



ENGL389

Textual Practices

S2 Day 2015

Dept of English

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General Information

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W6A 624

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Credit points

3

Prerequisites

6cp in ENGL units at 300 level

Corequisites

Co-badged status

Unit description

Focusing on the literary essay, this unit aims to integrate, synthesise and refine the critical reading, writing, conceptual and analytic knowledge and skills students have acquired across the multiple and diverse topics within their study of English. Throughout the early modern, modern and post-modern periods, the literary essay has developed alongside and in dialogue with other major genres of writing – most notably, the novel, drama, poetry, literary and cultural criticism. While it is a much practised form, it is often viewed as an invisible genre, commonly studied and utilised in conjunction with other textual practices, but rarely analysed in itself as a specific kind of discursive practice with particular, though diverse, stylistic features, conceptual parameters and ideological concerns. In this unit students read, critically analyse and write a range of essays across various subject areas – such as literature, art, music, film, politics, food, travel and so on. However, the critical focus of the unit is on the essay as textual practice: its generic affiliations; stylistic and discursive characteristics; ideological assumptions and agendas; and its role and impact within culture in general.

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:

Students should have gained an understanding of the range of textual forms constituted by 'the essay'.

Students should understand the broader intellectual and cultural contexts of textual production.

Students should be able to critically analyse the textual and discursive strategies utilised in the essay form in its various modes of address which speak to particular audiences: as provisional and exploratory prose, as reflective and contemplative writing, as persuasive and often polemical argument, or as detailed and precise description.

Students should be able to locate, evaluate and engage with published criticism and scholarship.

Students should demonstrate more highly developed textual analysis skills shown through written analyses and responses to set texts.

Students should demonstrate a highly developed capacity for rigorous and independent thinking and advanced research and communication skills shown through reasoned, well-informed argument in written work and class discussion and participation.

Students should have developed their learning through a negotiated curriculum which enables reflection on their learning within the English Major and its application to their graduate destinations.

Assessment Tasks

Name	Weighting	Due
<u>Participation</u>	10%	Weeks 2-12
<u>Seminar Paper</u>	40%	Weeks 2-6
<u>Research Essay</u>	50%	13th November 2015

Participation

Due: **Weeks 2-12**

Weighting: **10%**

Attainment of unit outcomes in relation to tutorial participation will be assessed according to the following criteria:

- Attendance at all classes – except in the case of illness, or other reasonable grounds for

absence;

- Active participation in class and small group discussions and 'question times' following peers' presentations, and quality contributions to all of these activities;

Evidence of significant preparation of primary texts, engagement with the texts and concepts covered in the unit.

On successful completion you will be able to:

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- Students should demonstrate a highly developed capacity for rigorous and independent thinking and advanced research and communication skills shown through reasoned, well-informed argument in written work and class discussion and participation.
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Seminar Paper

Due: **Weeks 2-6**

Weighting: **40%**

Write ONE seminar paper in response to one of the essay topics listed for weeks 2-6.

Length: 1500 words.

Date Due: ONE week following the relevant lecture/tutorial.

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as provisional and exploratory prose, as reflective and contemplative writing, as persuasive and often polemical argument, or as detailed and precise description.

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Research Essay

Due: **13th November 2015**

Weighting: **50%**

Part one: Choose ONE topic from weeks 9-13. Select any two resources from the Unit Reader and find two further related resources. In 500 words, write a research proposal based on the chosen topic. Your proposal should include: a thesis statement or question, an outline of the approach you are going to take to the topic, a rationale demonstrating how the selected essays are going to be used to address the topic, and areas of further research needed to address the topic.

Length: 500

Part two: Write a Research Essay based on your chosen topic and selected resources. The four resources are to be treated as primary texts and the essay will be a development from the initial research proposal. Your essay should take into account any feedback received during the in-class workshops and demonstrate that a developmental process has taken place. Include a copy of the proposal with the essay. The final essay should also demonstrate reflection upon other 300-level units you have studied in the English major and show evidence of further secondary research.

DO NOT reuse any essay material produced for another unit.

Length: 2500 words

On successful completion you will be able to:

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Delivery and Resources

One lecture and one tutorial per week.

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.

Departmental Policies

Extensions and lateness penalties

If you have a legitimate reason for being unable to submit your work by the due date please contact your tutor or the unit convenor before the due date. (Please note that a 2% per day penalty will otherwise apply).

Word Limits

Word limits need to be adhered to. Papers which are more than 10% over or under the word limit may be penalised.

