ENGL205

Australian Literature

S1 Day 2014

English

Contents

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General Information

Unit convenor and teaching staff
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Credit points
3

Prerequisites
ENGL120

Corequisites

Co-badged status

Unit description
This unit explores the relation between literature and Australian society in the twentieth century. Literature is broadly conceived, as social critique or social settlement, with a focus on the questions asked by Indigenous Australian writing. Readers are introduced to novels, poetry, theatre and film from across the century, including contemporary Australian writing. The representation of relations between place and culture; the city/bush divide; history; memory and subjectivity; class and social change; gender codes and sexuality; recent challenges to unifying national myths; Indigenous writing; and (post)colonial frames form some of the unit's concerns.

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 cinematic to online texts 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

Name	Weighting	Due
Participation	10%	Weekly
iLearn Early Feedback Quiz	10%	5pm Fri 21st March
Oral Presentation/iLearn Post	10%	Weekly
Shorter Essay	30%	5pm, Mon 14th April
Research Essay	40%	5pm Monday 16th June

Participation

Due: **Weekly**
Weighting: **10%**

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 in the weekly online discussions as they happen each week (ie. not suddenly making a slew of posts in Week 12 or 13). Online discussions will appear in an email thread to all enrolled students to help you keep track of posts and responses. Private queries should be addressed by email to the lecturer/ convenor.

On-campus students must explain absences from tutorials by an email with doctor's certificate or other evidence before the tutorial 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 Judgement) and will result in failure of the unit.

Tutorials begin in Week 1. There is no tutorial in Week 7.

As well as a tutorial in Week 10, students are expected to attend at least one event of the Sydney Writers' Festival (19-25 May) and make a single post about what they have observed about Australian literature, Australian writers or Australian literary audiences there. Those who cannot attend must make an alternative contriution by arrangement with their tutor.

External students: Your participation will be gauged in terms of the quality of your posted discussions on the ENGL205 iLearn site. There is no **On-Campus Day** for this unit.

For all students, the ultimate determinant of your participation mark is this: how much do your

fellow students benefit from your contribution?

On successful completion you will be able to:

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iLearn Early Feedback Quiz

Due: **5pm Fri 21st March**
Weighting: **10%**

As well as the Week 3 lecture and ongoing tutorials and online discussions, there will be an early feedback iLearn quiz on the topics of Weeks 1-3 and the Unit Guide (including assessment information).

The iLearn site can be accessed 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 (17th March) and close 5pm the following Friday (21st March). Marks will be available 9am of Week 4 (24th March).

There are ten (10) multi-choice 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' to see/write down the questions and their second as their final set of answers.

On successful completion you will be able to:

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

Oral Presentation/iLearn Post

Due: **Weekly**
Weighting: **10%**

The SETIS website contains a freely-available list of classic Australian literary and historical texts (http://setis.library.usyd.edu.au/oztexts/ozlit.html). In the Research Essay at the end of the unit, every student will be required to choose one (1) classic text in pdf from this list to investigate along with a unit text.

In Week 2, students are asked to nominate the week they will present in (whether or not a text is selected by that stage).

Two things are required:

 (i) A 3 minute in-class oral review of your chosen text from SETIS, giving the historical/ biographical background to the work (2 marks), citing the text directly with at least one quote over two lines in total length (1 mark) and advocating why classmates might select this text for their Research Essay at the end of the unit (2 marks). As Research Essay topics aren't available until the second half of the unit, suggesting how the text explores major unit themes and/or compares to other key unit texts is sufficient.

 (ii) Before the following week's tutorial a post of 300 words must be uploaded to that Week's Discussions blog of the ENGL205 iLearn site giving the background (2 marks), citation (1 mark) and how the text explores major unit themes and/or compares to other key unit texts (2 marks), all in slightly greater detail than the oral presentation, **providing the weblink to the SETIS text itself at the end of the post**. Posts can be up to 10% under or overlength (eg. between 270 and 330 words not including quotes from the text, title/author and weblink)

External students as well as those not wanting to present orally can make a single post of 600 words. (Same criteria, 5 marks for the upload is doubled to 10 marks). Posts can be up to 10% under or overlength (eg. between 540 and 660 words not including quotes from the text, title/ author and weblink quotes from the text).

Feedback sheets with ticked categories will be made available to students the week after they upload. For further feedback, speak to the lecturer.

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Shorter Essay

Due: **5pm, Mon 14th April**
Weighting: **30%**

Word length is 2000 words plus Works Cited. Essay topics will be available on the iLearn site in Week 3 and discussed in the Week 3 tutorial. See iLearn for submission guidelines. An essay writing Style Guide is available through the ENGL205 iLearn site. This is particularly recommended for international students or those who have not recently completed a tertiary English essay.

