



# LITR11055 *Popular Genres*

## Term 1 - 2019

Profile information current as at 03/05/2024 11:23 am

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 - 2019

- Online
- 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. **Presentation**

Weighting: 40%

#### 3. **Written Assessment**

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 Unit Evaluation

##### Feedback

The unit was fun and the assignments were interesting to write. I wouldn't change a thing.

##### Recommendation

Maintain the balance between making the unit interesting ('fun') and challenging.

#### Feedback from Unit Evaluation

##### Feedback

A textbook would be more useful than pdfs and easier to navigate and relocate.

##### Recommendation

A textbook is likely to be added to the in 2019.

#### Feedback from Unit Evaluation

##### Feedback

I would have been more confident completing my assessments if there were clearer guidelines. It would be advantageous if there were more examples or sample papers provided to guide learning on assessments.

##### Recommendation

The unit coordinator will ensure that assessment guidelines are made clearer, although exemplars for each assignment are provided already.

## 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%	•	•	•	•

Assessment Tasks	Learning Outcomes			
	1	2	3	4
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.

### 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](mailto:s.butler@cqu.edu.au)

## Schedule

### Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
<b>Popular culture in the context of literary studies</b>	See Moodle weekly study modules for recommended readings.	There is a weekly tutorial for internal students. For distance students there will generally be a weekly Zoom meeting which you can join or watch later.

### Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
<b>Genres &amp; texts: methods and meanings</b>		

### Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
<b>Soap Opera: mythologies of community</b>		

### Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
<b>Situation Comedy: a formula for transgression</b>		<b>QUIZ</b> Due: Week 4 Friday (5 Apr 2019) 11:59 pm AEST

### Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
<b>Romance: Identity, gender, sexuality &amp; love</b>		

### Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 22 Apr 2019**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Adventure &amp; the superhero film: power and the "other"</b>		

**Week 7 - 29 Apr 2019**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Fantasy: the magic of desire</b>		

**Week 8 - 06 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Science fiction: "what if?" means to be human</b>		<b>PITCH or REVIEW</b> Due: Week 8 Friday (10 May 2019) 11:59 pm AEST

**Week 9 - 13 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Horror: from the supernatural to the monster within</b>		

**Week 10 - 20 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Crime &amp; Detection: doing justice to "honour among thieves"</b>		

**Week 11 - 27 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Popular music and the "band film": soundtrack of a thwarted revolution</b>		

**Week 12 - 03 Jun 2019**

Module/Topic	Chapter	Events and Submissions/Topic
<b>New Genres: reality TV, social media &amp; the virtual world online</b>		<b>ESSAY</b> Due: Week 12 Friday (7 June 2019) 11:59 pm AEST

**Review/Exam Week - 10 Jun 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 17 Jun 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 QUIZ

**Assessment Type**

Written Assessment

**Task Description**

Your task is to undertake the Quiz located in the Moodle Week 4 learning module. There are 20 questions (multiple choice, TRUE or FALSE, etc.), and each question is worth 1 mark. It is an open-book quiz, a test of your understanding of important concepts in the literary studies approach to popular genres. Use of the 'Glossary of key analytical concepts' (Butler 2019) is recommended.

Weighting: 20% of overall grade

**Assessment Due Date**

Week 4 Friday (5 Apr 2019) 11:59 pm AEST

By midnight on Friday of Week 4

### **Return Date to Students**

Week 4 Friday (5 Apr 2019)

As students do the quiz the correct answer will be displayed and their grade assessed.

### **Weighting**

20%

### **Assessment Criteria**

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

1. The ability to correctly answer the question;
2. A clear understanding of key literary terms for analysing popular culture;
3. A recognition of the importance of the repertoire of elements (setting, characters, narrative, iconography, style, stars);
4. An awareness of the ideological significance of popular texts;
5. The ability to use the Moodle interface to complete the quiz;

### **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 over 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 PITCH or REVIEW**

### **Assessment Type**

Presentation

### **Task Description**

**In this assignment you may choose between a "creative" project or a "critical" one. You may either "pitch" a new idea for a film (TV show, game, etc.) OR write a "review" of a recently released popular text.**

The pitch is an exercise in persuasion, and the proposed film/TV show must incorporate elements from several genres rather than be a straight romance or horror film (this is too easy). The document should include a title, promotional tagline, an outline of the basic scenario, and a discussion of themes and issues in terms of the repertoire of elements. Pictures with captions and text are encouraged. You may want to create "memes" or make a YouTube style 'trailer preview'. You may be as creative as you like with the 'pitch' but bear in mind the point is demonstrate knowledge of how popular texts derive meanings from a process of selection and arrangement of elements from various genres.

### **REVIEW**

Imagine you are writing a review for a popular magazine or blog called *GENRE*. A review is an exercise in criticism and evaluation, generally designed for a popular readership, so it requires a less academic style than a scholarly essay. A Google search for "film or movie review" will take you to million different sites, and in my experience, they are all much the same. You have probably read quite a few film reviews yourself. Now it's time to write one. The only difference

between the average film review and this one, is that you must place more emphasis on the film's setting, characters, plot, iconography, and style and how the combination of various genre elements creates meaning.

### **GENERAL**

Students will submit their pitch or review through Moodle by the end of Week 8, though they may submit earlier. Internal students are invited to present their work to their tutorial group, distance students are encouraged to publish their project in an allocated forum.

**NOTE:** The use of captioned images is recommended for both pitch and review.

**Word limit:** 750 -1000 words

**Weighting:** 40% of overall grade

### **Assessment Due Date**

Week 8 Friday (10 May 2019) 11:59 pm AEST

### **Return Date to Students**

Week 10 Friday (24 May 2019)

Within two weeks

### **Weighting**

40%

### **Assessment Criteria**

#### **This assignment will be evaluated on the following criteria:**

1. Potential for the pitch to be produced or for the review to be published (e.g. its creativity & credibility);
2. Enthusiasm of the presenters for their project and their creative and/or critical skills;
3. Demonstrated understanding of the elements of genre, and how meaning is produced through their selection and arrangement in the text;
4. Demonstrated understanding that popular texts both affirm and subvert ideological norms;
5. Clarity of expression and appropriate style of 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

### **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 over 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 ESSAY

#### Assessment Type

Written Assessment

#### Task Description

**For this assignment you are required to write a scholarly essay, developing an argument on the significance of a popular text (or texts) by close reading key scenes in terms of the repertoire of elements and other concepts of analysis. Ideas from secondary sources should be integrated into the discussion. Choose from one of the following options**

- Choose one or more analytical concepts introduced in the unit (e.g. intertextuality, realism, literary theory, etc.) and develop an argument on the significance of a film or TV show based on a detailed analysis of its genre elements.
- Choose one of the weekly discussion topics, and develop it into a longer essay. Focus on how a text's representation of social issues is conveyed through genre conventions.
- 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 social norms. Discuss the validity of this theory by comparing and contrasting at least two films and/or TV programs.
- 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 "ways of seeing" by discussing the intrinsic elements and extrinsic significance of one or more popular texts.
- Popular texts can be understood as relatively conventional or inventive depending on the selection and arrangement of genre elements. Discuss in terms of the repertoire of elements.
- 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:** 1500 words

**Weight:** 40% of overall grade

#### Assessment Due Date

Week 12 Friday (7 June 2019) 11:59 pm AEST

#### Return Date to Students

Exam Week Friday (21 June 2019)

Assignment returned within two weeks

#### Weighting

40%

#### Assessment Criteria

1. A clear recognition and understanding of the defining elements of relevant popular genres, and the ability to analyse the significance of these using recommended literary concepts in particular texts;
2. The ability to construct an argument, synthesize ideas, and develop a coherent position based on analysis (close reading) of the chosen text;
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. Effective use of secondary sources and appropriate acknowledgement of 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 over 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
- 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