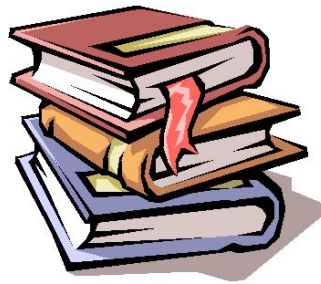**FACULTY OF EDUCATION & ARTS**

School of Arts (NSW)

Mission Australia: Surry Hills

SEMESTER ONE, 15

ENGL104: Introduction to Literature: Clemente Mission Australia

UNIT OUTLINE

Credit points: 10

Prerequisites: Nil

Lecturer in Charge: Dr Michael Griffith
MAC Centre Strathfield
Email: Michael.Griffith@acu.edu.au
Telephone: 0297014192
Contact me: via email.

Description:

This unit introduces students to a range of literary genres and uses a variety of critical approaches. It aims to broaden students' understanding of ways of analysing and describing literary texts and their cultural contexts and to develop their ability to deploy that understanding in their written responses.

Mode/attendance pattern:

This unit will include a weekly 2 hour lecture/seminar and web-enhanced learning and may include an excursion.

Duration:

12 week semester, or equivalent in intensive block mode.

You should anticipate undertaking 150 hours of study for this unit, including class attendance, readings and assignment preparation.

LEARNING OUTCOMES

On successful completion of this unit, you should be able to:

1. Identify and describe a range of literary language used in a variety of genres (GA4, 5, 9);
2. Analyse literary texts from different periods and different regions (GA4, 8, 9);
3. Apply and contrast a variety of current literary critical methods in analysing a range of literary genres (GA 4, 5, 6, 8, 9).

For the successful completion of these outcomes you will use verbal exchange in class and a variety of forms of written expression, including : formal research writing, spontaneous responses to class writing exercises and on-line blogging.

GRADUATE ATTRIBUTES

Each unit in your course contributes in some way to the development of the ACU Graduate Attributes which you should demonstrate by the time you complete your course. You can view the ACU Graduate Attributes for all courses at http://www.acu.edu.au/204356. All Australian universities have their expected Graduate Attributes – ACU's Graduate Attributes have a greater emphasis on ethical behaviour and community responsibility than those of many other universities. All of your units will enable you to develop some attributes.

On successful completion of this unit, you should have developed your ability to:

GA4 think critically and reflectively

GA5 demonstrate values, knowledge, skills and attitudes appropriate to the discipline and/or profession

GA6 solve problems in a variety of settings taking local and international perspectives into account

GA8 locate, organise, analyse, synthesise and evaluate information

GA9 demonstrate effective communication in oral and written English language and visual media

CONTENT

Topics include: an examination of the distinctiveness of the various kinds of literary language; a study of literature from difference times, places, different speaking positions and identities; the study of a variety of literary genres; the study of a range of literary approaches.

QUALITY ASSURANCE AND STUDENT FEEDBACK

This unit has been evaluated through the 'Student Evaluation of Unit' (SEU) online surveys.

This unit has had readings updated and assessment has been modified in line with student feedback.

SEU surveys are usually conducted at the end of the teaching period. Your practical and constructive feedback is valuable to improve the quality of the unit. Please ensure you complete the SEU survey for the unit. You can also provide feedback at other times to the unit lecturers, course coordinators and/or through student representatives.

SCHEDULE

Please consult LEO (ACU Learning System Online) each week for supplementary readings and advice.

Study schedule

For the most up-to-date information, please check your LEO Unit Outline and also note advice from your lecturing and tutoring staff for changes to this schedule.