All essays must be submitted electronically through the Turnitin link which will be opened (with instructions) under 'Assessments' on the ENGL205 iLearn site. **There are no hard copy submissions.**

Essays should be precise and well-planned, drawing on quality research comprising of the primary text(s) plus a minimum of five (5) secondary/critical sources.

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).

If you have a legitimate reason for being unable to submit your work on time, for which you can provide documentation, contact your tutor to discuss and extention (before the due date). For more severe, documented interruptions you may require Special Consideration. See http://www.mq.edu.au/policy/docs/special_consideration/policy.html

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

On successful completion you will be able to:

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Research Essay

Due: **5pm Monday 16th June**
Weighting: **40%**

Word length is 2500 words plus Works Cited. Essay topics will be available on iLearn in Week 9. The same penalties for lateness or undisciplined word length apply as for the Shorter Essay. The Research Essay has a stronger research focus with an expanded quality research component – primary text(s) (one of which will be a unit text and the other your chosen SETIS text) plus at least six (6) secondary/critical sources.

All essays must be submitted electronically through the Turnitin link which will be opened (with instructions) under 'Assessments' on the ENGL205 iLearn site. There are no hard copy submissions.

If you have a legitimate reason for being unable to submit your work on time, for which you can provide documentation, contact your tutor to discuss and extention (before the due date). For more severe, documented interruptions you may require Special Consideration. See http://www.mq.edu.au/policy/docs/special_consideration/policy.html

Your Shorter Essay will be returned via iLearn in Week 9 with extensive feedback attached. Students who use this Research Essay as a chance to respond positively to the Shorter Essay feedback to improve their overall written effort will generally encounter a positive marker's response.

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- Ability to apply literary insights into broader social and environmental contexts
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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.

Lectures begin in Week 1. Tutorials start in Week 1.

External students only: Be advised there is no On-Campus Day for this unit. If you are able to come to campus at any stage you can make an appointment to see the unit co-ordinator Dr Toby Davidson.

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.

- J. Thompson, ed. Documents That Shaped Australia
- K. Pritchard, Coonardoo
- F. Webb, Collected Poems (esp. 'A Drum for Ben Boyd')
- J. Davis, The Dreamers
- S, Tan, Tales from Outer Suburbia
- A. Heiss, Not Meeting Mr Right

Note: There is NO ENGL205 Course Reader. *Documents that Shaped Australia* will be used throughout the course instead. It is strongly recommended that you read texts well before the week they are to be discussed.

RECOMMENDED READING

A list of items on **Library Reserve** (3-hour and single-night loan) is listed on iLearn.

UNIT WEBPAGE AND 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

This unit is split into two Modules:

MODULE 1 The Twentieth Century focuses on key unit texts in this order: *Documents that Shaped Australia*, *Coonardoo*, *Francis Webb Collected Poems*, *The Dreamers*.

MODULE 2 The Twenty-first Century focuses on key unit texts in this order: *The Spag* (film), *Tales from Outer Suburbia*, *Not Meeting Mr Right*.

A week-by-week schedule with tutorial questions and weekly readings to complete guide will be distributed in Week 1 at the lecture and on iLearn.

In Week 11, there will be no lecture or tutorial. Students are expected to attend at least one event of the Sydney Writers' Festival (20-26 May) and make a single post about what they have

observed about Australian literature, Australlian writers or Australian literary audiences there. Those who cannot attend must make an alternative contriution by arrangement with their tutor.

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

- 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
- iLearn Early Feedback Quiz
- Oral Presentation/iLearn Post
- Shorter Essay
- 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
- 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 task

- 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

- 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
- iLearn Early Feedback Quiz
- Oral Presentation/iLearn Post
- Shorter Essay
- 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 cinematic to online texts and interactive formats)
- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

Assessment tasks

- Participation
- iLearn Early Feedback Quiz
- Oral Presentation/iLearn Post
- Shorter Essay
- 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 cinematic to online texts and interactive formats)
- 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
- iLearn Early Feedback Quiz
- Oral Presentation/iLearn Post

- Shorter Essay
- 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 cinematic to online texts and interactive formats)
- 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
- iLearn Early Feedback Quiz
- Shorter Essay
- 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 cinematic to online texts and interactive formats)
- Ability to apply literary insights into broader social and environmental contexts

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Assessment tasks

- Participation
- Oral Presentation/iLearn Post
- Shorter Essay
- 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 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
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Assessment tasks

