



LITR19051 *Literary Theory*

Term 1 - 2022

Profile information current as at 01/07/2022 02:52 pm

All details in this unit profile for LITR19051 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

This unit examines a number of contemporary theoretical issues in the context of the history of literary theory. It offers students an opportunity to explore how different critical perspectives and reading practices, such as Leavisitism, New Criticism, Marxism, Feminism, Structuralism and Poststructuralism, have contributed to the development of contemporary problematisations of theoretical issues such as representation, race, gender, discourse, narrative, metafiction, ideology, ethnicity, class and value.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Prerequisite: Minimum of 18 credit points

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 - 2022

- Online

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: 50%

3. **Written Assessment**

Weighting: 30%

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 Have your Say and Student Evaluation

Feedback

Revise content to allow time to consider complex theories and ideas

Recommendation

Modify unit content to reflect contemporary issues and trends in literary theory, whilst highlighting the applicability of theoretical perspectives to workplace requirements. This may involve condensing some theories while expanding on others.

Feedback from Have your Say and Student Evaluation

Feedback

Assessments worded in complicated way

Recommendation

Simplify wording of assessments. Allocate student contact time to ensure assessments are understood.

Feedback from Have your Say and Student Evaluation

Feedback

Update links to research articles

Recommendation

Curate an e-reading list consisting of primary texts, secondary sources and multi-media resources.

Unit Learning Outcomes

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

1. Demonstrate sound historical knowledge of the key contemporary theoretical ideas and concepts relevant to literary and cultural studies, as well as an elementary understanding of contemporary theories that both affirm and contest these assumptions;
2. Recognise key theorists and texts in criticism and theory;
3. Identify, analyse and assess significant critical debates surrounding relevant ideas and concepts, as well as theoretical problems associated with how texts make meaning;
4. Reflect on positions taken by various theorists, and to understand some of their social, ethical and political implications; and,
5. Show developed research, interpretative, argumentation and communication skills.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 20%	•	•	•	•	•

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
2 - Written Assessment - 50%	•	•	•	•	•
3 - Written Assessment - 30%	•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - Written Assessment - 50%	•	•	•	•			•	•		
3 - Written Assessment - 30%	•	•	•	•		•	•	•		

Textbooks and Resources

Textbooks

LITR19051

Prescribed

Beginning Theory

4th edition (2017)

Authors: Peter Barry

Manchester University Press

Manchester, England, United Kingdom

ISBN: 978 1 5261 2179 0

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

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 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
- What is literary theory? - Humanism/ Liberal Humanism	- Barry, P 'Theory before "theory",' <i>Beginning theory: an introduction to literary and cultural theory</i> , pp. 11-39, Manchester University Press, Manchester.	

Week 2 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Post-Humanism	- Moodle site - selected readings	

Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
- Structuralism	- Barry 'Structuralism' pp.40-60; - Moodle site - selected readings	

Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
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- Post-structuralism and deconstruction
- Postmodernism

- Barry 'Post-structuralism and deconstruction' pp.61-82;
- Barry 'Postmodernism' pp.83-96;
- Moodle site - selected readings

Week 5 - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
- Marxist Criticism	- Barry 'Marxist criticism' pp.159-174; - Moodle site - selected readings	Close-Reading Analysis Due: Week 5 Friday (8 Apr 2022) 11:59 pm AEST

Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
- Psychoanalytic criticism	- Barry 'Psychoanalytic criticism' pp.97-122; - Moodle site - selected readings	

Week 7 - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
- Feminism criticism	- Barry 'Feminist criticism' pp.123-140; - Moodle site - selected readings	

Week 8 - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
- New Historicism and Cultural Materialism	- Barry 'New Historicism and Cultural Materialism' pp.175-193; - Moodle site - selected readings	

Week 9 - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
- Postcolonial criticism	- Barry 'Postcolonial criticism' pp.194-205; - Moodle site - selected readings	Research Essay Due: Week 9 Friday (13 May 2022) 11:45 pm AEST

Week 10 - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
- Stylistics and Narratology	- Barry 'Stylistics' pp.205-222; - Barry 'Narratology' pp.223-247;	

Week 11 - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
- Ecocriticism	- Barry 'Ecocriticism' pp.248-278;	

