



# ENGX306

## Feminism and Literature

S1 OUA 2017

*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>	8

#### **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

Stephanie Russo

[stephanie.russo@mq.edu.au](mailto:stephanie.russo@mq.edu.au)

Ryan Twomey

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

Prerequisites

Corequisites

Co-badged status

Unit description

This unit introduces students to the two terms in the unit title, and investigates the relationships between feminism and literature. Definitions are explored across a variety of English, American and Australian texts from different genres. As well as being an introduction to feminist literary criticism, this unit introduces students to lesser known writings by women, which precede and follow developments in feminist literary criticism. In this way it is part of the recovery of women's writing. The unit also considers the relationships between readers and texts, and focuses on our experiences of reading these texts. Throughout the unit different kinds of feminist analysis are also presented and discussed so that at the end students should have an understanding of the parameters of feminist discourse, where they have come from and where they are now. Central issues considered in relation to feminism and literature include: individualism, politics, history, society, authorship, genre and canons.

## 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:

Understand the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term

Engage in scholarly research and analysis of literary texts

Understand texts in their cultural contexts and be alert to their strategies as fictional and ideological works, with particular reference to the gender implications of these texts

Engage in a comparative analysis across a broad range of texts and historical contexts

Display advanced written skills, and an ability to argue and support a critical point of view

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Assignment 1</u>	10%	No	20 March 2016
<u>Essay 1</u>	20%	No	24 April 2016
<u>Essay 2 Reflection Statement</u>	10%	No	2 June 2016
<u>Essay 2</u>	40%	No	16 June 2016
<u>Forum Participation</u>	20%	No	every week of session

### Assignment 1

Due: **20 March 2016**

Weighting: **10%**

See details on iLearn site

On successful completion you will be able to:

- Understand the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term
- Engage in scholarly research and analysis of literary texts
- Understand texts in their cultural contexts and be alert to their strategies as fictional and ideological works, with particular reference to the gender implications of these texts
- Engage in a comparative analysis across a broad range of texts and historical contexts
- Display advanced written skills, and an ability to argue and support a critical point of view

### Essay 1

Due: **24 April 2016**

Weighting: **20%**

See details on iLearn site

On successful completion you will be able to:

- Understand the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term
- Engage in scholarly research and analysis of literary texts
- Understand texts in their cultural contexts and be alert to their strategies as fictional and

ideological works, with particular reference to the gender implications of these texts

- Engage in a comparative analysis across a broad range of texts and historical contexts
- Display advanced written skills, and an ability to argue and support a critical point of view

## Essay 2 Reflection Statement

Due: **2 June 2016**

Weighting: **10%**

See details on iLearn site

On successful completion you will be able to:

- Display advanced written skills, and an ability to argue and support a critical point of view

## Essay 2

Due: **16 June 2016**

Weighting: **40%**

See details on iLearn site

On successful completion you will be able to:

- Understand the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term
- Engage in scholarly research and analysis of literary texts
- Understand texts in their cultural contexts and be alert to their strategies as fictional and ideological works, with particular reference to the gender implications of these texts
- Engage in a comparative analysis across a broad range of texts and historical contexts
- Display advanced written skills, and an ability to argue and support a critical point of view

## Forum Participation

Due: **every week of session**

Weighting: **20%**

Online forum preparation and participation. Evidence of engagement with texts.

150 - 300 words per week.

At least 10 out of 12 weeks.

On successful completion you will be able to:

- Understand the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term
- Understand texts in their cultural contexts and be alert to their strategies as fictional and

ideological works, with particular reference to the gender implications of these texts

## Delivery and Resources

Online units can be accessed at: <https://ilearn.mq.edu.au/login/MQ/>

Students must consult the unit's iLearn site for details of required and recommended texts.

Students are expected to attend one lecture each week and one tutorial (see schedule and explanation iLearn site). Attendance at lectures is expected; attendance at tutorials is compulsory, in order to remain eligible to pass the unit. Lectures are recorded and will be available through the Echo 360 system.