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- Oral Presentation/iLearn Post
- Shorter Essay
- 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
- Shorter Essay
- Research Essay

Grading Policy, Referencing, Essay Criteria

UNIVERSITY POLICY ON GRADING

University Grading Policy

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

The grade a student receives will signify their overall performance in meeting the learning outcomes of a unit of study. Grades will not be awarded by reference to the achievement of other students nor allocated to fit a predetermined distribution. In determining a grade, due weight will be given to the learning outcomes and level of a unit (ie 100, 200, 300, 800 etc). Graded units will use the following grades:

HD	High Distinction	85-100
D	Distinction	75-84
Cr	Credit	65-74
P	Pass	50-64
F	Fail	0-49

Department Guide to Essay Writing and Referencing

An updated English Department guide can be found at:

http://www.engl.mq.edu.au/pdfs/Essay_Style_full_version.pdf

The library's guide can be found by clicking 'undergraduate' on the main catalogue page or using this link:

http://www.lib.mq.edu.au/research/referencing.html

MLA Style is the recommended English referencing format.

GRADE DESCRIPTORS

These are not used formulaically to calculate your mark, but to provide detailed feedback as to where you need to work on your essay writing.

Criterion	High Distinction	Distinction	Credit	Pass	Fail

Relationship to topic or task	Highly sophisticated demonstrated understanding of the task; sophisticated knowledge of implicit or embedded aspects.	Superior demonstrated understanding of the task; superior knowledge of implicit or embedded aspects.	Good demonstrated understanding of the task; some knowledge of implicit or embedded aspects.	Adequate demonstrated understanding of the task. Some understanding of relevant concepts but these not effectively incorporated	Does not demonstrate understanding of the task, or misinterprets what is being asked.
Knowledge of literary/ critical concepts	Superior demonstrated understanding of critical concepts and how these can be applied to texts.	Good demonstrated understanding of critical concepts and how these can be applied to texts.	Fair demonstrated understanding of critical concepts and application to texts (learning above replication of lectures).	Adequate demonstrated understanding of critical concepts and how these can be applied to texts (relevant concepts can be applied to texts in a basic manner).	Does not demonstrate understanding of critical concepts and how these can be applied to texts.
Development of independent critical argument	Substantial originality and insight in identifying, generating and communicating a convincing critical argument.	Some originality and insight in identifying, generating and communicating a coherent critical argument.	Generates an adequate, critical argument that is supported by primary and secondary evidence.	Some or only minimal evidence of critical argument – but this argument is simplistic and underdeveloped.	Does not construct a coherent critical argument.
Analysis of narrative strategies / literary technique/ theories (rather than paraphrasing plot)	Highly sophisticated and original analysis of narrative strategies/ literary technique/ theories	Superior analysis of narrative strategies/ literary technique/ theories.	Some analysis of narrative strategies/literary techniques/ theories but still reliant on plot/story elements for argument.	Heavy reliance on plot/ story elements for argument.	Failure to analyse narrative strategies/ literary technique/ theories. Total reliance on plot/story.
Appropriate use of technical terms	Highly sophisticated use of technical terms.	Superior use of technical terms.	Appropriate use of technical terms.	Some technical terms used correctly.	Technical terms omitted or used incorrectly.
Selection and analysis of examples from text(s)	Highly sophisticated and original analysis of texts.	Superior analysis of texts: analysis moves beyond the obvious towards nuanced or original insights.	Some close analysis of texts, but too reliant on plot/story elements for argument.	Reliance on plot/story elements for argument.	Failure to analyse texts effectively.

Evidence of secondary research	Sophisticated use of research to support ideas. Highly effective integration of ideas within published research.	Ideas well integrated into and supported by published research.	Evidence of research, which has been used to support ideas.	Uses the appropriate number of secondary sources but these fail to support the essay's ideas in an effective manner.	Lack of appropriate research.
Presentation (language and expression)	Highly accurate grammar. Highly sophisticated and effective expression that is appropriate to the task.	Spelling, grammar and punctuation of a high standard. Superior expression.	Good expression. Some improvement needed in expression of ideas and articulation of argument.	Adequate use of language. Numerous mistakes in expression or grammar.	Sub-standard expression or grammar and/ or awkward expression.
Referencing and Works Cited	Consistent, highly accurate use and detail of appropriate scholarly sources.	Strong use and detail of appropriate scholarly sources.	Generally accurate use and detail of appropriate sources.	Inaccurate, inconsistent or inappropriate use/detail of sources.	Referencing and Works Cited not of tertiary standard.