



# ENGL371

## Doll to Cyborg

S1 Day 2015

*Dept of English*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff
Credit points 3
Prerequisites 6cp in ENGL units at 200 level
Corequisites
Co-badged status
Unit description Throughout the history of children's literature and, more recently, children's film, toys and other inanimate or not human objects and beings have been depicted as taking on a life of their own – a life which sometimes reflects, interrogates, or carnivalises human experience of the world. This unit examines the various uses made in literature and film of manufactured and surrogate human and non-human characters, ranging from dolls and stuffed toys to robots, cyborgs, and vampires. Such narratives are often intensely introspective in their themes, concerned for example with questions related to the nature of being in the world and in relation to others, subjectivity and selfhood, the possibility of agency, what it means to be alive, and, perhaps most centrally, what it means to be human, or conversely not human. Other narratives of this kind are also often apt to be concerned with broader social issues related to gender, sexuality, class, war, and technology, as well as fundamental questions relating to human power and responsibility.

## 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:

- Have a broad overview of the range of 'toy', automata, cyborg and vampire narratives written for children and adolescents
- Understand and be able to utilise a range of concepts employed in discussing and analysing such narratives, such as subjectivity, agency, gender, ideology and so on
- Be able to critically examine the ideological and thematic functions of 'toy coming alive' motifs in literature for children

Have enhanced their communication skills through preparation and presentation of oral and written reports, seminar papers and class discussions

Have enhanced their essay writing skills through identifying the main features of problems posed in tutorial and essay topics, identifying appropriate questions to ask when researching a topic, assembling information to develop an argument and arguing their own view

Understand and be able to practise some aspects of literary theory currently used in discussions of children's literature, such as narrative theory, metafiction, intertextuality, and theoretical discussions of genre

## Assessment Tasks

Name	Weighting	Due
<a href="#">Class participation</a>	10%	Weekly
<a href="#">Seminar Paper</a>	30%	From wks 2-12
<a href="#">Class Presentation</a>	10%	From wks 3-12
<a href="#">Final essay</a>	50%	Week 13

### Class participation

Due: **Weekly**

Weighting: **10%**

On successful completion you will be able to:

- Have a broad overview of the range of 'toy', automata, cyborg and vampire narratives written for children and adolescents
- Understand and be able to utilise a range of concepts employed in discussing and analysing such narratives, such as subjectivity, agency, gender, ideology and so on
- Be able to critically examine the ideological and thematic functions of 'toy coming alive' motifs in literature for children
- Have enhanced their communication skills through preparation and presentation of oral and written reports, seminar papers and class discussions

### Seminar Paper

Due: **From wks 2-12**

Weighting: **30%**

Students must submit ONE 1500 word essay on one topic listed for weeks 2-12 in the unit guide. (Choose ONE topic and answer the seminar paper question with reference to TWO of the set texts).

On successful completion you will be able to:

- Understand and be able to utilise a range of concepts employed in discussing and analysing such narratives, such as subjectivity, agency, gender, ideology and so on
- Be able to critically examine the ideological and thematic functions of 'toy coming alive' motifs in literature for children
- Have enhanced their communication skills through preparation and presentation of oral and written reports, seminar papers and class discussions
- Have enhanced their essay writing skills through identifying the main features of problems posed in tutorial and essay topics, identifying appropriate questions to ask when researching a topic, assembling information to develop an argument and arguing their own view
- Understand and be able to practise some aspects of literary theory currently used in discussions of children's literature, such as narrative theory, metafiction, intertextuality, and theoretical discussions of genre

## Class Presentation

Due: **From wks 3-12**

Weighting: **10%**

Students must present a five-minute presentation in class on ONE of the starred texts listed for discussion for ONE week.

On successful completion you will be able to:

- Understand and be able to utilise a range of concepts employed in discussing and analysing such narratives, such as subjectivity, agency, gender, ideology and so on
- Have enhanced their communication skills through preparation and presentation of oral and written reports, seminar papers and class discussions
- Understand and be able to practise some aspects of literary theory currently used in discussions of children's literature, such as narrative theory, metafiction, intertextuality, and theoretical discussions of genre

## Final essay

Due: **Week 13**

Weighting: **50%**

Students must submit ONE 2500 word essay in response to ONE of the topics listed in the unit guide and in reference to THREE of the texts studied on this unit. Do not use any text which you have already written on as a primary focus for discussion.

On successful completion you will be able to:

- Have a broad overview of the range of 'toy', automata, cyborg and vampire narratives written for children and adolescents
- Understand and be able to utilise a range of concepts employed in discussing and analysing such narratives, such as subjectivity, agency, gender, ideology and so on
- Be able to critically examine the ideological and thematic functions of 'toy coming alive' motifs in literature for children
- Have enhanced their communication skills through preparation and presentation of oral and written reports, seminar papers and class discussions
- Have enhanced their essay writing skills through identifying the main features of problems posed in tutorial and essay topics, identifying appropriate questions to ask when researching a topic, assembling information to develop an argument and arguing their own view
- Understand and be able to practise some aspects of literary theory currently used in discussions of children's literature, such as narrative theory, metafiction, intertextuality, and theoretical discussions of genre

## 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.

### REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

The set texts are listed in the unit program and are available from the Coop bookshop and library. Some texts are also available on E-Reserve.

## UNIT WEBPAGE AND TECHNOLOGY USED AND REQUIRED

Copies of the Unit Program can be accessed from the ENGL371 iLearn site and assignments must be submitted electronically via Turnitin within that site (<http://ilearn.mq.edu.au>).

