



ENGL373

American Literature and the Mid-Twentieth Century

S2 Day 2016

Dept of English

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Unit Schedule</u>	5
<u>Policies and Procedures</u>	5
<u>Graduate Capabilities</u>	6

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

Unit Convenor

Dr Sarah-Jane Burton

sj.burton@mq.edu.au

Contact via (02) 98508125

W6A 634

By appointment.

Credit points

3

Prerequisites

6cp ENGL units at 200 level

Corequisites

Co-badged status

Unit description

This unit examines examples of American literature produced during the middle of the twentieth century, focusing on texts which embody the key social and historical developments of the period including notions of consumerism, the domestic ideal, suburban expansion and racial and gender tensions. Students will consider texts by prominent American writers of the period including Richard Yates, Mary McCarthy, Ralph Ellison, Sylvia Plath, Frank O'Hara and Jack Kerouac, and will ask questions about the engagement of these texts with their unique mid century context. Particular attention will be paid to the ways in which these texts shaped the literary forms of their era and contributed to the cultural upheaval of their time, conforming to and subverting ideas about family, country, gender and every day life.

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:

Engage in scholarly research and analysis of literary texts.

Engage in a comparative analysis across a range of textual forms including poetry and the novel.

Understand texts in their cultural, social, historical and literary contexts and be alert to their engagement with the key issues of their period.

Display advanced written skills, textual analysis skills and an ability to argue and support a critical point of view orally and in writing.

Engage in informed critical discussion with others on unit content, entertain other points of view, and argue a critical position.

Assessment Tasks

Name	Weighting	Due
Participation	20%	Each week of session
Tutorial Presentation & Essay	30%	Weeks 3 - 10
Final Essay	40%	11.59pm 13th November
Essay Plan	10%	11.59pm 6th November

Participation

Due: **Each week of session**

Weighting: **20%**

Attendance, preparation and participation in tutorials.

On successful completion you will be able to:

- Engage in scholarly research and analysis of literary texts.
- Engage in a comparative analysis across a range of textual forms including poetry and the novel.
- Understand texts in their cultural, social, historical and literary contexts and be alert to their engagement with the key issues of their period.
- Display advanced written skills, textual analysis skills and an ability to argue and support a critical point of view orally and in writing.
- Engage in informed critical discussion with others on unit content, entertain other points of view, and argue a critical position.

Tutorial Presentation & Essay

Due: **Weeks 3 - 10**

Weighting: **30%**

Prepare a ten minute in class presentation on an assigned text/topic, followed the week after by the submission of a 1500 word essay which summarizes your argument and class discussion.

On successful completion you will be able to:

- Engage in scholarly research and analysis of literary texts.
- Understand texts in their cultural, social, historical and literary contexts and be alert to their engagement with the key issues of their period.
- Display advanced written skills, textual analysis skills and an ability to argue and support a critical point of view orally and in writing.
- Engage in informed critical discussion with others on unit content, entertain other points of view, and argue a critical position.

Final Essay

Due: **11.59pm 13th November**

Weighting: **40%**

2000-word essay on topic supplied, or negotiated with convenor.

On successful completion you will be able to:

- Engage in scholarly research and analysis of literary texts.
- Engage in a comparative analysis across a range of textual forms including poetry and the novel.
- Understand texts in their cultural, social, historical and literary contexts and be alert to their engagement with the key issues of their period.
- Display advanced written skills, textual analysis skills and an ability to argue and support a critical point of view orally and in writing.

Essay Plan

Due: **11.59pm 6th November**

Weighting: **10%**

Prepare a 1- 2 page essay plan for the final essay based on the essay writing lecture and class workshop in week 12.

On successful completion you will be able to:

- Engage in scholarly research and analysis of literary texts.
- Engage in a comparative analysis across a range of textual forms including poetry and the novel.
- Understand texts in their cultural, social, historical and literary contexts and be alert to their engagement with the key issues of their period.
- Display advanced written skills, textual analysis skills and an ability to argue and support

a critical point of view orally and in writing.

Delivery and Resources

Required Reading:

The set texts for this unit are as follows:

Sloan Wilson, *The Man in the Gray Flannel Suit* (Newsouth)

Jack Kerouac, *On the Road* (Penguin)

Robert Lowell, *Life Studies* (Faber)

E.L. Doctorow, *The Book of Daniel* (Abacus)

Allen Ginsberg, *Howl and Other Poems* (City Lights)

Sylvia Plath, *The Bell Jar* (Faber)

Richard Yates, *Revolutionary Road* (Vintage)

Additional texts and supplementary material will be available via the iLearn site.

