



# ENGL2010

## The Human Story: Heart, Mind and Body in Early Literature

Session 1, Online-flexible 2025

*School of Humanities*

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#### Disclaimer

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## General Information

Unit convenor and teaching staff

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Contact via email

Credit points

10

Prerequisites

40cp at 1000 level or above

Corequisites

Co-badged status

Unit description

This unit explores the rich and ever-changing category of 'the human' as it features in some of the most influential writings in English up to and including those by Shakespeare. It considers how these writings responded to and shaped ideas of 'the human' in their own times, while also examining how earlier literary representations of humanness relate to our modern assumptions about what it is to be human. Students will be exposed to a range of texts that offer insights into how the mind, the emotions, and the body were understood in medieval and early modern literature, and also study later texts that adapt these early ideas for modern use. The unit offers students an approach to early literature that will acquaint them with distant times and world views while also anchoring their studies of later literatures and shedding light on their understanding of the world today. This unit increases their literary-historical knowledge as well as their conceptual and technical vocabulary, to analyse and discuss literature from different periods and contexts with confidence. It also enables them to develop a sophisticated understanding of how cultures across time intersect with one another, and appreciate the vital function played by literature throughout the human story.

## 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:

**ULO1:** Demonstrate critical reading habits, interpretive analysis, research, and effective communication, with particular application to the field of English studies.

**ULO2:** Understand and be able to describe some of the key features of a range of textual representations of mind, heart, and body from the medieval to the early modern period

**ULO3:** Undertake close reading of the primary medieval and early modern texts, and incorporate close reading as evidence into coherent analytical arguments

**ULO4:** Explain, verbally and in written assignments, the relationship between the primary texts and their historical and cultural contexts

**ULO5:** Engage in appropriate application of relevant theoretical concepts to the primary texts studied

**ULO6:** Engage in informed critical discussion of unit content with peers and teachers, accommodate others' points of view, and argue a critical position

**ULO7:** Apply understanding of literary techniques to literary study and beyond to other situations

## General Assessment Information

### ASSIGNMENT SUBMISSION

Students are required to submit their written work electronically only, via the Turnitin link in the unit's iLearn site. Do not submit essays via email. Return of marked work and feedback will be via the unit's iLearn site.

### SPECIAL CONSIDERATION

If you have a legitimate reason for being unable to submit your work on time, for which you can provide documentation, you will need to complete a Special Consideration request.

### LATE ASSESSMENT SUBMISSION PENALTY

Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of '0' (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55 pm. A 1-hour grace period is provided to students who experience a technical issue. This late penalty will apply to written reports and recordings only. Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs will be addressed by the unit convenor in a Special consideration application.

### UNIVERSITY POLICY ON ASSESSMENT

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 (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

## ACADEMIC HONESTY

Academic honesty is an integral part of the core values and principles contained in the [Macquarie University Ethics Statement](#), whose fundamental principle is that all staff and students act with integrity in the creation, development, application, and use of ideas and information, which means that:

- All academic work claimed as original is the work of the author making the claim.
- All academic collaborations are acknowledged.
- Academic work is not falsified in any way.
- When the ideas of others are used, these ideas are acknowledged appropriately.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Early feedback quiz</a>	10%	No	14/03/2025
<a href="#">Analytical essay</a>	40%	No	10/04/2025
<a href="#">Research essay</a>	50%	No	05/06/2025

### Early feedback quiz

Assessment Type <sup>1</sup>: Quiz/Test

Indicative Time on Task <sup>2</sup>: 13 hours

Due: **14/03/2025**

Weighting: **10%**

A multiple-choice quiz designed to ensure that students are familiar with course policies and that they are cultivating critical reading habits where the assigned texts are concerned.

On successful completion you will be able to:

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

- Understand and be able to describe some of the key features of a range of textual representations of mind, heart, and body from the medieval to the early modern period

## Analytical essay

Assessment Type <sup>1</sup>: Essay

Indicative Time on Task <sup>2</sup>: 33 hours

Due: **10/04/2025**

Weighting: **40%**

A medium-length essay focused on close analysis of the assigned texts (no outside research required). Students will be provided with set topics; they will also be given the option to design their own (subject to convenor's approval). Essays will also include an 'intellectual history' component, in which students will reflect on how their essays were shaped by their engagement in the unit.

On successful completion you will be able to:

- Demonstrate critical reading habits, interpretive analysis, research, and effective communication, with particular application to the field of English studies.
- Understand and be able to describe some of the key features of a range of textual representations of mind, heart, and body from the medieval to the early modern period
- Undertake close reading of the primary medieval and early modern texts, and incorporate close reading as evidence into coherent analytical arguments
- Engage in appropriate application of relevant theoretical concepts to the primary texts studied
- Engage in informed critical discussion of unit content with peers and teachers, accommodate others' points of view, and argue a critical position
- Apply understanding of literary techniques to literary study and beyond to other situations

## Research essay

Assessment Type <sup>1</sup>: Essay

Indicative Time on Task <sup>2</sup>: 45 hours

Due: **05/06/2025**

Weighting: **50%**

Research essay relating to set topics, with students given the option to design a topic of their own (subject to convenor's approval). Essays will also include an 'intellectual history' component, in which students will reflect on how their essays were shaped by their engagement in the unit.

On successful completion you will be able to:

- Demonstrate critical reading habits, interpretive analysis, research, and effective communication, with particular application to the field of English studies.
- Understand and be able to describe some of the key features of a range of textual representations of mind, heart, and body from the medieval to the early modern period
- Undertake close reading of the primary medieval and early modern texts, and incorporate close reading as evidence into coherent analytical arguments
- Explain, verbally and in written assignments, the relationship between the primary texts and their historical and cultural contexts
- Engage in appropriate application of relevant theoretical concepts to the primary texts studied
- Engage in informed critical discussion of unit content with peers and teachers, accommodate others' points of view, and argue a critical position
- Apply understanding of literary techniques to literary study and beyond to other situations

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<sup>1</sup> If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

## Delivery and Resources

One lecture and one tutorial per week. **Tutorials (for in-person students) and iLearn forum discussions (for online students) begin in Week 1.**

There are three texts for this unit (listed below). However, please note that **digital copies of all unit material** will also be provided.

- Marie Borroff (ed.), *The Gawain Poet, Complete Works* (Norton and Company)
- Sir Thomas Malory, *Le Morte Darthur, the Winchester Manuscript*, ed. Helen Cooper (Oxford World's Classics)
- William Shakespeare, *Othello*, ed. Edward Pechter (Norton)

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>)

[s.mq.edu.au](https://students.mq.edu.au)). 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](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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 [connect.mq.edu.au](https://connect.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

## Student Support

Macquarie University provides a range of support services for students. For details, visit [http://students.mq.edu.au/support/](https://students.mq.edu.au/support/)

## Academic Success

[Academic Success](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

## Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

## Student Enquiries

Got a question? Ask us via the [Service Connect Portal](#), or contact [Service Connect](#).

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

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Unit information based on version 2025.02 of the [Handbook](#)