



ENGL309

Shakespeare and the Renaissance

S2 Day 2019

Dept of English

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Disclaimer

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General Information

Unit convenor and teaching staff

Convenor

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Level 2, North Wing, Australian Hearing Hub

By appointment

Guest lecturer

John Severn

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Contact via By email

n/a

n/a

Credit points

3

Prerequisites

6cp in ENGL units at 200 level

Corequisites

Co-badged status

Unit description

The unit considers a broad range of Shakespeare's writings in relation to writings by his contemporaries and by his successors – dramatists as well as non-dramatists. In doing so it examines how those texts at once represent and engage with issues and problems in the culture of early modern, or Renaissance, England. Those issues and problems include: issues of genre and of sexuality in verse of the 1590s; problems evoked in representations of tragic selfhood; problems associated with religious and political conflict; and problems arising from English portrayals both of England and of life outside it.

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:

gaining an understanding of key Shakespearean texts by close analysis and research (1-5, 8-9)

gaining an understanding, in the same ways, of major non-Shakespearean texts of the English Renaissance (1-5, 8-9)

understanding relations between texts by Shakespeare and those by his contemporaries (1-5, 8-9)

understanding how texts by his contemporaries relate to each other (1-5, 8-9)

gaining knowledge of how the set texts represent issues and problems recurrent in the culture of the English Renaissance (1-5, 8-9)

General Assessment Information

In the case of each assignment, please also consult the 300-level grade descriptors, which can be viewed under "marking rubrics".

Assessment Tasks

Name	Weighting	Hurdle	Due
Close Reading Task	15%	No	12.59pm 25 August, 2019
Drama critical analysis	25%	No	11.59pm, 4 October 2019
Final Research Essay	40%	No	11.59pm 10 November 2019
Class participation	20%	No	Each teaching week

Close Reading Task

Due: **12.59pm 25 August, 2019**

Weighting: **15%**

Brief description:

The Reading Task will be a 1000-word essay.

Choose from one of the following options:

1. Read **EITHER** Thomas Wyatt's "Whoso list to hunt" **OR** John Donne's "Batter my heart, three-personed God" and discuss in detail its use of and/or departure from the Petrarchan sonnet tradition.

OR

1. Compare Thomas Wyatt's "Whoso list to hunt" **AND** John Donne's "Batter my heart, three-personed God", discussing in detail their use of and/or departure from the

Petrarchan sonnet tradition.

·This is predominantly a close-reading exercise rather than a research exercise. Please limit secondary material to no more than 1-2 sources.

·Concentrate on your English expression: write lucid, concise, grammatical sentences.

·Check your spelling and proof-read your response carefully before submission.

- **Submit the essay electronically via Turnitin in the unit's iLearn site**

On successful completion you will be able to:

- gaining an understanding of key Shakespearean texts by close analysis and research (1-5, 8-9)
- gaining an understanding, in the same ways, of major non-Shakespearean texts of the English Renaissance (1-5, 8-9)
- understanding relations between texts by Shakespeare and those by his contemporaries (1-5, 8-9)
- understanding how texts by his contemporaries relate to each other (1-5, 8-9)
- gaining knowledge of how the set texts represent issues and problems recurrent in the culture of the English Renaissance (1-5, 8-9)

Drama critical analysis

Due: **11.59pm, 4 October 2019**

Weighting: **25%**

Brief description:

The Drama Critical Analysis task will be a 1500-word essay.

Choose from **ONE** of the following options:

1. Analyse the use of **no fewer than three dramatic techniques** in the depiction of human desire in **EITHER** William Shakespeare's *Twelfth Night* **OR** Christopher Marlowe's *Doctor Faustus*.

2. Compare the use of at least three dramatic techniques in the depiction of human desire in William Shakespeare's *Twelfth Night* **AND** Christopher Marlowe's *Doctor Faustus*.

Dramatic techniques include (but are not limited to)

Plot / dramatic structure

Dialogue, incl. use of verse or prose, use of soliloquy

Staging and use of space / props

Embodiment of actors

Dramatic irony

- This exercise has a more pronounced **research** component than Assignment 1. Appropriate research into early modern theatre/drama is encouraged. Select your critical material with care: make sure it is scholarly and relevant. Do not, for instance, use Sparknotes, Wikipedia, blogs, and other unscholarly sources; rather, start with the sources listed in this Handbook, and use the library catalogue to conduct your own research).

·Check your spelling and proof-read your response carefully before submission.

