



ENGL308

Australian Fiction in the Digital Age

S1 Day 2018

Dept of English

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General Information

Unit convenor and teaching staff

Unit Convenor

Toby Davidson

toby.davidson@mq.edu.au

Contact via toby.davidson@mq.edu.au

Australian Hearing Hub building

announced Week 1 (or by email appt)

Credit points

3

Prerequisites

6cp in ENGL units at 200 level

Corequisites

Co-badged status

Unit description

This unit explores contemporary Australian novels, fiction, graphic works and online narratives through the prism of digital communications and culture. How have established, world-renowned novelists such as Peter Carey positioned 'digital natives' as characters? How are major 21st century issues such as asylum seekers, climate change, terrorism, cyberbullying, Indigenous affairs, multiculturalism, LGBTIQ rights reflected in longer and shorter fictional formats? How has the digital arena changed the language, practice and forms of writing now being offered to the reading public? How has the late 20th century been newly constructed as 'historical' while the late 21st century is reimagined as the immediate future? These are some of the key questions of the unit, enhanced by student input, online research and a visit to the Sydney Writers' Festival.

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:

Demonstration of independent critical research analysis leading to the communication of an essay based argument

Ability to work contextually between genres, eras and print, film and online media

Ability to apply literary insights into broader social and environmental contexts

Professionalism in terms of punctuality, prompt explanation of absences, fulfilment of set unit tasks, task management, team-based communication and presentation of work

Ability to employ the skills and insights of this unit in further learning and to encourage the learning of others

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Tutorial/online Participation</u>	20%	No	Ongoing
<u>iLearn Early Feedback Quiz</u>	10%	No	Friday of Week 3
<u>Author Analysis (1500 words)</u>	30%	No	Friday of Week 7
<u>Research Essay (2000 words)</u>	40%	No	Friday of Week 13

Tutorial/online Participation

Due: **Ongoing**

Weighting: **20%**

This is more than just attendance. Participation means effective preparation by acquiring and reading the set texts **before** the tutorials (the Macquarie Co-op bookshop usually has them one month before Week 1) and contributing individually or in groups in class and for the Sydney Writers' Festival session report (explained in Week 1 lecture and on iLearn). The ultimate determinant of your participation mark is this: how much do your fellow students benefit from your enrollment and contribution?

ABSENCES: All internal students must explain absences from tutorials by an email with doctor's certificate or other evidence before the day where possible.

More than two (2) unexplained absences is a direct breach of Learning Outcome 4 (Professionalism) and may result in failure of the Participation grade, and, by extension, the unit as a whole.

Tutorials begin in Week 1.

On successful completion you will be able to:

- Ability to work contextually between genres, eras and print, film and online media
- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, prompt explanation of absences, fulfilment of set unit tasks, task management, team-based communication and presentation of work
- Ability to employ the skills and insights of this unit in further learning and to encourage the learning of others

iLearn Early Feedback Quiz

Due: **Friday of Week 3**

Weighting: **10%**

As well as the Week 3 lecture and ongoing tutorials, there will be an Early Feedback Quiz on the topics of Weeks 1, 2, 3, the Unit Guide, assessments and a little on Weeks 4 and 5 (yes, you need to read ahead!).

This will be under 'Assessments' on the iLearn site at <http://ilearn.mq.edu.au/>. Check this site regularly for updates, links, discussions, recorded i-lectures and slides, etc.

The Early Feedback Quiz will open 9am on the Monday of Week 3 and **closes the following Friday at 11.59pm**.

There are twenty (20) questions. Every student is allowed **two turns** of the quiz as a whole. Most students choose to use their first turn as a 'test run' to see the questions and their second as their final set of answers.

If you cannot complete this task, it is your responsibility to communicate this to your tutor.

On successful completion you will be able to:

- Ability to work contextually between genres, eras and print, film and online media
- Professionalism in terms of punctuality, prompt explanation of absences, fulfilment of set unit tasks, task management, team-based communication and presentation of work

Author Analysis (1500 words)

Due: **Friday of Week 7**

Weighting: **30%**

The purpose of this analysis is to gain a more comprehensive understanding of the ways in which two living authors reflect upon their fictional responses to the issues and challenges of the digital era.