Week 12 - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
- What is Literary Theory? Take 2 - Theory after Theory	- Barry 'Theory after theory' pp.304-341; - Moodle site - selected readings	Notes and Queries Journal Due: Week 12 Friday (3 June 2022) 11:45 pm AEST

Review/Exam Week - 06 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 13 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Close-Reading Analysis

Assessment Type

Written Assessment

Task Description

Length: No less than 1000 words

Details

Students will undertake a close reading of one of the following readings (available for download from the Moodle website), which relate to Weeks 1-5 of the Unit, and answer the following questions:

1. What is the writer's main idea/thesis/argument?
2. Why is the writer making their argument?
3. What reasons/evidence does the writer use to support his/her case?
4. How might this source be relevant to the school of thought they appear to be addressing, or to literary theory more generally?

Readings

- Barthes, R 1977, 'Death of the author', *Image, music, text*, pp. 142-48, Fontana, London.
<http://writing.upenn.edu/~taransky/Barthes.pdf>
- Belsey, C 2002, 'Challenges to expressive realism', *Critical practice*, pp. 14-34, Routledge, London & New York.
http://library-resources.cqu.edu.au/cro/protected/litr19051/litr19051_cro3032.pdf
- Derrida, J 1978, 'Structure, sign, and play in the discourse of the human sciences', in A Bass (ed.), *Writing and difference*, pp. 278-93, Routledge & Kegan Paul, London.
https://moodle.cqu.edu.au/pluginfile.php/3359170/mod_page/content/26/Structure%20Sign%20%20Play.pdf
- Mulvey, L 1989, 'Visual pleasure and narrative cinema', *Visual and other pleasures*, pp. 14-28, MacMillan, Houndmills. <https://www.amherst.edu/system/files/media/1021/Laura%20Mulvey.%20Visual%20Pleasure.pdf>
- Tyson, L 2011, 'Using concepts from Marxist theory to understand literature', *Using critical theory: how to read and write about literature*, pp. 110-138, Routledge, Abingdon, UK.
<http://library-resources.cqu.edu.au/cro/protected/cro10189/cro10189.pdf>

Assessment Due Date

Week 5 Friday (8 Apr 2022) 11:59 pm AEST

Return Date to Students

Assessments will be marked and returned ASAP

Weighting

20%

Assessment Criteria

This assignment will be marked using the following evaluation criteria:

1. Evidence of appropriate critical thinking
2. Clear, succinct and correct written expression
3. The proper formatting of the references according to the Harvard (author-date) referencing style.

Please Note: Marks will be deducted for poor or inconsistent referencing.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Demonstrate sound historical knowledge of the key contemporary theoretical ideas and concepts relevant to literary and cultural studies, as well as an elementary understanding of contemporary theories that both affirm and contest these assumptions;
- Recognise key theorists and texts in criticism and theory;
- Identify, analyse and assess significant critical debates surrounding relevant ideas and concepts, as well as theoretical problems associated with how texts make meaning;

- Reflect on positions taken by various theorists, and to understand some of their social, ethical and political implications; and,
- Show developed research, interpretative, argumentation and communication skills.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence

2 Notes and Queries Journal

Assessment Type

Written Assessment

Task Description

Length

- 2500-3000 words (for the six assessable entries)

Details

You are expected to keep a 'Notes and Queries Journal' (NQJ). The purpose of the NQJ is to provide you with an intellectual space where you can explore the concepts and ideas that are surveyed in this unit. As you listen to the weekly lectures, read the readings and engage with the assignment tasks, you are encouraged to jot down notes, questions, answers, problems, and anything else that springs to mind as a way of 'thinking out loud' about the unit material. The N&QJ will thus become an important learning tool.

Assessable component of Notes and Queries journal

The assessable component of the Notes & Queries journal is as follows:

1. Answer at least **six** of the weekly discussion questions as listed on the unit Moodle site chosen from weeks 4-11;
2. Demonstrate evidence of reading and research, appropriately referenced;
3. Each answer should be 400-500 words long;
4. All six answers should be submitted for assessment as a single Word document through the Moodle site by the Friday of Week 12. If you are submitting your entire journal, clearly identify which answers you wish to be considered as part of this assessment (e.g. simply write 'Assessment Piece' at the beginning of each answer).