- **Submit the essay electronically via Turnitin in the unit's iLearn site.**

On successful completion you will be able to:

- gaining an understanding of key Shakespearean texts by close analysis and research (1-5, 8-9)
- gaining an understanding, in the same ways, of major non-Shakespearean texts of the English Renaissance (1-5, 8-9)
- understanding relations between texts by Shakespeare and those by his contemporaries (1-5, 8-9)
- understanding how texts by his contemporaries relate to each other (1-5, 8-9)
- gaining knowledge of how the set texts represent issues and problems recurrent in the culture of the English Renaissance (1-5, 8-9)

Final Research Essay

Due: **11.59pm 10 November 2019**

Weighting: **40%**

Brief description:

2500 words (includes all quotations and footnotes/references, but not the bibliography / works cited) (40% of the final grade)

The topics and questions for this Essay are designed to encourage independent analysis and research. Students will be asked to analyse texts closely, to link them, to suggest how they represent preoccupations in English Renaissance culture, and to engage with commentary on those texts. Since the final essay is in lieu of an exam, the paper is graded, with a general comment, but not annotated. Students wishing to have feedback on the essay can make an appointment to discuss it.

A text discussed in Assignment 1 or 2 cannot be a focal text in the Final Essay, unless negotiated with Louise D’Arcens.

·With an essay of this length, it is important that you create an argument and support it with evidence from your primary texts and references to your secondary (i.e., critical and theoretical) readings.

·This is a research essay. You are expected to use at least 4-6 sources apart from your primary texts. You may use material from this Handbook, but, if needed, should also do some independent research to locate material of specific relevance to your topic.

·Concentrate on your English expression: write lucid, concise, grammatical sentences.

·Check your spelling and proof-read the essay carefully before submission.

- Submit the essay electronically via Turnitin in the unit’s iLearn site.

NB: “No more than two/three texts” means any number from one to three can be discussed. A collection of poems by a single author can be considered a single text; but if you are planning to include numerous poems, please discuss this with Louise D’Arcens.

Write an essay on ONE of the following topics.

1. Consider the representation of gender and / or race in **no more than two texts** you have studied in the unit.

2. Discuss the different functions of soliloquies in **three plays** that you have studied this semester (that is, focus on at least one soliloquy from each play).

3. How are revenge and self-destruction linked--or not--by Shakespeare and by one other author?

4. What theoretical approach to Shakespeare--that is, what literary, historical, or ideological theory--have you found most useful in reading his texts? In your answer, discuss **no more than three** Shakespearean plays that you have studied this semester.

5. Examine portrayals of the divine, or of religious experience, by **no more than three** authors whose work you have studied in this unit: what do you see as their main differences between and among those portrayals?

6. Do you think a ‘female voice’ can be detected in early modern English literature? You might wish to consider how, or whether, women writers present female subjectivity differently from male authors. Your response should include **no more than three** authors.

7. What attitudes to male competitiveness, possessiveness, or ambition are presented by **no more than three** writers studied in this unit?

8. Devise a topic of your own choosing—but consult with Louise D’Arcens beforehand.

On successful completion you will be able to:

- gaining an understanding of key Shakespearean texts by close analysis and research

(1-5, 8-9)

- gaining an understanding, in the same ways, of major non-Shakespearean texts of the English Renaissance (1-5, 8-9)
- understanding relations between texts by Shakespeare and those by his contemporaries (1-5, 8-9)
- understanding how texts by his contemporaries relate to each other (1-5, 8-9)
- gaining knowledge of how the set texts represent issues and problems recurrent in the culture of the English Renaissance (1-5, 8-9)

Class participation

Due: **Each teaching week**

Weighting: **20%**

There is a **one-hour** tutorial each week, beginning in **week 2**. **Attendance at tutorials** is compulsory, and is a prerequisite for both fulfilling the requirements of the unit and for earning the tutorial participation mark. Attendance at tutorials is only a prerequisite for the tutorial mark. **Active participation in tutorial discussion, showing significant preparation beforehand**, is necessary to earn a good mark.

On successful completion you will be able to:

- gaining an understanding of key Shakespearean texts by close analysis and research (1-5, 8-9)
- gaining an understanding, in the same ways, of major non-Shakespearean texts of the English Renaissance (1-5, 8-9)
- understanding relations between texts by Shakespeare and those by his contemporaries (1-5, 8-9)
- understanding how texts by his contemporaries relate to each other (1-5, 8-9)
- gaining knowledge of how the set texts represent issues and problems recurrent in the culture of the English Renaissance (1-5, 8-9)

Delivery and Resources

Students must: attend all tutorials; submit the three written assessment tasks in this subject. Attendance at lectures is strongly advised.

