ENGL703
Gender and Genre
S1 Evening 2015
Dept of English

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General Information

Unit convenor and teaching staff
Convenor
Stephanie Russo
stephanie.russo@mq.edu.au
Contact via 9850 8731
W6A 623
By appt

Credit points
4

Prerequisites
Admission to MRes

Corequisites

Co-badged status
LIT805

Unit description
This unit explores the construction of gender in various genres, and the way genres can be gendered. Students will produce research-based work that explores female and male voices in different textual modes. Research topics to be examined include: themes and centres of interest associated with particular textual types and modes; character, voicing, and style in different genres; writing the male and female selves; the way friendship, security, and love are imagined, written, and read in different genres; and fiction and non-fiction as gendered modes.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates

Learning Outcomes

1. acquire a coherent and advanced knowledge of the principles and concepts that underlie the construction of gender and the way genres can be gendered in various narrative modes;
2. demonstrate an advanced knowledge of research principles and methods that pertain to gender and genre, and their interrelationship;
3. synthesize and analyze information from a variety of sources, and be able to apply it to
literary study and textual analysis;
4. articulate clearly a coherent argument in written and oral form to a variety of audiences;
5. think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts;
6. demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship; and
7. demonstrate high standards of ethical conduct in research activities and relationships.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Essay</td>
<td>40%</td>
<td>5pm, Friday 17 April 2014</td>
</tr>
<tr>
<td>Major Essay</td>
<td>50%</td>
<td>5pm, Friday 12 June 2014</td>
</tr>
<tr>
<td>Seminar Performance</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

Short Essay

Due: 5pm, Friday 17 April 2014
Weighting: 40%

1500 word research essay

This Assessment Task relates to the following Learning Outcomes:
• acquire a coherent and advanced knowledge of the principles and concepts that underlie the construction of gender and the way genres can be gendered in various narrative modes;
• demonstrate an advanced knowledge of research principles and methods that pertain to gender and genre, and their interrelationship;
• synthesize and analyze information from a variety of sources, and be able to apply it to literary study and textual analysis;
• articulate clearly a coherent argument in written and oral form to a variety of audiences;
• think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts;
• demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship; and
• demonstrate high standards of ethical conduct in research activities and relationships.

Major Essay
Due: 5pm, Friday 12 June 2014
Weighting: 50%
2500 word research essay

This Assessment Task relates to the following Learning Outcomes:
• acquire a coherent and advanced knowledge of the principles and concepts that underlie the construction of gender and the way genres can be gendered in various narrative modes;
• demonstrate an advanced knowledge of research principles and methods that pertain to gender and genre, and their interrelationship;
• synthesize and analyze information from a variety of sources, and be able to apply it to literary study and textual analysis;
• articulate clearly a coherent argument in written and oral form to a variety of audiences;
• think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts;
• demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship; and
• demonstrate high standards of ethical conduct in research activities and relationships.

Seminar Performance
Due: Ongoing
Weighting: 10%
Students will be assessed on the basis of attendance, preparation, and participation in class discussions and activities

This Assessment Task relates to the following Learning Outcomes:
• acquire a coherent and advanced knowledge of the principles and concepts that underlie the construction of gender and the way genres can be gendered in various narrative modes;
• synthesize and analyze information from a variety of sources, and be able to apply it to literary study and textual analysis;
• articulate clearly a coherent argument in written and oral form to a variety of audiences;
• think critically and make informed and logical judgments of the arguments of others to
arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts;
• demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship; and
• demonstrate high standards of ethical conduct in research activities and relationships.

Delivery and Resources

Technology Used and Required
Online units can be accessed at http://ilearn.mq.edu.au

Teaching Times
Seminar: Thursday, 6pm-8pm in W5C 309

Required Texts
Charlotte Bronte, *Jane Eyre*
Daphne du Maurier, *Rebecca*
Margaret Atwood, *The Penelopiad*
John Fowles, *The French Lieutenant's Woman*
Carol Shields, *The Stone Diaries*
David Malouf, *The Great World*
Raymond Chandler, *The Long Goodbye*

Short literary and critical pieces (available via e-Reserve)

Further Resources
A bibliography selected critical texts is available via the LIT 805 iLearn site

What has changed?
Changes to text selections.

