ENGL370
Reason, Imagination, Revolution: Literature and Culture from Pope to Austen
S1 Day 2015
Dept of English

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General Information

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Credit points
3

Prerequisites
6cp in ENGL units at 200 level

Corequisites

Co-badged status

Unit description
This unit introduces students to writings that track the trajectories of formal, philosophical and culture change in British literary culture between 1710 and 1825. It examines how Reason is idealised and critiqued by writers associated with the Enlightenment, such as Pope, Swift, Haywood and Johnson, and how it is situated in relation to Imagination and developed into the Romanticism of Blake, Wordsworth and Coleridge. The unit also explores how those conceptual exchanges feed into the revolutionary fervour of the 1790s and provokes the responses of Austen, Shelley, Byron and Keats, who along with their Romantic forebears, set the cultural bases for British literature into the nineteenth century.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/
Learning Outcomes

1. Students will be able to demonstrate an understanding of key texts drawn from eighteenth-century Britain and the British Romantic movement as well as of the contexts in which they were produced.
2. Students will be able to select and apply appropriate theoretical and critical models in their practice of analysing literary texts and contexts.
3. Students will be able to deploy analytical and research skills that can be applied to both past and present cultural and literary debates.
4. Students will be able to communicate historical and literary theoretical concepts in both written and oral forms.
5. Students will be able to design and execute coherent critical and analytical arguments.
6. Students will be able to engage in creative critical discussion of the unit content with peers and tutors, and to respond to others’ points of view.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Essay</td>
<td>30%</td>
<td>7 April 2015</td>
</tr>
<tr>
<td>Research Essay</td>
<td>50%</td>
<td>29 May 2015</td>
</tr>
<tr>
<td>Tutorial Participation</td>
<td>20%</td>
<td>Ongoing weekly</td>
</tr>
</tbody>
</table>

Critical Essay

Due: 7 April 2015
Weighting: 30%

Students will write a critical essay responding to a set topic. For details of the task and topics, see the ENGL370 iLearn website.

This Assessment Task relates to the following Learning Outcomes:
- Students will be able to demonstrate an understanding of key texts drawn from eighteenth-century Britain and the British Romantic movement as well as of the contexts in which they were produced.
- Students will be able to select and apply appropriate theoretical and critical models in their practice of analysing literary texts and contexts.
• Students will be able to deploy analytical and research skills that can be applied to both past and present cultural and literary debates
• Students will be able to communicate historical and literary theoretical concepts in both written and oral forms
• Students will be able to design and execute coherent critical and analytical arguments

Research Essay
Due: 29 May 2015
Weighting: 50%

Students will write a research essay responding to a set topic. For details of the task and topics, see the ENGL370 iLearn website.

This Assessment Task relates to the following Learning Outcomes:
• Students will be able to demonstrate an understanding of key texts drawn from eighteenth-century Britain and the British Romantic movement as well as of the contexts in which they were produced.
• Students will be able to select and apply appropriate theoretical and critical models in their practice of analysing literary texts and contexts.
• Students will be able to deploy analytical and research skills that can be applied to both past and present cultural and literary debates
• Students will be able to communicate historical and literary theoretical concepts in both written and oral forms
• Students will be able to design and execute coherent critical and analytical arguments

Tutorial Participation
Due: Ongoing weekly
Weighting: 20%

Tutorial attendance, preparation and participation in tutorial activities, completion of weekly online tasks.

This Assessment Task relates to the following Learning Outcomes:
• Students will be able to demonstrate an understanding of key texts drawn from eighteenth-century Britain and the British Romantic movement as well as of the contexts in which they were produced.
• Students will be able to communicate historical and literary theoretical concepts in both written and oral forms
• Students will be able to engage in creative critical discussion of the unit content with peers and tutors, and to respond to others' points of view

**Delivery and Resources**

**Classes:**
For lecture times and classrooms please consult the MQ Timetable website: [http://www.timetables.mq.edu.au](http://www.timetables.mq.edu.au). This website will display up-to-date information on your classes and classroom locations.

Students are expected to attend one lecture and one tutorial each week. Attendance at lectures is expected; attendance at tutorials is compulsory in order to remain eligible to pass the unit. When attending tutorials, students are expected to have read the texts set for discussion in that week and to be prepared to discuss issues arising from course content. Students must also complete all assessment tasks.

Please check the ENGL370 iLearn site for further essential course information.

