ENGL208

Reading Theory

S2 Day 2014

English

Contents

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff
Unit Convenor
Toby Davidson
toby.davidson@mq.edu.au
Contact via toby.davidson@mq.edu.au
W6A 637
announced Week 1 (or by email appt)

Credit points
3

Prerequisites
12cp including ENGL120

Corequisites

Co-badged status

Unit description
How does meaning work? This unit equips students to explore the concepts that underpin our understanding of literary texts and writing. It surveys the major literary theories of the twentieth century, examining the theoretical languages and approaches one by one - liberal humanism, structuralism, semiotics, feminism, queer studies, Marxism, psychoanalysis, poststructuralism, postmodernism and postcolonialism - in order to deconstruct two key literary works, Shakespeare's "The Tempest" and David Williamson's "Dead White Males". Questions raised include: How should we read? What is an author? Is it possible to arrive at a single correct interpretation? How are texts related to other texts? To what extent do factors such as gender and racial difference impact upon literary production and reception? How does a reading of literary texts assist us in understanding the larger contexts of contemporary culture? This unit provides students with skills in revealing analysis, and is recommended for students intending to major in English or to progress to honours level.

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:

Demonstration of independent critical research analysis leading to the communication of

an essay-based argument

Ability to work contextually between genres, eras and media (eg. from printed to online and interactive formats)

Ability to apply literary insights into broader social and environmental contexts

Professionalism in terms of punctuality, required levels of tutorial and online participation, task management, team-based communication and presentation of work

Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

General Assessment Information

All assessment tasks must be attempted in order to pass this unit. If you think you cannot attempt this assessment, contact your tutor. If you withdraw from the unit, you must email the convenor at toby.davidson@mq.edu.au.

Assessment Tasks

Name	Weighting	Due
Participation	20%	Ongoing
Week 3 Early Feedback Quiz	15%	Friday 22nd August (Wk 3)
Secondary Source Task	15%	Friday Sept 12 (Week 6)
Research Essay	50%	Wed 12th November (Wk 13)

Participation

Due: **Ongoing**
Weighting: **20%**

This is more than just attendance. Participation means effective preparation by reading the discussion texts **before** the tutorials and contributing individually or in groups once in class and for online assessments. The ultimate determinant of your participation mark is this: how much do your fellow students benefit from your enrolment and contribution?

PENALTIES:

Any student who doesn't bring the required textbook(s) to the relevant tutorials as per the Weekly Schedule **more than once** can only receive a maximum tutorial mark of 14/20.

If you sincerely believe you cannot acquire the text for supply, financial or other reasons, you must contact your tutor **before** the relevant tutorial to explain this.

ABSENCES: All internal students must explain absences from tutorials by an email with doctor's certificate or other evidence before the day where possible.

More than two (2) unexplained absences is a direct breach of Learning Outcome 4 (Professionalism) and Graduate Capability 8 (Capable of Professional and Personal Judgment) and **will result in failure of the unit**.

If you withdraw form the unit, you must email the convenor toby.davidson@mq.edu.au.

Tutorials begin in Week 1. There is **no Week 13 lecture or tutorial.**

On successful completion you will be able to:

- Demonstration of independent critical research analysis leading to the communication of an essay-based argument
- Ability to work contextually between genres, eras and media (eg. from printed to online and interactive formats)
- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, required levels of tutorial and online participation, task management, team-based communication and presentation of work
- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

Week 3 Early Feedback Quiz

Due: **Friday 22nd August (Wk 3)**
Weighting: **15%**

As well as the Week 3 lecture and ongoing tutorials, there will be an Early Feedback Quiz on the topics of Weeks 1, 2, 3, the Unit Guide, assessments and a little on Weeks 4 and 5 (yes, you need to read ahead!).

This will be under 'Assessments' on the iLearn site at http://ilearn.mq.edu.au/. Check this site regularly for updates, links, discussions, recorded i-lectures and slides, etc.

The Early Feedback Quiz will open 9am on the Monday of Week 3 and close 5pm the following Friday.

There are fifteen (15) questions. Every student is allowed two turns of the quiz as a whole. Most students choose to use their first turn as a 'test run' and their second as their final set of answers.

All assessment tasks must be attempted in order to pass this unit. If you do not complete this task, it is your responsibility to communicate this to your tutor.

On successful completion you will be able to:

- Demonstration of independent critical research analysis leading to the communication of an essay-based argument
- Ability to work contextually between genres, eras and media (eg. from printed to online and interactive formats)
- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, required levels of tutorial and online participation, task management, team-based communication and presentation of work
- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

Secondary Source Task

Due: **Friday Sept 12 (Week 6)**
Weighting: **15%**

Using the electronic databases (either Expanded Academic, Project Muse or APA-FT through the library catalogue - databases) find one (1) scholarly article which engages or offers insights into one (1) theorist featured in *Global Literary Theory*.

In a minimum 1000-word upload (plus Works Cited in MLA Style), write a concise analytical report (short paragraphs, no dot points) on:

a) The scholarly background (discipline, university of origin if applicable), research interests and publication history of the scholar, ie. not the theorist (5 marks),

b) The scholarly article's argument, structure (including conclusion) plus one key work from its own Works Cited (5 marks).

c) The insights into your chosen theorist that this article provides and **how** these insights make it a helpful secondary source (and what kind of secondary source: direct textual criticism, wider discipline-based or interdisciplinary criticism/theory, or broader contextual argument/analysis) for a research essay into your chosen theorist's excerpt in *Global Literary Theory*. (5 Marks).

In this final component you must correctly set out and MLA reference one indented 'block quote' of 3 lines or over (max 6 lines, remove quotation marks). You must conclude with a Works Cited in MLA Style.

