ENGL204

Medieval Literature: Dreams and Debates

S1 Day 2019

Dept of English

Contents

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff
Louise D'Arcens
louise.darcens@mq.edu.au
Contact via By email
By appointment

Credit points
3

Prerequisites
ENGL120

Corequisites

Co-badged status

Unit description
This unit examines the imaginative content and literary style of key early texts in the English literary tradition. It focuses on the use of two different modes – the dream vision and the reasoned debate – to create imaginary worlds and to present logical argument. Students are encouraged to analyse the multiple levels of meaning in a wide range of early texts from the Anglo-Saxon period to Chaucer and his contemporaries. We consider the impact on meaning of both the medieval context of composition and also the later critical reception of individual works. Discussion includes not only the content and narrative techniques of these texts but also their rhetorical and aesthetic qualities, wit, and cross-cultural intelligibility.

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:

A. Demonstrated critical reading habits, interpretive analysis, research, and effective communication, with particular application to the field of English studies

B. Undertake accomplished close reading of a range of textual representations of dream-processes in medieval literature, and understand the importance of close reading for building evidence in analytical arguments

C. Understand the relationship between the primary texts and their historical, intertextual,

and ideological contexts

D. Engage in confident and appropriate application of relevant theoretical concepts and interpretative frameworks to the primary texts studied, and understand the intellectual, ethical, and ideological implications of applying these concepts and frameworks

E. Ability to engage in informed critical discussion on unit content with peers and teachers, accommodate others' points of view, and to argue a critical position

F. Ability to apply understanding of narrative techniques to literary study and beyond to other situations

General Assessment Information

Task	Weight	Due Date	Brief Description
Assignment 1	15%	Sunday 24 March 2019	Dream text and explanation (1000 words)
Assignment 2	25%	Friday 3 May 2019	Dream text analysis and Critical Citation (1500 words)
Research Essay	40%	Sunday 9 June 2019	Research essay (2500 words)
Tutorial Participation	20%	Each teaching week	Tutorial attendance, preparation & participation

Assessment Tasks

Name	Weighting	Hurdle	Due
Dream Text	15%	Yes	24/03/2019
Analysis and critical citation	25%	Yes	03/05/2019
Research essay	40%	Yes	09/06/2019
Tutorial participation	20%	Yes	Every tutorial

Dream Text

Due: **24/03/2019**

Weighting: **15%**

This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

See details on iLearn site.

On successful completion you will be able to:
- A. Demonstrated critical reading habits, interpretive analysis, research, and effective communication, with particular application to the field of English studies
- B. Undertake accomplished close reading of a range of textual representations of dream-processes in medieval literature, and understand the importance of close reading for building evidence in analytical arguments

Analysis and critical citation

Due: **03/05/2019**
Weighting: **25%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

See details on iLearn site.

On successful completion you will be able to:
- A. Demonstrated critical reading habits, interpretive analysis, research, and effective communication, with particular application to the field of English studies
- B. Undertake accomplished close reading of a range of textual representations of dream-processes in medieval literature, and understand the importance of close reading for building evidence in analytical arguments
- C. Understand the relationship between the primary texts and their historical, intertextual, and ideological contexts

Research essay

Due: **09/06/2019**
Weighting: **40%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

See details on iLearn site.

On successful completion you will be able to:
- A. Demonstrated critical reading habits, interpretive analysis, research, and effective communication, with particular application to the field of English studies
- B. Undertake accomplished close reading of a range of textual representations of dream-processes in medieval literature, and understand the importance of close reading for building evidence in analytical arguments
- C. Understand the relationship between the primary texts and their historical, intertextual,

and ideological contexts

- D. Engage in confident and appropriate application of relevant theoretical concepts and interpretative frameworks to the primary texts studied, and understand the intellectual, ethical, and ideological implications of applying these concepts and frameworks

Tutorial participation

Due: **Every tutorial**
Weighting: **20%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

See details on iLearn site.

On successful completion you will be able to:
- A. Demonstrated critical reading habits, interpretive analysis, research, and effective communication, with particular application to the field of English studies
- B. Undertake accomplished close reading of a range of textual representations of dream-processes in medieval literature, and understand the importance of close reading for building evidence in analytical arguments
- C. Understand the relationship between the primary texts and their historical, intertextual, and ideological contexts
- D. Engage in confident and appropriate application of relevant theoretical concepts and interpretative frameworks to the primary texts studied, and understand the intellectual, ethical, and ideological implications of applying these concepts and frameworks
- E. Ability to engage in informed critical discussion on unit content with peers and teachers, accommodate others' points of view, and to argue a critical position
- F. Ability to apply understanding of narrative techniques to literary study and beyond to other situations

Delivery and Resources

Online units can be accessed at: https://ilearn.mq.edu.au/login/MQ/

Students must consult the unit's iLearn site for details of required and recommended texts.

Students are expected to attend one lecture per week and one tutorial (see the schedule and explanation on the iLearn site). Students must attend lectures and tutorials, or attend tutorials and listen to recorded lectures every week (available through the Echo 360 system).

For further details, see the details on iLearn.

Please note that lectures start in Week 1, and tutorials start in Week 2.

Unit Schedule

Lecture and tutorial schedule:

Please see iLearn and ENGL204 handbook.

Please note that lectures begin in Week 1, and tutorials begin in Week 2.

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). 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). 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).

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

- A. Demonstrated critical reading habits, interpretive analysis, research, and effective communication, with particular application to the field of English studies
- B. Undertake accomplished close reading of a range of textual representations of dream-processes in medieval literature, and understand the importance of close reading for

building evidence in analytical arguments

- C. Understand the relationship between the primary texts and their historical, intertextual, and ideological contexts
- D. Engage in confident and appropriate application of relevant theoretical concepts and interpretative frameworks to the primary texts studied, and understand the intellectual, ethical, and ideological implications of applying these concepts and frameworks
- E. Ability to engage in informed critical discussion on unit content with peers and teachers, accommodate others' points of view, and to argue a critical position
- F. Ability to apply understanding of narrative techniques to literary study and beyond to other situations

Assessment tasks

- Dream Text
- Analysis and critical citation
- Research essay
- Tutorial 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

- D. Engage in confident and appropriate application of relevant theoretical concepts and interpretative frameworks to the primary texts studied, and understand the intellectual, ethical, and ideological implications of applying these concepts and frameworks
- E. Ability to engage in informed critical discussion on unit content with peers and teachers, accommodate others' points of view, and to argue a critical position
- F. Ability to apply understanding of narrative techniques to literary study and beyond to other situations

Assessment tasks

- Research essay
- Tutorial 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

- E. Ability to engage in informed critical discussion on unit content with peers and teachers, accommodate others' points of view, and to argue a critical position
- F. Ability to apply understanding of narrative techniques to literary study and beyond to other situations

Assessment task

- Tutorial 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

- A. Demonstrated critical reading habits, interpretive analysis, research, and effective communication, with particular application to the field of English studies
- B. Undertake accomplished close reading of a range of textual representations of dream-processes in medieval literature, and understand the importance of close reading for building evidence in analytical arguments
- C. Understand the relationship between the primary texts and their historical, intertextual, and ideological contexts
- D. Engage in confident and appropriate application of relevant theoretical concepts and interpretative frameworks to the primary texts studied, and understand the intellectual, ethical, and ideological implications of applying these concepts and frameworks
- E. Ability to engage in informed critical discussion on unit content with peers and

teachers, accommodate others' points of view, and to argue a critical position

- F. Ability to apply understanding of narrative techniques to literary study and beyond to other situations

Assessment tasks

- Dream Text
- Analysis and critical citation
- Research essay
- Tutorial 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

- A. Demonstrated critical reading habits, interpretive analysis, research, and effective communication, with particular application to the field of English studies
- B. Undertake accomplished close reading of a range of textual representations of dream-processes in medieval literature, and understand the importance of close reading for building evidence in analytical arguments
- C. Understand the relationship between the primary texts and their historical, intertextual, and ideological contexts
- D. Engage in confident and appropriate application of relevant theoretical concepts and interpretative frameworks to the primary texts studied, and understand the intellectual, ethical, and ideological implications of applying these concepts and frameworks
- E. Ability to engage in informed critical discussion on unit content with peers and teachers, accommodate others' points of view, and to argue a critical position
- F. Ability to apply understanding of narrative techniques to literary study and beyond to other situations

Assessment tasks

- Dream Text
- Analysis and critical citation
- Research essay

- Tutorial 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

- A. Demonstrated critical reading habits, interpretive analysis, research, and effective communication, with particular application to the field of English studies
- B. Undertake accomplished close reading of a range of textual representations of dream-processes in medieval literature, and understand the importance of close reading for building evidence in analytical arguments
- C. Understand the relationship between the primary texts and their historical, intertextual, and ideological contexts
- D. Engage in confident and appropriate application of relevant theoretical concepts and interpretative frameworks to the primary texts studied, and understand the intellectual, ethical, and ideological implications of applying these concepts and frameworks
- E. Ability to engage in informed critical discussion on unit content with peers and teachers, accommodate others' points of view, and to argue a critical position
- F. Ability to apply understanding of narrative techniques to literary study and beyond to other situations

Assessment tasks

- Dream Text
- Analysis and critical citation
- Research essay
- Tutorial 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

- A. Demonstrated critical reading habits, interpretive analysis, research, and effective communication, with particular application to the field of English studies
- B. Undertake accomplished close reading of a range of textual representations of dream-processes in medieval literature, and understand the importance of close reading for building evidence in analytical arguments
- C. Understand the relationship between the primary texts and their historical, intertextual, and ideological contexts
- D. Engage in confident and appropriate application of relevant theoretical concepts and interpretative frameworks to the primary texts studied, and understand the intellectual, ethical, and ideological implications of applying these concepts and frameworks
- E. Ability to engage in informed critical discussion on unit content with peers and teachers, accommodate others' points of view, and to argue a critical position
- F. Ability to apply understanding of narrative techniques to literary study and beyond to other situations

Assessment tasks

- Dream Text
- Analysis and critical citation
- Research essay
- Tutorial 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

- E. Ability to engage in informed critical discussion on unit content with peers and teachers, accommodate others' points of view, and to argue a critical position
- F. Ability to apply understanding of narrative techniques to literary study and beyond to other situations

Assessment task

- Tutorial 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

- E. Ability to engage in informed critical discussion on unit content with peers and teachers, accommodate others' points of view, and to argue a critical position
- F. Ability to apply understanding of narrative techniques to literary study and beyond to other situations

Assessment task

- Tutorial participation

Changes from Previous Offering

Some minor changes in reading (one fewer reading for one week and a change in edition for Christine de Pizan's book of the City of Ladies). Negotiations are underway to introduce a manuscript viewing session in Week 8.