



ENGL389

Textual Practices

S2 Day 2017

Dept of English

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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

This unit aims to connect students' critical and analytical thinking with textual encounters both within and beyond the contexts of academic university research. It is designed to integrate, synthesise and refine the reading, writing, knowledge and skills students have acquired across the multiple and diverse topics within their study of English. Its focus is the study of literary essays, which have been widely disseminated in public culture, and to understand how these examples of literary writing address both public and private spheres of influence in historical and contemporary textual practices. In this unit, students will also be asked to critically evaluate and relate these texts, which cover topics from historical periods to the present, to their own current reading practices.

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	Hurdle	Due
<u>Participation</u>	20%	No	Weeks 2-12
<u>Teaching module design</u>	25%	No	18 Sept
<u>PeerMark activity</u>	5%	No	3-10 Oct
<u>Research proposal and essay</u>	50%	No	12 November

Participation

Due: **Weeks 2-12**

Weighting: **20%**

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.
- Evidence of significant preparation of primary texts, engagement with the texts and concepts covered in the unit.

Marks given at end of Week 7 and end of Week 13 (10 + 10)

On successful completion you will be able to:

- 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.

Teaching module design

Due: **18 Sept**

Weighting: **25%**

A teaching module for 200 level University English

Based on at least two of the texts studied in Weeks 2-6, design a one-week teaching module for students studying English at 200 level. The module, which has four components, must focus on characteristics of the literary essay as well as the content of the chosen essays.

1. Rationale for the design and its tasks
2. A class activity
3. An essay question for an university essay on two chosen texts
4. Provision of three secondary sources.

Word count: Approx 1250 words

On successful completion you will be able to:

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- Synthesise and integrate ideas and extend reflective, analytical and creative thinking in scholarly practices.
- Articulate and reflect on skills and capabilities learned in the English Major program in the context of employability and graduate destinations.

PeerMark activity

Due: **3-10 Oct**

Weighting: **5%**

Proposal for research essay, and feedback to others. Feedback given by 10 October latest.

This is a progress based task. Students create the proposal (500 words) for their final essay and receive anonymous online feedback from peers and teachers.

Marks are for feedback given to at least 2 other students, and for submission of the proposal. The proposal is not given marks at this stage, as it is in-progress.

Proposal to be revised and developed for Final Research Essay

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.

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

Research proposal and essay

Due: **12 November**

Weighting: **50%**

Proposal: 10% + Research Essay 40%

The task consists of:

A research proposal (500 words) which which has been revised after the PeerMark activity in Assessment task 3.

The research essay developed from the revised proposal (2500 words). Submitted 12 November, together with revised proposal.

The research essay requires sourcing some of your own primary texts as well as secondary research. Full instructions for for both tasks are in iLearn for ENGL389.

On successful completion you will be able to:

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- 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.

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.

The ENGL389 iLearn site is used for enrolled students to access lectures, to submit Turnitin and PeerMark 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/
- 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.

- 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

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

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.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 (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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 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.
- 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
- Teaching module design
- PeerMark activity

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 task

- Research proposal and 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

- 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
- Teaching module design
- 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

- Teaching module design
- PeerMark activity
- Research proposal and 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

- 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

- Teaching module design
- 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
- Teaching module design
- PeerMark activity
- Research proposal and 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

- 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.

Assessment task

- PeerMark activity

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.

Changes since First Published

Date	Description
26/07/2017	Correction made to the date for final assignment in body text on l/h side of the page - now 12 Nov.