



# ENGL208

## Reading Theory

S2 Day 2016

*Dept of English*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Alys Moody

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Credit points

3

Prerequisites

12cp including ENGL120

Corequisites

Co-badged status

Unit description

This unit surveys the major theoretical underpinnings of contemporary literary studies. It does so by tracing the development of four key issues that are currently animating the field: how we relate to other people, and how that relation shapes our thinking about gender and race; what comes after the human, and what posthumanism is; why we read literature the way we do, and what other forms of reading might entail; and how, in the light of recent challenges, theory has reinvented itself. The unit prepares students for understanding and participating in debates that are central to literary scholarship now, and is recommended for anyone intending to major in English or progress to a Master of Research.

## 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:

Read complex theoretical texts and produce accurate and clear accounts of their arguments

Explain the history of and current debates around key theoretical ideas, including “the other” and “the human”

Apply theoretical ideas to texts and scenarios, including those encountered in other units and in your life beyond the classroom

Evaluate theoretical arguments, considering both their usefulness and their validity

Reflect on how theoretical ideas and assumptions shape reading practices in English,

and how they have shaped your own reading practices

Work with partners and in small groups to understand and apply theoretical ideas

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Unit Participation</u></a>	20%	on-going
<a href="#"><u>Theory Summaries</u></a>	20%	Friday, Weeks 2-12
<a href="#"><u>Text and Theory</u></a>	5%	Wednesdays, Weeks 2-11
<a href="#"><u>Reading with Theory</u></a>	15%	16 September
<a href="#"><u>Final Essay</u></a>	40%	16 November

### Unit Participation

Due: **on-going**

Weighting: **20%**

Contribution to the learning environment of the unit

On successful completion you will be able to:

- Read complex theoretical texts and produce accurate and clear accounts of their arguments
- Explain the history of and current debates around key theoretical ideas, including “the other” and “the human”
- Apply theoretical ideas to texts and scenarios, including those encountered in other units and in your life beyond the classroom
- Evaluate theoretical arguments, considering both their usefulness and their validity
- Reflect on how theoretical ideas and assumptions shape reading practices in English, and how they have shaped your own reading practices
- Work with partners and in small groups to understand and apply theoretical ideas

### Theory Summaries

Due: **Friday, Weeks 2-12**

Weighting: **20%**

100-150 word summaries of each week’s set reading.

On successful completion you will be able to:

- Read complex theoretical texts and produce accurate and clear accounts of their arguments
- Explain the history of and current debates around key theoretical ideas, including “the other” and “the human”

## Text and Theory

Due: **Wednesdays, Weeks 2-11**

Weighting: **5%**

Identify and post to iLearn one short literary or popular cultural text that supports, challenges, or relates interestingly to this week’s readings.

On successful completion you will be able to:

- Apply theoretical ideas to texts and scenarios, including those encountered in other units and in your life beyond the classroom
- Work with partners and in small groups to understand and apply theoretical ideas

## Reading with Theory

Due: **16 September**

Weighting: **15%**

1,000-word exercise, expanding on one theory summary and applying its ideas to a text of your choice, either from class or from your own reading.

On successful completion you will be able to:

- Read complex theoretical texts and produce accurate and clear accounts of their arguments
- Explain the history of and current debates around key theoretical ideas, including “the other” and “the human”
- Apply theoretical ideas to texts and scenarios, including those encountered in other units and in your life beyond the classroom
- Evaluate theoretical arguments, considering both their usefulness and their validity
- Reflect on how theoretical ideas and assumptions shape reading practices in English, and how they have shaped your own reading practices

## Final Essay

Due: **16 November**

Weighting: **40%**

2000-word final essay, using multiple theoretical perspectives on a topic

On successful completion you will be able to:

- Read complex theoretical texts and produce accurate and clear accounts of their arguments
- Explain the history of and current debates around key theoretical ideas, including “the other” and “the human”
- Apply theoretical ideas to texts and scenarios, including those encountered in other units and in your life beyond the classroom
- Evaluate theoretical arguments, considering both their usefulness and their validity
- Reflect on how theoretical ideas and assumptions shape reading practices in English, and how they have shaped your own reading practices

## Delivery and Resources

All readings will be available through Unit Readings and/or linked through the unit's iLearn site. No texts are required to purchase for this unit.

