



# ENGL208

## Reading Theory

S2 Day 2015

*Dept of English*

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## General Information

Unit convenor and teaching staff

Unit Convenor

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W6A 637

announced Week 1 (or by email appt)

Lecturer

Paul Sheehan

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W6A 622

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Credit points

3

Prerequisites

12cp including ENGL120

Corequisites

Co-badged status

Unit description

How does meaning work? This unit equips students to explore the concepts that underpin our understanding of literary texts and writing. It surveys the major literary theories of the twentieth century, examining the theoretical languages and approaches one by one - liberal humanism, structuralism, semiotics, feminism, queer studies, Marxism, psychoanalysis, poststructuralism, postmodernism and postcolonialism - in order to deconstruct two key literary works, Shakespeare's 'The Taming of the Shrew' and David Williamson's "Dead White Males".

Questions raised include: How should we read? What is an author? Is it possible to arrive at a single correct interpretation? How are texts related to other texts? To what extent do factors such as gender and racial difference impact upon literary production and reception? How does a reading of literary texts assist us in understanding the larger contexts of contemporary culture? This unit provides students with skills in revealing analysis, and is recommended for students intending to major in English or to 'progress to Master of Research (MRes) level.'

## 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:

- Demonstration of independent critical research analysis leading to the communication of an essay-based argument
- Ability to work contextually between genres, eras and media (eg. from printed to online and interactive formats)
- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, required levels of tutorial and online participation, task management, team-based communication and presentation of work
- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

## General Assessment Information

**All assessment tasks must be attempted in order to pass this unit.** If you think you cannot attempt this assessment, contact your tutor. If you withdraw from the unit, you must email the convenor at [toby.davidson@mq.edu.au](mailto:toby.davidson@mq.edu.au).

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Participation</u></a>	20%	Ongoing
<a href="#"><u>Week 3 Early Feedback Quiz</u></a>	15%	5pm Fri 14 August (end Wk 3)
<a href="#"><u>Secondary Source Task</u></a>	25%	5pm, Fri Sept 4 (Week 6)
<a href="#"><u>Research Essay</u></a>	40%	5pm Mon 9 November (Wk '14')

### Participation

Due: **Ongoing**

Weighting: **20%**

See details on iLearn site.

On successful completion you will be able to:

- Demonstration of independent critical research analysis leading to the communication of an essay-based argument
- Ability to work contextually between genres, eras and media (eg. from printed to online and interactive formats)
- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, required levels of tutorial and online participation, task management, team-based communication and presentation of work
- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

## Week 3 Early Feedback Quiz

Due: **5pm Fri 14 August (end Wk 3)**

Weighting: **15%**

See details on iLearn site.

On successful completion you will be able to:

- Demonstration of independent critical research analysis leading to the communication of an essay-based argument
- Ability to work contextually between genres, eras and media (eg. from printed to online and interactive formats)
- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, required levels of tutorial and online participation, task management, team-based communication and presentation of work
- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

## Secondary Source Task

Due: **5pm, Fri Sept 4 (Week 6)**

Weighting: **25%**

See details on iLearn site

On successful completion you will be able to:

- Demonstration of independent critical research analysis leading to the communication of

an essay-based argument

- Ability to work contextually between genres, eras and media (eg. from printed to online and interactive formats)
- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, required levels of tutorial and online participation, task management, team-based communication and presentation of work
- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

## Research Essay

Due: **5pm Mon 9 November (Wk '14')**

Weighting: **40%**

See details on iLearn site.

On successful completion you will be able to:

- Demonstration of independent critical research analysis leading to the communication of an essay-based argument
- Ability to work contextually between genres, eras and media (eg. from printed to online and interactive formats)
- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, required levels of tutorial and online participation, task management, team-based communication and presentation of work
- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

## 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.

**Tutorials start in Week 1.** Tutorial times can be booked through e-Student.

## REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

### REQUIRED READING

You are required to purchase, or loan, the following texts (listed in order of reading). Texts are held at the Co-op bookshop on campus.

