able to apply synthesized knowledge and skills, critical analyse arguments, compare different points of view and assemble information to develop an independent argument
- Demonstrate more highly developed textual analysis skills shown through written analyses of and responses to set texts
- Be aware of the requirements of scholarship, especially in terms of academic honesty demonstrated through the appropriate, accurate and honest use of other scholar's work

Major Research Essay

Due: **after week 13**

Weighting: **50%**

Major Research Essay

On successful completion you will be able to:

- Have gained a broad overview of the range of textual forms constituted by ‘the essay’ and of discursive and intellectual conjunctures between the essay, other major literary genres, and the broader intellectual and cultural contexts of textual production
- Understand various theoretical approaches to the essay as a literary genre
- Be able to critically analyse the textual and discursive strategies utilized in the essay form in its various modes of address: for example, as provisional and exploratory prose, as reflective and contemplative writing, as persuasive and often polemical argument, or as detailed and precise description
- Be able to critically examine the uses of the essay as textual practice with particular reference to literary, artistic, cultural and ideological issues
- Demonstrate a highly developed capacity for rigorous and independent thinking and advanced research and communication skills shown through reasoned, well-informed argument in written work and class discussion and participation
- Be able to apply synthesized knowledge and skills, critical analyse arguments, compare different points of view and assemble information to develop an independent argument
- Demonstrate more highly developed textual analysis skills shown through written analyses of and responses to set texts
- Be aware of the requirements of scholarship, especially in terms of academic honesty demonstrated through the appropriate, accurate and honest use of other scholar’s work

Attendance and Participation

Due: **Weekly**

Weighting: **10%**

Attendance and participation in class

On successful completion you will be able to:

- Have gained a broad overview of the range of textual forms constituted by ‘the essay’ and of discursive and intellectual conjunctures between the essay, other major literary genres, and the broader intellectual and cultural contexts of textual production
- Be able to critically examine the uses of the essay as textual practice with particular reference to literary, artistic, cultural and ideological issues
- Demonstrate a highly developed capacity for rigorous and independent thinking and advanced research and communication skills shown through reasoned, well-informed

argument in written work and class discussion and participation

- Demonstrate more highly developed textual analysis skills shown through written analyses of and responses to set texts
- Be aware of the requirements of scholarship, especially in terms of academic honesty demonstrated through the appropriate, accurate and honest use of other scholar's work

Delivery and Resources

Set readings are collected in book of readings – approximately 3 to 4 essays per week – available from the University bookshop. The Unit Handbook and other resources are available on the ENGL389 illearn website.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Written work must be submitted through the ENGL389 illearn website.

Examination

All assessment for this unit is through assessment tasks listed above. There is no formal examination for this unit.

Extensions and special consideration

If you have a legitimate reason for being unable to submit your work by the due date please contact your tutor or the unit convenor **before** the due date. (Please note that a 2% per day penalty will otherwise apply).

Special Consideration Policy

http://www.mq.edu.au/policy/docs/special_consideration/policy.html

Applying for Special Consideration

Students applying for Special Consideration circumstances of three (3) consecutive days duration, within a study period, and/or prevent completion of a formal examination must submit an on-line application with the Faculty of Arts. For an application to be valid, it must include a completed Application for Special Consideration form and all supporting documentation.

The on-line Special Consideration application is found at: http://www.arts.mq.edu.au/current_students/undergraduate/admin_central/special_consideration.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Be able to critically analyse the textual and discursive strategies utilized in the essay form in its various modes of address: for example, as provisional and exploratory prose, as reflective and contemplative writing, as persuasive and often polemical argument, or as detailed and precise description
- Be able to critically examine the uses of the essay as textual practice with particular reference to literary, artistic, cultural and ideological issues
- Be able to apply synthesized knowledge and skills, critical analyse arguments, compare different points of view and assemble information to develop an independent argument
- Demonstrate more highly developed textual analysis skills shown through written analyses of and responses to set texts

- Be aware of the requirements of scholarship, especially in terms of academic honesty demonstrated through the appropriate, accurate and honest use of other scholar's work

