ENGL733

Textual Analysis

S2 Day 2018

Dept of English

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General Information

Unit convenor and teaching staff Convenor Louise D'Arcens louise.darcens@mq.edu.au Contact via louise.darcens@mq.edu.au Hearing Hub, Level 2 By appointment
Credit points 4
Prerequisites Admission to MRes
Corequisites
Co-badged status
Unit description This unit will explore the development and practice of textual analysis, ranging from ideas of the canon and interdisciplinarity in literary reception and interpretation, to formal, linguistic, cultural and cognitive approaches to textual meaning making. This unit will provide a suitable grounding in research and conceptual framing for students undertaking advanced studies in English and writing. Students will be introduced to, and encouraged to practice, a range of different types of textual analysis on a small group of renowned recent novels.

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. Develop analytical and research skills that enable confident oral and written engagement with a range of debates in textual studies

B. Build a foundation of research skills to prepare for further study

C. Undertake accomplished close reading of a range of texts, and develop a strong critical understanding of the value of close reading for building evidence in analytical arguments

D. Understand the relationship between the primary texts and their historical, intertextual, and ideological contexts, and the value of this relationship

E. 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

F. Ability to engage in informed critical discussion in oral form with peers and teachers, accommodate others' points of view

G. Ability to apply understanding of analytical methods to literary study and beyond to other situations

Assessment Tasks

Name	Weighting	Hurdle	Due
Minor essay/presentation	30%	Yes	essay due week after pres
Research essay	50%	Yes	11.59pm, November 11, 2018
seminar participation	20%	Yes	Each week of session

Minor essay/presentation

Due: **essay due week after pres**
Weighting: **30%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Details in Unit handbook and on iLearn site

On successful completion you will be able to:

- A. Develop analytical and research skills that enable confident oral and written engagement with a range of debates in textual studies
- B. Build a foundation of research skills to prepare for further study
- C. Undertake accomplished close reading of a range of texts, and develop a strong critical understanding of the value of close reading for building evidence in analytical arguments

Research essay

Due: **11.59pm, November 11, 2018**
Weighting: **50%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Details in Unit handbook and on iLearn site

On successful completion you will be able to:

- A. Develop analytical and research skills that enable confident oral and written engagement with a range of debates in textual studies
- B. Build a foundation of research skills to prepare for further study
- C. Undertake accomplished close reading of a range of texts, and develop a strong critical understanding of the value of close reading for building evidence in analytical arguments
- D. Understand the relationship between the primary texts and their historical, intertextual, and ideological contexts, and the value of this relationship
- E. 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
- G. Ability to apply understanding of analytical methods to literary study and beyond to other situations

seminar participation

Due: **Each week of session**
Weighting: **20%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Details in Unit handbook and on iLearn site

On successful completion you will be able to:

- A. Develop analytical and research skills that enable confident oral and written engagement with a range of debates in textual studies
- B. Build a foundation of research skills to prepare for further study
- C. Undertake accomplished close reading of a range of texts, and develop a strong critical understanding of the value of close reading for building evidence in analytical arguments
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- E. 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
- F. Ability to engage in informed critical discussion in oral form with peers and teachers,

accommodate others' points of view

- G. Ability to apply understanding of analytical methods 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 2-hour seminar per week (see the schedule and explanation on the iLearn site).

For further details, see the details on iLearn.

Please note that seminars start in Week 1.

Unit Schedule

Seminar schedule is available in ENGL733 Unit handbook and on iLearn site.

Please note that seminars commence in Week 1.

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 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://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

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

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

- E. 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
- G. Ability to apply understanding of analytical methods to literary study and beyond to other situations

Assessment tasks

- Research essay
- seminar participation

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

- A. Develop analytical and research skills that enable confident oral and written engagement with a range of debates in textual studies
- B. Build a foundation of research skills to prepare for further study
- C. Undertake accomplished close reading of a range of texts, and develop a strong critical understanding of the value of close reading for building evidence in analytical arguments
- D. Understand the relationship between the primary texts and their historical, intertextual, and ideological contexts, and the value of this relationship
- E. 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
- F. Ability to engage in informed critical discussion in oral form with peers and teachers, accommodate others' points of view
- G. Ability to apply understanding of analytical methods to literary study and beyond to other situations

Assessment tasks

- Minor essay/presentation
- Research essay
- seminar participation

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

- A. Develop analytical and research skills that enable confident oral and written engagement with a range of debates in textual studies
- B. Build a foundation of research skills to prepare for further study
- C. Undertake accomplished close reading of a range of texts, and develop a strong critical understanding of the value of close reading for building evidence in analytical arguments
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Assessment tasks

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- Research essay
- seminar participation

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

- A. Develop analytical and research skills that enable confident oral and written engagement with a range of debates in textual studies
- B. Build a foundation of research skills to prepare for further study
- C. Undertake accomplished close reading of a range of texts, and develop a strong critical understanding of the value of close reading for building evidence in analytical arguments
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Assessment tasks

- Minor essay/presentation
- Research essay
- seminar participation

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

- A. Develop analytical and research skills that enable confident oral and written engagement with a range of debates in textual studies
- B. Build a foundation of research skills to prepare for further study
- C. Undertake accomplished close reading of a range of texts, and develop a strong

critical understanding of the value of close reading for building evidence in analytical arguments

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Assessment tasks

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- Research essay
- seminar participation

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

- A. Develop analytical and research skills that enable confident oral and written engagement with a range of debates in textual studies
- B. Build a foundation of research skills to prepare for further study
- C. Undertake accomplished close reading of a range of texts, and develop a strong critical understanding of the value of close reading for building evidence in analytical arguments
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Assessment tasks

- Minor essay/presentation
- Research essay
- seminar participation

Changes from Previous Offering

Some primary and recommended readings have been changed this year to manage workload and accommodate interests of students.