Bonus marks

You are encouraged to post your answers each week to the relevant Moodle discussion forum and to respond to the posts of others. Students who provide evidence of engaging with the discussion forums and the posted NQJ entries of others will receive an automatic 5% bonus marks.

How to write your journal entries

This is your journal and you can write in any style that suits you. It is fine to use the first-person (i.e. to say 'I', 'me', 'my' etc.). However, do keep in mind that what you write needs to be comprehensible to another reader (other students on the Moodle forums, as well as your marker), so use complete sentences and edit your work for typos and clarity of expression. You are expected to engage with written texts in your responses to the discussion questions (the set text, readings and any further research of your own, as well as the lectures and podcasts), and you will need to reference all sources you refer to appropriately.

Assessment Due Date

Week 12 Friday (3 June 2022) 11:45 pm AEST

Return Date to Students

Notes and Queries Journals will be marked and returned to students as soon as practicable after the end of term.

Weighting

50%

Assessment Criteria

This assignment will be marked using the following evaluation criteria:

1. Evidence of reflection and critical thinking;

2. Use of a range of academic sources to support ideas and arguments;
3. High level of engagement with the ideas and concepts explored in the unit;
4. Clarity of expression and proper acknowledgement of all sources using the Harvard (author-date) referencing style.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Demonstrate sound historical knowledge of the key contemporary theoretical ideas and concepts relevant to literary and cultural studies, as well as an elementary understanding of contemporary theories that both affirm and contest these assumptions;
- Recognise key theorists and texts in criticism and theory;
- Identify, analyse and assess significant critical debates surrounding relevant ideas and concepts, as well as theoretical problems associated with how texts make meaning;
- Reflect on positions taken by various theorists, and to understand some of their social, ethical and political implications; and,
- Show developed research, interpretative, argumentation and communication skills.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

3 Research Essay

Assessment Type

Written Assessment

Task Description

Length

No less than 1500 words

Details

Students should prepare an essay on one of the following topics.

1. Culler tells us that literary theory comprises a way of thinking about the 'nature of literature and the methods for analysing it' (1997, p.1). Choose a literary theorist (or school) and test their rationale for how they go about analysing literature or literariness.
2. 'Culture is both a means of domination, of assuring the rule of one class or group over another, and a means of resistance to such domination, a way of articulating oppositional points of view to the dominant hegemony.' Discuss.
3. 'Contemporary critical practice calls into question certain claims about literature and art's ability to produce certain kinds of truths and values.' Discuss.
4. According to literary critic, Terry Eagleton (2007, p. 14), 'the mark of modernist thought is the belief that human existence is contingent - that it has no ground, goal, direction or necessity ... no unimpeachable foundation for what we are and what we do'. This may be seen as liberating or threatening (or both). He goes on to say that: 'This may make our finest moments even more precious or it may serve to drastically devalue them.' Discuss these issues in terms of relevant literary theory.
5. In the words of Whitla (2010, p. 217) literary theories 'challenge fundamental assumptions about how language works and about how we know about the world, [and] they also question deep-seated sites of political and intellectual authority.' This can be seen as both empowering and disconcerting for people in the contemporary world. Discuss.

Your essay should put forward an argument or position in relation to the question and support it by drawing on scholarly sources.

Assessment Due Date

Week 9 Friday (13 May 2022) 11:45 pm AEST

Return Date to Students

Assignments will be returned ASAP

Weighting

30%

Assessment Criteria

This assignment will be evaluated using the following assessment criteria:

1. Development of a convincing and coherent argument in response to the question;
2. High level of engagement with key ideas and concepts relating to literary theory;
3. Clear and correct written expression (effective use of essay structure, correct spelling, and grammar);
4. The proper acknowledgment of all sources (minimum of 6) using the Harvard (author-date) referencing style.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Demonstrate sound historical knowledge of the key contemporary theoretical ideas and concepts relevant to literary and cultural studies, as well as an elementary understanding of contemporary theories that both affirm and contest these assumptions;
- Recognise key theorists and texts in criticism and theory;
- Identify, analyse and assess significant critical debates surrounding relevant ideas and concepts, as well as theoretical problems associated with how texts make meaning;
- Reflect on positions taken by various theorists, and to understand some of their social, ethical and political implications; and,
- Show developed research, interpretative, argumentation and communication skills.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- 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