



ENGL724

Text, Image, Screen

S1 Evening 2015

Dept of English

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General Information

Unit convenor and teaching staff

Unit Convenor

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W6A 622

By prior arrangement

Antonina Harbus

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Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

Unit description

This unit considers some of the issues surrounding the interpretation of multi-genre material and its transformations. Texts are drawn from illustrated narrative; film; television drama and adaptation; and other sources as appropriate.

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:

Demonstrated critical and analytical reading strategies, interpretive analysis, scholarly research, and effective communication, with application to both literary and visual texts.

Ability to identify, evaluate and apply critical principles to different literary and visual modes.

Display creative thinking and construct cohesive arguments, with specific application to literary and visual texts.

Consider how historical and theoretical critical propositions have shaped the reception and reproduction of 20th- and 21st-century literary and visual works.

Demonstrate effective time management, work organisation and application of critical principles to both narrative and non-narrative contexts.

Ability to engage in informed critical discussion on unit content with peers and teachers, consider and assess others' points of view, and to argue a critical position.

Assessment Tasks

Name	Weighting	Due
<u>Seminar participation</u>	20%	Weekly
<u>Class presentation & essay</u>	30%	Monday following present
<u>Major essay</u>	50%	10/6/15

Seminar participation

Due: **Weekly**

Weighting: **20%**

Seminar attendance is compulsory. Failure to attend at least 11 of the 13 weekly seminars without a medical certificate or other kind of documentation may result in failure of the unit.

Participation means showing evidence of preparation and making relevant contributions to discussions.

On successful completion you will be able to:

- Demonstrated critical and analytical reading strategies, interpretive analysis, scholarly research, and effective communication, with application to both literary and visual texts.
- Ability to identify, evaluate and apply critical principles to different literary and visual modes.
- Display creative thinking and construct cohesive arguments, with specific application to literary and visual texts.
- Demonstrate effective time management, work organisation and application of critical principles to both narrative and non-narrative contexts.
- Ability to engage in informed critical discussion on unit content with peers and teachers, consider and assess others' points of view, and to argue a critical position.

Class presentation & essay

Due: **Monday following present**

Weighting: **30%**

Presentation refers to a 10-minute in-class oral response to the weekly tutorial question, to help stimulate class discussion. This is followed by a 1,200-word essay, a written-up response to the weekly tutorial question.

On successful completion you will be able to:

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- Ability to identify, evaluate and apply critical principles to different literary and visual modes.
- Display creative thinking and construct cohesive arguments, with specific application to literary and visual texts.
- Consider how historical and theoretical critical propositions have shaped the reception and reproduction of 20th- and 21st-century literary and visual works.
- Demonstrate effective time management, work organisation and application of critical principles to both narrative and non-narrative contexts.
- Ability to engage in informed critical discussion on unit content with peers and teachers, consider and assess others' points of view, and to argue a critical position.

Major essay

Due: **10/6/15**

Weighting: **50%**

2,500-word research paper on two subject areas students have studied. Essay questions can be found on iLearn site.

On successful completion you will be able to:

- Demonstrated critical and analytical reading strategies, interpretive analysis, scholarly research, and effective communication, with application to both literary and visual texts.
- Ability to identify, evaluate and apply critical principles to different literary and visual modes.
- Display creative thinking and construct cohesive arguments, with specific application to literary and visual texts.
- Consider how historical and theoretical critical propositions have shaped the reception and reproduction of 20th- and 21st-century literary and visual works.

Delivery and Resources

Required reading (texts to purchase)

Tom McCarthy, *Remainder*

David Mitchell, *Cloud Atlas*

J. M. Coetzee, *Summertime*

Chris Ware, *Jimmy Corrigan: The Smartest Kid on Earth*

Required viewing

I'm Not There (2007), dir. Todd Haynes

Cloud Atlas (2012), dirs. Tom Tykwer, the Wachowskis

Hidden (2005), dir. Michael Haneke

Meek's Cutoff (2011), dir. Kelly Reichardt

Double Take (2009), dir. Johan Grimmonprez

Citizen Kane (1941), dir. Orson Welles

Vagabond (1985), dir. Agnes Varda

21 Grams (2003), dir. Alejandro Inarritu

Shame (1968), dir. Ingmar Bergman

Film viewing

Students will need to view films studied in weeks 2-7 and 9-12 in their own time, prior to the relevant seminar. This can be done either in the library, which holds DVD copies in Reserve of the nine films; or by renting through a DVD rental outlet or an online media library such as iTunes.