For further details, see the details on iLearn.

## Unit Schedule

See details on iLearn

## 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)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](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](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](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/](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 outcomes

- Understand the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term
- Engage in scholarly research and analysis of literary texts
- Understand texts in their cultural contexts and be alert to their strategies as fictional and ideological works, with particular reference to the gender implications of these texts
- Engage in a comparative analysis across a broad range of texts and historical contexts
- Display advanced written skills, and an ability to argue and support a critical point of view

#### Assessment tasks

- Assignment 1
- Essay 1
- Essay 2 Reflection Statement
- Essay 2
- Forum Participation

### 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

- Understand the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term
- Engage in scholarly research and analysis of literary texts
- Understand texts in their cultural contexts and be alert to their strategies as fictional and ideological works, with particular reference to the gender implications of these texts



- Display advanced written skills, and an ability to argue and support a critical point of view

## **Assessment tasks**

- Assignment 1
- Essay 1
- Essay 2 Reflection Statement
- Essay 2
- Forum Participation

## **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**

- Understand the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term
- Understand texts in their cultural contexts and be alert to their strategies as fictional and ideological works, with particular reference to the gender implications of these texts
- Display advanced written skills, and an ability to argue and support a critical point of view

## **Assessment tasks**

- Assignment 1
- Essay 1
- Essay 2 Reflection Statement
- Essay 2
- Forum Participation

## **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

- Understand the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term
- Engage in scholarly research and analysis of literary texts
- Understand texts in their cultural contexts and be alert to their strategies as fictional and ideological works, with particular reference to the gender implications of these texts
- Engage in a comparative analysis across a broad range of texts and historical contexts
- Display advanced written skills, and an ability to argue and support a critical point of view

## Assessment tasks

- Assignment 1
- Essay 1
- Essay 2 Reflection Statement
- Essay 2
- Forum Participation

## 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

- Understand the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term
- Engage in scholarly research and analysis of literary texts
- Understand texts in their cultural contexts and be alert to their strategies as fictional and ideological works, with particular reference to the gender implications of these texts
- Engage in a comparative analysis across a broad range of texts and historical contexts
- Display advanced written skills, and an ability to argue and support a critical point of view

## Assessment tasks

- Assignment 1
- Essay 1
- Essay 2 Reflection Statement
- Essay 2

- Forum Participation

## 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

- Understand the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term
- Engage in scholarly research and analysis of literary texts
- Understand texts in their cultural contexts and be alert to their strategies as fictional and ideological works, with particular reference to the gender implications of these texts
- Engage in a comparative analysis across a broad range of texts and historical contexts
- Display advanced written skills, and an ability to argue and support a critical point of view

### Assessment tasks

- Assignment 1
- Essay 1
- Essay 2 Reflection Statement
- Essay 2
- Forum Participation

## 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 broad range of texts and historical contexts
- Display advanced written skills, and an ability to argue and support a critical point of view

## Assessment tasks

- Assignment 1
- Essay 1
- Essay 2 Reflection Statement
- Essay 2

## 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

- Understand the diversity of uses of the word "feminism," and identify and describe key issues that relate to the term
- Understand texts in their cultural contexts and be alert to their strategies as fictional and ideological works, with particular reference to the gender implications of these texts
- Engage in a comparative analysis across a broad range of texts and historical contexts
- Display advanced written skills, and an ability to argue and support a critical point of view

## Assessment tasks

- Assignment 1
- Essay 1
- Essay 2 Reflection Statement
- Essay 2
- Forum Participation

## 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

- Understand the diversity of uses of the word "feminism," and identify and describe key

issues that relate to the term

- Understand texts in their cultural contexts and be alert to their strategies as fictional and ideological works, with particular reference to the gender implications of these texts

## **Assessment tasks**

- Assignment 1
- Essay 1
- Essay 2
- Forum Participation