



# LITR19057 Contemporary Australian Literature

## Term 2 - 2022

Profile information current as at 24/02/2026 03:35 am

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 - 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: 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 Have your Say student feedback Emails with students Unit Coordinator reflection

##### Feedback

The flexibility of being able to choose different novels for study and the different approaches in assessment tasks is appreciated by students.

##### Recommendation

Continue the refreshed model of the unit, and update material as required.

#### Feedback from Have your Say student feedback Unit Coordinator reflection

##### Feedback

Microsoft Teams was embraced by some students, who engaged in valuable discussions about the novels and related issues, however, overall it was not widely utilised.

##### Recommendation

Continue offering Microsoft Teams, and investigate ways to engage more students in valuable discussions.

## 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



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 25%	•	•	•	•
2 - Written Assessment - 25%	•	•	•	•
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 - First Nations Knowledges				
11 - 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	11
1 - Written Assessment - 25%	•	•	•	•	•	•	•	•			
2 - Written Assessment - 25%	•	•	•	•	•	•	•				
3 - Written Assessment - 50%	•	•	•	•		•	•	•			

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

#### Additional Textbook Information

Students need to have access to the following text by Week 2 (print or electronic format):

- Johnston, G 1964, *My brother Jack*

And access to a choice of at least three (3) of the following texts from Week 5 (print or electronic format):

- Lawler, R 1953, *Summer of the seventeenth doll*

- Malouf, D 1975, *Johnno*

- Carey, P 1981, *Bliss*

- Modjeska, D 1994, *The orchard*

- Wright, A 2006 *Carpentaria*

- Tsiolkas, C 2008, *The slap*

- Winton, T 2012 *Dirt music*

Note: dates refer to year first published, later reprints are acceptable.

### 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

**Leanne Dodd** Unit Coordinator

[l.dodd@cqu.edu.au](mailto:l.dodd@cqu.edu.au)

## Schedule

### Week 1 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Introduction	<b>Read:</b> Study Guide Wk 1: Critical Theory	<b>Do:</b> Topic section 1: Introduction Meet & Greet Zoom session and queries (time and link available in Virtual Classes tile).

### Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
My Brother Jack (Novel 1)	<b>Read:</b> Study Guide Wk 2: Textual Analysis <b>Read:</b> <i>My Brother Jack</i>	

### Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
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My Brother Jack	<p><b>Read:</b> Study Guide Wk 3: Reflective Writing</p> <p><b>Read:</b> Close reading and analysis: <i>My Brother Jack</i></p>	<p><b>Do:</b> Topic section 2 - <i>My Brother Jack</i> Begin Critical Reflection - Assessment 1</p> <p>Zoom Drop In - Assessment 1 queries (time and link available in Virtual Classes tile).</p>
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#### Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
My Brother Jack	<p><b>Read:</b> Study Guide Wk 4</p>	<p><b>Do:</b> Topic section 2 - My Brother Jack cont'</p> <p>Complete Critical Reflection and check against Assessment Criteria before submitting</p> <p><b>ASSESSMENT 1 - CRITICAL REFLECTION</b> Due: Week 4 Friday (5 Aug 2022) 11:59 pm AEST</p>

#### Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Novel 2	<p><b>Read:</b> Study Guide Wk 5: Introduction to Book Reviews</p> <p><b>Read:</b> Novel 2</p>	

#### Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Break		

#### Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Novel 2	<p><b>Read:</b> Study Guide Wk 6</p> <p><b>Read:</b> Close reading and analysis: Novel 2</p>	<p><b>Do:</b> Topic section - Novel 2</p>

#### Week 7 - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Novel 2	<p><b>Read:</b> Study Guide Wk 7: Writing Academic Book Reviews</p>	<p><b>Do:</b> Topic section - Novel 2 cont'</p> <p>Begin Book Review - Assessment 1</p> <p>Zoom Drop In - Assessment 2 queries (times and link available in Virtual Classes tile).</p>

#### Week 8 - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Novel 3	<p><b>Read:</b> Study Guide Wk 8</p> <p><b>Read:</b> Novel 3</p>	<p><b>Do:</b> Complete Book Review and check against Assessment Criteria before submitting</p> <p><b>ASSESSMENT 2 - BOOK REVIEW</b> Due: Week 8 Friday (9 Sept 2022) 11:59 pm AEST</p>

