



# ENGX108

## Literature and the Political

SP4 OUA 2016

*Dept of English*

### Contents

---

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	6
<u>Unit Schedule</u>	6
<u>Policies and Procedures</u>	7
<u>Graduate Capabilities</u>	9

---

#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Michelle Hamadache

[michelle.hamadache@mq.edu.au](mailto:michelle.hamadache@mq.edu.au)

Michelle Hamadache

[michelle.hamadache@mq.edu.au](mailto:michelle.hamadache@mq.edu.au)

Ryan Twomey

[ryan.twomey@mq.edu.au](mailto:ryan.twomey@mq.edu.au)

Prerequisites

Corequisites

Co-badged status

Unit description

Writers have always addressed political issues: supporting or resisting revolution, analysing the sophistries of political language, interrogating ideas of power embedded in gender, class, ethnicity and sexuality. Literary language can make available subversive and powerful critiques of dominant political structures and hierarchies just as it can normalise inequality and stifle dissent. Poets and novelists participate in the dissemination of myths, stereotypes and narratives that privilege certain world views over others. Covering writing from the Renaissance to the present, this unit explores how political issues are constructed in literary texts and investigates the aesthetic forms writers use to reflect, produce and contain change. All enrolment queries should be directed to Open Universities Australia (OUA): see

[www.open.edu.au](http://www.open.edu.au)

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-dates/>

## Learning Outcomes

On successful completion of this unit, you will be able to:

- To develop the capacity to read and respond to a wide range of literary texts
- To develop analytical and research skills that can be applied to past and present cultural and literary debates
- To learn to communicate historical and theoretical concepts in written forms
- To develop a greater understanding of the way in which literary texts and literary

language function to produce political critique

To develop a greater understanding of the historical and often hierarchical deployment of concepts of gender, class, and ethnicity

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

## General Assessment Information

### Extensions

Extension requests should be made at least 24 hours before the assignment due time. Requests of a short duration (up to 1 week) should be directed to your tutor. Requests for longer extensions should be submitted formally via the Ask system (<https://ask.mq.edu.au/splash.php>).

Unless otherwise stated in your iLearn unit, late submission of written work will result in a deduction of 2 marks from the total percentage grade for each day beyond the due date, or date to which an extension has been granted.

Extensions are granted only on grounds of illness or misadventure, and appropriate supporting documentation must be submitted. Work submitted after 3 weeks beyond the due date, or date after which an extension has been given, will not be accepted. If you are having problems completing an assignment, please contact the tutor as soon as possible.

### OUA Special Circumstances Process

Special Circumstances refers to late withdrawal from a unit and your request to have your circumstances taken into account for a possible refund of fees and removal of a "fail" result.

*Applications for Special Circumstances are to be submitted to Open University Australia directly.*

<https://www.open.edu.au/student-admin-and-support/student-support-services/special-circumstances/> (<https://www.open.edu.au/student-admin-and-support/student-support-services/special-circumstances/>)

## Assessment Tasks

Name	Weighting	Due
<a href="#">Forum Participation</a>	10%	Weeks 1-13
<a href="#">Bibliography Task</a>	5%	Week 3
<a href="#">Essay 1</a>	15%	Week 6
<a href="#">Essay 2</a>	30%	Week 10
<a href="#">Final Quiz</a>	40%	Week 13

## Forum Participation

Due: **Weeks 1-13**

Weighting: **10%**

Students are required to engage critically with weekly readings and offer two considered posts in the forums each week.

On successful completion you will be able to:

- To develop the capacity to read and respond to a wide range of literary texts
- To learn to communicate historical and theoretical concepts in written forms
- To develop a greater understanding of the historical and often hierarchical deployment of concepts of gender, class, and ethnicity
- To develop the ability to engage in informed critical discussion on unit content with peers and tutors, to respond to others' points of view, and to argue a critical position

## Bibliography Task

Due: **Week 3**

Weighting: **5%**

A task designed to develop skills in research and presentation of citations. See the unit's iLearn site for task details.