**Required Texts:**


The above list refers to the editions that we have ordered via the Co-op Bookshop. You may, however, use other editions if you wish, so long as they are appropriate scholarly editions (check for an editor/reputable publisher). Also, ensure that you properly reference your source texts when using them for essays/assessable work.
Unit Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction: The Legacy of the Restoration and the Augustans</th>
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</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>The Emergence of the Novel</td>
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<tr>
<td>Week 3</td>
<td>Periodical Press</td>
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<tr>
<td>Week 4</td>
<td>The Age of Johnson</td>
</tr>
<tr>
<td>Week 5</td>
<td>Emergence of the Gothic</td>
</tr>
<tr>
<td>Week 6</td>
<td>No classes (Good Friday)</td>
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<tr>
<td>Week 7</td>
<td>Life Writing</td>
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<tr>
<td>Week 8</td>
<td>Women Writing</td>
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<tr>
<td>Week 9</td>
<td>The 1790s</td>
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<tr>
<td>Week 10</td>
<td>Romanticism</td>
</tr>
<tr>
<td>Week 11</td>
<td>The Regional Novel</td>
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<tr>
<td>Week 12</td>
<td>Later Romanticism</td>
</tr>
<tr>
<td>Week 13</td>
<td>Towards the Modern Novel</td>
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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:


In addition, a number of other policies can be found in the [Learning and Teaching Category](http://www.mq.edu.au/policy/docs/) 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://www.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/](http://students.mq.edu.au/support/)

**Learning Skills**

Learning Skills ([mq.edu.au/learningskills](http://www.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 Enquiry Service**

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://www.ask.mq.edu.au)

**Equity Support**

Students with a disability are encouraged to contact the [Disability Service](http://www.mq.edu.au/service/disability) who can provide appropriate help with any issues that arise during their studies.

**IT Help**


When using the University's IT, you must adhere to the [Acceptable Use Policy](http://informatics.mq.edu.au/help/). The policy applies to all who connect to the MQ network including students.
Graduate Capabilities

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

• Students will be able to deploy analytical and research skills that can be applied to both past and present cultural and literary debates
• Students will be able to engage in creative critical discussion of the unit content with peers and tutors, and to respond to others’ points of view

Assessment tasks

• Critical Essay
• Research Essay
• Tutorial Participation

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

• Students will be able to demonstrate an understanding of key texts drawn from eighteenth-century Britain and the British Romantic movement as well as of the contexts in which they were produced.
• Students will be able to select and apply appropriate theoretical and critical models in their practice of analysing literary texts and contexts.
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Assessment tasks

• Critical Essay
• Research Essay
• Tutorial Participation

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

• Students will be able to select and apply appropriate theoretical and critical models in their practice of analysing literary texts and contexts.
• Students will be able to deploy analytical and research skills that can be applied to both past and present cultural and literary debates
• Students will be able to design and execute coherent critical and analytical arguments
• Students will be able to engage in creative critical discussion of the unit content with peers and tutors, and to respond to others’ points of view

Assessment tasks

• Critical Essay
• Research Essay
• Tutorial Participation

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

• Students will be able to deploy analytical and research skills that can be applied to both past and present cultural and literary debates
Students will be able to engage in creative critical discussion of the unit content with peers and tutors, and to respond to others’ points of view

Assessment tasks
• Critical Essay
• Research Essay
• Tutorial Participation

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
• Students will be able to demonstrate an understanding of key texts drawn from eighteenth-century Britain and the British Romantic movement as well as of the contexts in which they were produced.
• Students will be able to select and apply appropriate theoretical and critical models in their practice of analysing literary texts and contexts.
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Assessment tasks
• Critical Essay
• Research Essay
• Tutorial Participation

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**

- Students will be able to select and apply appropriate theoretical and critical models in their practice of analysing literary texts and contexts.
- Students will be able to engage in creative critical discussion of the unit content with peers and tutors, and to respond to others’ points of view

**Assessment tasks**

- Critical Essay
- Research Essay
- Tutorial Participation

**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**

- Students will be able to deploy analytical and research skills that can be applied to both past and present cultural and literary debates
- Students will be able to communicate historical and literary theoretical concepts in both written and oral forms
- Students will be able to engage in creative critical discussion of the unit content with peers and tutors, and to respond to others’ points of view

**Assessment tasks**

- Critical Essay
- Research Essay
- Tutorial Participation

**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**

- Students will be able to select and apply appropriate theoretical and critical models in their practice of analysing literary texts and contexts.
- Students will be able to deploy analytical and research skills that can be applied to both past and present cultural and literary debates.
- Students will be able to design and execute coherent critical and analytical arguments.
- Students will be able to engage in creative critical discussion of the unit content with peers and tutors, and to respond to others’ points of view.

**Assessment tasks**

- Critical Essay
- Research Essay
- Tutorial Participation

**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**

- Students will be able to demonstrate an understanding of key texts drawn from eighteenth-century Britain and the British Romantic movement as well as of the contexts in which they were produced.
- Students will be able to select and apply appropriate theoretical and critical models in their practice of analysing literary texts and contexts.
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- Students will be able to engage in creative critical discussion of the unit content with peers and tutors, and to respond to others’ points of view.

**Assessment tasks**

- Critical Essay
Changes from Previous Offering

In response to student feedback from and peer reflections upon previous offerings of this unit, we have revised the structural framework of the unit, offering a more thematically oriented view of eighteenth-century British literature and increasing attention to texts written by women and about women’s issues. Assessment tasks have also been streamlined in order to facilitate student’s abilities to focus on achieving key learning outcomes.