This 1500-word task requires each student to compare and contrast the opinions of two of our

first four authors (Breeze, Carey, Tan or Wright) on how they operate as a digital-era author in terms of their key themes, characters, issues, chosen form/genre and narrative/stylistic choices. Don't forget that the digital era (2000-present), while marked by revolutions in technology and communications, is not defined by these issues alone and authors may just as easily choose to respond to national politics, world events, personal experiences etc. Authors can be discussing the unit texts or any other piece of 21st century writing.

This analysis requires primary sources only, especially the use of interviews (not limited to those on the unit texts), essays, speeches or statements **by the authors themselves**. Brief examples from both authors' cited works (post-1999) should be given to demonstrate fictionally what is being stated in the interviews, essays, speeches or statements. All print and online sources cited should be referenced in MLA style.

Penalties:

LATENESS: The standard 2% penalty per day late applies. Extension and Disruption to Study requests should be made through ask.mq.edu.au.

LENGTH: A minimum 10% penalty applies for any analysis with a word count which is 10% under or over the set word limit of 1500 words. Word count begins from the first word of the essay and finishes with the last, unless there are also endnotes. Works Cited/Bibliography is not included in the word count.

PLAGIARISM: If you repeat any combination of words from another source, you must acknowledge the authorship of this source and distinguish it from your own authorship. Failure to do this is a breach of Academic Honesty which can lead to serious penalties, so please err on the side of caution and ask if you are unsure.

Submission and return of assessments is via upload to the Turnitin link under 'Assessments' on the ENGL308 iLearn site. There is no physical submission of assessments.

If you cannot complete this task, it is your responsibility to communicate this to your tutor.

On successful completion you will be able to:

- Demonstration of independent critical research analysis leading to the communication of an essay based argument
- Ability to work contextually between genres, eras and print, film and online media
- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, prompt explanation of absences, fulfilment of set unit tasks, task management, team-based communication and presentation of work

- Ability to employ the skills and insights of this unit in further learning and to encourage the learning of others

Research Essay (2000 words)

Due: **Friday of Week 13**

Weighting: **40%**

This final essay is in lieu of examination. It will ask students to discuss at least 1 set unit text and one post-1999 fictional text from outside the unit. This essay has a strong research component. Students are expected to conduct independent scholarly research in relation to the essay questions, which will be uploaded to the ENGL308 iLearn site in Week 8.

All print and online sources cited should be referenced in MLA style.

Penalties:

LATENESS: The standard 2% penalty per day late applies. Extension and Disruption to Study requests should be made through ask.mq.edu.au.

LENGTH: A minimum 10% penalty applies for any analysis with a word count which is 10% under or over the set word limit of 1500 words. Word count begins from the first word of the essay and finishes with the last, unless there are also endnotes. Works Cited/Bibliography is not included in the word count.

PLAGIARISM: If you repeat any combination of words from another source, you must acknowledge the authorship of this source and distinguish it from your own authorship. Failure to do this is a breach of Academic Honesty which can lead to serious penalties, so please err on the side of caution and ask if you are unsure.

Submission and return of essays is via upload to the Turnitin link under 'Assessments' on the ENGL308 iLearn site. There is no physical submission of essays.

If cannot complete this task, it is your responsibility to communicate this to your tutor.

On successful completion you will be able to:

- Demonstration of independent critical research analysis leading to the communication of an essay based argument
- Ability to work contextually between genres, eras and print, film and online media
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Delivery and Resources

Delivery

Day, On-Campus only with iLearn support site.

For current updates, lecture times and classrooms please consult the MQ Timetables website: <http://www.timetables.mq.edu.au>.

Required Texts and/or Materials (in order of reading)

Carey, Peter. *Amnesia*

Tan, Shaun. *Tales from Outer Suburbia*

Wright, Alexis. *The Swan Book*

Teo, Hsu-Ming. *Behind the Moon*

Tsiolkas, Christos. *Merciless Gods*

Breeze, Mez. *Attn: Solitude*

Recommended Texts (optional)

Breeze, Mez. *Intimate Alice* at <http://www.inanimatealice.com/>

There are no books on Reserve for this unit.

