



# ENGL205

## Australian Literature

S2 Day 2018

*Dept of English*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff  
Unit Co-ordinator, lecturer, tutor  
Toby Davidson  
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Contact via [toby.davidson@mq.edu.au](mailto:toby.davidson@mq.edu.au)  
Australian Hearing Hub Level 2  
By email appointment

Credit points  
3

Prerequisites  
ENGL120

Corequisites

Co-badged status

Unit description  
This unit explores the key works of Australian literature from the nineteenth century to the present. Students are introduced to major writers through the shorter mediums of short stories, poetry, theatre and non-fiction. The representation of relations between place and culture; the city/bush divide; history; memory and subjectivity; class and social change; gender codes and sexuality; recent challenges to unifying national myths; Indigenous and multicultural writing; and (post)colonial frames form some of the unit's concerns. By the end of the unit, students will be able to identify and discuss major Australian writers across different eras, and their relation to one another, with confidence, potentially leading to further Australian literary studies in ENGL308 or at Masters by Research (MRes) level.

## 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 media (eg. from printed to

cinematic to online texts and interactive formats)

Ability to apply literary insights into broader social and environmental contexts

Professionalism in terms of punctuality, required levels of tutorial and online participation, task management, team-based communication and presentation of work

Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

## General Assessment Information

### Late Assessment Penalty

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.

(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.

Please be aware that if you apply for Special Consideration, your unit convenor might not be alerted and might not process your request, so please alert them separately by email when lodging a Special Consideration application.

For any issues relating to university policies and processes, please note that the Student Advocacy Service and other support services are available.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Participation</u></a>	20%	No	Weekly
<a href="#"><u>Quiz</u></a>	10%	No	11.59pm on 17th August
<a href="#"><u>AustLit Article Analysis</u></a>	30%	No	11.59pm on 14th September
<a href="#"><u>Research Essay</u></a>	40%	No	11.59pm on 9th November

### Participation

Due: **Weekly**

Weighting: **20%**

Weekly tutorial participation, comprising of attendance, demonstrated preparation (reading the set texts before class) and quality of individual/group contributions.

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 media (eg. from printed to cinematic to online texts and interactive formats)
- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, required levels of tutorial and online participation, task management, team-based communication and presentation of work
- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

## Quiz

Due: **11.59pm on 17th August**

Weighting: **10%**

See unit ilearn site for details.

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 media (eg. from printed to cinematic to online texts and interactive formats)
- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, required levels of tutorial and online participation, task management, team-based communication and presentation of work
- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

## AustLit Article Analysis

Due: **11.59pm on 14th September**

Weighting: **30%**

See unit ilearn site for details.

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 media (eg. from printed to cinematic to online texts and interactive formats)
- Ability to apply literary insights into broader social and environmental contexts
- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

## Research Essay

Due: **11.59pm on 9th November**

Weighting: **40%**

See unit iLearn site for details.

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 media (eg. from printed to cinematic to online texts and interactive formats)
- Ability to apply literary insights into broader social and environmental contexts
- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

## Delivery and Resources

### CLASSES

For lecture times and classrooms please consult the MQ Timetable website:

<http://www.timetables.mq.edu.au>. This website will display up-to-date information on your classes and classroom locations.

## REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

This unit assumes no prior reading in Australian literature, so the early attaining of key texts and iLearn access is crucial.

### REQUIRED READING

You are required to purchase, or loan, the following texts (listed in order of reading). Texts are available from the Co-op bookshop on campus at least ONE MONTH before semester starts. The earlier you begin reading, the better chance you will give yourself to excel in this unit, not

least because you will have more time to reflect on content and to complete assessments.

- N. Jose, ed. *Macquarie Pen Anthology of Australian Literature* (select readings provided Week 1, read section introductions prior to this if possible)
- F. Webb, *Collected Poems* (esp. 'Leichhardt in Theatre', 'The Ghost of the Cock')

The combined number of pages required to be read across 12 tutorials is 160 pages (including play extracts), less than the average novella, with an emphasis on shorter forms such as poetry, short stories, letters and play extracts. Australian novels are separately offered at 300-level in ENGL308: Australian Fiction in the Digital Age.

**Note:** There is no ENGL205 Unit Reader and no e-texts. The *Macquarie Pen Anthology of Australian Literature* provides criticism of key epochs in Australian literature. The *Cambridge Companion to Australian Literature* (E. Webby, ed., book/ebook at Macquarie library) can be used for further critical analysis if required.