Lecture (1 hour)

Tutorial (1 hour)

I-Learn

(as in previous delivery of unit)

Assignment Submission:

Written assessment tasks are to be submitted via Turnitin.

Examination:

There is no examination.

Extensions and special consideration:

Extensions will be granted only for medical or other exceptional reasons.

Required and recommended texts and/or materials

S. Greenblatt, et al., *The Norton Shakespeare: Essential Plays/The Sonnets*

S. Greenblatt, et. al., *The Norton Anthology of English Literature, Ninth Edition, Volume B*

Recommended secondary materials are outlined in full in the ENGL309 Unit Handbook, and will be available through the ENGL309 iLearn site.

Unit Schedule

Week 1	LECTURE Introduction to the Unit, and "What was the Renaissance?"	TUTORIAL No tutorial
Week 2	Petrarchan sonnet and its English legacy:	Periodisation: The meaning of 'the Renaissance'
Week 3	John Donne: heavenly/earthly love	Sonnets by various authors (listed in unit handbook)
Week 4	Twelfth Night, Shakespeare	John Donne's poetry
Week 5	Twelfth Night, Shakespeare	Twelfth Night
Week 6	Women's Voices in the Renaissance	Twelfth Night
Week 7	World and Ambition: Doctor Faustus, Christopher Marlowe	Women's Voices in the Renaissance

Week 8	Assignment 2 strategies	Doctor Faustus
Week 9	England and the World: Othello, Shakespeare	'Bardolatry' vs the collaborative Shakespeare
Week 10	Revenge and Race in the Renaissance: Othello, Shakespeare	Othello
Week 11	King Lear and the Matter of England	Othello
Week 12	King Lear: Tragedy and Madness	King Lear
Week 13	Final essay writing strategies	King Lear

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

- gaining an understanding of key Shakespearean texts by close analysis and research (1-5, 8-9)
- gaining an understanding, in the same ways, of major non-Shakespearean texts of the English Renaissance (1-5, 8-9)
- understanding relations between texts by Shakespeare and those by his contemporaries (1-5, 8-9)
- understanding how texts by his contemporaries relate to each other (1-5, 8-9)
- gaining knowledge of how the set texts represent issues and problems recurrent in the culture of the English Renaissance (1-5, 8-9)

Assessment tasks

- Close Reading Task
- Drama critical analysis
- Final Research Essay
- Class 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

- gaining an understanding of key Shakespearean texts by close analysis and research (1-5, 8-9)
- gaining an understanding, in the same ways, of major non-Shakespearean texts of the English Renaissance (1-5, 8-9)
- understanding relations between texts by Shakespeare and those by his contemporaries (1-5, 8-9)
- understanding how texts by his contemporaries relate to each other (1-5, 8-9)
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Assessment tasks

- Close Reading Task

- Drama critical analysis
- Final Research Essay
- Class 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

- gaining an understanding of key Shakespearean texts by close analysis and research (1-5, 8-9)
- gaining an understanding, in the same ways, of major non-Shakespearean texts of the English Renaissance (1-5, 8-9)
- understanding relations between texts by Shakespeare and those by his contemporaries (1-5, 8-9)
- understanding how texts by his contemporaries relate to each other (1-5, 8-9)
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Assessment tasks

- Close Reading Task
- Drama critical analysis
- Final Research Essay
- Class 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

- gaining an understanding of key Shakespearean texts by close analysis and research (1-5, 8-9)
- gaining an understanding, in the same ways, of major non-Shakespearean texts of the English Renaissance (1-5, 8-9)
- understanding relations between texts by Shakespeare and those by his contemporaries (1-5, 8-9)
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- gaining knowledge of how the set texts represent issues and problems recurrent in the culture of the English Renaissance (1-5, 8-9)

Assessment tasks

- Close Reading Task
- Drama critical analysis
- Final Research Essay
- Class 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

- gaining an understanding of key Shakespearean texts by close analysis and research (1-5, 8-9)
- gaining an understanding, in the same ways, of major non-Shakespearean texts of the English Renaissance (1-5, 8-9)
- understanding relations between texts by Shakespeare and those by his contemporaries (1-5, 8-9)
- understanding how texts by his contemporaries relate to each other (1-5, 8-9)
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Assessment tasks

- Close Reading Task

- Drama critical analysis
- Final Research Essay
- Class 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