Unit Schedule

See details on iLearn.

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

New Assessment Policy in effect from Session 2 2016 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/

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

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.

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://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

- Engage in scholarly research and analysis of literary texts.
- Engage in a comparative analysis across a range of textual forms including poetry and the novel.
- Understand texts in their cultural, social, historical and literary contexts and be alert to their engagement with the key issues of their period.
- Display advanced written skills, textual analysis skills and an ability to argue and support a critical point of view orally and in writing.
- Engage in informed critical discussion with others on unit content, entertain other points of view, and argue a critical position.

Assessment tasks

- Participation
- Tutorial Presentation & Essay
- Final Essay
- Essay Plan

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

- Engage in scholarly research and analysis of literary texts.
- Engage in a comparative analysis across a range of textual forms including poetry and the novel.
- Understand texts in their cultural, social, historical and literary contexts and be alert to their engagement with the key issues of their period.
- Display advanced written skills, textual analysis skills and an ability to argue and support a critical point of view orally and in writing.
- Engage in informed critical discussion with others on unit content, entertain other points of view, and argue a critical position.

Assessment tasks

- Participation
- Tutorial Presentation & Essay
- Final Essay
- Essay Plan

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

- Engage in scholarly research and analysis of literary texts.
- Engage in a comparative analysis across a range of textual forms including poetry and the novel.
- Understand texts in their cultural, social, historical and literary contexts and be alert to their engagement with the key issues of their period.
- Display advanced written skills, textual analysis skills and an ability to argue and support a critical point of view orally and in writing.
- Engage in informed critical discussion with others on unit content, entertain other points of view, and argue a critical position.

Assessment tasks

- Participation
- Tutorial Presentation & Essay
- Final Essay
- Essay Plan

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

- Engage in scholarly research and analysis of literary texts.
- Engage in a comparative analysis across a range of textual forms including poetry and the novel.
- Understand texts in their cultural, social, historical and literary contexts and be alert to their engagement with the key issues of their period.
- Display advanced written skills, textual analysis skills and an ability to argue and support a critical point of view orally and in writing.
- Engage in informed critical discussion with others on unit content, entertain other points of view, and argue a critical position.

Assessment tasks

- Participation
- Tutorial Presentation & Essay
- Final Essay
- Essay Plan

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

- Engage in scholarly research and analysis of literary texts.
- Engage in a comparative analysis across a range of textual forms including poetry and the novel.
- Understand texts in their cultural, social, historical and literary contexts and be alert to their engagement with the key issues of their period.
- Display advanced written skills, textual analysis skills and an ability to argue and support a critical point of view orally and in writing.
- Engage in informed critical discussion with others on unit content, entertain other points of view, and argue a critical position.

Assessment tasks

- Participation
- Tutorial Presentation & Essay
- Final Essay
- Essay Plan

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

- Engage in scholarly research and analysis of literary texts.
- Engage in a comparative analysis across a range of textual forms including poetry and the novel.
- Understand texts in their cultural, social, historical and literary contexts and be alert to their engagement with the key issues of their period.
- Display advanced written skills, textual analysis skills and an ability to argue and support a critical point of view orally and in writing.
- Engage in informed critical discussion with others on unit content, entertain other points of view, and argue a critical position.

Assessment tasks

- Participation
- Tutorial Presentation & Essay
- Final Essay
- Essay Plan

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

- Engage in scholarly research and analysis of literary texts.
- Engage in a comparative analysis across a range of textual forms including poetry and the novel.
- Understand texts in their cultural, social, historical and literary contexts and be alert to their engagement with the key issues of their period.
- Display advanced written skills, textual analysis skills and an ability to argue and support a critical point of view orally and in writing.
- Engage in informed critical discussion with others on unit content, entertain other points of view, and argue a critical position.

Assessment tasks

- Participation
- Tutorial Presentation & Essay
- Final Essay
- Essay Plan

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

- Engage in scholarly research and analysis of literary texts.
- Understand texts in their cultural, social, historical and literary contexts and be alert to their engagement with the key issues of their period.
- Engage in informed critical discussion with others on unit content, entertain other points of view, and argue a critical position.

Assessment tasks

- Participation
- Tutorial Presentation & Essay
- Final Essay
- Essay Plan

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

- Engage in scholarly research and analysis of literary texts.
- Understand texts in their cultural, social, historical and literary contexts and be alert to their engagement with the key issues of their period.
- Engage in informed critical discussion with others on unit content, entertain other points of view, and argue a critical position.

Assessment tasks

- Participation
- Tutorial Presentation & Essay
- Final Essay
- Essay Plan