



# ENGL308

## Pre-War Australia from Stage to Webpage

S2 Day 2014

*English*

### Contents

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<a href="#"><u>General Information</u></a>	2
<a href="#"><u>Learning Outcomes</u></a>	2
<a href="#"><u>General Assessment Information</u></a>	3
<a href="#"><u>Assessment Tasks</u></a>	3
<a href="#"><u>Delivery and Resources</u></a>	7
<a href="#"><u>Unit Schedule</u></a>	7
<a href="#"><u>Policies and Procedures</u></a>	8
<a href="#"><u>Graduate Capabilities</u></a>	9

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Toby Davidson

[toby.davidson@mq.edu.au](mailto:toby.davidson@mq.edu.au)

Contact via [toby.davidson@mq.edu.au](mailto:toby.davidson@mq.edu.au)

W6A 637

announced Week 1 (or by email appt)

Credit points

3

Prerequisites

6cp in ENGL units at 200 level

Corequisites

Co-badged status

Unit description

This unit explores questions about how literature functions as the social memory of a nation. How does it register the making of place and identity in a newly encountered world? How was the conflicted terrain and violence of the colonial enterprise negotiated textually? How does literature conjure the enduring myths of Australian identity? The unit makes accessible much of the fascinating but little known writing of nineteenth century Australia. It looks closely at a range of different kinds of writing from the beginning of European settlement through to Federation, including work by colonial officers, convict men and women, bush poets, women suffragists, Aboriginal petitioners and popular playwrights as well as contemporary rewritings.

## 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 print, film and online media

Ability to apply literary insights into broader social and environmental contexts

Professionalism in terms of punctuality, prompt explanation of absences, fulfilment of set unit tasks, task management, team-based communication and presentation of work  
Ability to employ the skills and insights of this unit in further learning and to encourage the learning of others

## General Assessment Information

**All assessments must be attempted in order to pass the course.** If you think you cannot complete this task, it is **your responsibility** to communicate this to your tutor. If you Withdraw from the unit, you must email the convenor: [toby.davidson@mq.edu.au](mailto:toby.davidson@mq.edu.au)

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Tutorial/online Participation</u></a>	20%	Ongoing
<a href="#"><u>iLearn Early Feedback Quiz</u></a>	15%	Fri 22nd August (Week 3)
<a href="#"><u>Website Review</u></a>	15%	Wed 10th Sept (Week 6)
<a href="#"><u>Research Essay</u></a>	50%	Wed 12th November (Week 13)

### Tutorial/online 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.**

**Tutorials begin in Week 1.**

**There is no Week 13 lecture or tutorial**, other than the Monday tute following the previous Friday's lecture.

**There is no Monday tutorial in Week 8** (Mon 6th Oct is the Labour Day Long Weekend). Instead, both tutorial classes will be combined for the Week 7 showing of Gillian Armstrong's film *My Brilliant Career* in W6B 320.

On successful completion you will be able to:

- Ability to work contextually between genres, eras and print, film and online media
- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, prompt explanation of absences, fulfilment of set unit tasks, task management, team-based communication and presentation of work
- Ability to employ the skills and insights of this unit in further learning and to encourage the learning of others

## iLearn Early Feedback Quiz

Due: **Fri 22nd August (Week 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 assessments 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:

- Ability to work contextually between genres, eras and print, film and online media
- Professionalism in terms of punctuality, prompt explanation of absences, fulfilment of set unit tasks, task management, team-based communication and presentation of work

## Website Review

Due: **Wed 10th Sept (Week 6)**

Weighting: **15%**

A major part of this unit is digital approaches to pre-War Australian literature and culture. This task requires each student to choose one literary website from the list given on iLearn or one approved by your tutor. You must then write a 1000 word website review (short paragraphs which directly cite the website, no dot points), paying particular attention to:

- a) The aims, purpose, and features of the site (5 marks)
- b) The ways in which the site seeks to (de)construct or reinterpret pre-war Australia, BOTH conceptually and through its functionality (5 marks)
- c) The applicability and usefulness of this site as a secondary source for a research essay based on a single key unit text, and the kind of secondary source this source would provide: ie. direct textual criticism, general literary criticism/review, or broader contextual background/analysis.

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

**All assessments must be attempted in order to pass this unit.** If you think you cannot 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 print, film and online media
- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, prompt explanation of absences, fulfilment of set unit tasks, task management, team-based communication and presentation of work

- Ability to employ the skills and insights of this unit in further learning and to encourage the learning of others

## Research Essay

Due: **Wed 12th November (Week 13)**

Weighting: **50%**

This final essay is in lieu of examination. It will ask students to discuss at least 3 texts or topics in relation to more broadly conceived issues. The essay questions will ask you to compare topics set for study in a synthesized argument directed to a relevant issue.