- gaining an understanding of key Shakespearean texts by close analysis and research (1-5, 8-9)
- gaining an understanding, in the same ways, of major non-Shakespearean texts of the English Renaissance (1-5, 8-9)
- understanding relations between texts by Shakespeare and those by his contemporaries (1-5, 8-9)
- understanding how texts by his contemporaries relate to each other (1-5, 8-9)
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Assessment tasks

- Close Reading Task
- Drama critical analysis
- Final Research Essay
- Class 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

- gaining an understanding of key Shakespearean texts by close analysis and research

(1-5, 8-9)

- gaining an understanding, in the same ways, of major non-Shakespearean texts of the English Renaissance (1-5, 8-9)
- understanding relations between texts by Shakespeare and those by his contemporaries (1-5, 8-9)
- gaining knowledge of how the set texts represent issues and problems recurrent in the culture of the English Renaissance (1-5, 8-9)

Assessment tasks

- Close Reading Task
- Drama critical analysis
- Final Research Essay
- Class participation

Changes from Previous Offering

Changes from ENGL309 2918 are as follows:

Tutorial content has been altered for weeks 8 and 9

A manuscript visit to the State Library of NSW has been added for Week 8

Some tutorial questions have been slightly altered or removed

The list of linkable secondary resources has been updated

Lecture Notes

Powerpoints for ENGL309 lectures will be made available on the iLearn site

Marking Rubrics

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

Criterion	High Distinction	Distinction	Credit	Pass	Fail
Relationship to topic or task	Highly sophisticated demonstrated understanding of the task; excellent knowledge of implicit or embedded aspects; provides substantial number of additional insights	Superior demonstrated understanding of the task; superior knowledge of implicit or embedded aspects; provides some additional insights	Good Demonstrated understanding of the task; some knowledge of implicit or embedded aspects; may provide some additional insights	Adequate demonstrated understanding of the task. Some understanding of relevant concepts but these may not be incorporated in a productive manner	Does not demonstrate understanding of the task/topic or fundamentally misinterprets what is being asked.
Knowledge of literary/critical concepts	Highly sophisticated demonstrated understanding of critical concepts and how these can be applied to texts.	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 (provides evidence of learning that goes beyond replication of lecture/seminar content)	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; fails to apply such concepts to texts

<p>Development of Independent critical argument</p>	<p>Substantial originality and insight in identifying, generating and communicating a convincing critical argument</p>	<p>Originality and insight in identifying, generating and communicating a coherent critical argument</p>	<p>Generates an adequate, critical argument that is supported by primary and secondary evidence.</p>	<p>Minimal evidence of critical argument (argument is simplistic and underdeveloped)</p>	<p>Does not construct a coherent critical argument.</p>
<p>Analysis of narrative strategies / literary technique/ theories</p>	<p>Highly sophisticated and original analysis of narrative strategies/ literary technique/ theories</p>	<p>Superior analysis of narrative strategies/ literary technique/ theories</p>	<p>Some analysis of narrative strategies/ literary technique/ theories, but still reliant on plot/story elements for argument</p>	<p>Limited analysis of narrative strategies/ literary technique/ theories and heavy reliance on plot/story elements for argument</p>	<p>Failure to analyse narrative strategies/ literary technique/ theories. Total reliance on plot/story</p>
<p>Selection and analysis of examples from text(s)</p>	<p>Highly sophisticated selection and analysis of examples from texts</p>	<p>Superior selection and analysis of examples from texts</p>	<p>Effective selection and analysis of examples from texts – but some aspects problematic</p>	<p>Examples from text included but these examples not selected or analysed effectively</p>	<p>Failure to analyse specific examples from the text; incorrect use of citations</p>

<p>Evidence of secondary research</p>	<p>Sophisticated use of research to support and extend ideas</p>	<p>Research clearly connected to ideas; citations correct</p>	<p>Evidence of research used to support ideas, but research not always used effectively (e.g. citations substituted for original argument)</p>	<p>Some research used but fails to support ideas</p>	<p>Lack of appropriate research.</p>
<p>Presentation (language and expression)</p>	<p>Highly sophisticated and effective expression that is appropriate to the task.</p>	<p>Superior expression that is appropriate to the task.</p>	<p>Good expression. Some improvement needed in relation to expression of ideas and articulation of argument.</p>	<p>Adequate use of language. Numerous mistakes in expression or grammar.</p>	<p>Sub-standard use of language. Substantial mistakes in grammar and/or awkward expression.</p>

Selected Reading List

Selected linkable readings are listed in the unit handbook and will be available through the ENGL309 iLearn site. Students are encouraged to also use the large number of books available in the MQ Library, and to seek out other journal articles available via databases, to do further independent research.