Unit Requirement and Expectations

To complete ENGL389 you must:

- Attend all classes (a doctor's certificate needs to be provided as evidence for non-attendance due to illness).
- Complete all prescribed assessment tasks
- Reach a satisfactory level of achievement in the prescribed assessment tasks

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

- Students should demonstrate more highly developed textual analysis skills shown through written analyses and responses to set texts.
- Students should demonstrate a highly developed capacity for rigorous and independent thinking and advanced research and communication skills shown through reasoned, well-informed argument in written work and class discussion and participation.
- Students should have developed their learning through a negotiated curriculum which enables reflection on their learning within the English Major and its application to their graduate destinations.

Assessment tasks

- Seminar Paper
- Research 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

- Students should be able to locate, evaluate and engage with published criticism and scholarship.
- Students should demonstrate more highly developed textual analysis skills shown through written analyses and responses to set texts.
- Students should demonstrate a highly developed capacity for rigorous and independent thinking and advanced research and communication skills shown through reasoned,

well-informed argument in written work and class discussion and participation.

- Students should have developed their learning through a negotiated curriculum which enables reflection on their learning within the English Major and its application to their graduate destinations.

Assessment tasks

- Participation
- Seminar Paper
- Research 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

- Students should have gained an understanding of the range of textual forms constituted by 'the essay'.
- Students should understand the broader intellectual and cultural contexts of textual production.
- Students should be able to critically analyse the textual and discursive strategies utilised in the essay form in its various modes of address which speak to particular audiences: as provisional and exploratory prose, as reflective and contemplative writing, as persuasive and often polemical argument, or as detailed and precise description.
- Students should be able to locate, evaluate and engage with published criticism and scholarship.
- Students should demonstrate more highly developed textual analysis skills shown through written analyses and responses to set texts.
- Students should have developed their learning through a negotiated curriculum which enables reflection on their learning within the English Major and its application to their graduate destinations.

Assessment tasks

- Seminar Paper
- Research Essay

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 should have gained an understanding of the range of textual forms constituted by 'the essay'.
- Students should understand the broader intellectual and cultural contexts of textual production.
- Students should be able to critically analyse the textual and discursive strategies utilised in the essay form in its various modes of address which speak to particular audiences: as provisional and exploratory prose, as reflective and contemplative writing, as persuasive and often polemical argument, or as detailed and precise description.
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Assessment tasks

- Participation
- Seminar Paper
- Research 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

- Students should have gained an understanding of the range of textual forms constituted by 'the essay'.
- Students should be able to critically analyse the textual and discursive strategies utilised in the essay form in its various modes of address which speak to particular audiences: as provisional and exploratory prose, as reflective and contemplative writing, as persuasive and often polemical argument, or as detailed and precise description.
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- Students should have developed their learning through a negotiated curriculum which enables reflection on their learning within the English Major and its application to their graduate destinations.

Assessment tasks

- Seminar Paper
- Research 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

- Students should be able to locate, evaluate and engage with published criticism and scholarship.
- Students should demonstrate more highly developed textual analysis skills shown

through written analyses and responses to set texts.

- Students should demonstrate a highly developed capacity for rigorous and independent thinking and advanced research and communication skills shown through reasoned, well-informed argument in written work and class discussion and participation.
- Students should have developed their learning through a negotiated curriculum which enables reflection on their learning within the English Major and its application to their graduate destinations.

Assessment tasks

- Seminar Paper
- Research 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

- Students should be able to critically analyse the textual and discursive strategies utilised in the essay form in its various modes of address which speak to particular audiences: as provisional and exploratory prose, as reflective and contemplative writing, as persuasive and often polemical argument, or as detailed and precise description.
- Students should be able to locate, evaluate and engage with published criticism and scholarship.
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- Students should have developed their learning through a negotiated curriculum which enables reflection on their learning within the English Major and its application to their graduate destinations.

Assessment tasks

- Participation

- Seminar Paper
- Research 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

- Students should understand the broader intellectual and cultural contexts of textual production.
- Students should be able to critically analyse the textual and discursive strategies utilised in the essay form in its various modes of address which speak to particular audiences: as provisional and exploratory prose, as reflective and contemplative writing, as persuasive and often polemical argument, or as detailed and precise description.
- Students should demonstrate a highly developed capacity for rigorous and independent thinking and advanced research and communication skills shown through reasoned, well-informed argument in written work and class discussion and participation.
- Students should have developed their learning through a negotiated curriculum which enables reflection on their learning within the English Major and its application to their graduate destinations.

Assessment tasks

- Participation
- Research 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

- Students should understand the broader intellectual and cultural contexts of textual

production.

- Students should have developed their learning through a negotiated curriculum which enables reflection on their learning within the English Major and its application to their graduate destinations.

Assessment task

- Research Essay