Once finished, your Secondary Source Task must be uploaded to the Secondary Source Task Forum under 'Assessments'. Please note that while your Assessment feedback will be confidentially returned in class, all uploads will be accessible to other students in the unit to expand their research horizons.

On successful completion you will be able to:
- Demonstration of independent critical research analysis leading to the communication of an essay-based argument
- Ability to work contextually between genres, eras and media (eg. from printed to online and interactive formats)
- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, required levels of tutorial and online participation, task management, team-based communication and presentation of work
- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

Research Essay

Due: **Wed 12th November (Wk 13)**
Weighting: **50%**

The Research Essay will be 2500 words plus Works Cited in MLA Style, featuring one excerpt from *Global Literary Theory* and one example literary text which is neither *The Taming of the Shrew* nor *Dead White Males*. In addition to this, a minimum of seven (7) quality secondary sources must be used. Topics for the Research Essay will be available in Week 8.

Penalties for late essays are 2% per day including weekends (14% per week) and there is no upper limit for this. Essays that are more than 10% over or under the word count limit will also be penalised by up to the degree of variation (ie. 10% under attracts a maximum 10% penalty).

Submission and essay return are by upload to Turnitin under 'Assessments' on the ENGL208 iLearn site. There is no physical submission of essays.

If you are having trouble, speak up! Come see your tutor during consultation hours or another time by email appointment.

All assessment tasks must be attempted in order to pass this unit. If you think you cannot attempt this assessment, contact your tutor.

On successful completion you will be able to:
- Demonstration of independent critical research analysis leading to the communication of an essay-based argument

- Ability to work contextually between genres, eras and media (eg. from printed to online and interactive formats)
- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, required levels of tutorial and online participation, task management, team-based communication and presentation of work
- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

Delivery and Resources

CLASSES

For lecture times and classrooms please consult the MQ Timetable website: http://www.timetables.mq.edu.au. This website will display up-to-date information on your classes and classroom locations.

Tutorials start in Week 1. Tutorial times can be booked through e-Student.

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

REQUIRED READING

You are required to purchase, or loan, the following texts (listed in order of reading). Texts are held at the Co-op bookshop on campus.

- Lane, Richard J. (ed). *Global Literary Theory: An Anthology*
- Shakespeare, William. The Taming of the Shrew: Norton Critical Edition. **[NOTE: It is vital you get this edition as the critical essays are key to a major assessment]**
- Williamson, David. *Dead White Males*

There is no ENGL208 Unit Reader.

RECOMMENDED READING

A list of items on **Library Reserve** (3-hour and single-night loan) is provided on the main ENGL208.

UNIT WEBPAGE AND TECHNOLOGY USED AND

REQUIRED

It is imperative that you have access to the **ENGL208 iLearn site at: http://ilearn.mq.edu.au/**. You must also maintain and monitor your Macquarie email address for discussion updates and unit announcements.

PC and Internet access are thus required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement. Please consult teaching staff if you have any difficulties or inquiries.

Unit Schedule

A full Weekly Schedule with weekly readings and tutorial questions will be available via iLearn. Please download, print this out and bring to each tutorial.

Broadly speaking, ENGL208 features a first half of weeks 1-7 with the focus text *The Taming of the Shrew* and a second half of weeks 8-12 with the focus text *Dead White Males*. **There is no Week 13 lecture or tutorial.**

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/

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

- Demonstration of independent critical research analysis leading to the communication of an essay-based argument
- Ability to work contextually between genres, eras and media (eg. from printed to online

and interactive formats)

- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, required levels of tutorial and online participation, task management, team-based communication and presentation of work
- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

Assessment tasks

- Participation
- Secondary Source Task
- Research Essay

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

- Ability to apply literary insights into broader social and environmental contexts
- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

Assessment tasks

- Participation
- Secondary Source Task
- Research Essay

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

- Demonstration of independent critical research analysis leading to the communication of an essay-based argument
- Ability to work contextually between genres, eras and media (eg. from printed to online and interactive formats)
- Ability to apply literary insights into broader social and environmental contexts
- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

Assessment tasks

- Participation
- Week 3 Early Feedback Quiz
- Secondary Source Task
- Research Essay

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

- Demonstration of independent critical research analysis leading to the communication of an essay-based argument
- Ability to work contextually between genres, eras and media (eg. from printed to online and interactive formats)
- Ability to apply literary insights into broader social and environmental contexts

Assessment tasks

- Participation
- Week 3 Early Feedback Quiz
- Secondary Source Task
- Research Essay

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

- Demonstration of independent critical research analysis leading to the communication of an essay-based argument
- Ability to work contextually between genres, eras and media (eg. from printed to online and interactive formats)
- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, required levels of tutorial and online participation, task management, team-based communication and presentation of work

Assessment tasks

- Participation
- Week 3 Early Feedback Quiz
- Secondary Source Task
- Research Essay

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

- Demonstration of independent critical research analysis leading to the communication of an essay-based argument
- Ability to work contextually between genres, eras and media (eg. from printed to online and interactive formats)
- Ability to apply literary insights into broader social and environmental contexts
- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

Assessment tasks

- Participation
- Secondary Source Task

- Research Essay

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

- Demonstration of independent critical research analysis leading to the communication of an essay-based argument
- Ability to work contextually between genres, eras and media (eg. from printed to online and interactive formats)
- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, required levels of tutorial and online participation, task management, team-based communication and presentation of work
- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

Assessment tasks

- Participation
- Secondary Source Task
- Research Essay

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

- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, required levels of tutorial and online participation, task management, team-based communication and presentation of work

- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

Assessment tasks

- Participation
- Research Essay

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

- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, required levels of tutorial and online participation, task management, team-based communication and presentation of work
- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

Assessment tasks

- Participation
- Research Essay