Unit Schedule

WEEK	TOPIC
Week 1	Introduction: Inventing Modernism
Week 2	Impressionism and Empire Joseph Conrad, <i>Heart of Darkness</i> ; 'Preface to <i>The Nigger of the "Narcissus"</i> ' Chinua Achebe, 'An Image of Africa'
Week 3	Romanticism Reconstructed W. B. Yeats, 'Adam's Curse', 'A Coat', 'Easter, 1916', 'The Wild Swans at Coole', 'The Second Coming', 'Leda and the Swan', 'Sailing to Byzantium', 'Among School Children', 'The Circus Animals' Desertion'

<p>Week 4</p>	<p>Blasting and Bombardiering</p> <p>Siegfried Sassoon, 'They'</p> <p>Wilfred Owen, 'Anthem for Doomed Youth'</p> <p>Ford Madox Ford, 'From "Antwerp"'</p> <p>T. E. Hulme, 'Trenches: St Eloi'</p> <p>Wyndham Lewis, 'The Romance of War'; 'Cattleman's Spring-Mate'</p>
<p>Week 5</p>	<p>Ascent of the Image</p> <p>T. E. Hulme, 'Romanticism and Classicism'</p> <p>F. S. Flint and Ezra Pound, 'Imagisme / A Few Don'ts'</p> <p>Hulme, 'Autumn'</p> <p>Pound, 'In a Station'</p> <p>H. D., 'Oread', 'Sea Rose'</p>
<p>Week 6</p>	<p>Modernist Storytelling</p> <p>Ford Madox Ford, <i>The Good Soldier</i></p> <p>Katherine Mansfield, 'The Daughters of the Late Colonel'</p> <p>D. H. Lawrence, 'Odour Of Chrysanthemums'</p>
<p>Week 7</p>	<p>Myth, Tradition, Impersonality</p> <p>T. S. Eliot, 'The Boston Evening Transcript', 'Hysteria', 'The Love Song of J. Alfred Prufrock'; <i>The Waste Land</i>; 'The Hollow Men'; 'Tradition and the Individual Talent'</p>
<p>MID-SEMESTER BREAK</p>	
<p>Week 8</p>	<p>Revolution of the Word</p> <p>James Joyce, <i>A Portrait of the Artist as a Young Man</i></p> <p>D. H. Lawrence, 'Why the Novel Matters'</p>
<p>Week 9</p>	<p>Toward the Vortex</p> <p>Wyndham Lewis, 'Long Live the Vortex!'; 'Blast 6'</p> <p>Pound, 'Vortex, Pound'</p> <p>Mina Loy, 'Feminist Manifesto'</p> <p>Marinetti and Nevinson, 'A Futurist Manifesto'</p> <p>Lewis, Vorticist paintings</p>
<p>Week 10</p>	<p>Identity, Language, Subjectivity</p> <p>Sigmund Freud, 'The Material and Sources of Dreams'; 'The Dream-Work'</p> <p>Film: <i>Persona</i></p>

Week 11	Being in Time Virginia Woolf, <i>To the Lighthouse</i> Virginia Woolf, 'Modern Fiction'
Week 12	End and Aftermath: Neo-Modernism(s) Herman Melville, 'The Whiteness of the Whale' Film: <i>The White Ribbon</i>
Week 13	Essay workshop

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/

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.

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

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Demonstrate effective time management, work organisation and application of critical principles to both narrative and non-narrative contexts.
- Ability to engage in informed critical discussion on unit content with peers and teachers, consider and assess others' points of view, and to argue a critical position.

Assessment tasks

- Seminar participation
- Class presentation & essay
- Major essay

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Demonstrated critical and analytical reading strategies, interpretive analysis, scholarly research, and effective communication, with application to both literary and visual texts.
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Assessment tasks

- Seminar participation
- Class presentation & essay
- Major essay

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Demonstrated critical and analytical reading strategies, interpretive analysis, scholarly research, and effective communication, with application to both literary and visual texts.
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Assessment tasks

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- Major essay

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Demonstrated critical and analytical reading strategies, interpretive analysis, scholarly research, and effective communication, with application to both literary and visual texts.
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Assessment tasks

- Seminar participation
- Class presentation & essay

- Major essay

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Demonstrated critical and analytical reading strategies, interpretive analysis, scholarly research, and effective communication, with application to both literary and visual texts.
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Assessment tasks

- Seminar participation
- Class presentation & essay
- Major essay

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcome

- Ability to engage in informed critical discussion on unit content with peers and teachers, consider and assess others' points of view, and to argue a critical position.