LITR19057 *Contemporary Australian Literature*
Term 2 - 2018

Profile information current as at 12/10/2024 03:05 pm

All details in this unit profile for LITR19057 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
The aim of Contemporary Australian Literature is to show how Australia as a nation is imagined through various contemporary works of literature (fiction, poetry, short stories, poetry), particularly from the immediate post-war period until now (1945 onwards). Students will explore the ways in which Australian identities are constituted, changed and challenged by these texts, through a variety of critical perspectives and contexts of reception.

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: 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 2 - 2018

- Distance

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: 25%
2. **Written Assessment**
Weighting: 25%
3. **Written Assessment**
Weighting: 50%

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 evaluation

Feedback
'Great choices of novels to study.'

Recommendation
Ensure a range of contemporary literary texts continue to be set.

Feedback from Student evaluation

Feedback
'The books are quite long in a lot of cases, and there are a lot of them. I think students are very likely to only read about four or five during the course, so pre-warning of content might be useful.'

Recommendation
Revise the unit profile to make it clear that a big time commitment is needed to keep up with the reading in this unit. Also, clearly establish how many texts students are required to read in order to complete the unit.

Feedback from Unit coordinator observation

Feedback
Students with no experience of literary studies struggled to understand the assessment requirements.

Recommendation
Consider introducing a prerequisite of one introductory-level literary studies unit.

Unit Learning Outcomes

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

1. Identify and analyse a range of contemporary Australian literary texts and authors, as well as the historical contexts in which these texts were written and are read;
2. Identify, analyse and evaluate significant critical debates surrounding the reception of contemporary Australian literature;
3. Demonstrate clear critical thinking skills in sound textual and thematic analyses; and,
4. Collect, analyse and organise information and ideas about Australian literature, and to convey those ideas clearly in writing

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level | ◦ Introductory Level | • Intermediate Level | • Graduate Level | ◦ Professional Level | ◦ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 25%	•	•	•	•
2 - Written Assessment - 25%	•	•	•	•

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

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 - 25%	•	•	•	•	•	•	•	•		
2 - Written Assessment - 25%	•	•	•	•	•	•	•			
3 - Written Assessment - 50%	•	•	•	•		•	•	•		

Textbooks and Resources

Textbooks

LITR19057

Prescribed

Bliss
(2015)
Authors: Carey, P

Penguin Books Australia
Hawthorn , VIC , Australia
ISBN: 9780143571247
Binding: Paperback
LITR19057

Prescribed

Carpentaria
(2006)
Authors: White, A
Giramondo Publishing
Artarmon , NSW , Australia
ISBN: 9781920882310
Binding: Paperback
LITR19057

Prescribed

Dirt Music
(2012)
Authors: Winton, T
Penguin Books Australia
Hawthorn , Vic , Australia
ISBN: 9780143568797
Binding: Paperback
LITR19057

Prescribed

My brother Jack
(2008)
Authors: Johnston, G
Harpercollins
Sydney , NSW , Australia
ISBN: 9780732288471
Binding: Paperback
LITR19057

Prescribed

Puncher and Wattmann Anthology of Australian Poetry
(2009)
Authors: Leonard, J
Puncher and Wattman
Glebe , NSW , Australia
ISBN: 9781921450297
Binding: Hardcover
LITR19057

Prescribed

Speaking in Tongues
(2003)
Authors: Bovell, A
Currency Press
Strawberry Hills , NSW , Australia
ISBN: 9780868197111
Binding: Paperback
LITR19057

Prescribed

The Doll Trilogy: Kid Stakes, Other Times, Summer of the Seventeenth Doll
(2001)
Authors: Lawler, R
Currency Press
Strawberry Hills , NSW , Australia
ISBN: 9780868196497
Binding: Paperback
LITR19057

Prescribed

The Eye of the Storm
(1995)
Authors: White, P
Vintage - Random House
London , UK
ISBN: 9780099324218
Binding: Paperback
LITR19057

Prescribed

The Orchard
(1995)
Authors: Modjeska, D
Pan Macmilan
Sydney , NSW , Australia
ISBN: 9780330356558
Binding: Paperback
LITR19057

Prescribed

The Slap
(2008)
Authors: Tsiolkas, C
Allen & Unwin
Crows Nest , NSW , Australia
ISBN: 9781741753592
Binding: Paperback

Additional Textbook Information
Students will need to have access to the novels listed above. These can be accessed through the CQUniversity Bookshop here. Do not rely on copies being available in the CQUniversity Library.

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

John Fitzsimmons Unit Coordinator
j.fitzsimmons@cqu.edu.au

Schedule

Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction		

Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
George Johnston: My Brother Jack		

Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Ray Lawler: Summer of the Seventeenth Doll		

Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Australian Poetry - #1		**Short Paper** Due: Week 4 Friday (3 Aug 2018) 11:50 pm AEST

Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Patrick White: The Eye of the Storm		

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Drusilla Modjeska: The Orchard		

Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Tim Winton: Dirt Music		

Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Peter Carey: Bliss		**Essay** Due: Week 8 Friday (7 Sept 2018) 11:55 pm AEST

Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Christos Tsiolkas: The Slap		

Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Alexis Wright: Carpentaria		

Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Andrew Bovell: Speaking in Tongues (Lantana)		

Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Australian Poetry - #2		**Research Essay** Due: Week 12 Friday (5 Oct 2018) 11:55 pm AEST

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Short Paper

Assessment Type
Written Assessment

Task Description
Hugh Mackay argues that myths and generation gaps ‘aren’t biologically inevitable: they are simply the result of different generations spending their formative years in different social, cultural, economic and technological environments’ (Mackay, H 1997, *Generations*, Macmillian Sydney, p. 1). Using some of the 'gaps' Mackay identifies in his argument, explore a selection of generational tensions in George Johnston's *My brother Jack*. Find some direct evidence from the novel that suggests that the characters are products of their social and cultural context and show how this evidence is significant for our reading of the novel.
Word Length: 1200 words

Assessment Due Date
Week 4 Friday (3 Aug 2018) 11:50 pm AEST

Return Date to Students
Week 6 Friday (24 Aug 2018)

Weighting
25%

Assessment Criteria
This assignment will be evaluated on your ability to:

1. Develop a coherent argument using direct evidence from the novel and the Mackay text;
2. Express yourself clearly (including spelling and grammar); and,
3. Acknowledge all your sources using the Harvard (author-date) referencing style.

