



LITR11055 *Popular Genres*

Term 1 - 2017

Profile information current as at 26/04/2024 02:46 pm

All details in this unit profile for LITR11055 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit, you will be introduced to the study of film, TV and other media by examining the theories and practices associated with particular genres such as romance, fantasy and crime, and by learning to apply basic semiotic analysis to selected texts. You will examine the ways in which popular genres both reflect and contribute to the meaning of contemporary life, and you will explore how these genres both challenge and support normative ideologies as well as model everyday behaviour. This unit functions as an introduction to more advanced studies in literary and cultural studies.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2017

- Distance
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 20%

2. **Written Assessment**

Weighting: 40%

3. **Presentation**

Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Course Evaluation Instrument

Feedback

Great course

Recommendation

The unit coordinator will find ways of making this "great course" even more stimulating and effective in meeting student requirements.

Action

Not applicable

Unit Learning Outcomes

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

1. Recognise the defining elements of various popular genres and analyse the significance of these elements in particular texts.
2. Articulate the ways in which popular genres both affirm and subvert the 'norms' of culture, and function as sites of contestation for the meanings, values and ideologies represented within them.
3. Demonstrate advanced skills in reading, research and textual analysis.
4. Show increased confidence and competence in written, oral, on-line and group communication skills using the vocabulary of concepts provided by the unit.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 20%	•	•	•	•
2 - Written Assessment - 40%	•	•	•	•
3 - Presentation - 40%	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication		•	•	•

Graduate Attributes	Learning Outcomes			
	1	2	3	4
2 - Problem Solving	•	•	•	•
3 - Critical Thinking	•	•	•	•
4 - Information Literacy	•			
5 - Team Work				•
6 - Information Technology Competence			•	•
7 - Cross Cultural Competence		•	•	
8 - Ethical practice		•		
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 20%	•	•	•							
2 - Written Assessment - 40%	•			•		•				
3 - Presentation - 40%		•	•		•		•	•		

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information

Students will be required to watch a number of films and do assigned readings during the course.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)
 For further information, see the Assessment Tasks.

Teaching Contacts

Stephen Butler Unit Coordinator
s.butler@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction		

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Genre		

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Soap Opera		Short Paper Exercise Due: Week 3 Friday (24 Mar 2017) 11:45 pm AEST

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Situation Comedy		

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Romance		

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Adventure		

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Fantasy		

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Science Fiction		Online Discussion Forum Due: Week 8 Friday (5 May 2017) 11:45 pm AEST

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Horror		

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Crime & Detection		

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Rock		

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
New Genres/ Reality TV		The Pitch Due: Week 12 Friday (2 June 2017) 11:45 pm AEST

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Short Paper Exercise

Assessment Type

Written Assessment

Task Description

Word limit: 750-1000 words

Choose a popular text and discuss its relation to genres. Describe it in terms of the repertoire of elements and develop an argument regarding its representation of social values (ideology) through analysis of connotations in critical scenes. Students are required to present this paper using what is known as the five paragraph essay structure - an example can be found at the Purdue Online Writing Lab: <https://owl.english.purdue.edu/owl/resource/685/05/> ;

Word limit: 750-1000 words

Weighting: 20% of overall grade

Five Paragraph Essay: other examples:

http://grammar.ccc.commnet.edu/grammar/five_par.htm ;

<http://www.studygs.net/fiveparag.htm> ;

<http://www.time4writing.com/writing-resources/writing-five-paragraph-essays-for-standardized-test/>

Assessment Due Date

Week 3 Friday (24 Mar 2017) 11:45 pm AEST

Return Date to Students

Week 5 Friday (7 Apr 2017)

Weighting

20%

Assessment Criteria

This assignment will be evaluated on the extent to which it demonstrates:

1. A clear recognition and understanding of the defining elements of relevant popular genres, and the ability analyze the significance of these using the repertoire of elements and semiotic concepts in particular texts;
2. Effective use of the five paragraph essay structure; including the ability to identify and evaluate arguments, synthesize ideas, and develop coherent positions;
3. The ability to demonstrate an understanding that popular texts both affirm and subvert ideological norms;
4. Critical clarity of expression and presentation (including spelling and grammar); and, critical references to no less than 5 scholarly sources and has appropriately acknowledged all sources using the Harvard (author-date) referencing style.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Recognise the defining elements of various popular genres and analyse the significance of these elements in particular texts.
- Articulate the ways in which popular genres both affirm and subvert the 'norms' of culture, and function as sites

- of contestation for the meanings, values and ideologies represented within them.
- Demonstrate advanced skills in reading, research and textual analysis.
- Show increased confidence and competence in written, oral, on-line and group communication skills using the vocabulary of concepts provided by the unit.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking

2 Online Discussion Forum

Assessment Type

Written Assessment

Task Description

Each week you will address the forum discussion question (see Moodle website) and post it to the relevant forum. Although the assignment is due in week 8 the genres and topic of weeks 9-12 can be included. On the due date, you gather your best 8 responses in a Word document and upload it to the assignment page. Although the journal is not an essay, you are expected to make a clear and brief thesis statement. The bulk of the discussion does not have to be written in essay form: notes, quotes, dot points, tables, diagrams, drawings, etc. are acceptable. *However*, this is not an excuse for sloppiness; neatness and coherence (readability) and punctuation will be taken into account. Referencing must be correct (i.e. Harvard (author-date) style)

Word limit: Each response should be no more than 200-250 in total.