#### Week 9 - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Novel 3	<p><b>Read:</b> Study Guide Wk 9</p> <p><b>Read:</b> Close reading and analysis: Novel 3</p>	<p><b>Do:</b> Topic section - Novel 3</p>

#### Week 10 - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Novel 4	<b>Read:</b> Study Guide Wk 10: Essay Writing <b>Read:</b> Novel 4	
<b>Week 11 - 26 Sep 2022</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Novel 4	<b>Read:</b> Study Guide Wk 11 <b>Read:</b> Close reading and analysis: Novel 4	<b>Do:</b> Topic section - Novel 4 Begin Essay Zoom Drop In - Assessment 3 queries (times and link available in Virtual Classes tile).
<b>Week 12 - 03 Oct 2022</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Conclusion	<b>Read:</b> Study Guide Wk 12: Conclusion	<b>Do:</b> Complete Essay and check against Assessment Criteria before submitting  <b>ASSESSMENT 3 - ESSAY</b> Due: Week 12 Friday (7 Oct 2022) 11:59 pm AEST
<b>Review/Exam Week - 10 Oct 2022</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Exam Week - 17 Oct 2022</b>		
Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 ASSESSMENT 1 - CRITICAL REFLECTION

#### Assessment Type

Written Assessment

#### Task Description

**Length:** 1000 words (+/- 10%)

This assessment task will allow you think critically about *your* experience of reading the text and related scholarly material. Reflective writing is different to essay writing, so please ensure that you have read the resources provided to understand what is required of you.

#### Assessment Task

*My Brother Jack* is a bildungsroman which explores a range of contextual themes pertinent to Davey and those around him. Choose one of these themes (e.g. wartime nationalism, propaganda, post-war trauma, the working class, gender stereotyping, the search for identity, sibling rivalry, domestic violence, drunkenness) and write a critical reflection that:

- describes the key ideas you have learnt about your chosen theme, supported by evidence from the text
- analyses how the text has challenged or reinforced your thinking about Australian ideologies and/or identity
- evaluates at least two (2) scholarly views/debates surrounding the text

#### Assessment Due Date

Week 4 Friday (5 Aug 2022) 11:59 pm AEST

#### Return Date to Students

Week 6 Friday (26 Aug 2022)

#### Weighting

25%

## Assessment Criteria

This assignment will be evaluated on your ability to:

1. Develop a coherent critical reflection in response to the topic question, drawing in your experience of the text and related materials;
2. Analyse the chosen novel, supported by direct textual analysis (paraphrases, quotations and descriptions);
3. Effectively use of a range of academic sources (minimum of 2 scholarly sources) to support both reflection and analysis;
4. Express yourself clearly and effectively, writing with correct grammar, spelling and punctuation;
5. Appropriately acknowledge of all sources using the Harvard (author-date) referencing style

## Referencing Style

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

## Submission

Online

## Learning Outcomes Assessed

- 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

## Graduate Attributes

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

## 2 ASSESSMENT 2 - BOOK REVIEW

### Assessment Type

Written Assessment

### Task Description

**Length:** 1250 words (+/- 10%) - Book Review 1000 words, Pitch up to 250 words

You may select any one (1) novel from the **Text List** for this assessment. **Note:** The novel you select for this assessment cannot be those used for Assessments 1 or 3.

Writing and publishing book reviews can enhance your professional profile, and may be an item you could add to your professional portfolio or CV.

### Assessment Task

For this assessment you are required to source an Australian literary newspaper or journal that accepts book reviews, then write a Book Review targeted at that publication based on a close reading of your selected novel.

You should model your review on the kind of book reviews you find in your selected literary newspaper or journal. **DO NOT** model your review on the kinds of reviews you might find on the GoodReads or Amazon.com websites. These reviews tend to be solely focused on whether the book is enjoyable to read or not; in your review, you will be thinking much more broadly about the strengths and weaknesses of the book and its contribution to literary culture.

