



LITR11055 *Popular Genres*

Term 1 - 2018

Profile information current as at 05/05/2024 08:50 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 theories and practices associated with genres including crime and fantasy, and modes of representation such as realism. By learning to apply basic semiotic analysis to selected texts, you will examine the ways in which popular genres both reflect and construct 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 - 2018

- 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 Student Unit Evaluation Student Unit Evaluation Student Unit Evaluation

Feedback

Perhaps a navigation bar on the side of the Moodle website labelled with titles like "Week 7: Rock," as opposed to "11/08/16" for example. Group assessment is difficult and more time in class should be dedicated to it and to explaining it. Many of the readings and resources were outdated, I felt. Perhaps this was the intention, but for a popular genres course I was expecting more modern elements.

Recommendation

The Moodle unit for 2018 will be adjusted in the light of this valid observation. Although a certain amount of tutorial time was/is dedicated to the group assignment, students must attend class regularly to take advantage of it. It is impossible to keep up with changes in popular culture, which is why the unit focuses on methodologies of analysis rather than what the latest popular trend in genre is. However, the readings will be updated for 2018.

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 over 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 - Presentation - 40% | • | • | • | • |
| 3 - Written Assessment - 40% | • | • | • | • |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | |
|---|-------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 - Communication | | • | • | • |
| 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 - Presentation - 40% | • | | | • | | • | | | | |
| 3 - Written Assessment - 40% | | • | • | | | | • | • | | |

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information

Students will be required to watch a number of films and TV shows of their choice 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 - 05 Mar 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------|------------|------------------------------|
| Popular Culture | See Moodle | |

Week 2 - 12 Mar 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------|------------|------------------------------|
| Elements of Genre | See Moodle | |

Week 3 - 19 Mar 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|------------|------------------------------|
| Soap Opera | See Moodle | |

Week 4 - 26 Mar 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------|------------|--|
| | | Assessment Item 1 |
| Situation Comedy | See Moodle | Review Article Due: Week 4 Friday (30 Mar 2018) 11:59 pm AEST |

Week 5 - 02 Apr 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|------------|------------------------------|
| Romance | See Moodle | |

Vacation Week - 09 Apr 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|------------|------------------------------|
| | See Moodle | |

Week 6 - 16 Apr 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|------------|------------------------------|
| Adventure | See Moodle | |

Week 7 - 23 Apr 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|------------|------------------------------|
| Fantasy | See Moodle | |

Week 8 - 30 Apr 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------|------------|--|
| | | Assessment Item 2 |
| Science Fiction | See Moodle | The Pitch Due: Week 8 Friday (4 May 2018) 11:59 pm AEST |

Week 9 - 07 May 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Horror See Moodle

Week 10 - 14 May 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------|------------|------------------------------|
| Crime & Detection | See Moodle | |

Week 11 - 21 May 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|------------|------------------------------|
| Rock | See Moodle | |

Week 12 - 28 May 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------|------------|--|
| | | Assessment Item 3 |
| New Genres/ Reality TV | See Moodle | Forum/Essay Due: Week 12 Friday (1 June 2018) 12:00 am AEST |

Review/Exam Week - 04 Jun 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Exam Week - 11 Jun 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Assessment Tasks

1 Review Article

Assessment Type

Written Assessment

Task Description

Your task is to write a critical review of a popular text (film or TV show, game, book, advertisement, etc.). Describe its use of genre conventions (setting, characters, iconography, narrative, style, stars), developing a discussion of the text's issues and themes. Rather than simply retell the story your focus should be on the use and meaning of genre elements.

Word limit: 750-1000 words

Weighting: 20% of overall grade

Note: Further details about this assessment piece are available on Moodle.

Assessment Due Date

Week 4 Friday (30 Mar 2018) 11:59 pm AEST

Return Date to Students

Vacation Week Friday (13 Apr 2018)

Weighting

20%

Assessment Criteria

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

1. A clear understanding of the text in terms of popular culture;
2. A recognition of the defining elements of relevant genres (setting, characters, narrative, iconography, style, stars);
3. The ability to analyze the ideological significance of the text using recommended analytical concepts;
4. Effective use of the review article structure; including the ability to identify and evaluate arguments, synthesize ideas, and develop coherent positions;
5. Clarity of expression and presentation; effective use of scholarly references; an ability to reference using the Harvard 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 The Pitch

Assessment Type

Written Assessment

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, including the 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. You are invited to be as creative as you want with the 'pitch' (but bear in mind you must demonstrate an understanding of genre conventions and how they interrelate).

Internal students will be expected to work in teams in class. They will present their pitches to the class in Weeks 8 & 9. Distance students will be expected to submit their pitch by the end of Week 8 though they may submit earlier. Distance students may also work in teams if they wish, but need to advise the course coordinator by email of the members of their group. Distance students submit the pitch online through Moodle.

Word limit: 2000-2500 words

Weighting: 40% of overall grade

Note: Further details about this assessment piece are available on Moodle.

Assessment Due Date

Week 8 Friday (4 May 2018) 11:59 pm AEST

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

Return Date to Students

Week 10 Friday (18 May 2018)

Weighting

40%

Assessment Criteria

This assignment will be evaluated on the following criteria:

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 of the elements of genre, and that popular texts both affirm and subvert ideological norms;
4. Striking an effective balance between creativity and criticism;
5. Clarity of expression and presentation (including spelling and grammar); and,
6. 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 Forum/Essay

Assessment Type

Presentation

Task Description

Throughout the term you are expected to engage with the unit by addressing the weekly discussion topics. For Assessment Item 3 choose one of the weekly discussion topics, and develop your response into a longer essay. Formulate an argument about how a text's representation of social issues is conveyed through genre conventions. OR Choose one of the following topics:

1. Choose one of the critical methodologies introduced in the course (e.g. semiotics, psychoanalysis, feminism, postmodernism, etc.) and produce a detailed analysis of a film or TV show of your choice.
2. It could be argued that the more a text explicitly conforms to the conventions of its genre, the more it implicitly reinforces society's dominant ideologies. Conversely a text that subverts genre conventions tends to be progressive or radical in regard to these social norms. Discuss the validity of this theory by comparing and contrasting at least two films and/or TV programs.
3. Diachronic genre analysis reveals the historical process of social meaning whereas synchronic analysis examines the contemporary structure of social meaning. Demonstrate your understanding of these semiotic concepts by discussing the ideological significance of several popular texts.
4. Popular texts can be understood as relatively conventional or innovative depending on the selection and arrangement of genre elements. Discuss.
5. There is a perception that popular texts are somehow 'easy', that they don't require analysis and don't warrant study, as they contain nothing of 'value'. High cultural texts on the other hand are seen as repositories of 'timeless human wisdom'. Referring to at least two films and/or TV programs, discuss the validity of this view.

Word limit: The final essay is 1500 - 2000 words

Weight 40%

Note: More information about this assessment can be found on Moodle.

Assessment Due Date

Week 12 Friday (1 June 2018) 12:00 am AEST

Return Date to Students

Exam Week Friday (15 June 2018)

Weighting

40%

Assessment Criteria

This assignment will be evaluated on the following criteria:

1. A clear recognition and understanding of the defining elements of relevant popular genres,
2. the ability to analyse the ideological significance of particular texts;
3. The ability to identify and evaluate arguments, synthesize ideas, and develop coherent positions;
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