



***School of English, Journalism
and European Languages***

Faculty of Arts

**HEA104
Reading Stories**

Semester 2, 2010

Unit Outline

Dr Robert Clarke

CRICOS Provider Code: 00586B

Contact details

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Contacting the Unit Co-ordinator

Students are welcome to contact the Unit Coordinator on any matters relating to the unit, in person, by e-mail or by telephone. Please note if the matter is urgent a telephone message is the quickest means of contact. E-mail messages will be answered as promptly as possible however, especially during busy periods of semester, there may be some delay. If you wish to see the Unit Co-ordinator in person then it is best to make an appointment. WHEN YOU WISH TO SEND ME AN EMAIL PLEASE USE THE ADDRESS ABOVE: **DO NOT RELY ON THE MYLO EMAIL SYSTEM**

Other teaching staff

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Unit description

How do literary and film texts represent the world today? Through a series of modules that focus on popular fiction, literature and film, this unit introduces students to a variety of critical frameworks through which texts can be read. Students who successfully complete this unit will have built knowledge of specific theoretical terms such as race, nation, gender and genre, and developed core skills on which to base further studies in English.

Intended learning outcomes

On completion of this unit students should be able to:

1. Demonstrate and apply knowledge of the literary genres and key concepts in literary studies examined during semester
2. Produce detailed close readings of a range of literary texts using techniques studied during semester
3. Appraise and critique the relationship between selected literary texts at the levels of form, history and genre
4. Communicate in writing their perspective on texts and issues studied during semester

These learning outcomes guide the assessment for this unit.

Generic 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: *This unit is an introduction to the field of English studies that will be an important foundation for advanced literature, film, and cultural studies. By undertaking this unit you will have the opportunity to expand your knowledge of the traditions of literary and film culture, and to develop skills in analysing a range of texts. (See learning outcome 1, 2, and 3)*

Communication skills: *This unit will provide you with the opportunity to develop oral and verbal communication skills including the ability to collect, analyse and organise information and ideas about prose and film, and to convey those ideas clearly and fluently, in writing (e.g. in essays). (See learning outcomes 1, 2, 3, and 4)*

Problem-solving skills: *This unit will provide you with the opportunity to develop problem-solving skills including:*

- The ability to define and analyse problems in English studies
- The ability to apply critical reasoning to issues raised by texts through independent thought, careful research and reading, and the development of informed judgments

(See learning outcomes 2 and 3)

Global perspective: *This unit will provide you the opportunity to develop a global perspective by encouraging you to read, view and engage with a diverse selection of texts from different historical and cultural contexts. (See learning outcomes 2, 3, and 4)*

Social responsibility: *This unit will provide you with the opportunity to develop your understanding of social responsibility including -*

- An understanding of social and civic values, considered particularly through the issues raised by literary texts
- An appreciation of the historical and cultural contexts of literary studies, including the work of criticism and the role of literature in affirming and interrogating cultural values and norms
- Knowledge of ethical standards in relation to academic studies, including standards of scholarship and the serious nature of plagiarism
- Knowledge of other cultures and times and an appreciation of cultural diversity

(See learning outcomes 1, 2, 3, and 4)

For more information on UTAS generic graduate attributes, see:

http://www.utas.edu.au/policy/attributes_grads.pdf

Alterations to the unit as a result of student feedback

The University of Tasmania regularly requests feedback from students through the Student Evaluation of Teaching and Learning (SETL) process. Changes to units stemming from student responses to texts and teaching strategies are regularly implemented in the School of English, Journalism and European Languages.

Learning expectations and teaching strategies/approaches

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.

Teaching and learning strategies

In Internal mode, HEA104 *Reading Stories* utilises lectures, tutorials, set readings, and hardcopy writing exercises as its primary teaching and learning strategies. It is a course in reading and so you are required to read all of the set texts. And you are required to write; indeed at the heart of the unit is the idea that one becomes a critical reader by becoming a clear and critical writer.

If you need assistance in preparing for study please refer to your lecturer. For additional information, see:

<http://www.utas.edu.au/tl/students/>

Learning resources required

MyLO

Access to the online unit in MyLO is required. Log-in to MyLO at: <https://mylo.utas.edu.au/> and then select HEA104 in the Course List.