Unit Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
</tr>
<tr>
<td>2</td>
<td>Charlotte Bronte, <em>Jane Eyre</em></td>
</tr>
<tr>
<td>3</td>
<td>Daphne du Maurier, <em>Rebecca</em></td>
</tr>
</tbody>
</table>
Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Disruption to Studies Policy: http://www.mq.edu.au/policy/docs/disruption_studies/policy.html. The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.

In addition, a number of other policies can be found in the Learning and Teaching Category of 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/support/student_conduct/

Results

Results shown in iLearn, 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.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://stu...
Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields. This graduate capability is supported by:

**Learning outcomes**

- acquire a coherent and advanced knowledge of the principles and concepts that underlie the construction of gender and the way genres can be gendered in various narrative modes;
- demonstrate an advanced knowledge of research principles and methods that pertain to gender and genre, and their interrelationship;
- synthesize and analyze information from a variety of sources, and be able to apply it to literary study and textual analysis;
- articulate clearly a coherent argument in written and oral form to a variety of audiences;
think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts;

- demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship; and

**Assessment tasks**

- Short Essay
- Major Essay
- Seminar Performance

**PG - Critical, Analytical and Integrative Thinking**

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

**Learning outcomes**

- demonstrate an advanced knowledge of research principles and methods that pertain to gender and genre, and their interrelationship;
- synthesize and analyze information from a variety of sources, and be able to apply it to literary study and textual analysis;
- articulate clearly a coherent argument in written and oral form to a variety of audiences;
- think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts;
- demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship; and

**Assessment tasks**

- Short Essay
- Major Essay
- Seminar Performance

**PG - Research and Problem Solving Capability**

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or
practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

**Learning outcomes**

- acquire a coherent and advanced knowledge of the principles and concepts that underlie the construction of gender and the way genres can be gendered in various narrative modes;
- demonstrate an advanced knowledge of research principles and methods that pertain to gender and genre, and their interrelationship;
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- demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship; and

**Assessment tasks**

- Short Essay
- Major Essay

**PG - Capable of Professional and Personal Judgment and Initiative**

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

**Learning outcomes**

- acquire a coherent and advanced knowledge of the principles and concepts that underlie the construction of gender and the way genres can be gendered in various narrative modes;
- demonstrate an advanced knowledge of research principles and methods that pertain to gender and genre, and their interrelationship;
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demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship; and
demonstrate high standards of ethical conduct in research activities and relationships.

Assessment tasks

- Short Essay
- Major Essay
- Seminar Performance

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcome

- articulate clearly a coherent argument in written and oral form to a variety of audiences;

Assessment tasks

- Short Essay
- Major Essay
- Seminar Performance

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues.

This graduate capability is supported by:

Learning outcomes

- articulate clearly a coherent argument in written and oral form to a variety of audiences;
- demonstrate the ability to apply accumulated knowledge and skills to make decisions in
the context of professional practice and/or scholarship; and
  • demonstrate high standards of ethical conduct in research activities and relationships.

Assessment task
  • Seminar Performance

Requirements and Expectations
Students are required to attend a two-hour seminar each week, comprising a mixed format of
lecture, and class discussion / group activities. Undocumented absences from more than two
classes may result in a student being deemed ineligible to pass this unit.

Students are required to read the set readings for each class, consider the topic questions, and
prepare contributions to the class discussions and activities.

Students are required to submit two essays. Please note: students are required to attempt all
assessment tasks in order to be eligible to pass the unit.

Preparation for Class
Each week we will discuss as a group the assigned reading and topics, making specific
reference to the discussion questions set each week, as well as bringing in and scrutinising ideas
from previous sessions and beyond the classroom. Please come to class prepared, and bring the
weekly text. Since there are so many texts, you might not wish to purchase them all, but rather
borrow them from your local library. Please keep our weekly topics in mind when reading for the
seminar, and make some notes on points of interest, questions, and ideas about gender and
genre in the specific instance.