Assessment tasks

- Seminar Paper
- Major Research Essay
- Attendance and Participation

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Have gained a broad overview of the range of textual forms constituted by 'the essay' and of discursive and intellectual conjunctures between the essay, other major literary genres, and the broader intellectual and cultural contexts of textual production
- Understand various theoretical approaches to the essay as a literary genre
- Be able to critically analyse the textual and discursive strategies utilized in the essay form in its various modes of address: for example, as provisional and exploratory prose, as reflective and contemplative writing, as persuasive and often polemical argument, or as detailed and precise description
- Be able to critically examine the uses of the essay as textual practice with particular reference to literary, artistic, cultural and ideological issues
- Demonstrate a highly developed capacity for rigorous and independent thinking and advanced research and communication skills shown through reasoned, well-informed argument in written work and class discussion and participation
- Be able to apply synthesized knowledge and skills, critical analyse arguments, compare different points of view and assemble information to develop an independent argument
- Demonstrate more highly developed textual analysis skills shown through written analyses of and responses to set texts
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Assessment tasks

- Seminar Paper
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- Attendance and Participation

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Have gained a broad overview of the range of textual forms constituted by 'the essay' and of discursive and intellectual conjunctures between the essay, other major literary genres, and the broader intellectual and cultural contexts of textual production
- Understand various theoretical approaches to the essay as a literary genre
- Be able to critically analyse the textual and discursive strategies utilized in the essay form in its various modes of address: for example, as provisional and exploratory prose, as reflective and contemplative writing, as persuasive and often polemical argument, or as detailed and precise description
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- Be aware of the requirements of scholarship, especially in terms of academic honesty demonstrated through the appropriate, accurate and honest use of other scholar's work

Assessment tasks

- Seminar Paper
- Major Research Essay
- Attendance and Participation

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate

and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Have gained a broad overview of the range of textual forms constituted by ‘the essay’ and of discursive and intellectual conjunctures between the essay, other major literary genres, and the broader intellectual and cultural contexts of textual production
- Understand various theoretical approaches to the essay as a literary genre
- Be able to critically analyse the textual and discursive strategies utilized in the essay form in its various modes of address: for example, as provisional and exploratory prose, as reflective and contemplative writing, as persuasive and often polemical argument, or as detailed and precise description
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Assessment tasks

- Seminar Paper
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Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Be able to critically examine the uses of the essay as textual practice with particular reference to literary, artistic, cultural and ideological issues
- Demonstrate a highly developed capacity for rigorous and independent thinking and

advanced research and communication skills shown through reasoned, well-informed argument in written work and class discussion and participation

- Be able to apply synthesized knowledge and skills, critical analyse arguments, compare different points of view and assemble information to develop an independent argument

Assessment tasks

- Seminar Paper
- Major Research Essay
- Attendance and Participation

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Demonstrate a highly developed capacity for rigorous and independent thinking and advanced research and communication skills shown through reasoned, well-informed argument in written work and class discussion and participation
- Be able to apply synthesized knowledge and skills, critical analyse arguments, compare different points of view and assemble information to develop an independent argument
- Demonstrate more highly developed textual analysis skills shown through written analyses of and responses to set texts

Assessment tasks

- Seminar Paper
- Major Research Essay
- Attendance and Participation

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Demonstrate a highly developed capacity for rigorous and independent thinking and advanced research and communication skills shown through reasoned, well-informed argument in written work and class discussion and participation
- Be able to apply synthesized knowledge and skills, critical analyse arguments, compare different points of view and assemble information to develop an independent argument
- Demonstrate more highly developed textual analysis skills shown through written analyses of and responses to set texts

Assessment tasks

- Seminar Paper
- Major Research Essay
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Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Have gained a broad overview of the range of textual forms constituted by 'the essay' and of discursive and intellectual conjunctures between the essay, other major literary genres, and the broader intellectual and cultural contexts of textual production
- Be able to critically analyse the textual and discursive strategies utilized in the essay form in its various modes of address: for example, as provisional and exploratory prose, as reflective and contemplative writing, as persuasive and often polemical argument, or as detailed and precise description
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- Be aware of the requirements of scholarship, especially in terms of academic honesty

demonstrated through the appropriate, accurate and honest use of other scholar's work

Assessment tasks

- Seminar Paper
- Major Research Essay
- Attendance and Participation

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Demonstrate a highly developed capacity for rigorous and independent thinking and advanced research and communication skills shown through reasoned, well-informed argument in written work and class discussion and participation
- Be aware of the requirements of scholarship, especially in terms of academic honesty demonstrated through the appropriate, accurate and honest use of other scholar's work

Assessment tasks

- Seminar Paper
- Major Research Essay
- Attendance and Participation