



# ENGL200

## Australian Perspectives: Representing Place, Nation and Identity

S2 Day 2014

*English*

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## General Information

Unit convenor and teaching staff

Unit Convenor

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W6A 637

announced Week 1 (or by email appt)

Credit points

3

Prerequisites

12cp

Corequisites

Co-badged status

Unit description

This unit explores the multiple ways in which Australia has been represented through cultural narratives. Its three modules focus on one Australian city (Sydney), one state (Tasmania) and one region (Northern Australia), examining the different ways in which literature, film, historical writing, life writing and other cultural forms have responded to, contested, and made sense of the new and often paradoxical place Australia can be. This unit extends to its students the benefits of an interdisciplinary approach between Australian literary and historical studies, exposing students to representations from sources as diverse as nineteenth-century frontier narratives, Nobel Prize-winning fiction and twenty-first century Indigenous, Chinese-Australian, eco-fictional and queer perspectives.

## 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

## General Assessment Information

All assessments must be attempted to pass the unit. You must email your tutor if you think you will not be able to attempt an assessment or withdraw from the unit.

## Assessment Tasks

Name	Weighting	Due
<a href="#">Participation</a>	20%	Weekly
<a href="#">iLearn Early Feedback Quiz</a>	15%	Friday of Week 3
<a href="#">Austlit Scholar Profile</a>	15%	Fri 12th September (end Wk 6)
<a href="#">Research Essay</a>	50%	November 10 (Monday of Wk 13)

### Participation

Due: **Weekly**

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 enrollment and contribution?

**Tutorials begin in Week 1.** Please note there is **no Week 8 lecture or tutorial** due to the Labour Day Long Weekend.

#### **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.**

**All assessment tasks must be attempted in order to pass this unit.** If you withdraw from this unit, it is **your responsibility** to inform 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 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

## iLearn Early Feedback Quiz

Due: **Friday of 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 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:

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

## Austlit Scholar Profile

Due: **Fri 12th September (end Wk 6)**

Weighting: **15%**

Select one Australian literature scholar currently stationed at an Australian university from the AustLit database. A helpful list will also be provided.

In a minimum 1000-word upload (plus Works Cited), write a concise analytical report (short paragraphs, no dot points) on the research interests and history of publications of the scholar (5 marks), then select EITHER a single journal article sourced through APA-FT database OR a scholarly book/ebook held at the library and outline its argument, structure, plus one key work from its own Works Cited (5 marks). Finally, discuss how your selected journal article or book might be best used as a secondary source (and what kind of secondary source: direct textual criticism, wider literary criticism/theory, or broader contextual argument/analysis) in a Research Essay on one key unit text and its relation to Australian place, nation and identity (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). You must conclude with a Works Cited in MLA Style.

Once finished, your Austlit Scholar Profile must be uploaded to the Austlit Scholar Forum under 'Assessments'. Please note that while your Assessment feedback will be confidentially returned in class, all **Profiles will be accessible to all 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 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

## Research Essay

Due: **November 10 (Monday of Wk 13)**

Weighting: **50%**

Word length is 2000 words plus Works Cited. Essay topics will be available on the iLearn site in Week 8 and discussed in the Week tutorial. An essay writing Style Guide is available through the ENGL200 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 ENGL200 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 seven (7) 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 extension (before the due date). For more severe, documented interruptions you may need to apply for Disruption to Studies Policy. See [http://students.mq.edu.au/student\\_admin/exams/disruption\\_to\\_studies/](http://students.mq.edu.au/student_admin/exams/disruption_to_studies/) and/or use [ask.mq.edu.au](http://ask.mq.edu.au).

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

This Assessment Task relates to the following 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
- 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

**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 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

## 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.

- E. Kwaymullina (S. Morgan illust.) *My Country* (children's picture book)
- ENGL200 Unit Reader
- P. White. *Voss*
- F. Webb, *Collected Poems*
- R. Flanagan, *Death of a River Guide*
- A. Aitken et al, *Contemporary Asian Australian Poetry*

#### RECOMMENDED READING

A list of items on **Library Reserve** (3-hour and single-night loan) is provided on the main ENGL200 iLearn page. There are also set Unit Reader extracts for Weeks 2, 5 and 10 (the film weeks) given on the main page of iLearn. Bring your ENGL200 Reader for the tutorials in these film weeks.

## UNIT WEBPAGE AND TECHNOLOGY USED AND REQUIRED

It is imperative that you have access to the **ENGL200 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

This unit is delivered in three Modules:

MODULE 1 SYDNEY (Weeks 1-5) focuses on key unit texts in this order: *My Country* (Week 1 picture book), *The First Australians* (film), ENGL200 Unit Reader, Patrick White *Voss* (up to Voss leaving Sydney), Francis Webb *Collected Poems*, *Bombora* (film). Tutorials begin week 1.

MODULE 2 TASMANIA (Weeks 6-7) focuses on key units texts ENGL200 Unit Reader and *Death of a River Guide*. **[Note: there is no Week 9 lecture or tutorial]**

[Week 8 - no lecture or classes due to Labour Day Public Holiday]

MODULE 3 THE NORTH (Weeks 9-12) focuses on key unit texts *Sadness*, ENGL200 Unit Reader, Francis Webb *Collected Poems* ('Leichhardt in Theatre'), *Voss* (second half), *Contemporary Asian Australian Poetry* and *My Country* (returning to this Week 1 text).

A detailed Weekly Schedule with tutorial questions will be available on the ENGL200 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

- 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

### 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 tasks**

- Participation
- Austlit Scholar Profile
- 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**

- 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
- Austlit Scholar Profile

## **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)

## Assessment tasks

- Participation
- iLearn Early Feedback Quiz
- 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

## Assessment tasks

- Participation
- iLearn Early Feedback Quiz
- Austlit Scholar Profile
- 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

## **Assessment tasks**

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

## **Assessment tasks**

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

## Assessment tasks

- Participation
- Austlit Scholar Profile
- 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

## Changes since First Published

Date	Description
29/07/2014	Shorter Essay replaced with AustLit Scholar Profile exercise.