Required texts

Books

Chandler, Raymond. *The Big Sleep*
Doyle, Arthur Conan. *The Sign of Four*
Cunningham, Michael. *The Hours*
Winch, Tara June. *Swallow the Air*
Woolf, Virginia. *Mrs Dalloway*

*Films**

Pan's Labyrinth. Dir. Guillermo del Toro, 2006.
The Big Sleep. Dir. Howard Hawks, 1945.
The Hours. Dir Stephen Daldry, 2002.

(*Students are not expected to purchase DVD of the films. Copies are readily available in the reserve sections of the Morris Miller, Newnham and Cradle Coast branches of the UTas library. The films are popular releases and copies should be available in video hire stores. Films are screened on the Newnham campus on Friday afternoons during semester. Distance students who are able to are quite welcome to attend these screenings. The screening schedule will be confirmed in the first week of semester.)

Additional readings as supplied by the lecturer.

Note: Required texts are stocked by and can be purchased from the Co-op Bookshop online or on campus. The library also holds copies of all required texts on reserve.

Recommended Texts

Sylvia Barnet and William E. Cain. *A Short Guide to Writing About Literature*. Pearson Education
Andrew Bennett and Nicholas Royle. *Introduction to Literature, Criticism and Theory*. Pearson Education
Timothy J Corrigan. *A Short Guide To Writing About Film*. Pearson Education
J.A Cuddon. *A Dictionary of Literary Terms & Literary Theory*. Penguin
John O'Connor. *The Pocket Guide to the English Language*. Cambridge UP
Tory Young. *Studying Literature: A Practical Guide*. Cambridge UP

Other publications and resources

In addition to this Unit Outline, Internal Students will be provided with a Study Guide at the start of semester that will provide a recommended course of readings and exercises.

From time to time the unit coordinator will upload relevant publications or resources to the MyLO website.

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>

For MyLO

To access MyLO from your own computer you will need the appropriate software, and hardware to run that software. Please see UConnect at <http://uconnect.utas.edu.au/> for information about computer software you will need.

Note: Older computers may not have the hardware to run some of the required software applications. Contact your local IT support person or the Service Desk on 1818 if you experience difficulties.

See *MyLO: Information for Students* for further information about accessing MyLO.

Details of teaching arrangements

Lectures/Intensive sessions

There are two lecture per week. For the timetable and location see http://student.admin.utas.edu.au/coursesenrolment/timetable/GridLayout.asp?Unit_code=HEA104&EventType=&year=2010

Tutorials

Students are required to sign up for a tutorial group. For the timetable and location of tutorials see http://student.admin.utas.edu.au/coursesenrolment/timetable/GridLayout.asp?Unit_code=HEA104&EventType=&year=2010 (N.b. the number of tutorials will depend on the final number of students enrolled in the unit.)

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

Specific attendance/performance requirements

Students are expected to attend all classes. Students who fail to attend classes may be disadvantaged.

Assessment

Assessment schedule

Assessment task	Task length	Date due	Percent weighting	Links to Intended Learning Outcomes
Assessment task 1: Tutorial Quizzes	N/A	Ongoing	10%	1
Assessment task 2: Creative Writing and Critical Reflection/Short Essay	1000 words	Option 1 "Fairy Tales" 5pm, Monday 9 August Option 2 "Detective Fiction" 5pm, Monday 6 September	20%	1, 2, 3, 4
Assessment task 3: Research Essay	1500 words	5pm, Monday 4 October	30%	1, 2, 3, 4
Assessment task 4: Exam	1 x 2hr Exam	Scheduled in the official examination period	40%	1, 2, 3, 4

Assessment details

Assessment task 1: Tutorial Quizzes	
Task description	<p>Short tests/quizzes conducted during tutorials. There will be five such exercises during semester. Each quiz will be marked out of ten, and students' final result will be the proportionally adjusted average.</p> <p>The tests will focus on</p> <ul style="list-style-type: none"> • Comprehension of primary texts • Knowledge of key terms and ideas from the lectures, notes and readings • Appropriate referencing of sources <p>Note: Test dates will not be advertised. Students who do not attend a tutorial at which a test is conducted will not have the opportunity to sit the test at another time without a legitimate justification for their absence.</p>
Assessment criteria	<p>To complete this task you will need to demonstrate:</p> <ol style="list-style-type: none"> 1. Comprehension of primary texts

