



ENGL210

The Metamorphosis of Myth

S1 Day 2014

English

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General Information

Unit convenor and teaching staff
Credit points 3
Prerequisites 12cp including ENGL120
Corequisites
Co-badged status
Unit description The unit examines uses of myth in literature and the role of mythmaking in literature. It explores transformations of mythical figures and considers how cultures reinvent those figures in order to negotiate contemporary concerns. It also considers the differences between myths and legends, and explores the concept of adaptation as the process by which change occurs. The texts studied in the unit are by writers including Malory, Ovid, Marlowe, Margaret Cavendish, John Milton, Sir Philip Sidney, and Lady Mary Wroth, and topics include Hero and Leander, King Arthur, land, nationhood, gender and sexuality.

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:

- understand how "myth" is used in specific contexts, identify and describe key issues that relate to the term, including the use of online databases
- demonstrate an ability to engage in scholarly research and analysis of literary texts
- understand texts in their cultural contexts and be alert to their strategies as fictional and ideological works, with particular reference to specific uses of myth
- engage in a comparative analysis across a broad range of texts and historical contexts
- display advanced written skills, and an ability to argue and support a critical point of view

Assessment Tasks

Name	Weighting	Due
<u>Assignment 1</u>	20%	4/4/2014
<u>Assignment 2</u>	40%	9/5/2014
<u>Assignment 3</u>	40%	20/6/2014

Assignment 1

Due: **4/4/2014**

Weighting: **20%**

Please see ENGL210 handbook for full description of this assignment.

On successful completion you will be able to:

- understand how "myth" is used in specific contexts, identify and describe key issues that relate to the term, including the use of online databases
- demonstrate an ability to engage in scholarly research and analysis of literary texts
- engage in a comparative analysis across a broad range of texts and historical contexts
- display advanced written skills, and an ability to argue and support a critical point of view

Assignment 2

Due: **9/5/2014**

Weighting: **40%**

Please see ENGL210 handbook for full description of this assignment.

On successful completion you will be able to:

- demonstrate an ability to engage in scholarly research and analysis of literary texts
- understand texts in their cultural contexts and be alert to their strategies as fictional and ideological works, with particular reference to specific uses of myth
- display advanced written skills, and an ability to argue and support a critical point of view

Assignment 3

Due: **20/6/2014**

Weighting: **40%**

Please see ENGL210 handbook for full description of this assignment.

On successful completion you will be able to:

- demonstrate an ability to engage in scholarly research and analysis of literary texts
- understand texts in their cultural contexts and be alert to their strategies as fictional and ideological works, with particular reference to specific uses of myth
- engage in a comparative analysis across a broad range of texts and historical contexts
- display advanced written skills, and an ability to argue and support a critical point of view

Delivery and Resources

Delivery

Day, Semester 1.

Times and Locations for Lectures and Tutorials

For current updates, lecture times and classrooms please consult the MQ Timetables website: <http://www.timetables.mq.edu.au>. There is a 1 hour lecture each week .

Required Texts

Please see ENGL210 handbook for full description of this assignment.

Technology Used and Required

Essays will be submitted, marked and returned electronically, through iLearn and turnitin. You do not need to submit a hard copy. Your lecture recordings will be available in ECHO. For further details please access iLearn.

Unit Schedule

Please see ENGL210 handbook for unit schedule.

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.

Extensions and special consideration

Late submission of written work without prior approval and supporting documentation (e.g., a medical certificate) will attract a **penalty of 2% per day (including weekends)**. 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 an extension (before the due date).

Special Consideration Policy

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

Applying for Special Consideration

Students applying for Special Consideration for a period of three (3) consecutive days duration within a study period, and/or for circumstances that prevent the completion of a formal examination must submit an on-line application to the Faculty of Arts. For an application to be valid, it must include a completed Application for Special Consideration form and all supporting documentation. The on-line Special Consideration application is found at: http://www.arts.mq.edu.au/current_students/undergraduate/admin_central/special_consideration.

ACADEMIC HONESTY

Academic honesty is an integral part of the core values and principles contained in the [*Macquarie University Ethics Statement*](#). Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- All academic work claimed as original is the work of the author making the claim.
- All academic collaborations are acknowledged.
- Academic work is not falsified in any way
- When the ideas of others are used, these ideas are acknowledged appropriately.

For more detail about the policy, procedure and schedule of penalties that will apply to breaches of the **Academic Honesty Policy**: http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

Graduate Capabilities

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:

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

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 outcome

- understand how "myth" is used in specific contexts, identify and describe key issues that relate to the term, including the use of online databases

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

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:

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

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:

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

Feedback

Your essays will be marked according to the following rubric, and will be accompanied by appropriate feedback.

200 Level English Marking Criteria

Criterion	High Distinction 85-100	Distinction 75-84	Credit 65-74	Pass 50-64	Fail 0-49
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 incorporated in an effective manner.	Does not demonstrate understanding of the task/ topic or fundamentally 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 how these can be applied to texts (evidence of learning that goes beyond replication of lecture content).	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 technique/ 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 use of language. Major mistakes in expression or grammar and/or awkward expression.