## RECOMMENDED READING

Online research resources such as the Australian Dictionary of Biography and Austlit will be provided via iLearn (weblinks section).

## UNIT WEBPAGE AND TECHNOLOGY USED AND REQUIRED

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

PC and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement. Please consult teaching staff for any further, more specific requirements.

## Unit Schedule

Provided in Week 1. See Delivery and Resources: Required Reading above for the best way to achieve a running start to the unit prior to Week 1.

## 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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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](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

- Demonstration of independent critical research analysis leading to the communication of an essay-based argument
- Ability to work contextually between genres, eras and media (eg. from printed to cinematic to online texts and interactive formats)
- Professionalism in terms of punctuality, required levels of tutorial and online participation, task management, team-based communication and presentation of work
- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

### Assessment tasks

- Participation
- Quiz
- AustLit Article Analysis
- Research 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

- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, required levels of tutorial and online participation, task management, team-based communication and presentation of work
- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

### Assessment tasks

- Participation
- Quiz
- AustLit Article Analysis
- Research Essay

## 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

- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, required levels of tutorial and online participation, task management, team-based communication and presentation of work
- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

### Assessment tasks

- Participation
- Quiz
- AustLit Article Analysis
- Research 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

- Ability to apply literary insights into broader social and environmental contexts
- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

## Assessment tasks

- Participation
- Quiz
- AustLit Article Analysis
- Research 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

- Demonstration of independent critical research analysis leading to the communication of an essay-based argument
- Ability to work contextually between genres, eras and media (eg. from printed to cinematic to online texts and interactive formats)
- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

## Assessment tasks

- Participation
- Quiz
- AustLit Article Analysis
- Research 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

- Demonstration of independent critical research analysis leading to the communication of an essay-based argument
- Ability to work contextually between genres, eras and media (eg. from printed to cinematic to online texts and interactive formats)
- Professionalism in terms of punctuality, required levels of tutorial and online participation, task management, team-based communication and presentation of work
- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

### Assessment tasks

- Participation
- Quiz
- AustLit Article Analysis
- Research 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

- Demonstration of independent critical research analysis leading to the communication of an essay-based argument
- Ability to work contextually between genres, eras and media (eg. from printed to cinematic to online texts and interactive formats)
- Ability to apply literary insights into broader social and environmental contexts

- Professionalism in terms of punctuality, required levels of tutorial and online participation, task management, team-based communication and presentation of work

## Assessment tasks

- Participation
- Quiz
- AustLit Article Analysis
- Research 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

- Demonstration of independent critical research analysis leading to the communication of an essay-based argument
- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, required levels of tutorial and online participation, task management, team-based communication and presentation of work
- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

## Assessment tasks

- Participation
- Quiz
- AustLit Article Analysis
- Research Essay

## 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

- Ability to apply literary insights into broader social and environmental contexts
- Professionalism in terms of punctuality, required levels of tutorial and online participation, task management, team-based communication and presentation of work
- Ability to take the insights and skills of this unit into further learning and to encourage the learning of others

## Assessment tasks

- Participation
- Quiz
- AustLit Article Analysis
- Research Essay

## Changes from Previous Offering

In 2016, the *Pen Macquarie Anthology of Australian Literature* was introduced as the key text, replacing a larger, more expensive text list, in order to provide all students with a broad and historically-situated understanding of key figures and themes in Australian literature from the early 19th century, through the vital post-WWII era to the present, regardless of prior educational experience.

The unit aims to accommodate for students who have never studied Australian literature before, while 'filling in the gaps' for students who already are familiar with certain authors or eras. By the end of this unit, all students should be able to discuss and further explore Australia literature in an informed and confident manner, with knowledge of contemporary scholarly debates.