Week	Starting	Seminar Content and Weekly Reading	Weekly Information
1	04-Mar-15	Workshop Seminar 1: Introduction to Literature: Poetry, Prose, Drama; introduction to the University LEO web site and to Blogs. **Poetry in Anthology**	
2	11-Mar-15	Workshop Seminar 2: Poetry **Poetry in Anthology**	
3	18-Mar-15	Workshop Seminar 3: Poetry **Poetry in Anthology** **Introduction to *As You Like It* (to prepare for Theatre Visit)**	First Blog Due this Wednesday (2pm)
Theatre Visit!	24th Mar	Bell Shakespeare's *As You Like It*- Opera House	
No Formal Class	25-Mar-15	In class: self-directed writing task editing Poetry Short Writing Task- Draft: seek help from learning partners today.	Draft Poetry Writing Task- workshop with Learning Partner- Due 25th Mar
4	1 Apr 15 Good Friday 3 Apr	Workshop Seminar 4: Poetry **Poetry in Anthology**	Short Writing Task: Poetry- - final edited typed copy submitted into LEO by 1st Apr
5	08-Apr-15	Workshop Seminar 6: Prose **Prose in Anthology**	2nd Blog Due this Wednesday First Essay Returned into LEO on Tuesday 7th Apr
6	15-Apr-15	Workshop Seminar 7: Prose Prose Short Writing Task- Draft **Prose in Anthology**	Draft Prose Writing Task- workshop with Learning Partner. Due 15th Apr
7	22-Apr-15	Workshop Seminar 8: Prose **Prose in Anthology**	3rd Blog Due this Wednesday. Short Writing Task: Prose- - final edited typed copy submitted into LEO by 22nd Apr
8	29-Apr-15	NSW Art Gallery Visit: Literature and Art- what can paintings teach us about literary techniques and themes. Blog Topics will related to this excursion.	
9	06-May-15	Drama Workshop 1 **Shakespeare**	4th Blog Due this Wednesday
10	13-May-15	Drama Workshops 2 **Shakespeare**	Drama Essay First Draft Due 13th May
11	20-May-15	Drama Workshops 3 **Shakespeare**	
12	27-May-15	Drama *Performance* **Shakespeare**	Submit Final Draft of Drama Essay by 11.59 pm

ASSESSMENT

In order to pass this unit, you are required to insert requirements to pass the unit. See the Assessment Policy. Specify expectations and particular requirements to pass the unit.

The assessment tasks for this unit are designed for you to demonstrate your achievement of each learning outcome.

Brief Description of Assessment Tasks	Due Date	Weighting (%)	Learning Outcome/s Assessed	Graduate Attributes Assessed
1. WordPress Literature Blogs 800 words built from weekly literature journal draft entries.	Bi - Weekly Blog	25%	1, 2, 3	4, 5, 6, 9,10
2. Two Short Essays 30 minute in-class writing tasks (approx.) 300 words each; Drafts completed in class; Open book with dictionaries. Complete final draft with Learning Partner and submit into LEO.				
2.a Poetry analysis	Draft Mar 25 Final Apr 1	15%	1, 2, 3	4, 5, 9
2.b Poetic prose analysis	Draft Apr 15 Final Apr 22	15%	1, 2, 3	4, 5, 9
3.a Group Performance (preparation begins in week 9)	Week 12 27 May	20%	1, 2, 3	5, 6, 7, 9
3.b Long Essay Individual 600 word reflective essay based on your experience of working with Shakespeare.	Draft 13 May Final 27 May	25%	1, 2, 3	5, 6, 7, 9

ATTENDANCE IN THIS UNIT IS COMPULSORY. IF YOU MISS MORE THAN THREE WORKSHOP SEMINARS WITHOUT EXPLANATION YOU ARE LIABLE TO FAIL THE UNIT.

In order to pass this unit, you are required to complete the following:

Assignment 1

4 Literature Journal Blogs to be submitted on-line.

Due dates: 18/03; 8/04; 22/04; 6/05- 15

Weighting: 25%

Length and/or format: 150 word Blog and 50 word Peer Review each (aprox)

Purpose: To develop on-line writing skills and create collaborative learning opportunities.

Learning outcomes assessed: 1 & 2

How to submit: Online via Wordpress.com (Friends only setting).

Return of assignment: Assignments will not be returned but will be visible for all to see.

Assessment criteria: See attached rubric

Other Matters Relevant to this Assignment: You will receive regular feedback from the lecturer on your Blogs.

Assignment 2

Two short 30 minute in-class writing tasks (aprox.)300 words each- drafts completed in class.

Due date: Draft i 25/03; Final i 01/04; Draft ii 15/04; Final ii 22/04 - 15.

Weighting: 30%: 15% each.

Length and/or format: 2 x 300 words = 600 words.

Purpose: To develop basic writing skills and methods of literary analysis.

Learning outcomes assessed: 1, 2 & 3

How to submit:	First in class and then on-line in LEO.
Return of assignment:	In LEO one week after the due date.
Assessment criteria:	See attached Essay Writing Rubric in Appendices.

Additional Instructions:

The two short writing tasks are designed to engage you in writing about your experiences of poetry and prose and are designed to help you with your writing skills. They are also designed as scaffolding for your major essay. Your personal response is the most important element for these short writing tasks. Your in-class writing task is a rough draft for the final copy which you must submit through LEO on or before the due date. **Late submissions will be penalized.**

The central thesis of your writing task must be supported by direct quotations from the literary text.

Assignment 3 a/

Group Drama Performance

Due date:	Preparation begins in Week 9, performance will take place in week 12.
Weighting:	20% (10% Group mark; 10% Individual mark).
Length and/or format:	NA
Purpose:	To develop understanding of dramatic text through performance.

Learning outcomes assessed: 1, 2 & 3

How to submit:	NA
Return of assignment:	NA

Assessment criteria: Your drama performance will receive a group mark that will be based on the overall quality of the performance. This will take into account not only the merits of the students who have been cast for key roles, but will also take into account all the background work that has gone into creating this finished product. You will also receive an individual mark based on the quality of your contribution (either on or off stage) to the overall quality of the production.

Assignment 3 b/

Individual Drama Essay

Due date:	Draft 13th May; Final 27th May
Weighting:	25%
Length and/or format:	600 words
Purpose: drama communicates.	To develop close reading and writing skills and to deepen apprection of the way

Learning outcomes assessed: 1, 2 & 3

How to submit:	Digitally through the Turnitin assignment box in LEO.
Return of assignment:	In Week 12
Assessment criteria:	See Appendices.

Referencing

This unit requires you to use the MLA (See http://owl.english.purdue.edu/owl/resource/747/02/)

referencing system.

See the 'Academic referencing' page from the Office of Student Success (http://students.acu.edu.au/372091) for more details.

NETIQUETTE

It is important that in all on-line activities you maintain a level of courtesy towards your audience and use appropriate language. It is also important to point out that whatever you put up on the internet may still be there in ten years time. So please do not post anything that you might be ashamed of in years to come. Most importantly, edit your work carefully before posting: poorly constructed sentences, spelling and punctuation errors are not an effective way of publicizing your skills as an ACU/Clemente student studying literature. So take extra care with everything you publish on-line. It is always a good idea first to write in *Word* (or a similar word processor) editing and spell-checking your work and only then posting into your blog or your forum. This will also give you the security of having a copy of your work in case of any data loss on line

PLAGIARISM

Plagiarism. Any writing that appears in your Blog that is not your own work must have an in-text MLA style citation (http://owl.english.purdue.edu/owl/resource/747/02/). Without such a citation you are committing plagiarism and if found out will fail your assignment.

LITERATURE JOURNAL BLOG:

1/ You need to post on 4 separate weeks (These are indicated in the Schedule above). You should also comment briefly at least four times on the work of another student in the unit.

2/ How should I build my literature journal? Consider this as your storehouse of personal responses to the literature and the place where you can interact with your colleagues.

3/ Where will I find topics. Topics for your Literature Journal will be provided each Thursday. There will be critical topics that encourage a reflective response to your engagement with literature and there will be creative topics that challenge you to connect literature with your own life experience. Try to keep a balance between critical and creative topics. **You are permitted to create your own topics as you see fit.**

You will find topics at the following address: http://michaelgriffith1.com

The lecturer in charge will be using this WordPress site as an extension to lecture and tutorial content and encourages students to visit this site to make use of its resources.

4/ Posting comments. Whenever you post your own entry, you should also briefly comment on the work of at least one other student. Chose a different student each time. There is no limit to the number of students you can comment on. Please note carefully: You must copy, cut and paste your peer reviews (and the URL of the person reviewed) into your own journal as part of your weekly entry- if you do not do this you will not be credited with the peer review comments that you make.

5/ Writing Style

Your work in your journal for your ePortfolio is not like a formal essay and does not require to be written as such. A journal, typically is described as "unstructured reflective writing". This implies a less formal style of writing, one that allows creative freedom. However, you are always required to use correct grammar and spelling and should therefore check your work carefully before posting it for public viewing. See the note above under **NETIQUETTE.**

ACU Policies and regulations

It is your responsibility to read and familiarise yourself with ACU policies and regulations, including regulations on examinations; review and appeals; acceptable use of IT facilities; and conduct and responsibilities. These are in the ACU Handbook, which is available in the Library or on the ACU website at http://www.acu.edu.au/142401

The Unit Outline Resources page (http://students.acu.edu.au/241467) is a good starting point.

Assessment Policy and Procedures

A range of assessment procedures will be used to meet the unit learning outcomes and develop graduate attributes consistent with University assessment requirements. Such procedures may include, but are not limited to: essays, reports, examinations, student presentations or case studies.

You must read the Assessment Policy and Assessment Procedures in the University Handbook: they include rules on deadlines; penalties for late submission; extensions; and special consideration (http://students.acu.edu.au/565010). If you have any queries on Assessment Policy, please see your Lecturer in Charge.

