



ENGL306

Feminism and Literature

S1 Day 2014

English

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	4
<u>Unit Schedule</u>	4
<u>Policies and Procedures</u>	4
<u>Graduate Capabilities</u>	7
<u>Feedback</u>	10
<u>Use of Technology</u>	12

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General Information

Unit convenor and teaching staff
Credit points 3
Prerequisites 6cp in ENGL units at 200 level or admission to GDipArts
Corequisites
Co-badged status
Unit description This unit introduces students to the two terms in the unit title, and investigates the relationships between feminism and literature. Definitions are explored across a variety of English, American and Australian texts from different genres. As well as being an introduction to feminist literary criticism, this unit introduces students to lesser known writings by women, which precede and follow developments in feminist literary criticism. In this way it is part of the recovery of women's writing. The unit also considers the relationships between readers and texts, and focuses on our experiences of reading these texts. Throughout the unit different kinds of feminist analysis are also presented and discussed so that at the end students should have an understanding of the parameters of feminist discourse, where they have come from and where they are now. Central issues considered in relation to feminism and literature include: individualism, politics, history, society, authorship, genre and canons.

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 the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term
- 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 the gender implications of these 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

Assessment Tasks

Name	Weighting	Due
<u>Assignment 1</u>	20%	28/3/14 6pm
<u>Assignment 2</u>	40%	24/4/14 6pm
<u>Assignment 3</u>	40%	20/6/14 6 pm

Assignment 1

Due: **28/3/14 6pm**

Weighting: **20%**

Please see ENGL306 handbook for full description of this assignment.

On successful completion you will be able to:

- understand the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term
- 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: **24/4/14 6pm**

Weighting: **40%**

Please see ENGL306 handbook for full description of this assignment.

On successful completion you will be able to:

- understand the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term
- 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 the gender implications of these texts
- display advanced written skills, and an ability to argue and support a critical point of view

Assignment 3

Due: **20/6/14 6 pm**

Weighting: **40%**

Please see ENGL306 handbook for full description of this assignment.

On successful completion you will be able to:

- understand the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term
- 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 the gender implications of these 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

Delivery and Resources

Delivery

Day, External

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 .

Texts and Resources

Please see ENGL306 handbook for text list.

Technology Used and Required

Essays will be submitted and marked electronically, through iLearn. Your lecture recordings will be available in ECHO. For further details please access iLearn.

Unit Schedule

Please see ENGL306 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:

Learning outcomes

- understand the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term
- 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 the gender implications of these 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

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 outcomes

- understand the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term
- 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 the gender implications of these 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

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:

Learning outcomes

- understand the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term
- 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 the gender implications of these texts
- engage in a comparative analysis across a broad range of texts and historical contexts

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

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:

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:

Learning outcomes

- understand the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term
- 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

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

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

- understand the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term
- engage in a comparative analysis across a broad range of texts and historical contexts

Assessment tasks

- Assignment 1
- Assignment 2

- Assignment 3

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

- understand the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term
- understand texts in their cultural contexts and be alert to their strategies as fictional and ideological works, with particular reference to the gender implications of these texts
- engage in a comparative analysis across a broad range of texts and historical contexts

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

Feedback

300 Level English Grade Descriptors

Your essays will be marked according to the following rubric, with appropriate feedback.

Criterion	High Distinction	Distinction	Credit	Pass	Fail
	85-100	75-84	65-74	50-64	0-49

Relationship to topic or task	Highly sophisticated demonstrated understanding of the task; excellent knowledge of implicit or embedded aspects; provides substantial number of additional insights	Superior demonstrated understanding of the task; superior knowledge of implicit or embedded aspects; provides some additional insights	Good demonstrated understanding of the task; some knowledge of implicit or embedded aspects; may provide some additional insights	Adequate demonstrated understanding of the task. Some understanding of relevant concepts but these may not be incorporated in a productive manner	Does not demonstrate understanding of the task/ topic or fundamentally misinterprets what is being asked.
Knowledge of literary/ critical concepts	Highly sophisticated demonstrated understanding of critical concepts and how these can be applied to texts.	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 (evidence of learning beyond replication of class content)	Adequate demonstrated understanding of critical concepts and how these can be applied to texts (relevant concepts applied to texts in a basic manner)	Does not demonstrate understanding of critical concepts; fails to apply such concepts to texts
Development of independent critical argument	Substantial originality and insight in identifying, generating and communicating a convincing critical argument	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.	Minimal evidence of critical argument (argument is simplistic and underdeveloped).	Does not construct a coherent critical argument.
Analysis of narrative strategies / literary technique/ theories	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	Limited analysis of narrative strategies/ literary technique/ theories and heavy reliance on plot/story elements for argument	Failure to analyse narrative strategies/ literary technique/ theories. Total reliance on plot/story

Selection and analysis of examples from text(s)	Highly sophisticated selection and analysis of examples from texts.	Superior selection and analysis of examples from texts.	Effective selection and analysis of examples, but some aspects problematic (examples need to be examined more critically, used more frequently or related back to topic more effectively)	Examples from text included but these examples not selected or analysed particularly effectively	Failure to analyse specific examples from the text; incorrect use of citations or failure to use citations at all.
Evidence of secondary research	Sophisticated use of research to support and extend ideas	Research clearly connected to ideas; citations correct	Evidence of research used to support ideas, but research not always used effectively (e.g. citations substituted for original argument).	Some research used but fails to support ideas	Lack of appropriate research.
Presentation (language and expression)	Highly sophisticated and effective expression that is appropriate to the task.	Superior expression that is appropriate to the task.	Good expression. Some improvement needed in relation to expression of ideas and articulation of argument.	Adequate use of language. Numerous mistakes in expression or grammar.	Sub-standard use of language. Substantial mistakes in grammar and/or awkward expression.

Use of Technology

You will need access to a computer to submit your written work online.