Some examples of appropriate publications include (but are not limited to):

- Review section of the *Weekend Australian*,
- Weekend supplements to *The Age* or the *Sydney Morning Herald*
- *Australian Book Review*
- *Sydney Review of Books*
- *TEXT Journal*

You will be expected to read your selected novel and also to do some further research about the history of the book and the way it has been viewed by other readers and critics. Your Book Review should follow the tone/guidelines of your chosen publication, as applicable, but for the purposes of this assessment it should comply with the specified word count above and cover the following points:

- A brief pitch to the publication outlining how/why it fits their review section (no more than 250 words, included before Book Review)
- Your own thesis about the novel's themes and significance, supported throughout by evidence from the text and 2-3 scholarly sources
- A concise summary of the content/plot - do not just retell the story
- A brief discussion of the historical and/or social context - how did this impact on the novel?
- An analysis of the main themes - what was the author trying to convey?
- An evaluation of the significance or contribution to Australian literature/identity - was the author successful?

### **Assessment Due Date**

Week 8 Friday (9 Sept 2022) 11:59 pm AEST

### **Return Date to Students**

Week 10 Friday (23 Sept 2022)

### **Weighting**

25%

### **Assessment Criteria**

This assessment will be evaluated on the following criteria:

1. Identification and analysis of the novel's main themes
2. Understanding of the novel's historical and/or social context
3. Cogent evaluation of the work's significance to Australian literature/identity
4. Inclusion of evidence from the text and 2-3 scholarly sources, with appropriate acknowledgement of all sources using the Harvard (author-date) style
5. Clear and effective writing, with correct grammar, spelling and punctuation

### **Referencing Style**

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

### **Submission**

Online

### **Learning Outcomes Assessed**

- 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

### **Graduate Attributes**

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

## **3 ASSESSMENT 3 - ESSAY**

### **Assessment Type**

Written Assessment

## Task Description

**Length:** 2500 words (+/- 10%)

You may select any two (2) novels from the **Text List** for this assessment. **Note:** The novels you select for this assessment cannot be those used for Assessments 1 or 2.

This assessment will allow you to pull together all the skills you have learned this term in exploring a topic of interest to you in relation to Contemporary Australian Literature.

## Assessment Task

Referring to the essay writing resources provided, write an essay on one (1) of the following topics:

1. Simon Frith proposes that 'Identity is mobile: a process not a thing; a becoming, not a being'. Discuss the ways in which your two chosen texts support or challenge this statement in relation to Australian identity.
2. Judith Wright suggests that Australian landscape often functions as an 'outer equivalent of an inner reality'. Explore the ways in which landscape is used in Australian literature as a metaphor for the psychic and emotional states of its characters in your two chosen texts.
3. J. Hillis Miller proposes that 'we see the world through the literature we read, then act in the real world on the basis of that seeing'. Explore the implications of seeing Australian literature, and its views of Australian history, as a national cultural form in your two chosen texts.
4. Students may consult with the lecturer to create your own analytical topic in relation to contemporary Australian literature, and discuss with reference to your two selected texts. Please email me at [l.dodd@cqu.edu.au](mailto:l.dodd@cqu.edu.au) for approval of your topic. Topics **must** be approved at least one week before the due date for this option.

The essay must include in-depth textual analyses of your chosen texts as well as references to a range of scholarly sources (minimum of 5).

## Assessment Due Date

Week 12 Friday (7 Oct 2022) 11:59 pm AEST

## Return Date to Students

Exam Week Friday (21 Oct 2022)

## Weighting

50%

## Assessment Criteria

This assignment will be marked using the following evaluation criteria:

1. Development of a convincing and coherent argument in response to the question
2. Engagement with key concepts relating to contemporary Australian literature, as relevant to the chosen essay question
3. The relevance, insight and depth of textual analysis of the chosen novels, supported by paraphrases and quotations from the text
4. Effective use of a range of academic sources (minimum of 5) to support both argument and analysis, with appropriate acknowledgement of all sources using the Harvard (author-date) referencing style.
5. Clear and effective writing, with correct grammar, spelling and punctuation

## Referencing Style

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

## Submission

Online

## Learning Outcomes Assessed

- 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

## Graduate Attributes

- 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