Grading Descriptors for the unit are detailed in section 7 of the Academic Regulations (available at http://students.acu.edu.au/573364).

Academic integrity

You have the responsibility to submit only work which is your own, or which properly acknowledges the thoughts, ideas, findings and/or work of others. The Framework for Academic Integrity and the Academic Honesty Policy are available at http://students.acu.edu.au/565020. Please read them, and note in particular that plagiarism, collusion and recycling of assignments are not acceptable. Penalties for academic dishonesty can vary in severity, and can include being excluded from the course.

Turnitin

The 'Turnitin' application (a text-matching tool) will be used in this unit, in order to enable:

1. students to improve their academic writing by identifying possible areas of poor citation and referencing in their written work; and
2. teaching staff to identify areas of possible plagiarism in students' written work.

While Turnitin can help in identifying problems with plagiarism, avoiding plagiarism is more important. Information on avoiding plagiarism is available at http://students.acu.edu.au/49758.

For any assignment that has been created to allow submission through Turnitin (check the Assignment submission details for each assessment task), you should submit your draft well in advance of the due date (ideally, several days before) to ensure that you have time to work on any issues identified by Turnitin. On the assignment due date, lecturers will have access to your final submission, and the Turnitin Originality Report.

STUDENT SUPPORT

If you are experiencing difficulties with learning, life issues or pastoral/spiritual concerns, or have a disability/ medical condition which may impact on your studies, you are advised to notify your Lecturer in Charge, Course Coordinator and/or one of the services listed below as soon as possible. For all aspects of support please contact the **Office of Student Success.**

1. **Academic Skills** offers a variety of services, including workshops (on topics such as assignment writing, time management, reading strategies, referencing), drop-in sessions, group appointments and individual consultations. It has a 24-hour online booking system for individual or group consultations.
2. **Campus Ministry** offers pastoral care, spiritual leadership and opportunities for you to be involved with community projects.
3. The **Career Development Service** can assist you with finding employment, preparing a resume and employment application and preparing for interviews.
4. The **Counselling Service** is a free, voluntary, confidential and non-judgmental service open to all students and staffed by qualified social workers or registered psychologists.
5. **Equity and Disability** can assist you if you need educational adjustments because of a disability or chronic medical condition; please contact them as early as possible.
6. **Indigenous Units** on each campus provide information and support for students.

The Unit Outline Resources web page (http://students.acu.edu.au/241467) provides links for each service.

online resources and technology requirements

The LEO page for this unit contains further readings/ discussion forums.

http://leo.acu.edu.au/course/view.php?id=14204

Check this site each week for messages and for new learning materials.

TEXTS AND REFERENCES:

Required text(s)

All texts will be provided in an Anthology of poetry and prose prepared by the lecturer.

Shakespeare's *As You Like It* will be provided. Theatre tickets to Bell Shakespeare's performance will be complimentary.

Recommended references

Barton, Edwin J., and Glenda A. Hudson. *A Contemporary Guide to Literary Terms.* Boston: Houghton, 2004.

Eagleton, Terry. *How to Read a Poem.* London: Wiley-Blackwell, 2006.

Jacobus, Lee A. *Literature: An Introduction to Critical Reading*. Upper Saddle River, NJ: Prentice Hall, 2001.

Rosenthal, Lucy, ed. *The Eloquent Short Story: Varieties of Narration, An Anthology*. New York: Persea, 2004.

May, Charles, *The Short Story: the reality of Artifice* New York, London: Routledge, 2002.

Murphy, Andrew. ed. *A Concise Companion to Shakespeare and the Text* Boston: Blackwell Publishing, Blackwell Reference Online, 2007.

Additional On-line references will be provided in ACU's LEO website.

APPENDICES

ENGL104 Assignment 1 - Blog Marking Rubric

Assessment criteria	Excellent	Very Good	Good	Adequate	Unsatisfactory
Creative and/or Critical Insight shown in writing					
Use of language conventions					
Consistency of entries					
Consistency and effectiveness of Peer Reviews					
Effective Use of Visual Designs					

ENGL104 Assignment 2 - Short Essay Marking Rubric

Assessment criteria	Excellent	Very Good	Good	Adequate	Unsatisfactory
Use of primary text					
Development of interpretation					
Mechanics of English					
Structure & fluency					
Clear presentation					

ENGL104 Assignment 3.6 - Long Essay Marking Rubric

Assessment criteria	Excellent	Very Good	Good	Adequate	Unsatisfactory
Use of primary text					
Use of secondary text					
Development of interpretation					
Mechanics of English					
Structure & fluency					
Use of MLA referencing					
Clear presentation					