	<ol style="list-style-type: none"> 2. Knowledge of key terms and ideas from the lectures, notes and readings 3. Understanding of MLA referencing style.
Assessment task 2: Option A	
Task description	<p>This assignment involves:</p> <ol style="list-style-type: none"> 1. Writing a piece of short prose fiction inspired by either the tale of “Bluebeard” or “Little Red Riding Hood” <i>and</i> 2. Writing a critical reflection to explain your narrative choices <p>You are encouraged to be as imaginative as you like in creating your short story. Your short fiction should be original but have a relevant relationship to the ‘source’ text, demonstrate creative writing skills, and be presented in an acceptable fashion.</p> <p>Your critical reflection should address at least three questions:</p> <ul style="list-style-type: none"> • <i>Why did you do it?</i> Why did you choose to re-write that particular piece? What effect did you wish to achieve in your creative re-write? • <i>How did you do it?</i> How did you go about creating you piece? In what way does your re-writing reflect or alter the characterization, tone, setting, feel, ‘sound’, etc, of the original? • <i>What does it mean?</i> How does your creative re-write alter the meaning of the original (in particular think about the themes of race, class, and gender)?
Task length	1000 words (the split between fairy tale and critical reflection should be about 600 words for the former and 400 for the latter, but some deviation on this is permissible). Each part of the exercise is worth 10%.
Assessment criteria / guidelines	<p>To complete Assessment task 2, Option A, you should:</p> <ol style="list-style-type: none"> 1. Produce a piece of short prose fiction which demonstrates and applies knowledge of the key elements of the “Bluebeard” or “Little Red Riding Hood” tales 2. Make effective use of techniques for writing short fiction including use of language, characterisation, and knowledge of generic conventions 3. Produce a clear critical reflection on your work accurate and thorough close reading of the passage selected for analysis 4. Communicate in two academic genres (creative writing and critical reflection) using clear written expression. <p>(a Criteria Marking Sheet will be available at the start of semester)</p>
Date due	5pm, Monday 9 August

Assessment task 2: Option B

Task description	This essay involves using key terms and reading strategies covered in Modules 1 and 2 to analyse a selected piece of detective fiction. Two essay topics will be provided to you (see below).
Task length	1000 words (not including Works Cited list)
Topics	<p>Choose ONE of the following topics</p> <p>(i) Read the following passage from <i>The Sign of Four</i> (p23).</p> <p>We had indeed reached a questionable and forbidding neighbour-hood. Long lines of dull brick houses were only relieved by the coarse glare and tawdry brilliancy of public-houses at the corner. Then came rows of two-storeyed villas, each with a fronting of miniature garden, and then again interminable lines of new, staring brick buildings – the monster tentacles which the giant city was throwing out into the country. At last the cab drew up at the third house in a new terrace. None of the other houses were inhabited, and that at which we stopped was as dark as its neighbours, save for a single glimmer in the kitchen-window. On our knocking, however, the door was instantly thrown open by a Hindoo servant, clad in a yellow turban, white loose-fitting clothes, and a yellow sash. There was something strangely incongruous in this Oriental figure framed in the commonplace doorway of a third-rate suburban dwelling-house. (23)</p> <p style="text-align: center;">OR</p> <p>Write an essay explaining how this passage reflects the depiction of London in <i>The Sign of Four</i>, and the portrayal of foreign characters in the novel. What meanings are attributed in the book to 'places' associated with 'foreign' identities? To what degree does the description of places reflect attitudes towards foreign identities?</p> <p>(ii) The critic Stephen Knight states of Philip Marlowe:</p> <p>Language for Marlowe is both a defensive tool against others and a self-realisation in the privacy of his mind and his narrative. [...] The striking thing about Marlowe's work is that it does not employ the inner talents he reveals to us: a gulf is set between the self and the work. The pattern that is evolved in language for the novels is the alienation of the self, the privatised world of the individual, a structure where the person has a rich inner life and defensive, even hostile, exterior, unable to share with others the humanity which is felt and privately enjoyed. ("A Hard Cheerfulness" 81–82)</p> <p>Do you agree with Knight's assessment of Marlowe's character, and his argument about the way language is used in <i>The Big Sleep</i>? Support your answer with evidence from the text.</p>

