ENGX205

Australian Literature

S2 OUA 2019

Dept of English

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General Information

Unit convenor and teaching staff
Unit Co-ordinator, lecturer
Toby Davidson
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By email appointment

Prerequisites
ENGX120 or ENG110 or ENGL120

Corequisites

Co-badged status

Unit description
This unit explores the relation between literature and Australian society in the twentieth century. Literature is broadly conceived, as social critique or social settlement, with a focus on the questions asked by Indigenous Australian writing. Readers are introduced to novels, poetry, theatre and film from across the century, including contemporary Australian writing. 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 writing; and (post)colonial frames form some of the unit's concerns.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.open.edu.au/student-admin-and-support/key-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
Participation	20%	No	Weeks 1-12
Quiz	10%	No	End of Week 3
AustLit Article Analysis	30%	No	End of Week 7
Research Essay	40%	No	End of Week 13

Participation

Due: **Weeks 1-12**
Weighting: **20%**

Weekly tutorial participation, comprising of punctuality, demonstrated preparation (reading the set texts prior to class discussions) and quality of overall 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: **End of Week 3**
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: **End of Week 7**
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: **End of Week 13**
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

Lectures are recorded with powerpoints through the ALP system. Students are expect to contribute to ALL weekly online discussions.

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 before semester starts and also as ebooks. 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 Unit Reader. 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 and 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

Late Submission - applies unless otherwise stated elsewhere in the unit guide

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.

Extension Request

Special Consideration Policy and Procedure (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration)

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
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.

If you feel that your studies have been impacted submit an application as follows:

1. Visit Ask MQ and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

Outcome

Once your submission is assessed, an appropriate outcome will be organised.

OUA Specific Policies and Procedures

Withdrawal from a unit after the census date

You can withdraw from your subjects prior to the census date (last day to withdraw). If

you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to apply for Special Circumstances. If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can apply online.

If you're studying a degree using HECS-HELP, you'll need to apply directly to Macquarie University.

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

- 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

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
Relationship to topic or task	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.
Knowledge of literary/ critical concepts	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.
Development of independent critical argument	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.

Analysis of narrative strategies / literary technique/ theories (rather than paraphrasing plot)	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.
Appropriate use of technical terms	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.
Selection and analysis of examples from text(s)	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.
Evidence of secondary research	Sophisticated use of research to support ideas. Highly effective integration of ideas within published research.	Ideas well integrated into and supported by published research.	Evidence of research, which has been used to support ideas.	Uses the appropriate number of secondary sources but these fail to support the essay's ideas in an effective manner.	Lack of appropriate research.
Presentation (language and expression)	Highly accurate grammar. Highly sophisticated and effective expression that is appropriate to the task.	Spelling, grammar and punctuation of a high standard. Superior expression.	Good expression. Some improvement needed in expression of ideas and articulation of argument.	Adequate use of language. Numerous mistakes in expression or grammar.	Sub-standard expression or grammar and/or awkward expression.
Referencing and Works Cited	Consistent, highly accurate use and detail of appropriate scholarly sources.	Strong use and detail of appropriate scholarly sources.	Generally accurate use and detail of appropriate sources.	Inaccurate, inconsistent or inappropriate use/detail of sources.	Referencing and Works Cited not of tertiary standard.