



ENGL370

Reason, Imagination, Revolution: Literature and Culture from Pope to Austen

S1 Day 2019

Dept of English

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General Information

Unit convenor and teaching staff

Lecturer, Tutor, Convenor

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AHH North Level 2

Lecturer, Tutor

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Credit points

3

Prerequisites

6cp in ENGL units at 200 level

Corequisites

Co-badged status

Unit description

This unit introduces students to writings that track the trajectories of formal, philosophical and culture change in British literary culture between 1710 and 1825. It examines how Reason is idealised and critiqued by writers associated with the Enlightenment, such as Pope, Swift, Haywood and Johnson, and how it is situated in relation to Imagination and developed into the Romanticism of Blake, Wordsworth and Coleridge. The unit also explores how those conceptual exchanges feed into the revolutionary fervour of the 1790s and provokes the responses of Austen, Shelley, Byron and Keats, who along with their Romantic forebears, set the cultural bases for British literature into the nineteenth century.

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 an understanding of key texts drawn from eighteenth-century Britain and the British Romantic movement as well as of the contexts in which they were produced. Select and apply appropriate theoretical and critical models in the practice of analysing literary texts and contexts.

Deploy analytical and research skills that can be applied to both past and present cultural and literary debates.

Communicate historical and theoretical concepts in both oral and written form.

Design and execute coherent critical and analytical arguments.

Engage in creative critical discussion of the unit content with peers and tutors, and to respond to others' points of view .

General Assessment Information

Assignment submission

Turnitin Submission

Written work must be submitted electronically via Turnitin. The links for each assignment can be found on the ENGL370 iLearn site.

Return of marked work

Marked work will be returned to students via Turnitin.

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 – 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.

Special Consideration Request

Information regarding making requests for Special Consideration can be accessed via Macquarie's Student Portal

(<https://students.mq.edu.au/study/my-study-program/special-consideration>)

The University recognises that students may experience disruptions that adversely affect their academic performance in assessment activities.

If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

Five essential factors of Special Consideration

You need to show that your circumstances meet all of the following criteria:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your ability to undertake the assessment(s) for the unit
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.

Your supporting evidence must include all of the following:

1. identify the circumstances
2. include dates and/or the length of the circumstances
3. explain the severity and impact of the circumstances
4. clearly describe how the circumstances have adversely affected your capacity for effective study to which an assessment relates
5. include the date(s) on which you were seen by the professional providing the evidence

Review

Once your submission is assessed, recommendations are sent to your unit convenor to ensure an appropriate solution for affected assessment(s) is organised.

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|--------------------------------------|-----------|--------|------------------|
| <u>Essay One</u> | 30% | No | 14 April 2019 |
| <u>Essay Two</u> | 50% | No | 9 June 2019 |
| <u>Preparation and Participation</u> | 20% | No | Weekly, ongoing. |

Essay One

Due: **14 April 2019**

Weighting: **30%**

Students will write a critical essay responding to a set topic. For details of the task and topics, see the ENGL370 iLearn website.

On successful completion you will be able to:

- Demonstrate an understanding of key texts drawn from eighteenth-century Britain and the British Romantic movement as well as of the contexts in which they were produced.
- Select and apply appropriate theoretical and critical models in the practice of analysing literary texts and contexts.
- Deploy analytical and research skills that can be applied to both past and present cultural and literary debates.
- Communicate historical and theoretical concepts in both oral and written form.
- Design and execute coherent critical and analytical arguments.
- Engage in creative critical discussion of the unit content with peers and tutors, and to respond to others' points of view .

Essay Two

Due: **9 June 2019**

Weighting: **50%**

Students will write a research essay responding to a set topic. For details of the task and topics, see the ENGL370 iLearn website.

On successful completion you will be able to:

- Demonstrate an understanding of key texts drawn from eighteenth-century Britain and the British Romantic movement as well as of the contexts in which they were produced.
- Select and apply appropriate theoretical and critical models in the practice of analysing literary texts and contexts.
- Deploy analytical and research skills that can be applied to both past and present cultural and literary debates.
- Communicate historical and theoretical concepts in both oral and written form.
- Design and execute coherent critical and analytical arguments.
- Engage in creative critical discussion of the unit content with peers and tutors, and to respond to others' points of view .

Preparation and Participation

Due: **Weekly, ongoing.**

Weighting: **20%**

Completion of weekly online preparation exercise, tutorial attendance, preparation for and participation in class activities. For details, see the ENGL370 iLearn site.

On successful completion you will be able to:

- Demonstrate an understanding of key texts drawn from eighteenth-century Britain and

the British Romantic movement as well as of the contexts in which they were produced.

- Communicate historical and theoretical concepts in both oral and written form.
- Engage in creative critical discussion of the unit content with peers and tutors, and to respond to others' points of view .

Delivery and Resources

Unit Requirements and Expectations

Students are expected to attend one lecture and one tutorial each week. Attendance at lectures is expected; attendance at tutorials is compulsory in order to remain eligible to pass the unit's participation assessment task. Prior to attending tutorials, you must complete the weekly online assessment tasks via the ENGL370 iLearn page. When attending tutorials, students are expected to have read the texts set for discussion in that week and to be prepared to discuss issues arising from course content. Students must also complete all assessment tasks as set out in the assessment schedule for this unit.