Assessment criteria / guidelines	<p>To complete Assessment task 2, Option B, you should draft and submit an essay that:</p> <ol style="list-style-type: none"> 1. Includes an effective introduction, body, and conclusion 2. Proposes an argument in relation to the selected quotations above 3. Supports this argument with evidence from <ol style="list-style-type: none"> a. close readings of the novels <i>and</i> b. reflection upon material presented and/or discussed during the lectures and in secondary readings (e.g. Stephen Knight’s article on Chandler and Marlowe) 4. Is written in clear and precise conventional English and formatted according to School guidelines and MLA conventions. <p>(See example Criteria Marking Sheet below)</p>
Date due	5pm, Monday 6 September

Assessment task 3: Research Essay	
Task description	This essay is designed to help you develop your skills in literary criticism. It requires close reading knowledge of the text, your engagement of a particular reading strategy and research of secondary sources. It involves using evidence to support your argument and communicating this in a clear and well-structured academic essay.
Task length	1500 words (not including Works Cited list)
Topics	<p>Choose ONE of the following assignment tasks:</p> <p><i>Mrs Dalloway</i></p> <p>Virginia Woolf described the novel as the “most pliable of literary forms” (Eagleton, <i>The English Novel</i> 1). Write an essay explaining how, in <i>Mrs Dalloway</i>, Woolf makes the novel do new things. Your discussion should take into account aspects of Modernism: for example, characterization through “stream of consciousness” and the representation of reality from a feminist perspective. Make use of two critics to support your discussion.</p> <p style="text-align: center;">OR</p> <p><i>The Hours</i></p> <p>Michael Cunningham has described his experience of reading Virginia Woolf’s <i>Mrs Dalloway</i> as being like falling in love and having a first kiss. Write an essay on <i>The Hours</i> explaining the significance of the kiss to narrative development and suggesting ways in which this image symbolically illuminates the relationship of Cunningham’s novel to Woolf’s. Your discussion of the relationship between <i>The Hours</i> and <i>Mrs Dalloway</i> might take into account narrative technique, intertextuality, and views on sexuality, art and life. Make use of two critics to support your discussion.</p>

	<p style="text-align: center;">OR</p> <p><i>The Hours: From Novel to Film</i></p> <p>The film critic Robert Stam describes the relationship between a novel and its cinematic adaptation as akin to a dialogue. In what ways can the relationship between Michael Cunningham’s <i>The Hours</i> and the film version, directed by Stephen Daldry, be considered dialogic? How might one account for the creative decisions taken by the film makers in translating the novel into a piece of cinema?</p> <p>In answering these questions you should refer to examples from the novels/film (the primary texts) and the arguments and views presented in at least TWO (2) secondary critical sources. Secondary critical sources include books, book chapters, or articles from academic journals written by qualified literary scholars/ academics. The term does not cover reference works such as encyclopedia, book reviews, internet website information, lecture notes, annotations or crib notes. A list of possible secondary critical sources is included in the Module Outline and the Powerpoints accompanying the lectures in this unit.</p>
Assessment criteria / guidelines	<p>To complete this essay, you should draft and submit an essay that:</p> <ol style="list-style-type: none"> 1. Includes an effective introduction, body, and conclusion 2. Proposes an argument in relation to one of the topics described above 3. Supports this argument with evidence from <ol style="list-style-type: none"> a. close readings of the selected texts b. reflection upon material presented and/or discussed during the lectures and in set readings c. reflection upon the analyses and arguments of at least TWO (2) secondary critical sources 4. Is written in clear and precise conventional English and formatted according to School guidelines and MLA conventions. <p>(A Criteria Marking Sheet will be available at the start of semester)</p>
Date due	5pm, Monday 4 October

