

## Course outline

**Code: EGL285**

# **Title: Wonderworlds: Experiments and Adventures in English Literature**

Faculty of: Arts, Business and Law  
School of: Communication and Creative Industries  
Teaching Session: Semester 2  
Year: 2018  
Course Coordinator: **Dr Clare Archer-Lean**  
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Phone: 07 5456 5029  
Email: [carcher@usc.edu.au](mailto:carcher@usc.edu.au)

## **1. What is this course about?**

### **1.1 Course description**

This course investigates some of the ways in which the conventional, accepted and the normal have been questioned through the processes of wondering and the construction of Wonderworlds in Literature and film. Exploration and questioning of conventions is a foundation of studies in English, and the Humanities. To wonder is to imagine where we are not, and to consciously make sense of what might be in terms of our identities, environments, relationships and institutions. The word wonder encompasses an author's speculation about new worlds and a reader / viewer's experience of surprise, awe and fascination. This course investigates multiple forms Wonderworlds might take. These include alternative physical spaces, alternative views of time, alternative psychological realms, alternative histories, imagined futures, fantasy, the supernatural and other elements unspeakable in the Western rationalist tradition.

### **1.2 Course content**

- Introduction: What are the conventions we wonder about challenging? What forms and genres does our wonder take?
- Monstrosity, Beings and Creations
- Other Worlds
- Inner Space
- Wonder and Time: post-colonial interactions
- Wonder in Outer Space
- Inner Wonder
- Women's Wonder: Rewriting the World

## **2. Unit value**

12 units

**3. How does this course contribute to my learning?**

<b>Specific Learning Outcomes</b>	<b>Assessment Tasks</b>	<b>Graduate Qualities</b>
On successful completion of this course you should be able to:	You will be assessed on the learning outcome in task/s:	Completing these tasks successfully will contribute to you becoming:
Explain and describe a range of fin de siècle and twentieth century genres that disrupt the Western Realist tradition.	2	Knowledgeable.
Organise textual analysis in clear, concise, accurate, coherent and convincing written and oral forms.	1, 2 and 3	Empowered. Creative and critical thinkers.
Collaborate with the work of others and work well in teams to support the collective learning of the group.	2	Empowered. Ethical.
Evaluate concepts of otherness including ethical approaches to diversity of gender, race, ethnicity, sexuality and species that challenging fiction addresses.	2 and 3	Ethical. Sustainability-focussed.
Conduct literary research, locating and applying relevant literary criticism and theory.	1, 2 and 3	Empowered. Creative and critical thinkers.

**4. Am I eligible to enrol in this course?**

Refer to the *Coursework Programs and Awards - Academic Policy* for definitions of “pre-requisites, co-requisites and anti-requisites”

**4.1 Enrolment restrictions**

Nil

**4.2 Pre-requisites**

Any 2 courses or enrolled in AR505, AR605, AR541, AR641, AR614 or AR841

**4.3 Co-requisites**

Nil

**4.4 Anti-requisites**

AUS285 or AUS585

**4.5 Specific assumed prior knowledge and skills (optional)**

N/A

## 5. How am I going to be assessed?

### 5.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

### 5.2 Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Critical reading exercise	Individual	20%	700 words	Week 3 tutorial and Friday 4pm, Week 4	Blackboard
2	Collaborative learning: group presentation and engagement with others' presentations	Group	40%	20 minutes maximum depending on group and engagement with / preparation for the majority of other's presentations	Weeks 5-12	In tutorial
3	Essay	Individual	40%	1500 words (including all references and quotations)	Week 13	Blackboard
			100%			

#### Assessment Task 1: Critical reading exercise

<b>Goal:</b>	This assessment is designed to give you an opportunity to explore and test your understanding of the texts, analytical approaches and academic writing conventions. <u>You will be applying</u> concepts from literary theory to specific passages of literary texts. Feedback on this assessment will inform your final essay.
<b>Product:</b>	You will create a short essay of textual analysis.
<b>Format:</b>	<p>Before submission you should bring an introductory paragraph to your essay to your tutorial, including hypothesis, theoretical concept / approach used and sub-arguments clearly signalled. This will enable some feedback. You must respond to the feedback you are given in your final product. You submit the final essay through Blackboard.</p> <p>You must choose one theoretical approach: either Marxism OR Feminism with which to read your chosen short story. The reading of the chapter does not need to define the theoretical approach in detail, but rather should use the approach to arrive at a <u>clear and specific argument on how the story functions (its meaning)</u>.</p> <p>The essay must have an introduction body and conclusion and reference list. It will subject short sections of a literary text to a concept from literary theory. You will choose both the theoretical concept and story from limited selection (see Blackboard).</p>

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	For more information on this assessment see blackboard.	
<b>Criteria</b>	<ul style="list-style-type: none"> <li>Organise textual analysis in clear, concise, accurate, coherent and convincing written forms.</li> <li>Final task demonstrates a response to earlier teaching feedback</li> <li>Conduct advanced levels of literary research, locating and applying relevant literary criticism and theory.</li> </ul>	
<b>Generic skill assessed</b>		<b><a href="#">Skill assessment level</a></b>
Communication		Developing
Problem solving		Developing

