



# LIT 801

## Nineteenth Century Literature

S1 Evening 2014

*English*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Unit Schedule</u>	6
<u>Policies and Procedures</u>	6
<u>Graduate Capabilities</u>	7
<u>Requirements and Expectations</u>	10
<u>Changes since First Published</u>	11

#### **Disclaimer**

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## General Information

Unit convenor and teaching staff
Credit points 4
Prerequisites Admission to MA in (English Literature or Children's Literature or Creative Writing) or PGDipResPrep(Arts)
Corequisites
Co-badged status
Unit description The nineteenth century was a period of rapid urbanisation, industrialisation and imperial expansion that redefined concepts of gender, class, the nature of work and the domestic. Writers responded with energy and passion to social and political change, creating in the process increasingly diverse literary forms. The kinds of literary writing that emerged radically redefined the cultural and public sphere. This was also the age of emerging mass readerships and literary celebrities. Taking a selection of literary texts as a starting point, this unit explores nineteenth-century literary culture as dynamic, diverse and self-consciously modern.

## 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:

- To engage critically with a range of nineteenth-century literary texts
- To develop analytical and research skills that can be applied to past and present cultural and literary debates
- To learn to communicate historical and theoretical concepts in verbal and written forms
- To develop a deeper understanding of the profound impact on contemporary culture of late eighteenth- and nineteenth-century cultural forms
- To gain a greater understanding of the historical and often hierarchical deployment of concepts of nature and culture, violence and the criminal, progress, reason and superstition, the imagination, literary and aesthetic value

To develop the ability to engage in informed critical discussion on unit content with peers and tutor, to respond to other's point of view, and to argue a critical position

## Assessment Tasks

Name	Weighting	Due
<u>Critical Essay</u>	35%	16 April
<u>Research Essay</u>	40%	16 June
<u>Seminar Participation</u>	10%	Each Week
<u>Seminar Presentation &amp; Report</u>	15%	Various

### Critical Essay

Due: **16 April**

Weighting: **35%**

Critical Essay, 2000 words. For topics and submission information see Unit's iLearn site.

On successful completion you will be able to:

- To engage critically with a range of nineteenth-century literary texts
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- To develop a deeper understanding of the profound impact on contemporary culture of late eighteenth- and nineteenth-century cultural forms
- To gain a greater understanding of the historical and often hierarchical deployment of concepts of nature and culture, violence and the criminal, progress, reason and superstition, the imagination, literary and aesthetic value
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### Research Essay

Due: **16 June**

Weighting: **40%**

Research Essay, 3000 words. For topics and submission information please see Unit's iLearn site.

On successful completion you will be able to:

- To engage critically with a range of nineteenth-century literary texts
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- To learn to communicate historical and theoretical concepts in verbal and written forms
- To develop a deeper understanding of the profound impact on contemporary culture of late eighteenth- and nineteenth-century cultural forms
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- To develop the ability to engage in informed critical discussion on unit content with peers and tutor, to respond to other's point of view, and to argue a critical position

## Seminar Participation

Due: **Each Week**

Weighting: **10%**

Seminar attendance and **active** participation in class discussion.

On successful completion you will be able to:

- To engage critically with a range of nineteenth-century literary texts
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## Seminar Presentation & Report

Due: **Various**

Weighting: **15%**

A short presentation based on **ONE** of the focus questions in the week of your chosen text. A 750w written version of the presentation to be submitted through Turnitin (see unit's iLearn site for details).

On successful completion you will be able to:

- To engage critically with a range of nineteenth-century literary texts
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## Delivery and Resources

### Classes

Students attend one 2 hour seminar per week.

For seminar times and seminar rooms please consult the MQ Timetable website: <http://www.time-tables.mq.edu.au>. This website will display up-to-date information on your classes and room locations.