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
Students will submit their assignments online through the Moodle Website.

assessmentOutcome

- Identify and analyse a range of contemporary Australian literary texts and authors, as well as the historical contexts in which these texts were written and are read;
- Identify, analyse and evaluate significant critical debates surrounding the reception of contemporary Australian literature;
- Demonstrate clear critical thinking skills in sound textual and thematic analyses; and,
- Collect, analyse and organise information and ideas about Australian literature, and to convey those ideas clearly in writing

assessmentGradAttribute

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

2 Essay

Assessment Type
Written Assessment

Task Description
Choose one of the following topics.
NB. Texts used in this essay should not be used in the research essay.
Topics

1. ‘There’s a time for sowin’, and a time for reapin’ (*Summer of the Seventeenth Doll*, 2001, p. 287). Do you agree with Emma’s comment? Why?
2. What makes Les Murray’s poem 'The Last Hellos' Australian?
3. In Patrick White's *The eye of the storm*, Elizabeth Hunter's 'desire for the illusion of beauty' shapes her identity and taints her memories. Discuss.
4. In *The Orchard*, what is the significance of the re-growth of the hands (p.267)?
5. 'Tim Winton's characters in *Dirt Music* inhabit a place that is both physically and emotionally at the very frontier of existence. This changes them in destructive ways'. Discuss.
6. *Bliss* is a story about the stories the characters tell in order to make sense of the world they live in. Discuss.
7. *The slap*, by Christos Tsiolkas, has been described as literary soap opera: lots of bubbles and froth but not much substance. Discuss.
8. Devlin-Glass suggests that Alexis Wright's *Carpentaria* 'melds satire with a new form of magic realism based in Indigenous knowledge' (Devlin-Glass, F 2008, 'A politics of the dreamtime: destructive and regenerative rainbows in Alexis Wright's *Carpentaria*', *Australian Literary Studies*, vol.23, no.4, p.392). How does this process work and what effect does it have on our understanding of Indigenous issues?
9. The major theme of Andrew Bovell’s ‘*Speaking in tongues*’ is betrayal, but without much guilt and even less self-reflection. Discuss.

Length: 1600 words

Assessment Due Date
Week 8 Friday (7 Sept 2018) 11:55 pm AEST

Return Date to Students
Week 10 Friday (21 Sept 2018)

Weighting
25%

Assessment Criteria
This assignment will be marked based on your ability to:

1. Establish a clear argument (thesis) which is then supported with relevant direct textual analysis and critical comment (minimum 5 scholarly sources);
2. Express yourself clearly (including spelling and grammar); and,
3. Acknowledge all your sources using the Harvard (author-date) referencing style.

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
Students will submit their assignments online through the Moodle Website.

assessmentOutcome

- Identify and analyse a range of contemporary Australian literary texts and authors, as well as the historical contexts in which these texts were written and are read;
- Identify, analyse and evaluate significant critical debates surrounding the reception of contemporary Australian literature;
- Demonstrate clear critical thinking skills in sound textual and thematic analyses; and,
- Collect, analyse and organise information and ideas about Australian literature, and to convey those ideas clearly in writing

assessmentGradAttribute

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 Research Essay

Assessment Type
Written Assessment

Task Description
Topics:
Choose one of the following (NB. Texts used in other assignments may not be used in this research essay):

1. ‘Australian land and urban-scapes, frequently barren in themselves, are often metaphors for psychic and emotional quests characterised by disintegration and loss’. Discuss with reference to at least two of the set texts (or one of the set texts and a selection of Australian poetry).
2. Sneja Gunew and Kateryna Longley argue that ‘Those who don't fit into the dominant historical narrative, who are not assimilated, either exist as boundary markers, token figures, or are consigned to the margin and thus either to invisibility or to permanent opposition.’ Discuss with reference to two of the set texts (or one of the set texts and a selection of Australian poetry).

Length: No less than 2500 words

Assessment Due Date
Week 12 Friday (5 Oct 2018) 11:55 pm AEST

Return Date to Students

Essays will be returned as soon as practicable after the end of term.

Weighting
50%

Assessment Criteria
This assignment will be assessed based on your ability to:

1. Establish a clear argument (thesis) which is then supported with relevant direct textual analysis and critical comment (minimum 6 secondary sources);
2. Express yourself clearly (including spelling and grammar); and,
3. Acknowledge all your sources using the Harvard (author-date) referencing style.

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
Students will submit their assignments online through the Moodle Website.

assessmentOutcome

- Identify and analyse a range of contemporary Australian literary texts and authors, as well as the historical contexts in which these texts were written and are read;
- Identify, analyse and evaluate significant critical debates surrounding the reception of contemporary Australian literature;
- Demonstrate clear critical thinking skills in sound textual and thematic analyses; and,
- Collect, analyse and organise information and ideas about Australian literature, and to convey those ideas clearly in writing

assessmentGradAttribute

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