### 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/)

### Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

### 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

### 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

- Have enhanced their communication skills through preparation and presentation of oral and written reports, seminar papers and class discussions
- Have enhanced their essay writing skills through identifying the main features of problems posed in tutorial and essay topics, identifying appropriate questions to ask when researching a topic, assembling information to develop an argument and arguing their own view
- Understand and be able to practise some aspects of literary theory currently used in discussions of children's literature, such as narrative theory, metafiction, intertextuality, and theoretical discussions of genre

### Assessment tasks

- Class participation
- Seminar Paper

- Class Presentation
- Final essay

## 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

- Have enhanced their communication skills through preparation and presentation of oral and written reports, seminar papers and class discussions
- Have enhanced their essay writing skills through identifying the main features of problems posed in tutorial and essay topics, identifying appropriate questions to ask when researching a topic, assembling information to develop an argument and arguing their own view
- Understand and be able to practise some aspects of literary theory currently used in discussions of children's literature, such as narrative theory, metafiction, intertextuality, and theoretical discussions of genre

### Assessment tasks

- Class participation
- Final 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

- Have a broad overview of the range of 'toy', automata, cyborg and vampire narratives written for children and adolescents
- Understand and be able to utilise a range of concepts employed in discussing and analysing such narratives, such as subjectivity, agency, gender, ideology and so on



- Have enhanced their essay writing skills through identifying the main features of problems posed in tutorial and essay topics, identifying appropriate questions to ask when researching a topic, assembling information to develop an argument and arguing their own view
- Understand and be able to practise some aspects of literary theory currently used in discussions of children's literature, such as narrative theory, metafiction, intertextuality, and theoretical discussions of genre

## **Assessment task**

- Seminar Paper

## **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**

- Have a broad overview of the range of 'toy', automata, cyborg and vampire narratives written for children and adolescents
- Understand and be able to utilise a range of concepts employed in discussing and analysing such narratives, such as subjectivity, agency, gender, ideology and so on
- Be able to critically examine the ideological and thematic functions of 'toy coming alive' motifs in literature for children
- Have enhanced their communication skills through preparation and presentation of oral and written reports, seminar papers and class discussions
- Have enhanced their essay writing skills through identifying the main features of problems posed in tutorial and essay topics, identifying appropriate questions to ask when researching a topic, assembling information to develop an argument and arguing their own view
- Understand and be able to practise some aspects of literary theory currently used in discussions of children's literature, such as narrative theory, metafiction, intertextuality, and theoretical discussions of genre

## Assessment tasks

- Class participation
- Seminar Paper
- Class Presentation
- Final 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

- Have a broad overview of the range of 'toy', automata, cyborg and vampire narratives written for children and adolescents
- Understand and be able to utilise a range of concepts employed in discussing and analysing such narratives, such as subjectivity, agency, gender, ideology and so on
- Be able to critically examine the ideological and thematic functions of 'toy coming alive' motifs in literature for children
- Have enhanced their communication skills through preparation and presentation of oral and written reports, seminar papers and class discussions
- Have enhanced their essay writing skills through identifying the main features of problems posed in tutorial and essay topics, identifying appropriate questions to ask when researching a topic, assembling information to develop an argument and arguing their own view
- Understand and be able to practise some aspects of literary theory currently used in discussions of children's literature, such as narrative theory, metafiction, intertextuality, and theoretical discussions of genre

## Assessment tasks

- Class participation
- Seminar Paper
- Final 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

- Be able to critically examine the ideological and thematic functions of ‘toy coming alive’ motifs in literature for children
- Have enhanced their communication skills through preparation and presentation of oral and written reports, seminar papers and class discussions
- Have enhanced their essay writing skills through identifying the main features of problems posed in tutorial and essay topics, identifying appropriate questions to ask when researching a topic, assembling information to develop an argument and arguing their own view
- Understand and be able to practise some aspects of literary theory currently used in discussions of children's literature, such as narrative theory, metafiction, intertextuality, and theoretical discussions of genre

### Assessment tasks

- Seminar Paper
- Final 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

- Be able to critically examine the ideological and thematic functions of ‘toy coming alive’ motifs in literature for children
- Have enhanced their communication skills through preparation and presentation of oral and written reports, seminar papers and class discussions

- Have enhanced their essay writing skills through identifying the main features of problems posed in tutorial and essay topics, identifying appropriate questions to ask when researching a topic, assembling information to develop an argument and arguing their own view
- Understand and be able to practise some aspects of literary theory currently used in discussions of children's literature, such as narrative theory, metafiction, intertextuality, and theoretical discussions of genre

## **Assessment tasks**

- Class participation
- Seminar Paper
- Class Presentation
- Final 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**

- Have a broad overview of the range of 'toy', automata, cyborg and vampire narratives written for children and adolescents
- Understand and be able to utilise a range of concepts employed in discussing and analysing such narratives, such as subjectivity, agency, gender, ideology and so on
- Be able to critically examine the ideological and thematic functions of 'toy coming alive' motifs in literature for children

## **Assessment tasks**

- Class participation
- Class Presentation
- Final 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**

- Have a broad overview of the range of 'toy', automata, cyborg and vampire narratives written for children and adolescents
- Understand and be able to utilise a range of concepts employed in discussing and analysing such narratives, such as subjectivity, agency, gender, ideology and so on
- Have enhanced their communication skills through preparation and presentation of oral and written reports, seminar papers and class discussions

### **Assessment tasks**

- Class participation
- Class Presentation