



# ENGL389

## Textual Practices

S2 Day 2016

*Dept of English*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

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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:

Demonstrate advanced understanding of literary techniques and genres.

Recognise and differentiate different textual modes and genres and the broader intellectual and cultural contexts of textual production.

Demonstrate capacity for rigorous and independent thinking and developed research and communication skills, including skills in written and oral textual analysis.

Synthesise and integrate ideas and extend reflective, analytical and creative thinking in scholarly practices.

Enact professional skills in terms of organisation, timeliness, presentation, conduct of academic honesty, and consideration of peers in unit participation.

Articulate and reflect on skills and capabilities learned in the English Major program in the context of employability and graduate destinations.

## Assessment Tasks

Name	Weighting	Due
<u>Participation</u>	15%	Weeks 2 - 12
<u>Seminar paper</u>	25%	12 September
<u>Research proposal and essay</u>	50%	29 Sept, 13 Nov
<u>Reflective statement on skills</u>	10%	13 November

### Participation

Due: **Weeks 2 - 12**

Weighting: **15%**

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 quality contributions in class. This includes providing Peer Mark feedback to peers and engaging in reflective activities and discussions.
- 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:

- Demonstrate capacity for rigorous and independent thinking and developed research and communication skills, including skills in written and oral textual analysis.
- Enact professional skills in terms of organisation, timeliness, presentation, conduct of academic honesty, and consideration of peers in unit participation.

## Seminar paper

Due: **12 September**

Weighting: **25%**

Seminar paper based on a provided essay question. Requires secondary research.

Word length 1500 words.

On successful completion you will be able to:

- Demonstrate advanced understanding of literary techniques and genres.
- Recognise and differentiate different textual modes and genres and the broader intellectual and cultural contexts of textual production.
- Demonstrate capacity for rigorous and independent thinking and developed research and communication skills, including skills in written and oral textual analysis.
- Synthesise and integrate ideas and extend reflective, analytical and creative thinking in scholarly practices.

## Research proposal and essay

Due: **29 Sept, 13 Nov**

Weighting: **50%**

Research proposal - 500 words. Submitted to Peer Mark - 29 September. This component is formative for the task and is not given a mark. Proposals are work shopped online and in-class. Students provide online feedback in Peer Mark by 5 October.

Research essay - 2500 words. Submitted to Turnitin - 13 November, together with revised proposal.

Research essay requires secondary research. Full instructions for for both tasks are in the unit iLearn.

On successful completion you will be able to:

- Demonstrate advanced understanding of literary techniques and genres.
- Recognise and differentiate different textual modes and genres and the broader intellectual and cultural contexts of textual production.
- Demonstrate capacity for rigorous and independent thinking and developed research and communication skills, including skills in written and oral textual analysis.
- Synthesise and integrate ideas and extend reflective, analytical and creative thinking in scholarly practices.
- Enact professional skills in terms of organisation, timeliness, presentation, conduct of academic honesty, and consideration of peers in unit participation.

## Reflective statement on skills

Due: **13 November**

Weighting: **10%**

Based on reflection of skills and capabilities students perceive they have gained during the English Major, the task is to write a statement orientating these skills and capabilities for a graduate employment application.

On successful completion you will be able to:

- Articulate and reflect on skills and capabilities learned in the English Major program in the context of employability and graduate destinations.

## Delivery and Resources

### Unit delivery

For classroom venues please consult the MQ Timetable website: <http://www.timetables.mq.edu.au>. This website has up-to-date information on your classes and classroom locations. Please check this in Week 1 as there may be last-minute changes.

### Lectures and attendance

Lectures begin in Week 1.

Tutorials begin in Week 2.

Lectures for this unit are each week. Lectures are recorded and available via Echo in iLearn. Students are expected to attend or listen to the lectures each week.

Students are expected to attend their tutorials each week.

*\*\* Note that lectures are on Friday and tutorials are on Friday and the following Monday. The Monday tutorials always follow directly on from the previous Friday's lecture.*

**The unit iLearn** site is used to access lectures, to submit Turnitin and Peer Mark assignments, for unit information and messages, for communicating with staff and for online activities as required.

### Required Reading

- **Essential weekly readings for this unit are in Library MultiSearch** (e-Reserve) – enter the unit code ENGL389
- [http://www.mq.edu.au/on\\_campus/library/](http://www.mq.edu.au/on_campus/library/)
- There is no printed Unit Reader for this unit. All the readings listed in Library MultiSearch for this unit are prescribed readings and must be downloaded from Library MultiSearch > Unit Readings > ENGL389, and read before the relevant lectures and tutorials.