Technology Used and Required

iLearn access is imperative as are the use and regular checking of your Macquarie email address for Unit Updates and communications.

Special Consideration

If you have an issue which may cause you to miss multiple classes, or key assessments, you may be able to apply for Special Consideration. Please see <https://students.mq.edu.au/study/my-study-program/special-consideration> if required.

Unit Schedule

Available via the ENGL308 iLearn site.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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.

Please note: Disruption to Studies has now been renamed Special Consideration (<https://students.mq.edu.au/study/my-study-program/special-consideration>)

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

- Demonstration of independent critical research analysis leading to the communication of an essay based argument
- Ability to work contextually between genres, eras and print, film and online media
- Ability to apply literary insights into broader social and environmental contexts
- Ability to employ the skills and insights of this unit in further learning and to encourage

the learning of others

Assessment tasks

- Tutorial/online Participation
- Author Analysis (1500 words)
- Research Essay (2000 words)

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

- Demonstration of independent critical research analysis leading to the communication of an essay based argument
- Ability to work contextually between genres, eras and print, film and online media
- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, prompt explanation of absences, fulfilment of set unit tasks, task management, team-based communication and presentation of work
- Ability to employ the skills and insights of this unit in further learning and to encourage the learning of others

Assessment tasks

- Tutorial/online Participation
- iLearn Early Feedback Quiz
- Author Analysis (1500 words)
- Research Essay (2000 words)

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

- Demonstration of independent critical research analysis leading to the communication of an essay based argument
- Ability to work contextually between genres, eras and print, film and online media
- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, prompt explanation of absences, fulfilment of set unit tasks, task management, team-based communication and presentation of work
- Ability to employ the skills and insights of this unit in further learning and to encourage the learning of others

Assessment tasks

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- iLearn Early Feedback Quiz
- Author Analysis (1500 words)
- Research Essay (2000 words)

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

- Demonstration of independent critical research analysis leading to the communication of an essay based argument
- Ability to work contextually between genres, eras and print, film and online media
- Ability to apply literary insights into broader social and environmental contexts
- Ability to employ the skills and insights of this unit in further learning and to encourage the learning of others

Assessment tasks

- Tutorial/online Participation
- iLearn Early Feedback Quiz
- Author Analysis (1500 words)

- Research Essay (2000 words)

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

- Demonstration of independent critical research analysis leading to the communication of an essay based argument
- Ability to work contextually between genres, eras and print, film and online media
- Ability to apply literary insights into broader social and environmental contexts
- Ability to employ the skills and insights of this unit in further learning and to encourage the learning of others

Assessment tasks

- Tutorial/online Participation
- Author Analysis (1500 words)
- Research Essay (2000 words)

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

- Demonstration of independent critical research analysis leading to the communication of an essay based argument
- Ability to work contextually between genres, eras and print, film and online media
- Ability to apply literary insights into broader social and environmental contexts
- Ability to employ the skills and insights of this unit in further learning and to encourage the learning of others

Assessment tasks

- Tutorial/online Participation
- iLearn Early Feedback Quiz
- Author Analysis (1500 words)
- Research Essay (2000 words)

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

- Demonstration of independent critical research analysis leading to the communication of an essay based argument
- Ability to work contextually between genres, eras and print, film and online media
- Ability to apply literary insights into broader social and environmental contexts
- Ability to employ the skills and insights of this unit in further learning and to encourage the learning of others

Assessment tasks

- Tutorial/online Participation
- Author Analysis (1500 words)
- Research Essay (2000 words)

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

- Demonstration of independent critical research analysis leading to the communication of an essay based argument

- Ability to work contextually between genres, eras and print, film and online media
- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, prompt explanation of absences, fulfilment of set unit tasks, task management, team-based communication and presentation of work
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Assessment tasks

- Tutorial/online Participation
- Author Analysis (1500 words)
- Research Essay (2000 words)

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

- Demonstration of independent critical research analysis leading to the communication of an essay based argument
- Ability to work contextually between genres, eras and print, film and online media
- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, prompt explanation of absences, fulfilment of set unit tasks, task management, team-based communication and presentation of work
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- Tutorial/online Participation
- Research Essay (2000 words)