This essay has a strong research component. Students are expected to conduct independent scholarly research in relation to the essay questions, uploded to the ENGL308 iLearn site 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).

Essay topics will be provided in Week 8 via the ENGL308 iLearn site. **Submission and return of essays is via upload** to the Turnitin link under 'Assessments' on the ENGL308 iLearn site. There is no physical submission of essays.

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

**All assessments must be attempted in order to pass the course.** If you think you cannot 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 print, film and online media
- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, prompt explanation of absences, fulfilment of set

unit tasks, task management, team-based communication and presentation of work

- Ability to employ the skills and insights of this unit in further learning and to encourage the learning of others

## **Delivery and Resources**

### **Delivery**

Day, On-Campus only with iLearn support site.

For current updates, lecture times and classrooms please consult the MQ Timetables website:  
<http://www.timetables.mq.edu.au>.

### **Required and Recommended Texts and/or Materials**

Clendinnen, *Dancing with Strangers*

Scott, *That Deadman Dance*

Damper/Walsch, *Robbery Under Arms* (play script)

Hawke, *Jandamarra* (playscript, Currency Press)

Malouf, *Fly Away Peter*

#### **FURTHER READING:**

ENGL308 Books on Reserve list and websites list are available on the ENGL308 iLearn site.

#### **Technology Used and Required**

iLearn access is imperative as are the use and regular checking of your Macquarie email address for Unit Updates and communications.

#### **Disruption to Studies**

If you have an issue which may cause you to miss multiple classes, you may have to apply for Disruption to Studies. Please see [http://students.mq.edu.au/student\\_admin/exams/disruption\\_to\\_studies/](http://students.mq.edu.au/student_admin/exams/disruption_to_studies/) and submit documentation to [ask.mq.edu.au](http://ask.mq.edu.au) if required.

## **Unit Schedule**

Available via the ENGL308 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

### 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 print, film and online media
- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, prompt explanation of absences, fulfilment of set unit tasks, task management, team-based communication and presentation of work
- Ability to employ the skills and insights of this unit in further learning and to encourage the learning of others

#### Assessment tasks

- Tutorial/online Participation
- iLearn Early Feedback Quiz
- Website Review
- 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**

- Demonstration of independent critical research analysis leading to the communication of an essay based argument
- Ability to work contextually between genres, eras and print, film and online media
- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, prompt explanation of absences, fulfilment of set unit tasks, task management, team-based communication and presentation of work
- Ability to employ the skills and insights of this unit in further learning and to encourage the learning of others

### **Assessment tasks**

- Tutorial/online Participation
- iLearn Early Feedback Quiz
- Website Review
- 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 print, film and online media
- Ability to apply literary insights into broader social and environmental contexts
- Ability to employ the skills and insights of this unit in further learning and to encourage the learning of others

## Assessment tasks

- Tutorial/online Participation
- iLearn Early Feedback Quiz
- Website Review
- 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 print, film and online media
- Ability to apply literary insights into broader social and environmental contexts
- Ability to employ the skills and insights of this unit in further learning and to encourage the learning of others

## Assessment tasks

- Tutorial/online Participation
- Website Review
- 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 print, film and online media

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

## **Assessment tasks**

- Tutorial/online Participation
- iLearn Early Feedback Quiz
- Website Review
- 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 print, film and online media
- Ability to apply literary insights into broader social and environmental contexts
- Ability to employ the skills and insights of this unit in further learning and to encourage the learning of others

## **Assessment tasks**

- Tutorial/online Participation
- Website Review
- 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 print, film and online media
- Ability to apply literary insights into broader social and environmental contexts
- Ability to employ the skills and insights of this unit in further learning and to encourage the learning of others

## **Assessment tasks**

- Tutorial/online Participation
- Website Review
- 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**

- Demonstration of independent critical research analysis leading to the communication of an essay based argument
- Ability to work contextually between genres, eras and print, film and online media
- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, prompt explanation of absences, fulfilment of set unit tasks, task management, team-based communication and presentation of work
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## **Assessment tasks**

- Tutorial/online Participation
- Website Review
- 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**

- Demonstration of independent critical research analysis leading to the communication of an essay based argument
- Ability to work contextually between genres, eras and print, film and online media
- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, prompt explanation of absences, fulfilment of set unit tasks, task management, team-based communication and presentation of work
- Ability to employ the skills and insights of this unit in further learning and to encourage the learning of others

## **Assessment tasks**

- Tutorial/online Participation
- Research Essay