On successful completion you will be able to:

- To develop analytical and research skills that can be applied to past and present cultural and literary debates
- To learn to communicate historical and theoretical concepts in written forms
- To develop a greater understanding of the historical and often hierarchical deployment of concepts of gender, class, and ethnicity

## Essay 1

Due: **Week 6**

Weighting: **15%**

Essay of 1000 words. See the unit's iLearn site for details and topics.

On successful completion you will be able to:

- To develop the capacity to read and respond to a wide range of literary texts
- To develop analytical and research skills that can be applied to past and present cultural and literary debates

- To learn to communicate historical and theoretical concepts in written forms
- To develop a greater understanding of the way in which literary texts and literary language function to produce political critique
- To develop a greater understanding of the historical and often hierarchical deployment of concepts of gender, class, and ethnicity
- To develop the ability to engage in informed critical discussion on unit content with peers and tutors, to respond to others' points of view, and to argue a critical position

## Essay 2

Due: **Week 10**

Weighting: **30%**

Essay of 1500 words. See the unit's iLearn site for details and topics.

On successful completion you will be able to:

- To develop the capacity to read and respond to a wide range of literary texts
- To develop analytical and research skills that can be applied to past and present cultural and literary debates
- To learn to communicate historical and theoretical concepts in written forms
- To develop a greater understanding of the way in which literary texts and literary language function to produce political critique
- To develop a greater understanding of the historical and often hierarchical deployment of concepts of gender, class, and ethnicity
- To develop the ability to engage in informed critical discussion on unit content with peers and tutors, to respond to others' points of view, and to argue a critical position

## Final Quiz

Due: **Week 13**

Weighting: **40%**

A 2 hour online exam, consisting of two exam essay questions.

On successful completion you will be able to:

- To develop the capacity to read and respond to a wide range of literary texts
- To develop analytical and research skills that can be applied to past and present cultural and literary debates
- To learn to communicate historical and theoretical concepts in written forms
- To develop a greater understanding of the way in which literary texts and literary

language function to produce political critique

- To develop a greater understanding of the historical and often hierarchical deployment of concepts of gender, class, and ethnicity
- To develop the ability to engage in informed critical discussion on unit content with peers and tutors, to respond to others' points of view, and to argue a critical position

## Delivery and Resources

### Unit Requirements and Expectations

It is expected that students will listen to weekly audio lectures, read set primary texts, participate thoroughly in online discussion and submit all items of assessment. It is also imperative that students participate in the weekly discussion forums.

### Unit Webpage and Technology Used and Required

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

PC and internet access are required. basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement.

Please contact teaching staff for any further, more specific requirements. Consult the OUA website for more detailed information on technology requires:

<https://www.open.edu.au/getting-started/studying-through-oua/computer-requirements>.

### Required Reading

In addition to selections of poetry and short fiction that are provided via the ENGX108 iLearn site, students are required to acquire the following texts for study:

1. Mary Shelley, *Frankenstein* (Penguin Classics)
2. Sir Arthur Conan Doyle, *The Sign of Four* (Penguin or Broadview edition)
3. Joseph Conrad, *Heart of Darkness* (Norton Critical edition)
4. Christos Tsiolkas, *Loaded* (Vintage)
5. William Shakespeare, *Antony and Cleopatra* (Norton Critical edition)
6. Daniel Defoe, *Robinson Crusoe* (Norton Critical edition)
7. Peter Carey, *My Life as a Fake* (Vintage)

A list of Recommended Readings are available via the unit's iLearn site.

## Unit Schedule

A unit schedule is available via the ENGX108 iLearn site.

## Policies and Procedures

### Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

### Extension Request

#### **Special Consideration Policy and Procedure** **(<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)**

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the

future as part of the assessment process

### Outcome

Once your submission is assessed, an appropriate outcome will be organised.

