



ENGL703

Gender and Genre

S1 Day 2017

Dept of English

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General Information

Unit convenor and teaching staff

Convenor

Stephanie Russo

stephanie.russo@mq.edu.au

Contact via 9850 8731

W6A 623

By appt

Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

LIT805

Unit description

This unit explores the construction of gender in various genres, and the way genres can be gendered. Students will produce research-based work that explores female and male voices in different textual modes. Research topics to be examined include: themes and centres of interest associated with particular textual types and modes; character, voicing, and style in different genres; writing the male and female selves; the way friendship, security, and love are imagined, written, and read in different genres; and fiction and non-fiction as gendered modes.

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:

acquire a coherent and advanced knowledge of the principles and concepts that underlie the construction of gender and the way genres can be gendered in various narrative modes;

demonstrate an advanced knowledge of research principles and methods that pertain to gender and genre, and their interrelationship;

synthesize and analyze information from a variety of sources, and be able to apply it to literary study and textual analysis;

articulate clearly a coherent argument in written and oral form to a variety of audiences;

think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts;

demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship; and

demonstrate high standards of ethical conduct in research activities and relationships.

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|--|-----------|--------|------------------------------|
| <u>First Essay</u> | 35% | No | 11.59pm Friday 21 April 2017 |
| <u>Major Essay</u> | 45% | No | 11.59pm Sunday 11 June 2017 |
| <u>Seminar Performance</u> | 20% | No | Ongoing |

First Essay

Due: **11.59pm Friday 21 April 2017**

Weighting: **35%**

2000 word research essay

On successful completion you will be able to:

- acquire a coherent and advanced knowledge of the principles and concepts that underlie the construction of gender and the way genres can be gendered in various narrative modes;
- demonstrate an advanced knowledge of research principles and methods that pertain to gender and genre, and their interrelationship;
- synthesize and analyze information from a variety of sources, and be able to apply it to literary study and textual analysis;
- articulate clearly a coherent argument in written and oral form to a variety of audiences;
- think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts;
- demonstrate the ability to apply accumulated knowledge and skills to make decisions in

the context of professional practice and/or scholarship; and

- demonstrate high standards of ethical conduct in research activities and relationships.

Major Essay

Due: **11.59pm Sunday 11 June 2017**

Weighting: **45%**

2500 word research essay

On successful completion you will be able to:

- acquire a coherent and advanced knowledge of the principles and concepts that underlie the construction of gender and the way genres can be gendered in various narrative modes;
- demonstrate an advanced knowledge of research principles and methods that pertain to gender and genre, and their interrelationship;
- synthesize and analyze information from a variety of sources, and be able to apply it to literary study and textual analysis;
- articulate clearly a coherent argument in written and oral form to a variety of audiences;
- think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts;
- demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship; and
- demonstrate high standards of ethical conduct in research activities and relationships.

Seminar Performance

Due: **Ongoing**

Weighting: **20%**

Students will be assessed on the basis of attendance, preparation, and participation in class discussions and activities

On successful completion you will be able to:

- acquire a coherent and advanced knowledge of the principles and concepts that underlie the construction of gender and the way genres can be gendered in various narrative modes;
- synthesize and analyze information from a variety of sources, and be able to apply it to literary study and textual analysis;
- articulate clearly a coherent argument in written and oral form to a variety of audiences;

- think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts;
- demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship; and
- demonstrate high standards of ethical conduct in research activities and relationships.

Delivery and Resources

Technology Used and Required

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

Unit Schedule

See iLearn site for details

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.m](#)

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

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- acquire a coherent and advanced knowledge of the principles and concepts that underlie the construction of gender and the way genres can be gendered in various narrative modes;
- demonstrate an advanced knowledge of research principles and methods that pertain to

- gender and genre, and their interrelationship;
- synthesize and analyze information from a variety of sources, and be able to apply it to literary study and textual analysis;
- articulate clearly a coherent argument in written and oral form to a variety of audiences;
- think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts;
- demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship; and
- demonstrate high standards of ethical conduct in research activities and relationships.

Assessment tasks

- First Essay
- Major Essay
- Seminar Performance

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- acquire a coherent and advanced knowledge of the principles and concepts that underlie the construction of gender and the way genres can be gendered in various narrative modes;
- demonstrate an advanced knowledge of research principles and methods that pertain to gender and genre, and their interrelationship;
- synthesize and analyze information from a variety of sources, and be able to apply it to literary study and textual analysis;
- articulate clearly a coherent argument in written and oral form to a variety of audiences;
- think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts;
- demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship; and

Assessment tasks

- First Essay
- Major Essay
- Seminar Performance

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- demonstrate an advanced knowledge of research principles and methods that pertain to gender and genre, and their interrelationship;
- synthesize and analyze information from a variety of sources, and be able to apply it to literary study and textual analysis;
- articulate clearly a coherent argument in written and oral form to a variety of audiences;
- think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts;
- demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship; and

Assessment tasks

- First Essay
- Major Essay
- Seminar Performance

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- acquire a coherent and advanced knowledge of the principles and concepts that underlie the construction of gender and the way genres can be gendered in various narrative modes;
- demonstrate an advanced knowledge of research principles and methods that pertain to gender and genre, and their interrelationship;
- synthesize and analyze information from a variety of sources, and be able to apply it to literary study and textual analysis;
- articulate clearly a coherent argument in written and oral form to a variety of audiences;
- think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts;
- demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship; and

Assessment tasks

- First Essay
- Major Essay

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcome

- articulate clearly a coherent argument in written and oral form to a variety of audiences;

Assessment tasks

- First Essay
- Major Essay
- Seminar Performance

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able

to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- articulate clearly a coherent argument in written and oral form to a variety of audiences;
- demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship; and
- demonstrate high standards of ethical conduct in research activities and relationships.

Assessment task

- Seminar Performance

Changes from Previous Offering

Text list changed

Requirements and Expectations

Students are required to attend a two-hour seminar each week, comprising a mixed format of lecture, and class discussion / group activities. **Undocumented absences from more than two classes may result in a student being deemed ineligible to pass this unit.**

Students are required to read the set readings for each class, consider the topic questions, and prepare contributions to the class discussions and activities.

Students are required to submit two essays. Please note: students are required to attempt **all** assessment tasks in order to be eligible to pass the unit.

Preparation for Class

Each week we will discuss as a group the assigned reading and topics, making specific reference to the discussion questions set each week, as well as bringing in and scrutinising ideas from previous sessions and beyond the classroom. Please come to class prepared, and bring the weekly text. Since there are so many texts, you might not wish to purchase them all, but rather borrow them from your local library. Please keep our weekly topics in mind when reading for the seminar, and make some notes on points of interest, questions, and ideas about gender and genre in the specific instance.

Changes since First Published

| Date | Description |
|------------|---|
| 14/12/2016 | Unit schedule deleted as some changes have been made. |