Assessment task 4: Exam	
Description / conditions	<p>2 hour (plus perusal time) closed book exam.</p> <p>The exam will include three sections:</p> <p>Section A will be a quiz to test your understanding of the key terms introduced in the unit. (10%)</p> <p>Section B will be a short essay question on <i>Swallow the Air</i>. (20%)</p> <p>Section C will involve a close reading analysis of selected passages from the texts studied. (10%)</p>
Assessment criteria / guidelines	<p>To complete the exam, you should:</p> <ol style="list-style-type: none"> 1. Be able to demonstrate a good understanding of the contents of the lecture and set primary and secondary readings for the unit. 2. Draft a short essay on <i>Swallow the Air</i> <ol style="list-style-type: none"> a. that includes an effective introduction, body, and conclusion; b. that proposes an argument in relation to the set topic; c. that supports this argument with evidence <ol style="list-style-type: none"> i. from close reading of the novel, and ii. reflection upon material presented and/or discussed during the lectures and in set reading; and d. that is written in clear and precise conventional English and formatted according to School guidelines and MLA conventions. 3. Produce a clear analysis of a selected passage from one of the unit texts.
Date	<p>The final exam is conducted by the University Registrar in the formal examination period. See: http://www.studentcentre.utas.edu.au/examinations_and_results/</p>

Submission of assignments

Students are required to submit a signed assignment cover sheet with every assignment. The cover sheet includes a declaration that all material submitted is your own work except where there is clear acknowledgement or reference to the work of others. Assignment cover sheets are available from the School office and the School website. **Assignments submitted without a completed, signed cover sheet will not be marked.** Students who submit assignments without a signed cover sheet will be contacted once via their UTAS email address; in such instances the cover sheet should be completed within two weeks of the assignment due date.

Assignments must be submitted in hard copy (not by email) via the assignment slot at the School office. If there are additional submission requirements (eg the use of Turnitin) this will be specified in your unit outline. Students are required to keep copies of all submitted assignments.

Assignment cover sheets can be downloaded from
http://www.utas.edu.au/ejel/student_resources/student_resources.htm

Assignments submitted on time will be returned within three weeks of the due date; once on time assignments have been returned no further late assignments will be accepted. All marked assignments will be returned in tutorials unless otherwise advised.

Penalties

Undergraduate units (100, 200 and 300 level)

Late submissions will be penalised as follows: 5% of the available marks for the first day, and then 2% per working day thereafter.

Requests for extensions

Late work will be accepted without penalty if accompanied by a medical certificate for the relevant period or equivalent documentation in the case of a serious non-medical reason but you must contact the unit coordinator prior to the assignment due date.

How your final result is determined

Undergraduate units

The following distribution of marks and grades is applied in assessing your work:

- High Distinction (HD)—80-100%
- Distinction (DN)—70-79%
- Credit (CR)—60-69%
- Pass (PP)—50-59%
- Fail (NN)—0-49%

All marks are subject to moderation.

Review of results and appeals

Please refer to the **Student Resources** page on the School's website for information that addresses how to apply for a review of assessment, make an appeal or seek clarification regarding any assessment practices in this unit:

http://www.utas.edu.au/ejel/student_resources/student_resources.htm

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 English, French and German disciplines use MLA Style. The Journalism, Media and Communications discipline uses the Harvard style of referencing. For more information about referencing, and brief introductory guides for each of these styles, please refer to:

<http://www.utas.edu.au/ejel/referencing.html>

For general information on presentation of assignments, including referencing styles:

<http://utas.libguides.com/referencing>

Please read the following statements on academic misconduct and plagiarism. Should you require clarification please see your unit coordinator or lecturer.

Academic misconduct

Academic misconduct includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination and any other conduct by which a student:

- a) seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or
- b) improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline, and this can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit 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/>

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.academicintegrity.utas.edu.au/>

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.

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.

Further information and assistance

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

There is a range of University-wide support services available to you including Teaching & Learning, Student Services, 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/>

You are also welcome to contact the School of English, Journalism and European Languages with any enquiries:

Room 557, Humanities Building
Sandy Bay campus, Hobart

Tel: (03) 6226 2347
Fax: (03) 6226 7631
Email: SEJEL.admin@utas.edu.au
<http://www.utas.edu.au/ejel>