**Assessment Task 2: Collaborative learning: group presentation and engagement with others' presentations**

<b>Goal:</b>	<p>This task is designed to provide you a way to test textual analysis skills in performative forms through collaborative teamwork and learning. Feedback on your assignment will inform your major essay.</p> <p>It is also designed to give you an opportunity to explore and test your understanding of the texts, in interactive discussions between you, your classmates and your tutor.</p>
<b>Product:</b>	Group oral presentation and engagement with others' oral presentation and class readings
<b>Format:</b>	<p>There are two parts to this assessment: presentation/production and reception/engagement.</p> <p>This is a visual and oral presentation working in groups of two or three. Groups will be formed in the first week of tutorials in negotiation with class members and tutors. This presentation must be receiver focused and be informed by substantive literary research into both text and relevant criticism. All group members must fully participate in both preparation for, and presentation of, the assessment task. All group members receive the same grade based on evidence of a strong synthesised final product. If there is evidence that participation is not equal there may be slight varying of grade among the group, at the discretion of the tutor. This is not usual practice.</p> <p>See Blackboard for specific questions and text topic options.</p> <p>In each tutorial that you are not presenting you are expected to prepare your own readings of the primary sources (primary sources are novels, poems etc you choose to analyse) and be ready to engage actively with the presentation of the group allocated that week. You will be required to read the set material each week and respond to the ideas of others. Reading journals are formative assessment that will assist your class engagement. For information on a reading journal format see Blackboard.</p>
<b>Criteria</b>	<ul style="list-style-type: none"> <li>Organise textual analysis in clear, concise, accurate, coherent and convincing oral forms</li> <li>Collaborate with the work of others and work well in teams to support the collective learning of the group.</li> <li>Conduct literary research, locating and applying relevant literary criticism and theory.</li> <li>Evaluate concepts of otherness including ethical approaches to diversity including those of gender, race, ethnicity, sexuality and species that challenging fiction addresses.</li> <li>Explain and describe a genre that disrupts the Western realist tradition</li> </ul>

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Generic skill assessed	Skill assessment level
Collaboration	Developing
Problem Solving	Developing

**Assessment Task 3: Essay**

<b>Goal:</b>	This task is designed to provide opportunity to fully develop and synthesis your critical reading, research and textual analysis skills.
<b>Product:</b>	A major research essay
<b>Format:</b>	<p>You must bring an essay introduction with clearly articulated hypothesis, sub-arguments, and any key literary (or other) definitions in cohesive paragraph structure into class, prior to submission.</p> <p>The final essay should be a 1500 word sophisticated textual analysis essay using formal academic language and structure (introduction, body and conclusion). The piece should be well researched and contain an extended reference list on a separate page. It must present a critical argument on the text/s.</p> <p>For information on research questions that might be attempted see blackboard.</p>
<b>Criteria</b>	<ul style="list-style-type: none"> <li>Organise textual analysis in clear, concise, accurate, coherent and convincing written forms.</li> <li>Conduct advanced levels of literary research, locating and applying relevant literary criticism and theory.</li> <li>Evaluate concepts of otherness including ethical approaches to diversity of gender OR race OR ethnicity OR sexuality OR species that challenging fiction addresses.</li> </ul>
<b>Generic skill assessed</b>	<b>Skill assessment level</b>
Communication	Graduate
Information Literacy	Graduate

**5.3 Additional assessment requirements****Plagiarism**

In order to minimise incidents of plagiarism and collusion, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

**Eligibility for Supplementary Assessment**

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- The final mark is in the percentage range 47% to 49.4%
- The course is graded using the Standard Grading scale
- You have not failed an assessment task in the course due to academic misconduct

**5.4 Submission penalties**

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day

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- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

## 6. How is the course offered?

### 6.1 Directed study hours

On campus lecture: 90 minutes per week

On campus tutorial: 90 minutes per week

### 6.2 Teaching semester/session(s) offered

Semester 2

### 6.3 Course activities

Module #	What key concepts/content will I learn?
1	Orientation to monstrosity and wonder: outer and inner space
2	Modernism and postmodernism  Narrative experiments in the real: class and colony as narrative tropes  Theoretical reading developed
3	Bending genres: science fiction, magic realism, genre blending and disrupting certainty  Theoretical reading enhanced
4	Reading women's writing: the relationship between gender and text  Theoretical reading mastered

## 7. What resources do I need to undertake this course?

### 7.1 Prescribed text(s)

Lists of prescribed texts will be found for this course on its Blackboard site.

### 7.2 Required and recommended readings

Lists of required and recommended readings may be found for this course on its Blackboard site. These materials/readings will assist you in preparing for tutorials and assignments, and will provide further information regarding particular aspects of your course.

### 7.3 Specific requirements

Not applicable

#### **7.4 Risk management**

Health and safety risks have been assessed as low. It is your responsibility to research and understand risks of specific courses and to review the USC's health and safety principles by viewing the online induction training for students.

#### **8. How can I obtain help with my studies?**

In the first instance you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Peer Advisors and Academic Skills Advisors. You can drop in or book an appointment. To book: Tel: +61 7 5430 2890 or Email: [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)

#### **9. Links to relevant University policies and procedures**

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

<http://www.usc.edu.au/university/governance-and-executive/policies-and-procedures#academic-learning-and-teaching>

#### **10. General Enquiries**

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)