LIT 805
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 MA in (English Literature or Children's Literature or Creative Writing) or
PGDipResPrep( Arts)

Corequisites

Co-badged status
ENGL703

Unit description
This unit explores the construction of gender in various genres, and the way genres can be
gendered. We will explore female and male voices in different textual modes, examining
topics such as: 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://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes
On successful completion of this unit, you will be able to:

- Understand and be able to describe the construction of gender and the way genres can
  be gendered in various genres in various narrative modes
- Be able to apply their understanding of gender and genre to literary study and textual
  analysis
Be able to demonstrate advanced critical practices relating to interpretation, textual analysis, and academic writing
Be able to demonstrate advanced research techniques and familiarity with published scholarship in the field
Be able to engage in informed critical discussion with others on unit content, entertain other points of view, and argue a critical position

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Essay</td>
<td>30%</td>
<td>5pm, Friday 17 April 2014</td>
</tr>
<tr>
<td>Major Essay</td>
<td>50%</td>
<td>5pm, Friday 17 June 2014</td>
</tr>
<tr>
<td>Seminar Performance</td>
<td>20%</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

**Short Essay**

Due: **5pm, Friday 17 April 2014**

Weighting: **30%**

2000-word research essay. See the unit’s iLearn site for details.

On successful completion you will be able to:

- Understand and be able to describe the construction of gender and the way genres can be gendered in various genres in various narrative modes
- Be able to apply their understanding of gender and genre to literary study and textual analysis
- Be able to demonstrate advanced critical practices relating to interpretation, textual analysis, and academic writing
- Be able to demonstrate advanced research techniques and familiarity with published scholarship in the field

**Major Essay**

Due: **5pm, Friday 17 June 2014**

Weighting: **50%**

3000-word research essay. See the unit’s iLearn site for details.

On successful completion you will be able to:

- Understand and be able to describe the construction of gender and the way genres can
be gendered in various genres in various narrative modes

- Be able to apply their understanding of gender and genre to literary study and textual analysis
- Be able to demonstrate advanced critical practices relating to interpretation, textual analysis, and academic writing
- Be able to demonstrate advanced research techniques and familiarity with published scholarship in the field

**Seminar Performance**

**Due:** Ongoing  
**Weighting:** 20%

Students will be assessed on the basis of attendance, preparation, and participation in class discussions and activities.

On successful completion you will be able to:

- Understand and be able to describe the construction of gender and the way genres can be gendered in various genres in various narrative modes
- Be able to apply their understanding of gender and genre to literary study and textual analysis
- Be able to demonstrate advanced critical practices relating to interpretation, textual analysis, and academic writing
- Be able to engage in informed critical discussion with others on unit content, entertain other points of view, and argue a critical position

**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*
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>
<tr>
<td>4</td>
<td>Poetry</td>
</tr>
<tr>
<td>5</td>
<td>Margaret Atwood, <em>The Penelopiad</em></td>
</tr>
<tr>
<td>6</td>
<td>Expository Prose</td>
</tr>
<tr>
<td>7</td>
<td>John Fowles, <em>The French Lieutenant's Woman</em></td>
</tr>
<tr>
<td>8</td>
<td>Carol Shields, <em>The Stone Diaries</em></td>
</tr>
<tr>
<td>9</td>
<td>Life writing</td>
</tr>
<tr>
<td>10</td>
<td>David Malouf, <em>The Great World</em></td>
</tr>
<tr>
<td>11</td>
<td>Raymond Chandler, <em>The Long Goodbye</em></td>
</tr>
<tr>
<td>12</td>
<td>Expository Prose II</td>
</tr>
<tr>
<td>13</td>
<td>Conclusion</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:

Grade Appeal Policy \url{http://mq.edu.au/policy/docs/gradeappeal/policy.html}

Grievance Management Policy \url{http://mq.edu.au/policy/docs/grievance_management/policy.html}

Disruption to Studies Policy \url{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: \url{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 \url{ask.mq.edu.au}.

**Student Support**

Macquarie University provides a range of support services for students. For details, visit \url{http://students.mq.edu.au/support/}

**Learning Skills**

Learning Skills (\url{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 \url{ask.mq.edu.au}

**IT Help**

For help with University computer systems and technology, visit \url{http://informatics.mq.edu.au/help/}

When using the University’s IT, you must adhere to the Acceptable Use Policy. The policy
Graduate Capabilities

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 outcome

- Be able to demonstrate advanced research techniques and familiarity with published scholarship in the field

Assessment tasks

- Short Essay
- Major Essay

PG - Discipline Knowledge and Skills

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

- Understand and be able to describe the construction of gender and the way genres can be gendered in various genres in various narrative modes
- Be able to apply their understanding of gender and genre to literary study and textual analysis
- Be able to demonstrate advanced critical practices relating to interpretation, textual analysis, and academic writing
- Be able to demonstrate advanced research techniques and familiarity with published scholarship in the field
- Be able to engage in informed critical discussion with others on unit content, entertain other points of view, and argue a critical position

Assessment tasks

- Short Essay
- Major Essay
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

- Understand and be able to describe the construction of gender and the way genres can be gendered in various genres in various narrative modes
- Be able to apply their understanding of gender and genre to literary study and textual analysis
- Be able to demonstrate advanced critical practices relating to interpretation, textual analysis, and academic writing
- Be able to demonstrate advanced research techniques and familiarity with published scholarship in the field
- Be able to engage in informed critical discussion with others on unit content, entertain other points of view, and argue a critical position

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

- Understand and be able to describe the construction of gender and the way genres can be gendered in various genres in various narrative modes
- Be able to apply their understanding of gender and genre to literary study and textual analysis
Unit guide LIT 805 Gender and Genre

- Be able to demonstrate advanced critical practices relating to interpretation, textual analysis, and academic writing
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- Be able to engage in informed critical discussion with others on unit content, entertain other points of view, and argue a critical position

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 outcomes

- Understand and be able to describe the construction of gender and the way genres can be gendered in various genres in various narrative modes
- Be able to apply their understanding of gender and genre to literary study and textual analysis
- Be able to demonstrate advanced critical practices relating to interpretation, textual analysis, and academic writing
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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**

- Understand and be able to describe the construction of gender and the way genres can be gendered in various genres in various narrative modes
- Be able to demonstrate advanced research techniques and familiarity with published scholarship in the field
- Be able to engage in informed critical discussion with others on unit content, entertain other points of view, and argue a critical position

**Assessment tasks**

- Short Essay
- Major Essay
- 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 a topic, 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.