Assessment Due Date

Week 8 Friday (5 May 2017) 11:45 pm AEST

Students are strongly advised to complete these forum tasks early and regularly.

Return Date to Students

Exam Week Friday (16 June 2017)

Weighting

40%

Assessment Criteria

This assignment will be evaluated on the extent to which it demonstrates:

1. A clear recognition and understanding of the defining elements of relevant popular genres, and the ability to analyse the significance of these using semiotic concepts in particular texts;
2. The ability to identify and evaluate arguments, synthesize ideas, and develop a coherent position;
3. The ability to demonstrate an understanding that popular texts both affirm and subvert ideological norms
4. Clarity of expression and presentation (including spelling and grammar); and,
5. Appropriate acknowledgement of all sources using the Harvard (author-date) referencing style.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

See Moodle website.

Learning Outcomes Assessed

- Recognise the defining elements of various popular genres and analyse the significance of these elements in particular texts.
- Articulate the ways in which popular genres both affirm and subvert the 'norms' of culture, and function as sites of contestation for the meanings, values and ideologies represented within them.
- Demonstrate advanced skills in reading, research and textual analysis.
- Show increased confidence and competence in written, oral, on-line and group communication skills using the vocabulary of concepts provided by the unit.

Graduate Attributes

- Communication
- Information Literacy
- Information Technology Competence

3 The Pitch

Assessment Type

Presentation

Task Description

This "authentic learning" exercise involves creativity and role-play. You have an idea for a film or TV show that you want to make. Before you can go any further, you have to convince the studio executives to approve and fund the project. To do this, you need to create a 'pitch'.

Your pitch should include a title, tagline, plot synopsis (very brief), a description of the repertoire of elements, list of characters (and the actors who might play them), and a brief discussion of themes and issues (full details provided on the course website). You may wish to make a 'trailer/ preview', and/or include a sample of the screenplay/memorable quotes. You are invited to be as creative as you want with the 'pitch' (provided you include all the appropriate elements). There is also a 500-word critical component, in which you account for the creative project using semiotic terms and concepts.

Possible Formats

Students might choose to submit their pitch using ONE of the following six formats:

1. A storyboard - @16 - 20 panels max - A sequence of drawings (like a comic), typically with some directions and dialogue, representing each shot.
2. A dramatic script - The written text of your idea for a film/TV show, including directions and dialogue.
3. A WORD document synopsis - A piece of prose, giving the main points of your idea for the film/TV show in a written narrative form.
4. A monologue/dialogue - a voice recording of your idea for a film/TV show as a vocal presentation.
5. A 'trailer' - a digital clip of your pitch including voice-over commentary.
6. A new style - This is a chance for students to break away from the traditional pre-production film/TV show pitch formats and present your idea in another way: using other visual or media arts forms, or alternative performing arts modes, for example.

The only proviso is that whatever format you choose must include all the requirements specified in the [The Pitch - Explained](#) and the Assignment Description: "Your pitch should include a title, tagline, plot synopsis (very brief), a description of the repertoire of elements, list of characters (and the actors who might play them), and a brief discussion of themes and issues. You may wish to make a 'trailer/ preview', and/or include a sample of the screenplay/memorable quotes."

Internal students will be expected to work in teams in class. They will present their pitches to the class in weeks 11 & 12. Distance students will be expected to submit their 'pitch' by week 12, though they may submit earlier if they wish. Distance students may also work in teams if they wish, but they need to advise their course coordinator by email of the members of their group. Group assessment means that the assessment mark will be for the group (i.e. the group will be awarded one mark, and all students in the group will get the same mark as everyone else). If you choose this option, please make sure that your assignment clearly identifies itself as a joint assignment and includes the relevant student names. For distance students, the pitch should be submitted online through Moodle.

Note: Further details about this assessment piece including submission instructions are available on the course website.

Word limit: 2000-2500 words

Assessment Due Date

Week 12 Friday (2 June 2017) 11:45 pm AEST

Return Date to Students

Exam Week Friday (16 June 2017)

Weighting

40%

Assessment Criteria

This assignment will be evaluated on the extent to which it demonstrates:

1. Potential for the pitch to be made into a film (e.g. its creativity, plausibility & credibility);
2. Enthusiasm of the presenters for their project and their storytelling skills;
3. The ability to demonstrate an understanding that popular texts both affirm and subvert ideological norms
4. Clarity of expression and presentation (including spelling and grammar); and,
5. Appropriate acknowledgement of all sources using the Harvard (author-date) referencing style.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Details provided on the Moodle course website.

Learning Outcomes Assessed

- Recognise the defining elements of various popular genres and analyse the significance of these elements in particular texts.
- Articulate the ways in which popular genres both affirm and subvert the 'norms' of culture, and function as sites of contestation for the meanings, values and ideologies represented within them.
- Demonstrate advanced skills in reading, research and textual analysis.
- Show increased confidence and competence in written, oral, on-line and group communication skills using the vocabulary of concepts provided by the unit.

Graduate Attributes

- Problem Solving
- Critical Thinking
- Team Work
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem