



Faculty of Arts

HEA102

English Literature

Distance Education

Unit Outline

Semester 2 2007

Dr Narelle Shaw

Contact details

Unit coordinator/lecturer

Unit coordinator/lecturer:	Dr Narelle Shaw
Campus:	Launceston
e-mail:	N.Shaw@utas.edu.au
Phone:	(03) 63243225
Fax:	(03) 63243652
Room number	L216, Faculty of Arts Building
Consultation hours:	Tuesdays 11-12, Thursdays 2-3

Distance education office

This office will be able to help with general inquiries about distance education (such as those related to study schools and assignment submission).

Staff:	Kassandra Jones and Vicki Simm
e-mail:	DistanceEd.Arts@utas.edu.au
Phone:	+61 3 6324 3663 or 1800 671 526 (toll free)
Fax:	+61 3 6324 3652
Postal address:	Locked Bag 1340C, Dist Ed, Faculty of Arts, TAS 7250
Location:	Launceston Campus, Faculty of Arts, Room L107 (Ground Floor)
Website:	http://www.utas.edu.au/arts/distance_education/

Online unit URL

Log-in to WebCT/Vista at <http://www.utas.edu.au/coursesonline/> and then select HEA102 English Literature in the Course List.

You can contact your unit coordinator/lecturer and other students using the Discussions and Mails tools in this online unit.

Contents

Unit Summary	1
Learning outcomes	2
Graduate attributes	2
Prior knowledge &/or skills	2
Learning resources required	2
Technical requirements	3
Details of teaching arrangements	5
Weekend Study Schools	7
Unit schedule	8
Specific performance requirements	9
Learning expectations and strategies	9
Assessment	9
How your final result is determined	12
Submission of assignments	13
Penalties	18
Academic referencing	18
Plagiarism	18
Further information and assistance	19

Unit Summary

Unit Code	HEA102
Unit Title	English Literature
Unit Description	The unit introduces literature from the English Renaissance, a period which took humanist inspiration from the classical world and, in turn, profoundly influenced modern civilization. Attention is paid to how the Renaissance worldview informs the literature. Gender relations and the role of women are investigated. The unit promotes an understanding of literary form and discusses how literature engenders literature. Two studies of creative writing are profiled: Shakespeare's reinvention of courtly love and Marlowe's reimagining of a classical love story. Generic skills of comprehension, analysis and effective expression are also emphasized.
Special Notes	n/a
Teaching Staff	Dr Narelle Shaw
Campus and mode	H, L, W, I, N—External
Unit Weight	12.5%
Teaching Pattern	Distance Education
Pre and Corequisites	Nil
Mutual Exclusions	Not applicable
Assessment	1000 word-essay (20%), 1500-word essay/creative writing option (30%), and 2 hour exam (50%)
Required texts	Emrys Jones (ed.), <i>The New Oxford Book of Sixteenth-Century Verse</i> (Oxford: Oxford UP, 1992). Claire McEachern (ed.), <i>King Lear</i> (New York: Pearson Longman, 2005). J.A. Cuddon (ed.), <i>The Penguin Dictionary of Literary Terms and Literary Theory</i> , 4 th ed., (Ringwood: Penguin, 1998). Sylvan Barnet and William Cain, <i>A Short Guide to Writing about Literature</i> , 10 th ed., (New York: Pearson Longman, 2006).
Recommended reading	Unit Reader (online)
Courses	R3A

Learning outcomes

On completion of this unit, you should be able to:

1. Discuss how the Renaissance worldview informs the literature and why that literature remains relevant today
2. Appreciate the distinctiveness of literary texts and the process whereby what is read influences what is written
3. Demonstrate knowledge of literary genres (lyric and narrative poetry, poetic drama, comedy, tragedy, pastoral) and a range of literary terms
4. Develop generic skills of comprehension, analysis, and effective expression

These learning outcomes guide the assessment for this unit.

Graduate attributes

In your work for this unit you will develop knowledge and skills — or 'attributes' — applicable in a range of different contexts. These attributes will, by the successful completion of your course at UTAS, become your graduate attributes.

In this unit, you should make progress in developing:

Knowledge: Students will develop knowledge of English (See learning outcomes 1, 2, 3).

Communication skills: Students will communicate across a range of contexts (See learning outcomes 1, 2, 3, 4).

Problem-solving skills: Students will develop competencies in information literacy and identify critical issues in the discipline (See learning outcomes 1, 2, 3, 4).

Global perspective: Students will demonstrate awareness of the international influence of literary texts and theory (See learning outcomes 1, 2, 3).

Prior knowledge &/or skills

No prior knowledge of English is assumed or necessary

Learning resources required

Required texts

Emrys Jones (ed.), *The New Oxford Book of Sixteenth-Century Verse* (Oxford: Oxford UP, 1992).

Claire McEachern (ed.), *King Lear* (New York: Pearson Longman, 2005).

J.A. Cuddon (ed.), *The Penguin Dictionary of Literary Terms and Literary Theory*, 4th ed., (Ringwood: Penguin, 1998).

Sylvan Barnet and William Cain, *A Short Guide to Writing about Literature*, 10th ed., (New York: Pearson Longman, 2006).

Study Booklet (on-line)

Icons in Study Booklet:



This icon means the study exercise involves reading.



This icon means note taking is involved.



This icon means answer the questions asked.

Other publications and resources

Joseph Gibaldi, *MLA Handbook for Writers of Research Papers*, 6th ed. (New York: the Modern Language Association of America, 2003).

MLA Citation System – A Brief Guide - <http://www.utas.edu.au/english/english1/referencing.htm>

Learning resources recommended

Unit Reader

A hard-copy unit reader is not required for this unit as all the recommended reading has been made available through e-reserve. Links to these articles are provided in the WebCT Vista site or may be directly accessed via the library catalogue.

Details of recommended reader items (designated **R**) are given in the Topic Reading Lists, which will be posted with this Unit Outline.

Flexible library services

The Library offers a range of services if you are unable to visit the Library in person and if you meet certain criteria. See <http://www.utas.edu.au/library/libserv/rls/rls.html>.

Technical requirements

Access to the online unit in WebCT Vista is required.. For information about online study, see

<http://www.utas.edu.au/coursesonline/>.

Accessing WebCT Vista off campus

For information and help with setting up a computer and web browser to access online resources in WebCT Vista when off campus, see <http://uconnect.utas.edu.au/vista.htm>.

Need new software?

If you require software to access certain file types provided in your WebCT Vista unit, see <http://uconnect.utas.edu.au/software.htm>.

About downloading and installing

The files you can access at download sites such as the UConnect download site (above) are software installers. These files need to be copied onto a computer and then run to install the software.

To obtain a copy of the installation software, you can:

1. Copy the file directly to a computer using a network Internet connection. If you are copying files to a home computer, you will need to use an Internet Service Provider (ISP) for this; or
2. Copy the files to a computer on campus that has a CD burner and burn the files to CD. The files can then be taken home and copied to the home computer from the CD. If you would like assistance with this, contact the UTAS Service Desk at <http://www.utas.edu.au/servicedesk/student/index.html>.

Accessing WebCT Vista on campus

WebCT Vista can be accessed on the Library computers and in computer labs. See <http://www.utas.edu.au/elearning/labs.html>.

You can also access the University network and WebCT Vista via a laptop computer. See <http://uconnect.utas.edu.au/uana.htm>.

Accessing files in your WebCT Vista unit

A variety of file types may be provided in your online unit. For information to help you with accessing different file types such as MP3 audio files, see http://www.utas.edu.au/arts/flexarts/module_intro.html.

Getting help

For technical information and help, contact the UTAS Service Desk at <http://www.utas.edu.au/servicedesk/student/index.html>

Details of teaching arrangements

Discussions

In this unit, you are able to communicate with other students and your lecturer via WebCT/Vista Discussions. These discussions will provide a forum for you to ask questions, present your views and receive timely feedback. You will be able to contribute to Discussions topics weekly at times that are convenient for you. Specific questions for discussion are contained in the study chapters. You may also wish to discuss aspects of your reading and note taking.

How to use WebCT/Vista Discussions

For comprehensive information on accessing and using the WebCT/Vista Discussions tool, browse the help resources at Vista@UTAS Support.

http://www.utas.edu.au/coursesonline/Vista_Support.htm

Useful files on Discussions at Vista@UTAS Support include:

[Using the discussion tool \[Word, 66 kb \]](#) Step-by-step guide
(http://www.otl.utas.edu.au/content/using_discus_stepguide.doc)

[Using the discussion tool \[Word, 43 kb \]](#) Quick guide
(http://www.otl.utas.edu.au/content/using_discus_quick.doc)

[Using the discussion tool \[Flash movie, -\]](#) Demonstration
(http://www.otl.utas.edu.au/content/using_discuss_multi.htm)

If you find that you require further assistance in accessing the Discussions, contact **Help and Support** at Learning Online. <http://www.utas.edu.au/coursesonline/>

Attaching files to messages

If required, you may attach a Word file (or other file type) with information supporting your message.

Naming files

File names must not contain spaces or symbols. It is safest to use only numbers and letters of the alphabet. Files must have an extension (e.g. .htm .doc .pdf)

For information on using attachments, browse the help resources at Vista@UTAS Support.

http://www.utas.edu.au/coursesonline/Vista_Support.htm

A useful file on attachments at Vista@UTAS Support is:

[Using attachments in mail and discussions \[Word, 455 kb \]](#) Step-by-step guide
(http://www.otl.utas.edu.au/content/attach_email_disc_step.doc)

Getting started with Discussions

When you access your WebCT Vista unit HEA102 English Literature, select the Welcome link on the Home Page. Read the message/s that have been posted and post your own reply. You can then begin to work on the study material and post messages on the discussion topics.

General suggestions on participating

The following suggestions will help you get the most out of your Discussions.

- Stay current and timely with your work. Visit Discussion topics regularly and read all new messages. Respond constructively and with substance to messages that have meaning for you.
- **Take risks!** Your participation is the most important aspect of online Discussions. Your responses are not all expected to be 'brilliant'; sometimes you may not understand something under study. Use the Discussions to help you clarify your own understanding.
(Many times other students may have the same questions you have — discussing it will help with everyone's understanding!)
- Try to keep your messages reasonably short (between 100–200 words).
- Be considerate when you comment on someone else's work or posting. The written word is unable to carry the nuances of the spoken word, so be gentle. (For instance, do not use all capitals, as this is considered to be 'shouting' online.)

Messages can be drafted outside of WebCT Vista (using a word processor such as Microsoft Word) and copied and pasted into a message. (This enables you to spell-check your messages, and may save you Internet access costs.)

Weekend Study Schools

There are two Weekend Study Schools for this unit.

Attendance is not compulsory, but strongly recommended. You must let Distance Education know that you are attending/not attending. Study Schools may not run if numbers are unviable. You may not be advised of a cancellation if you don't communicate your intentions to Distance Education.

Study School 1

Saturday 28 July, 10-3

Room L141

Faculty of Arts Building

Launceston Campus

Study School 2

Saturday 29 September, 10-3

Room L141

Faculty of Arts Building

Launceston Campus

Unit schedule

Week	Date beginning	Topic	Activities and Assignments
1	16 July 07	The Renaissance: Cultural Context	
2	23 July 07	Literature and the Renaissance Worldview	Study School : Saturday 28 July, 10-3
3	30 July 07	(Cont.)	
4	6 Aug 07	Shakespeare's Reinvention of Courtly Love Tradition	
5	13 Aug 07	(Cont.)	
6	20 Aug 07	Rediscovering and Rewriting Ovid	Essay One due: 24 August
7	27 Aug 07	(Cont.)	
MID-SEMESTER BREAK 3 SEPT-7 SEPT			
8	10 Sept 07	Marlowe's Rewriting of the Classical Story of Hero and Leander	
9	17 Sept 07	(Cont.)	
10	24 Sept 07	The Pastoral Genre	Study School : Saturday 29 September, 10-3
11	1 Oct 07	<i>King Lear</i> and Its Relevance to Our Times	Creative Writing option due: 5 October
12	8 Oct 07	(Cont.)	
13	15 Oct 07	Concluding Review	Essay Two due: 19 October
STUDY PERIOD 22-26 OCTOBER			
19 October: deadline for accepting all extended work in the unit			
EXAMINATION PERIOD 27 OCTOBER-13 NOVEMBER			

Specific performance requirements

This unit has a weight of 12.5%. As a general guide, you will need to spend an average of 8-10 hours per week on this unit to meet its work requirements. This work includes reading, discussions and assignment work.

Participation in the online Discussions is recommended but voluntary. Attendance at the Study Schools is recommended but voluntary.

Learning expectations and strategies

Expectations

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

The University's Code of Conduct for Teaching and Learning states:

Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.

Learning strategies

If you need assistance in preparing for study please refer to your lecturer. For additional information, see: <http://www.utas.edu.au/tl/students/>

Assessment

Assessment schedule

Assessment Task	Date Due	Percent weighting
Assessment Task 1: 1,000 word essay	24 August, 5pm	20%
Assessment Task 2: 1,500 word essay/creative writing exercise	Creative Writing option: 5 October, 5pm Essay: 19 October, 5pm	30%
Final exam (2 hours)	Scheduled to take place in formal exam period	50%

Assessment details

Assessment task 1	
Task description	<p>Explicate either (i) Samuel Daniel's "Ulysses and the Siren" or (ii) the extract from John Davies' poem <i>Orchestra</i>. The poems are printed on pages 13-16 of this unit outline.</p> <p>"An explication is a commentary revealing your sense of the meaning of the work. To this end it calls attention, as it proceeds, to the implications of words, the function of rhymes, the shifts in point of view, the development of contrasts, and any other contributions to meaning" (<i>A Short Guide to Writing about Literature</i> 48).</p> <p>As preparation, read the section on explication in the <i>Short Guide</i> (48-56), as well as sections 1 "What is Literature, and Why Write about It?" 2 "The Writer as Reader: Reading and Responding" and 3 "The Reader as Writer: Drafting and Writing" (1-47).</p> <p>Additional preparation includes looking up any words you don't know in the <i>Oxford English Dictionary</i>. The University has the <i>OED</i> online. Go to the Library's homepage and click on the quicklink "Databases." It's under "O". Check classical references in a classical dictionary, such as any of those mentioned on the Topic Reading List included with this Unit Outline.</p>
Task length	1,000 words
Links to learning outcomes	1, 2, 3, 4
Assessment criteria applying to Essay One	<ol style="list-style-type: none"> 1. Interpretation of poem (including discussion of theme, tone, style, Renaissance ideology) 2. Command of literary terms 3. Organization of commentary 4. Use of research materials (including recommended readings, Topic 2 reading list, classical dictionaries etc) 5. Attention to expression, spelling, proof-reading, MLA Style
Due Date	Friday 24 August, 5pm

Assessment Task 2

<p>Task description</p>	<p>Choose either the creative writing option or the essay option:</p> <p>Creative Writing option:</p> <p>Marlowe's <i>Hero and Leander</i> is written from the point of view of a narrator whose distinct sexual preferences affect how he tells the story and where he chooses to end it. Rewrite Marlowe's story of Hero and Leander from another point of view. It might be Hero's or Leander's or you might choose to invent a new narrator.</p> <p>Note: you can choose to write your story in prose rather than poetry.</p> <p>As preparation, (i) read the chapter "Making a Mark" in <i>The Creative Writing Handbook</i>, 2nd ed., ed. John Singleton and Mary Luckhurst (Houndmills, 2000) 1-17. The chapter is available on Library e-reserve.</p> <p>(ii) Read Cuddon's definition of "viewpoint" (970-1) and (iii) read the material on point of view in fiction or poetry from <i>The Writers' Reader</i>, which accompanied this unit outline.</p> <p>Essay Option</p> <p>In <i>King Lear</i>, "both fathers [Lear and Gloucester] display a shocking, almost willed ignorance of love and identity, an ignorance that is not just exasperating but also dangerous to those around them" (McEachern xvi). Write an analytical essay discussing this statement.</p> <p>As preparation, read the section on analysis in the <i>Short Guide</i> (56-71).</p>
<p>Task length</p>	<p>1,500 words (both options)</p>
<p>Links to learning outcomes</p>	<p>1, 2, 3, 4 (both options)</p>
<p>Assessment criteria applying to Creative Writing option</p>	<ol style="list-style-type: none"> 1. Level at which primary text is engaged 2. Strength of critical interpretation of text entailed 3. Distinctiveness of "your mark" (includes how well you communicate your sense of the world through the medium of words, the extent to which your combination of words is "right," and level of craft displayed) 4. Attention to expression, spelling, proof-reading and, if applicable, documentation
<p>Assessment criteria applying to the Essay</p>	<ol style="list-style-type: none"> 1. Effectiveness of introduction 2. Relevance and coherence of argument 3. Effectiveness of conclusion

option	<p>4. Use of critics</p> <p>5. Attention to expression, spelling, proof-reading, MLA Style</p>
Due Date	<p>Creative Writing option: Friday 5 October, 5pm</p> <p>Essay option: Friday 19 October, 5pm</p>

Final exam	
Description / conditions	2 hour closed-book examination
Links to learning outcomes	1, 2, 3, 4
Assessment criteria / guidelines	Same guidelines as for essay, except in the case of 4 (use of critics)
Date	The final exam is conducted by the University Registrar in the formal examination period. See: http://www.studentcentre.utas.edu.au/examinations_and_results/

How your final result is determined

To pass this unit you will need to achieve a pass or more (i.e. 50% of the allocated marks) on the in-semester work.

Grades will be awarded based on University guidelines; namely:

Failure	0-49%
Pass	50-59%
Credit	60-69%
Distinction	70-79%
High distinction	80% and above

(i) Samuel Daniel, "Ulysses and the Siren"

Siren

Come, worthy Greek! Ulysses come;
Possess these shores with me!
The winds and seas are troublesome
And here we may be free.
Here may we sit and view their toil
That travail in the deep,
And joy the day in mirth the while
And spend the night in sleep.

Ulysses

Fair nymph, if fame or honour were
To be attained with ease,
Then would I come and rest me there,
And leave such toils as these.
But here it dwells, and here must I
With danger seek it forth:
To spend the time luxuriously
Becomes not men of worth.

Siren

Ulysses, Oh! Be not deceived
With that unreal name;
This honour is a thing conceived
And rests on others' fame;
Begotten only to molest
Our peace, and to beguile
The best thing of our life, our rest,
And give us up to toil.

Ulysses

Delicious nymph, suppose there were
Nor honour nor report,
Yet manliness would scorn to wear
The time in idle sport;
For toil doth give a better touch
To make us feel our joy,
And ease finds tediousness as much
As labour yields annoy.

Siren

Then pleasure likewise seems the shore,
Whereto tends all your toil
Which you forgo to make it more,

And perish oft the while.
Who may disport them diversely
Find never tedious day,
And ease may have variety,
As well as action may.

Ulysses

But natures of the noblest frame
These toils and dangers please;
And they take comfort in the same
As much as you in ease;
And with the thought of actions past
Are recreated still;
When pleasure leaves a touch at last,
To shew that it was ill.

Siren

That doth opinion only cause,
That's out of custom bred,
Which makes us many other laws,
Than every nature did.
No widows wail for our delights,
Our sports are without blood;
The world we see by warlike wights
Receives more hurt than good.

Ulysses

But yet the state of things require
These motions of unrest;
And these great spirits of high desire
Seem born to turn them best;
To purge the mischiefs that increase
And all good order mar,
For oft we see a wicked peace
To be well changed for war.

Siren

Well, well, Ulysses, then I see
I shall not have thee here;
And therefore I will come to thee
And take my fortunes there.
I must be won that cannot win,
Yet lost were I not won,
For beauty hath created been
T'undo, or be undone.

(ii) John Davies, from *Orchestra, or a Poem of Dancing* (1596)

Note: the speaker in the poem is Antinous, one of many suitors of Penelope, wife of Ulysses, during Ulysses' twenty-year absence.

Antinous's reference to dancing as "this new art" picks up Penelope's earlier description of dancing as "this new rage." Antinous is surprised that Penelope thinks dancing is "first known and used in this new-fangled age."

Behold the world, how it is whirled around!
And for it is so whirled, is named so;
In whose large volume many rules are found
Of this new art, which it doth fairly show.
For your quick eyes in wandering to and fro,
From east to west, on no one thing can glance,
But, if you mark it well, it seems to dance.

"this new art"—dancing

First you see fixed in this huge mirror blue
Of trembling lights a number numberless;
Fixed, they are named, but with a name untrue;
For they all move and in a dance express
The great long year that doth contain no less
Than threescore hundreds of those years in all,
Which the sun makes with his course natural.

What if to you these sparks disordered seem,
As if by chance they had been scattered there?
The gods a solemn measure do it deem
And see a just proportion everywhere,
And know the points whence first their movings were,
To which first points when all return again,
The axletree of heaven shall break in twain.

Under that spangled sky five wandering flames,
Besides the king of day and queen of night,
Are wheeled around, in all their sundry frames,
And all in sundry measures do delight;
Yet altogether keep no measure right;
For by itself each doth itself advance,
And by itself each doth a galliard dance.

Venus, the mother of that bastard Love,
Which doth usurp the world's great marshal's name,
Just with the sun her dainty feet doth move,
And unto him doth all her gestures frame;
Now after, now afore, the flattering dame
With diverse cunning passages doth err,

With him respecting that respects not her.

For that brave sun, the father of the day,
Doth love this earth, the mother of the night;
And, like a reveller in rich array,
Doth dance his galliard in his leman's sight
Both back and forth and sideways passing light.
His gallant grace doth so the gods amaze,
That all stand still and at his beauty gaze.

But see the earth when she approacheth near,
How she for joy doth spring and sweetly smile;
But see again her sad and heavy cheer,
When changing places he retires a while;
But those black clouds he shortly will exile,
And make them all before his presence fly,
As mists consumed before his cheerful eye.

Who doth not see the measure of the moon?
Which thirteen times she danceth every year,
And ends her pavan thirteen times as soon
As doth her brother, of whose golden hair
She borroweth part, and proudly doth it wear.
Then doth she coyly turn her face aside,
That half her cheek is scarce sometimes descried.

...

And thou, sweet music, dancing's only life,
The ear's sole happiness, the air's best speech,
Lodestone of fellowship, charming rod of strife,
The soft mind's paradise, the sick mind's leech,
With thine own tongue, thou trees and stones canst teach,
That when the air doth dance her finest measure,
Then art thou born, the gods' and men's sweet pleasure.

Lastly, where keep the winds their revelry,
Their violent turnings and wild whirling ways,
But in the air's translucent gallery?
Where she herself is turned a hundred ways,
While with those maskers wantonly she plays.
Yet in this misrule they such rule embrace
As two, at once, encumber not the place.

If then fire, air, wandering and fixed lights,
In every province of th'imperial sky,
Yield perfect forms of dancing to your sights,
In vain I each the ear that which the eye,
With certain view, already doth descry;
But for your eyes perceive not all they see,
In this I will your senses' master be.

Submission of assignments

All work submitted for assessment must conform to the requirements of the School of English, Journalism and European Languages. Essays must be submitted on time to avoid penalty. They must be correctly formatted, and referencing must be in accordance with MLA Citation System: A Brief Guide.

Please note that computers are available in the Library and the Faculty of Arts building for typing of essays.

Assignments can be submitted:

- **as a printout** via the Faculty of Arts Distance Education office; or
- **as an electronic file** via the Faculty of Arts Distance Education office.

Submitting assignments as a printout

For information on submitting assignments as printouts, see the green Assignments page in your study package.

Please also ensure that when preparing your essay, you:

- a) leave a margin of at least 3 cm on the left-hand side of the paper for the marker's comments; and
- b) put your name at the top of each page.

A completed 'Assignment Cover Sheet' must be attached to the front of all assignments.

Coversheets and full information are available from the Distance Education Office.

http://www.utas.edu.au/arts/distance_education/assign.html.

(This link also appears in General Information / Assessment in your WebCT Vista course.)

Submitting assignments as an electronic file

By regular email to the Distance Education Office

Assignments for this unit can be submitted by regular email to the Distance Education Office.

Please follow the instructions for doing this at:

http://www.utas.edu.au/arts/distance_education/assign.html

A completed 'Assignment Cover Sheet for Electronic Submission' file **must** be included as an attachment when submitting assignment files.

Penalties

Should you experience difficulty in completing your assignment by the due date, please contact the unit coordinator, prior to the submission date. A late essay without an extension may incur a penalty: 5% of the available marks for the first (working) day overdue plus 1% for each (working) day thereafter. A medical certificate or other supporting documentation is required where extensions are requested due to illness or bereavement.

Academic referencing

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

The appropriate referencing method for this unit is the MLA system, which is characterized by in-text referencing and a list of works cited. See the *MLA Handbook for Writers of Research Papers*, 6th ed. Ed. Joseph Gibaldi (New York: The Modern Language Association of America, 2003).

MLA Style is demonstrated in the online Study Booklet. You can download a detailed explanation of MLA referencing at <http://www.utas.edu.au/english/english1/referencing.htm>

For further information on presentation of assignments, including referencing methods, see: <http://www.utas.edu.au/library/assist/gpoa/gpoa.html>

Please read the following statement on plagiarism. Should you require clarification please see your unit coordinator or lecturer.

Plagiarism

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at <http://www.utas.edu.au/tl/supporting/academicintegrity/index.html>.

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University. Details of penalties that

can be imposed are available in the Ordinance of Student Discipline – Part 3 Academic Misconduct, see <http://www.utas.edu.au/universitycouncil/legislation/>.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.

For further information on this statement and general referencing guidelines, see <http://www.utas.edu.au/plagiarism/>.

Or follow the link under 'Policy, Procedures and Feedback' on the **Current Students** homepage.

Occupational health and safety (OH&S)

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University's policy at:

http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf

Further information and assistance

If you are experiencing difficulties with your studies or assignments, have personal or life planning issues, disability or illness that may affect your course of study, you are advised to raise these with your lecturer in the first instance.

A range of University-wide support services are available to you including Teaching and Learning, Student Services, and International Services. Please refer to the **Current Students** homepage at <http://www.utas.edu.au/students/>.

Should you require assistance in accessing the Library visit their website for more information at <http://www.utas.edu.au/library/> or <http://www.utas.edu.au/library/libserv/rls/rls.html>.