- Lane, Richard J. (ed). *Global Literary Theory: An Anthology*
- Shakespeare, William. *The Taming of the Shrew*: Norton Critical Edition. **[NOTE: It is vital you get this edition as the critical essays are key to a major assessment]**
- Williamson, David. *Dead White Males*

There is no ENGL208 Unit Reader.

### RECOMMENDED READING

A list of items on **Library Reserve** (3-hour and single-night loan) is provided on the ENGL208 iLearn site.

## UNIT WEBPAGE AND TECHNOLOGY USED AND REQUIRED

It is imperative that you have access to the **ENGL208 iLearn site at: <http://ilearn.mq.edu.au/>**. You must also maintain and monitor your Macquarie email address for discussion updates and unit announcements.

PC and Internet access are thus required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement. Please consult teaching staff if you have any difficulties or inquiries.

## Unit Schedule

A full Weekly Schedule with weekly readings and tutorial questions will be available via iLearn. Please download, print this out and bring to each tutorial.

Broadly speaking, ENGL208 features a first half of weeks 1-7 with the focus text *The Taming of the Shrew* and a second half of weeks 8-13 with the focus text *Dead White Males*. **There is no Week 5 lecture or tutorial.**

## 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

- Demonstration of independent critical research analysis leading to the communication of an essay-based argument
- Ability to work contextually between genres, eras and media (eg. from printed to online and interactive formats)
- Ability to apply literary insights into broader social and environmental contexts
- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

### Assessment tasks

- Participation
- Secondary Source Task
- 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

- Demonstration of independent critical research analysis leading to the communication of an essay-based argument
- Ability to work contextually between genres, eras and media (eg. from printed to online and interactive formats)
- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, required levels of tutorial and online participation, task management, team-based communication and presentation of work
- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

## Assessment tasks

- Participation
- Secondary Source Task
- 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

- Ability to apply literary insights into broader social and environmental contexts
- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

## Assessment tasks

- Participation
- Secondary Source Task
- 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**

- Demonstration of independent critical research analysis leading to the communication of an essay-based argument
- Ability to work contextually between genres, eras and media (eg. from printed to online and interactive formats)
- Ability to apply literary insights into broader social and environmental contexts
- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

## **Assessment tasks**

- Participation
- Week 3 Early Feedback Quiz
- Secondary Source Task
- 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**

- Demonstration of independent critical research analysis leading to the communication of an essay-based argument
- Ability to work contextually between genres, eras and media (eg. from printed to online and interactive formats)
- Ability to apply literary insights into broader social and environmental contexts

## **Assessment tasks**

- Participation
- Week 3 Early Feedback Quiz
- Secondary Source Task

- 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

- Demonstration of independent critical research analysis leading to the communication of an essay-based argument
- Ability to work contextually between genres, eras and media (eg. from printed to online and interactive formats)
- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, required levels of tutorial and online participation, task management, team-based communication and presentation of work

### Assessment tasks

- Participation
- Week 3 Early Feedback Quiz
- Secondary Source Task
- 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

- Demonstration of independent critical research analysis leading to the communication of an essay-based argument
- Ability to work contextually between genres, eras and media (eg. from printed to online and interactive formats)
- Ability to apply literary insights into broader social and environmental contexts

- Professionalism in terms of punctuality, required levels of tutorial and online participation, task management, team-based communication and presentation of work
- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

## Assessment tasks

- Participation
- Secondary Source Task
- 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

- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, required levels of tutorial and online participation, task management, team-based communication and presentation of work
- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

## 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

- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, required levels of tutorial and online participation,

task management, team-based communication and presentation of work

- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

## Assessment tasks

- Participation
- Research Essay

## Changes since First Published

Date	Description
06/07/2015	The Shakespeare text to be studied is The Taming of the Shrew, not The Tempest.