## 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)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.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](#).

## 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://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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

- Apply theoretical ideas to texts and scenarios, including those encountered in other units and in your life beyond the classroom
- Evaluate theoretical arguments, considering both their usefulness and their validity
- Work with partners and in small groups to understand and apply theoretical ideas

## Assessment tasks

- Unit Participation
- Text and Theory
- Reading with Theory
- Final 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

- Apply theoretical ideas to texts and scenarios, including those encountered in other units and in your life beyond the classroom
- Evaluate theoretical arguments, considering both their usefulness and their validity
- Work with partners and in small groups to understand and apply theoretical ideas

## Assessment tasks

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- Final 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

- Apply theoretical ideas to texts and scenarios, including those encountered in other units and in your life beyond the classroom
- Evaluate theoretical arguments, considering both their usefulness and their validity
- Work with partners and in small groups to understand and apply theoretical ideas

## Assessment tasks

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- Text and Theory
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- Final 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

- Read complex theoretical texts and produce accurate and clear accounts of their arguments
- Explain the history of and current debates around key theoretical ideas, including “the other” and “the human”
- Apply theoretical ideas to texts and scenarios, including those encountered in other units and in your life beyond the classroom
- Evaluate theoretical arguments, considering both their usefulness and their validity
- Reflect on how theoretical ideas and assumptions shape reading practices in English, and how they have shaped your own reading practices
- Work with partners and in small groups to understand and apply theoretical ideas

## Assessment tasks

- Unit Participation
- Theory Summaries
- Text and Theory



- Reading with Theory
- Final 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

- Explain the history of and current debates around key theoretical ideas, including “the other” and “the human”
- Apply theoretical ideas to texts and scenarios, including those encountered in other units and in your life beyond the classroom
- Evaluate theoretical arguments, considering both their usefulness and their validity
- Reflect on how theoretical ideas and assumptions shape reading practices in English, and how they have shaped your own reading practices
- Work with partners and in small groups to understand and apply theoretical ideas

### Assessment tasks

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- Text and Theory
- Reading with Theory
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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.

This graduate capability is supported by:

### Learning outcomes

- Explain the history of and current debates around key theoretical ideas, including “the other” and “the human”

- Apply theoretical ideas to texts and scenarios, including those encountered in other units and in your life beyond the classroom
- Evaluate theoretical arguments, considering both their usefulness and their validity
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## Assessment tasks

- Unit Participation
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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:

## Learning outcomes

- Read complex theoretical texts and produce accurate and clear accounts of their arguments
- Explain the history of and current debates around key theoretical ideas, including “the other” and “the human”
- Apply theoretical ideas to texts and scenarios, including those encountered in other units and in your life beyond the classroom
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## Assessment tasks

- Unit Participation
- Theory Summaries
- Text and Theory
- Reading with Theory
- Final 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

- Explain the history of and current debates around key theoretical ideas, including “the other” and “the human”
- Apply theoretical ideas to texts and scenarios, including those encountered in other units and in your life beyond the classroom
- Evaluate theoretical arguments, considering both their usefulness and their validity
- Work with partners and in small groups to understand and apply theoretical ideas

### Assessment tasks

- Unit Participation
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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

- Explain the history of and current debates around key theoretical ideas, including “the other” and “the human”
- Apply theoretical ideas to texts and scenarios, including those encountered in other units and in your life beyond the classroom
- Evaluate theoretical arguments, considering both their usefulness and their validity
- Work with partners and in small groups to understand and apply theoretical ideas

## Assessment tasks

- Unit Participation
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- Final Essay

## Changes from Previous Offering

This unit has been entirely redesigned from the previous offering. Readings, assessments and course materials are all new.