### Required and Recommended Texts and/or Materials

REQUIRED READING (in order of study)

1. Jane Austen *Emma*
2. Anne Brontë *The Tenant of Wildfell Hall*
3. Elizabeth Gaskell *North and South*
4. Charles Dickens *Bleak House*
5. George Eliot *Daniel Deronda*
6. Arthur Morrison *A Child of the Jago*

Poetry will be available on the unit's iLearn site

RECOMMENDED READING

Please see unit's iLearn site

### Technology Used and Required

Online units can be accessed at: <http://ilearn.mq.edu.au/>.

PC and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement.

Please consult teaching staff for any further, more specific requirements.

## Unit Schedule

See Unit's iLearn site

## 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](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](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](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/](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](http://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](http://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

### PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

### Learning outcomes

- To engage critically with a range of nineteenth-century literary texts
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- To learn to communicate historical and theoretical concepts in verbal and written forms
- To develop a deeper understanding of the profound impact on contemporary culture of late eighteenth- and nineteenth-century cultural forms
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- To develop the ability to engage in informed critical discussion on unit content with peers and tutor, to respond to others' point of view, and to argue a critical position

### Assessment tasks

- Critical Essay
- Research Essay

- Seminar Participation
- Seminar Presentation & Report

## PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

### Learning outcomes

- To develop analytical and research skills that can be applied to past and present cultural and literary debates
- To learn to communicate historical and theoretical concepts in verbal and written forms
- To gain a greater understanding of the historical and often hierarchical deployment of concepts of nature and culture, violence and the criminal, progress, reason and superstition, the imagination, literary and aesthetic value

### Assessment tasks

- Critical Essay
- Research Essay
- Seminar Presentation & Report

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

### Learning outcomes

- To engage critically with a range of nineteenth-century literary texts
- To develop analytical and research skills that can be applied to past and present cultural and literary debates
- To learn to communicate historical and theoretical concepts in verbal and written forms
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## **Assessment tasks**

- Critical Essay
- Research Essay
- Seminar Presentation & Report

## **PG - Effective Communication**

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

## **Learning outcomes**

- To learn to communicate historical and theoretical concepts in verbal and written forms
- To develop the ability to engage in informed critical discussion on unit content with peers and tutor, to respond to other's point of view, and to argue a critical position

## **Assessment tasks**

- Critical Essay
- Research Essay
- Seminar Participation
- Seminar Presentation & Report

## **PG - Engaged and Responsible, Active and Ethical Citizens**

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

## **Learning outcomes**

- To develop analytical and research skills that can be applied to past and present cultural and literary debates

- To learn to communicate historical and theoretical concepts in verbal and written forms
- To develop a deeper understanding of the profound impact on contemporary culture of late eighteenth- and nineteenth-century cultural forms
- To gain a greater understanding of the historical and often hierarchical deployment of concepts of nature and culture, violence and the criminal, progress, reason and superstition, the imagination, literary and aesthetic value
- To develop the ability to engage in informed critical discussion on unit content with peers and tutor, to respond to other?s point so view, and to argue a critical position

## **Assessment tasks**

- Critical Essay
- Research Essay

## **PG - Capable of Professional and Personal Judgment and Initiative**

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

## **Learning outcomes**

- To learn to communicate historical and theoretical concepts in verbal and written forms
- To gain a greater understanding of the historical and often hierarchical deployment of concepts of nature and culture, violence and the criminal, progress, reason and superstition, the imagination, literary and aesthetic value
- To develop the ability to engage in informed critical discussion on unit content with peers and tutor, to respond to other?s point so view, and to argue a critical position

## **Assessment tasks**

- Critical Essay
- Research Essay
- Seminar Presentation & Report

## **Requirements and Expectations**

Students are required to attend a two-hour seminar each week of teaching term and submit written assignments and give a seminar presentation as indicated in this Unit Guide. Participation will be assessed on the basis of active and pertinent contribution to the seminars throughout the semester. For more information please see Unit's iLearn site.

## Changes since First Published

Date	Description
19/02/2014	The Description was updated.