- Details of the readings are in the iLearn modules for each week and at the end of this document.
- It is strongly suggested that students download these readings well in advance of the scheduled week and read them in good time for lectures and classes. For those who like to annotate their readings, print them out. This is also advisable as it generates active reading and comprehension.
- All students MUST bring the week's readings to lectures and tutorials.
- Note: There are some readings for this unit which are not in Multisearch and can be found in iLearn as online links in the appropriate weeks.

### **Unit Requirements and Expectations**

***The university Assessment Policy states that in order to pass a unit, a student must make a serious attempt at all pieces of written assessment.***

**Students enrolled in this unit are expected to:**

- Attend or listen to lectures each week – lectures cover essential concepts and information for the unit topics.
- Attend all tutorials and participate in tutorial activities and discussions. If a student misses more than two tutorials and does not submit documentation to the tutor, this will seriously affect participation marks.
- Prepare for lectures and classes by having done the readings for each week and being prepared to discuss them.
- Complete and submit assessment tasks on time. See below for information on extensions for written assessments.
- Adhere to the university policy on Academic Honesty. [http://www.mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://www.mq.edu.au/policy/docs/academic_honesty/policy.html)

## **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](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://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 outcome

- Synthesise and integrate ideas and extend reflective, analytical and creative thinking in scholarly practices.

#### Assessment task

- Research proposal and 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

- Demonstrate capacity for rigorous and independent thinking and developed research and communication skills, including skills in written and oral textual analysis.
- Synthesise and integrate ideas and extend reflective, analytical and creative thinking in scholarly practices.
- Enact professional skills in terms of organisation, timeliness, presentation, conduct of academic honesty, and consideration of peers in unit participation.
- Articulate and reflect on skills and capabilities learned in the English Major program in the context of employability and graduate destinations.



## Assessment tasks

- Participation
- Seminar paper
- Research proposal and essay
- Reflective statement on skills

## 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

- Demonstrate capacity for rigorous and independent thinking and developed research and communication skills, including skills in written and oral textual analysis.
- Enact professional skills in terms of organisation, timeliness, presentation, conduct of academic honesty, and consideration of peers in unit participation.
- Articulate and reflect on skills and capabilities learned in the English Major program in the context of employability and graduate destinations.

## Assessment tasks

- Research proposal and essay
- Reflective statement on skills

## 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

- Demonstrate advanced understanding of literary techniques and genres.
- Recognise and differentiate different textual modes and genres and the broader

intellectual and cultural contexts of textual production.

- Demonstrate capacity for rigorous and independent thinking and developed research and communication skills, including skills in written and oral textual analysis.
- Synthesise and integrate ideas and extend reflective, analytical and creative thinking in scholarly practices.

## **Assessment tasks**

- Participation
- Seminar paper
- Research proposal and 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**

- Demonstrate advanced understanding of literary techniques and genres.
- Recognise and differentiate different textual modes and genres and the broader intellectual and cultural contexts of textual production.
- Demonstrate capacity for rigorous and independent thinking and developed research and communication skills, including skills in written and oral textual analysis.
- Synthesise and integrate ideas and extend reflective, analytical and creative thinking in scholarly practices.

## **Assessment tasks**

- Participation
- Seminar paper
- Research proposal and essay
- Reflective statement on skills

## **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**

- Demonstrate capacity for rigorous and independent thinking and developed research and communication skills, including skills in written and oral textual analysis.
- Synthesise and integrate ideas and extend reflective, analytical and creative thinking in scholarly practices.

## **Assessment tasks**

- Seminar paper
- Research proposal and 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**

- Demonstrate capacity for rigorous and independent thinking and developed research and communication skills, including skills in written and oral textual analysis.
- Enact professional skills in terms of organisation, timeliness, presentation, conduct of academic honesty, and consideration of peers in unit participation.
- Articulate and reflect on skills and capabilities learned in the English Major program in the context of employability and graduate destinations.

## **Assessment tasks**

- Participation
- Seminar paper
- Research proposal and essay
- Reflective statement on skills

## **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

- Recognise and differentiate different textual modes and genres and the broader intellectual and cultural contexts of textual production.
- Enact professional skills in terms of organisation, timeliness, presentation, conduct of academic honesty, and consideration of peers in unit participation.
- Articulate and reflect on skills and capabilities learned in the English Major program in the context of employability and graduate destinations.

## Assessment tasks

- Participation
- Research proposal and essay
- Reflective statement on skills

## 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 outcome

- Enact professional skills in terms of organisation, timeliness, presentation, conduct of academic honesty, and consideration of peers in unit participation.

## Assessment task

- Participation

## Changes since First Published

Date	Description
27/07/2016	I had not saved some previous changes to the final assessment submission in the last correction. This has now been corrected to 13 Nov for all components. MF

Date	Description
17/ 07/ 2016	Changed final assignment due date to 13 Nov