## Grading Policy, Referencing, Essay Criteria

University policy on grading

### University Grading Policy

<http://www.mq.edu.au/policy/docs/grading/policy.html>

The grade a student receives will signify their overall performance in meeting the learning outcomes of a unit of study. Grades will not be awarded by reference to the achievement of other

students nor allocated to fit a predetermined distribution. In determining a grade, due weight will be given to the learning outcomes and level of a unit (ie 100, 200, 300, 800 etc). Graded units will use the following grades:

HD	High Distinction	85-100
D	Distinction	75-84
Cr	Credit	65-74
P	Pass	50-64
F	Fail	0-49

## REFERENCING

### Department Guide to Essay Writing and Referencing

An updated English Department guide can be found at:

[http://www.engl.mq.edu.au/pdfs/Essay\\_Style\\_full\\_version.pdf](http://www.engl.mq.edu.au/pdfs/Essay_Style_full_version.pdf)

The library's guide can be found by clicking 'undergraduate' on the main catalogue page or using this link:

<http://www.lib.mq.edu.au/research/referencing.html>

**MLA Style** is the recommended English referencing format.

## GRADE DESCRIPTORS

These are not used formulaically to calculate your mark, but to provide detailed feedback as to where you need to work on your essay writing.

Criterion	High Distinction	Distinction	Credit	Pass	Fail
<b>Relationship to topic or task</b>	Highly sophisticated demonstrated understanding of the task; sophisticated knowledge of implicit or embedded aspects.	Superior demonstrated understanding of the task; superior knowledge of implicit or embedded aspects.	Good demonstrated understanding of the task; some knowledge of implicit or embedded aspects.	Adequate demonstrated understanding of the task. Some understanding of relevant concepts but these not effectively incorporated	Does not demonstrate understanding of the task, or misinterprets what is being asked.
<b>Knowledge of literary/ critical concepts</b>	Superior demonstrated understanding of critical concepts and how these can be applied to texts.	Good demonstrated understanding of critical concepts and how these can be applied to texts.	Fair demonstrated understanding of critical concepts and application to texts (learning above replication of lectures).	Adequate demonstrated understanding of critical concepts and how these can be applied to texts (relevant concepts can be applied to texts in a basic manner).	Does not demonstrate understanding of critical concepts and how these can be applied to texts.
<b>Development of independent critical argument</b>	Substantial originality and insight in identifying, generating and communicating a convincing critical argument.	Some originality and insight in identifying, generating and communicating a coherent critical argument.	Generates an adequate, critical argument that is supported by primary and secondary evidence.	Some or only minimal evidence of critical argument – but this argument is simplistic and underdeveloped.	Does not construct a coherent critical argument.
<b>Analysis of narrative strategies / literary technique/ theories (rather than paraphrasing plot)</b>	Highly sophisticated and original analysis of narrative strategies/literary technique/theories	Superior analysis of narrative strategies/literary technique/theories.	Some analysis of narrative strategies/ literary techniques/ theories but still reliant on plot/story elements for argument.	Heavy reliance on plot/story elements for argument.	Failure to analyse narrative strategies/ literary technique/ theories. Total reliance on plot/ story.
<b>Appropriate use of technical terms</b>	Highly sophisticated use of technical terms.	Superior use of technical terms.	Appropriate use of technical terms.	Some technical terms used correctly.	Technical terms omitted or used incorrectly.
<b>Selection and analysis of examples from text(s)</b>	Highly sophisticated and original analysis of texts.	Superior analysis of texts: analysis moves beyond the obvious towards nuanced or original insights.	Some close analysis of texts, but too reliant on plot/ story elements for argument.	Reliance on plot/story elements for argument.	Failure to analyse texts effectively.

<p><b>Evidence of secondary research</b></p>	<p>Sophisticated use of research to support ideas. Highly effective integration of ideas within published research.</p>	<p>Ideas well integrated into and supported by published research.</p>	<p>Evidence of research, which has been used to support ideas.</p>	<p>Uses the appropriate number of secondary sources but these fail to support the essay's ideas in an effective manner.</p>	<p>Lack of appropriate research.</p>
<p><b>Presentation (language and expression)</b></p>	<p>Highly accurate grammar. Highly sophisticated and effective expression that is appropriate to the task.</p>	<p>Spelling, grammar and punctuation of a high standard. Superior expression.</p>	<p>Good expression. Some improvement needed in expression of ideas and articulation of argument.</p>	<p>Adequate use of language. Numerous mistakes in expression or grammar.</p>	<p>Sub-standard expression or grammar and/or awkward expression.</p>
<p><b>Referencing and Works Cited</b></p>	<p>Consistent, highly accurate use and detail of appropriate scholarly sources.</p>	<p>Strong use and detail of appropriate scholarly sources.</p>	<p>Generally accurate use and detail of appropriate sources.</p>	<p>Inaccurate, inconsistent or inappropriate use/detail of sources.</p>	<p>Referencing and Works Cited not of tertiary standard.</p>