



ENGL314

Victorian Literary Culture

S2 Day 2015

Dept of English

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General Information

Unit convenor and teaching staff

Unit Convenor

Lee O'Brien

lee.obrien@mq.edu.au

Contact via lee.obrien@mq.edu.au

W6A 633

Tuesday 2.30 - 3.30pm

Credit points

3

Prerequisites

6cp in ENGL units at 200 level

Corequisites

Co-badged status

Unit description

This unit asks the question – what does 'Victorian' mean as a literary and cultural category? Faced with rapid urbanisation, industrialisation, and imperial expansion, nineteenth century writers responded with energy and passion, participating in the construction of an increasingly diverse literary marketplace. This was the period when the novel, poetry, the popular essay and journalism were radically redefining the cultural and public sphere. This was also the age of emerging mass readerships and literary celebrities. Taking a selection of texts as a starting point, this unit explores Victorian literary culture as dynamic, diverse, and self-consciously modern.

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:

- to develop the capacity to read and respond to a range of Victorian literary texts
- develop analytical and research skills that can be applied to both past and present cultural and literary debates
- learn to communicate historical and theoretical concepts in both oral and written form

develop a greater understanding of the profound impact on contemporary culture of Victorian ideas of gender, race, class, popular and high culture, technology, ethics, identity, progress and civilisation

understand the nineteenth century transformations of concepts of genre and literary value that still continue to invigorate modern theoretical and institutional controversies.

develop the ability to engage in informed critical discussion on unit content with peers and tutor(s), to respond to others' points of view, and to argue a critical position

Assessment Tasks

Name	Weighting	Due
<u>Essay 1</u>	35%	15 September
<u>Essay 2</u>	45%	9 November
<u>Tutorial Participation</u>	10%	Each teaching week of semester
<u>Tutorial Presentation</u>	10%	Relevant week during semester

Essay 1

Due: **15 September**

Weighting: **35%**

Research Essay

On successful completion you will be able to:

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Essay 2

Due: **9 November**

Weighting: **45%**

Research essay, 3000 words

On successful completion you will be able to:

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- understand the nineteenth century transformations of concepts of genre and literary value that still continue to invigorate modern theoretical and institutional controversies.

Tutorial Participation

Due: **Each teaching week of semester**

Weighting: **10%**

Preparation, active and relevant participation in class discussion.

On successful completion you will be able to:

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Tutorial Presentation

Due: **Relevant week during semester**

Weighting: **10%**

A class presentation based on one of the tutorial topics in the week of your chosen text.

On successful completion you will be able to:

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Delivery and Resources

Classes

Students attend one lecture and one tutorial per week.

Lectures begin in **week one**, tutorials begin in **week two**.

Lectures: attendance at lectures is expected. The essay topics will assume familiarity with lecture material, tutorial work, and the set texts.

Tutorials: attendance at tutorials is compulsory. The participation mark is based on active participation, and evidence of significant preparation beforehand. Absence from more than two tutorials without explanation (medical or counselling certificate) will result in the loss of the tutorial mark.

University regulations stipulate that a student must attempt every part of the unit assessment to be eligible to pass a unit of study.

For lecture times and tutorial rooms please consult the MQ Timetable website: <http://www.timetables.mq.edu.au>. This website will display up-to-date information on your classes and tutorial room locations -- please be sure to check it in the first week of semester.

Required and Recommended Texts and/or Materials

Required:

1. Charles Dickens, *Oliver Twist*
2. Emily Bronte, *Wuthering Heights*
3. Wilkie Collins, *The Moonstone*
4. George Eliot, *Middlemarch*

5. Sir Arthur Conan Doyle, *A Study in Scarlet*
6. Rudyard Kipling, *Kim*
7. The Victorian Age, Vol E, The Norton Anthology of English Literature

This is the order in which we study the novels. I use the Norton Anthology for the poetry (and some prose).

Recommended:

A list of secondary reading is available on the unit's iLearn site.

Penalties:

Late submission of written work without prior approval and supporting documentation 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, contact your tutor to discuss an extension (before the due date). Do not hesitate to speak to your tutor if you are having difficulties.

Please choose the day of your class presentation carefully. Your mark is based on your attendance and presentation *in class*.

Essays more than 10% over or under length will attract a penalty -- please be mindful of the word length.

Essays and notes/script of class presentation are to be submitted through Turnitin.

All essays must conform to the guidelines in the English Department handout "The Preparation and Presentation of Essays", which can be downloaded from the English Department website.

There is no examination in this unit.

Technology Used and Required

Turnitin, Grademark

Online units can be accessed at: <http://learn.mq.edu.au>

Unit Schedule

Please see the unit's iLearn site for the 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/

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

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

- to develop the capacity to read and respond to a range of Victorian literary texts
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- understand the nineteenth century transformations of concepts of genre and literary value that still continue to invigorate modern theoretical and institutional controversies.
- develop the ability to engage in informed critical discussion on unit content with peers and tutor(s), to respond to others' points of view, and to argue a critical position

Assessment tasks

- Essay 1
- Essay 2
- Tutorial Participation
- Tutorial Presentation

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

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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:

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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.

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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.

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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.

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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:

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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

- to develop the capacity to read and respond to a range of Victorian literary texts

- develop analytical and research skills that can be applied to both past and present cultural and literary debates
- learn to communicate historical and theoretical concepts in both oral and written form
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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

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