## OUA Specific Policies and Procedures

### Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

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

- To develop analytical and research skills that can be applied to past and present cultural and literary debates
- To develop the ability to engage in informed critical discussion on unit content with peers and tutors, to respond to others' points of view, and to argue a critical position

## Assessment tasks

- Essay 1
- Essay 2
- Final Quiz

## 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

- To develop the capacity to read and respond to a wide range of literary texts
- To develop the ability to engage in informed critical discussion on unit content with peers and tutors, to respond to others' points of view, and to argue a critical position

## Assessment tasks

- Forum Participation
- Essay 1
- Essay 2
- Final Quiz

## 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

- To develop the capacity to read and respond to a wide range of literary texts
- To develop analytical and research skills that can be applied to past and present cultural and literary debates
- To learn to communicate historical and theoretical concepts in written forms
- To develop a greater understanding of the way in which literary texts and literary language function to produce political critique
- To develop a greater understanding of the historical and often hierarchical deployment of concepts of gender, class, and ethnicity
- To develop the ability to engage in informed critical discussion on unit content with peers and tutors, to respond to others' points of view, and to argue a critical position

## Assessment tasks

- Forum Participation
- Bibliography Task
- Essay 1
- Essay 2
- Final Quiz

## 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

- To develop the capacity to read and respond to a wide range of literary texts
- To develop analytical and research skills that can be applied to past and present cultural and literary debates
- To learn to communicate historical and theoretical concepts in written forms
- To develop a greater understanding of the way in which literary texts and literary language function to produce political critique
- To develop the ability to engage in informed critical discussion on unit content with peers

and tutors, to respond to others' points of view, and to argue a critical position

## Assessment tasks

- Bibliography Task
- Essay 1
- Essay 2
- Final Quiz

## 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

- To develop the capacity to read and respond to a wide range of literary texts
- To develop analytical and research skills that can be applied to past and present cultural and literary debates
- To learn to communicate historical and theoretical concepts in written forms
- To develop a greater understanding of the way in which literary texts and literary language function to produce political critique
- To develop the ability to engage in informed critical discussion on unit content with peers and tutors, to respond to others' points of view, and to argue a critical position

## Assessment tasks

- Forum Participation
- Essay 1
- Essay 2
- Final Quiz

## 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

- To develop the capacity to read and respond to a wide range of literary texts
- To develop analytical and research skills that can be applied to past and present cultural and literary debates
- To learn to communicate historical and theoretical concepts in written forms
- To develop a greater understanding of the historical and often hierarchical deployment of concepts of gender, class, and ethnicity
- To develop the ability to engage in informed critical discussion on unit content with peers and tutors, to respond to others' points of view, and to argue a critical position

## Assessment tasks

- Bibliography Task
- Essay 1
- Essay 2
- Final Quiz

## 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

- To develop the capacity to read and respond to a wide range of literary texts
- To learn to communicate historical and theoretical concepts in written forms
- To develop the ability to engage in informed critical discussion on unit content with peers and tutors, to respond to others' points of view, and to argue a critical position

## Assessment tasks

- Forum Participation
- Bibliography Task
- Essay 1
- Essay 2
- Final Quiz

## 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 analytical and research skills that can be applied to past and present cultural and literary debates
- To develop a greater understanding of the way in which literary texts and literary language function to produce political critique
- To develop a greater understanding of the historical and often hierarchical deployment of concepts of gender, class, and ethnicity
- To develop the ability to engage in informed critical discussion on unit content with peers and tutors, to respond to others' points of view, and to argue a critical position

### Assessment tasks

- Forum Participation
- Essay 1
- Essay 2
- Final Quiz

## 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

- To develop analytical and research skills that can be applied to past and present cultural and literary debates
- To develop a greater understanding of the way in which literary texts and literary language function to produce political critique
- To develop a greater understanding of the historical and often hierarchical deployment of

concepts of gender, class, and ethnicity

- To develop the ability to engage in informed critical discussion on unit content with peers and tutors, to respond to others' points of view, and to argue a critical position

## **Assessment tasks**

- Forum Participation
- Essay 1
- Essay 2
- Final Quiz