



LITR28002 *Literary Theory*

Term 1 - 2024

Profile information current as at 18/05/2024 06:41 pm

All details in this unit profile for LITR28002 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 contemporary theoretical concepts and issues in the context of the history of literary theory. You will explore the ethical and ideological implications of different critical perspectives and reading practices including liberal humanism, psychoanalysis, Marxism, structuralism, deconstruction, and feminism. You will discover how literary theory has contributed to shaping and critiquing contemporary culture, and will, in turn, enable you to make your own informed contributions to ongoing debates in literary fields and broader social contexts.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

- Completion of 36 credit points in the English and Cultural Studies major for CA10 or CB94; or - Completion of 24 credit points in the English minor in CC13; or - Completion of 24 credit points in the Secondary Teaching minor in CG85; or - Completion of 24 credit points in CC10. (Note: For CC10, the pre-req would be for cp in the course overall, not in a minor/major)

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 - 2024

- 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 Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 20%

2. **Written Assessment**

Weighting: 40%

3. **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](#).

Unit Learning Outcomes

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

1. Interrogate historical theoretical concepts and issues of literary and cultural studies to critique contemporary theories which affirm and contest these methods and their assumptions
2. Appraise key theorists and texts in literary criticism and theory, and interpret their methods and ideas in literary texts and cultural practices
3. Analyse and evaluate significant critical debates surrounding key texts and concepts, as well as theoretical problems associated with how texts make meaning
4. Critically interpret the positions taken by various theorists, and discuss some of their social, ethical and political implications.

N/A



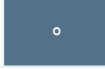
Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 20%	•	•		
2 - Written Assessment - 40%		•	•	
3 - Written Assessment - 40%			•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge				
2 - Communication				
3 - Cognitive, technical and creative skills				
4 - Research				
5 - Self-management				
6 - Ethical and Professional Responsibility				
7 - Leadership				
8 - Aboriginal and Torres Strait Islander Cultures				

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

Alicia Kindleysides Unit Coordinator
a.kindleysides@cqu.edu.au

Schedule

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
What is literary theory?	<i>The Blackwell guide to literary theory</i> (Castle 2007, pp. 1-5) <i>Beginning Theory</i> (Barry 2017, pp. 19-39)	Familiarize yourself with the scope of the unit and the assessment items. Begin reading the set texts and continue to do so on a weekly basis.

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Postmodernism & Cultural Studies	<i>The Blackwell guide to literary theory</i> (Castle 2007, pp. 144-153 & pp. 72-78)	

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Structuralism and Formalism	<i>The Blackwell guide to literary theory</i> (Castle 2007, pp. 181-190)	

Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Poststructuralism	<i>The Blackwell guide to literary theory</i> (Castle 2007, pp. 154-162)	

Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Marxist Theory	<i>The Blackwell guide to literary theory</i> (Castle 2007, pp. 108-114)	Critical Review: Presentation Due: Week 5 Friday (5 Apr 2024) 11:59 pm AEST

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Psychoanalysis	<i>The Blackwell guide to literary theory</i> (Castle 2007, pp. 163-172)	

Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Feminism, Sex & Gender	<i>The Blackwell guide to literary theory</i> (Castle 2007, pp. 94-107)	

Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
New Historicism and Cultural Materialism	<i>The Blackwell guide to literary theory</i> (Castle 2007, pp. 129-133)	

Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Postcolonial & Ethnic Studies	<i>The Blackwell guide to literary theory</i> (Castle 2007, pp. 135-143 & 86-93)	Notes and Queries Journal Due: Week 9 Friday (10 May 2024) 11:59 pm AEST

Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Narrative Theory	<i>The Blackwell guide to literary theory</i> (Castle 2007, pp. 115-121)	

Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Eco Theory & Indigenous Studies	<i>Beginning Theory</i> (Barry 2017, pp. 248-257)	

Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Theory 2.0	<i>The Blackwell guide to literary theory</i> (Castle 2007, pp. 293-296)	Research Essay Due: Week 12 Friday (31 May 2024) 11:59 pm AEST

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
Theory After Theory		

Assessment Tasks

1 Critical Review: Presentation

Assessment Type

Written Assessment

Task Description**Length:** 5 - 7 Minutes**Weighting:** 20%

You will provide a critical review of one of the key texts of theory as found in the unit eReadings (see Moodle Assessment details for list). Create a 5 - 7 minute pre-recorded audio/visual presentation with PowerPoint that explains and contextualizes your chosen theoretical text. In developing the critical review address the following four questions:

1. What is the text's main idea/thesis/argument?
2. Why is the theorist making their argument?
3. What reasons/evidence does the theorist use to support their case?
4. How might this source be relevant to its school, to literary theory, and to contemporary social life more generally?

NOTE: A more detailed explanation of these four points can be found in the Assessment section of Moodle.