Required and recommended texts and/or materials

1. Greenblatt, Stephen, et al. eds. *The Norton Anthology of English Literature*. 10th ed. Vols C + D. New York: W.W. Norton & Co., 2018. **These books can be purchased separately, but the Co-op has put together a package that delivers them at a reduced price.**
2. Frances Burney. *Evelina*. Norton Critical Edition. Ed. Stewart J. Cooke. New York and London: W.W. Norton & Co., 1998.
3. Maria Edgeworth. *Castle Rackrent*. Norton Critical Edition. Ed. Ryan Twomey. New York and London: W.W. Norton and Sons, 2014.
4. Jane Austen, *Pride and Prejudice*. Eds. Donald Gray and Mary A. Favret. Norton Critical Edition. 4ed. 2001.

Unit webpage and technology used and required

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

Unit Schedule

| | |
|--------|--|
| Week 1 | Introducing Literature of the Long Eighteenth Century in Britain |
| Week 2 | The Legacy of the Restoration and the Augustans. Alexander Pope. <i>The Rape of the Lock</i> . |
| Week 3 | Emergence of the Novel. Eliza Haywood. <i>Fantomina; Or, Love in a Maze</i> . |

| | |
|---------|---|
| Week 4 | Satire and Scepticism. Jonathan Swift. <i>Gulliver's Travels</i> . |
| Week 5 | Life Writing: Montagu, Boswell, Burney. |
| Week 6 | The Age of Johnson. <i>The History of Rasselas, Prince of Abyssinia</i> . |
| Week 7 | The Gothic Rising: Graveyard and Women Poets. |
| Week 8 | Women Writing. Fanny Burney. <i>Evelina</i> . |
| Week 9 | The 1790s. Barbauld, Blake, Burke, Wollstonecraft, Paine. |
| Week 10 | Romanticism: Wordsworth and Coleridge: <i>Lyrical Ballads</i> . |
| Week 11 | The Regional Novel. Maria Edgeworth. <i>Castle Rackrent</i> . |
| Week 12 | Later Romanticism: Byron, Shelley and Keats. |
| Week 13 | Towards the Modern Novel. Jane Austen. <i>Pride and Prejudice</i> . |

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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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

If you are a Global MBA student contact globalmba.support@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

- Deploy analytical and research skills that can be applied to both past and present cultural and literary debates.
- Engage in creative critical discussion of the unit content with peers and tutors, and to respond to others' points of view .

Assessment tasks

- Essay One
- Essay Two
- Preparation and 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

- Select and apply appropriate theoretical and critical models in the practice of analysing literary texts and contexts.
- Deploy analytical and research skills that can be applied to both past and present cultural and literary debates.
- Communicate historical and theoretical concepts in both oral and written form.
- Engage in creative critical discussion of the unit content with peers and tutors, and to respond to others' points of view .

Assessment tasks

- Essay One
- Essay Two
- Preparation and 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

- Select and apply appropriate theoretical and critical models in the practice of analysing literary texts and contexts.
- Deploy analytical and research skills that can be applied to both past and present cultural and literary debates.
- Design and execute coherent critical and analytical arguments.
- Engage in creative critical discussion of the unit content with peers and tutors, and to respond to others' points of view .

Assessment tasks

- Essay One
- Essay Two
- Preparation and 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

- Demonstrate an understanding of key texts drawn from eighteenth-century Britain and the British Romantic movement as well as of the contexts in which they were produced.
- Select and apply appropriate theoretical and critical models in the practice of analysing literary texts and contexts.
- Engage in creative critical discussion of the unit content with peers and tutors, and to respond to others' points of view .

Assessment tasks

- Essay One
- Essay Two
- Preparation and 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

- Demonstrate an understanding of key texts drawn from eighteenth-century Britain and the British Romantic movement as well as of the contexts in which they were produced.
- Select and apply appropriate theoretical and critical models in the practice of analysing literary texts and contexts.
- Deploy analytical and research skills that can be applied to both past and present cultural and literary debates.
- Design and execute coherent critical and analytical arguments.
- Engage in creative critical discussion of the unit content with peers and tutors, and to respond to others' points of view .

Assessment tasks

- Essay One
- Essay Two
- Preparation and 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

- Select and apply appropriate theoretical and critical models in the practice of analysing literary texts and contexts.
- Deploy analytical and research skills that can be applied to both past and present cultural and literary debates.
- Design and execute coherent critical and analytical arguments.

- Engage in creative critical discussion of the unit content with peers and tutors, and to respond to others' points of view .

Assessment tasks

- Essay One
- Essay Two
- Preparation and 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

- Demonstrate an understanding of key texts drawn from eighteenth-century Britain and the British Romantic movement as well as of the contexts in which they were produced.
- Communicate historical and theoretical concepts in both oral and written form.
- Design and execute coherent critical and analytical arguments.
- Engage in creative critical discussion of the unit content with peers and tutors, and to respond to others' points of view .

Assessment tasks

- Essay One
- Essay Two
- Preparation and Participation

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

- Select and apply appropriate theoretical and critical models in the practice of analysing

literary texts and contexts.

- Deploy analytical and research skills that can be applied to both past and present cultural and literary debates.
- Engage in creative critical discussion of the unit content with peers and tutors, and to respond to others' points of view .

Assessment tasks

- Essay One
- Essay Two
- Preparation and 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

- Deploy analytical and research skills that can be applied to both past and present cultural and literary debates.
- Engage in creative critical discussion of the unit content with peers and tutors, and to respond to others' points of view .

Assessment tasks

- Essay One
- Essay Two
- Preparation and Participation