Presentation description:

- 5 - 7 minute pre-recorded spoken presentation, uploaded to YouTube and a link provided in Moodle.

- The presentation should include a PowerPoint including a title slide with your name and title of the chosen text.
- The final slide should include your reference list.
- You may use text, images and video files (no longer than 60 seconds in length)
- At the end of the presentation, you must submit a PDF of the PowerPoint slides through Moodle.
- Do not just read your document to the audience, but use your notes as a guide.
- All technological issues are your responsibility.

Important information about Word Count:

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

Assessment Due Date

Week 5 Friday (5 Apr 2024) 11:59 pm AEST

Return Date to Students

Week 7 Friday (26 Apr 2024)

Weighting

20%

Assessment Criteria

This assignment will be marked using the following evaluation criteria:

- Clear introduction and conclusion for the presentation (10%)
- Accuracy of information and depth of treatment of the topic (25%)
- Appropriate and clear PowerPoint presentation to support the argument (25%)
- Ability to present the argument clearly and logically during the spoken presentation (25%)
- Correct spelling, grammar, punctuation, clear lay-out of slides and use of Harvard style for reference list (15%)

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Interrogate historical theoretical concepts and issues of literary and cultural studies to critique contemporary theories which affirm and contest these methods and their assumptions
- Appraise key theorists and texts in literary criticism and theory, and interpret their methods and ideas in literary texts and cultural practices

2 Notes and Queries Journal

Assessment Type

Written Assessment

Task Description

Length: 2400-3000 words (for the six assessable entries)

You are expected to keep a 'Notes and Queries Journal' (NQJ) that provides an intellectual space to explore and apply the concepts and issues in the unit. As you go through the weekly learning materials you are to make notes, consider issues, and develop ideas. Consider it a way of 'thinking out loud' about the unit material and as a scaffold for building your final essay. The assessable part of the journal requires you will:

- Answer at least six of the weekly discussion questions listed on the Moodle site;
- Demonstrate evidence of reading and research in literary theory;
- Demonstrate ability to understand and apply theoretical concepts;
- Use textual and cultural examples where appropriate.

Each answer should be 400-500 words long.

All six answers should be submitted for assessment as a single Word document through the Moodle site by the Friday of Week 9.

***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 post their pieces regularly to the discussion forums will receive a 5% bonus mark.

Important information about Word Count:

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

Assessment Due Date

Week 9 Friday (10 May 2024) 11:59 pm AEST

Return Date to Students

Week 11 Friday (24 May 2024)

Weighting

40%

Assessment Criteria

This assignment will be marked using the following evaluation criteria:

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

Referencing Style

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

Submission

No submission method provided.

Learning Outcomes Assessed

- Appraise key theorists and texts in literary criticism and theory, and interpret their methods and ideas in literary texts and cultural practices
- Analyse and evaluate significant critical debates surrounding key texts and concepts, as well as theoretical problems associated with how texts make meaning

3 Research Essay

Assessment Type

Written Assessment

Task Description

Weighting: 40%

Length: No less than 1500 words (2000 max.)

Prepare an essay on one of the following topics:

- Castle (2006 p. 5) describes how the aim of literary theory is to interrogate the discursive framework of an 'Enlightenment thinking, characterized by a universalized subject of knowledge, an empirical orientation to phenomena, and a belief in the universality and instrumentality of reason'. Describe how at least two schools of theory critique these sweeping humanist assumptions.
- Culler (1997, p. 1) tells us that literary theory comprises a way of thinking about the 'nature of literature and the methods for analysing it'. Choose a literary theorist (or school) and test their rationale for how they go about analysing literature or literariness.
- '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 with
- 'Contemporary critical practice calls into question certain claims about literature and art's ability to produce certain kinds of truths and values.' Discuss in the context of the postmodern critique of Enlightenment humanism.
- According to 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 using concepts from relevant literary theories.
- 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 topic, drawing on relevant theoretical concepts and be supported by proper scholarly sources.

NOTE: More topics may be added and/or you may develop your own topic in consultation with the unit coordinator.

Important information about Word Count:

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

References

Castle, G 2007, *The Blackwell Guide to Literary Theory*, John Wiley & Sons, Malden.

Culler, J 1997, *Literary theory: A very short introduction*, Oxford University Press, Oxford.

Eagleton, T 2007, *The meaning of life: A very short introduction*, Oxford University Press, Oxford.

Whitla, W 2014, *The English handbook*, Wiley-Blackwell, Malden.

Assessment Due Date

Week 12 Friday (31 May 2024) 11:59 pm AEST

Return Date to Students

Exam Week Friday (14 June 2024)

Weighting

40%

Assessment Criteria

This assignment will be evaluated using the following assessment criteria:

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

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Analyse and evaluate significant critical debates surrounding key texts and concepts, as well as theoretical problems associated with how texts make meaning
- Critically interpret the positions taken by various theorists, and discuss some of their social, ethical and political implications.

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