Unit schedule

Week	Date beginning	Topic	Readings / Resources	Assignments
14	12 July	Introduction/ Reading Fairy Tales (RoC)	See Reader	
15	19 July	Reading Fairy Tales (RoC)	See Reader	
16	26 July	Reading Fairy Tales (RoC)	See Reader <i>Pan's Labyrinth</i>	
17	2 August	Reading Popular Fiction (NS)		
18	9 August	Reading Popular Fiction (Prof Ralph Crane)	<i>The Sign of Four</i>	Assignment 1: Option A "Fairy Tales" 5pm, Monday 9 August
19	16 August	Reading Popular Fiction (RoC)	<i>The Big Sleep</i> (novel and film)	
20	23 August	Reading Literary Fiction (NS)	<i>Mrs Dalloway</i>	
Mid Semester Break 30 August – 3 September 2010				
21	6 September	Reading Literary Fiction (NS)	<i>Mrs Dalloway</i>	Assignment 1: Option B "Detective Fiction" 5pm, Monday 6 September
22	13 September	Reading Literary Fiction (NS)	<i>The Hours</i> (novel)	
23	20 September	Adapting Novels (RoC)	<i>The Hours</i> (film)	
24	27 September	Reading Travel (RoC)	<i>Swallow the Air</i>	
25	4 October	Reading Travel (RoC)	<i>Swallow the Air</i>	Assignment 2 5pm, Monday 4 October
26	11 October	Unit Review		
Study period: 18 – 22 October 2010				
Examination period: 23 October – 9 November 2010				

HEA104: Assignment 1 Option 2: Detective Fiction (1000 words) EXAMPLE ONLY

Task weighting 20%

Criteria	High Distinction (HD)	Distinction (DD)	Credit (CR)	Pass (PP)	Fail (NN)
	In this essay you:	In this essay you:	In this essay you:	In this essay you:	In this essay you:
<p>Criterion 1</p> <p>Construct an argument in response to the question, supported by:</p> <ol style="list-style-type: none"> 1. evidence from your chosen text(s) 2. where relevant, reference to lecture materials and/or set readings 	<p>constructed a <i>coherent and very persuasive</i> argument by:</p> <ul style="list-style-type: none"> • supporting your ideas with <i>detailed and convincing</i> evidence from the texts • identifying and engaging with <i>pertinent</i> lecture materials and/or <i>secondary sources</i> • <i>smoothly integrating</i> evidence from the texts and references to critics with your own <i>independent</i> line of argument 	<p>constructed a <i>coherent and persuasive</i> argument by:</p> <ul style="list-style-type: none"> • supporting your ideas with <i>convincing</i> evidence from the texts • identifying and engaging with <i>pertinent</i> lecture materials and/or <i>secondary sources</i> • <i>integrating</i> evidence from the texts and references to critics with your own line of argument 	<p>constructed a <i>coherent</i> argument by:</p> <ul style="list-style-type: none"> • supporting your ideas with evidence from the texts • identifying and engaging with <i>relevant</i> lecture materials and/or <i>secondary sources</i> • <i>linking</i> evidence from the texts and references to critics to your own line of argument 	<p><i>partially constructed</i> an argument in response to the question and:</p> <ul style="list-style-type: none"> • supported your ideas with limited references to the texts • mentioned some <i>relevant</i> lecture materials and/or <i>secondary sources</i>, but may have: <ol style="list-style-type: none"> a) presented an argument that was too derivative <i>or</i> b) presented an argument that was insufficiently researched 	<p>presented a discussion that may have:</p> <ul style="list-style-type: none"> • presented personal opinion unsupported by evidence from the text <i>or</i> • failed to engage with lecture materials and/or secondary sources <i>or</i> • restated simple ideas from crib notes or other non- academic secondary sources <i>or</i> • presented a series of paraphrases or quotations from critics in place of an argument
<p>Criterion 2</p> <p>Communicate ideas in the form of a written essay that:</p> <ol style="list-style-type: none"> a. uses an essay structure that meets the question requirements b. adheres to conventions of written English (word choice, grammar, 	<p>communicated ideas by using:</p> <ul style="list-style-type: none"> • a logical and well planned essay structure that introduces the topic, provides a clear sense of direction and draws the argument to a forceful conclusion • a clear, fluid and concise writing style with consistently accurate grammar, punctuation and spelling 	<p>communicated ideas by using:</p> <ul style="list-style-type: none"> • a logical and well planned essay structure that introduces the topic, provides a sense of direction and draws the argument to a strong conclusion • a mostly clear, fluid and concise writing style with consistently accurate grammar, punctuation and spelling 	<p>communicated ideas by using:</p> <ul style="list-style-type: none"> • a logical essay structure that provides a sense of direction and draws the argument to a conclusion • a competent writing style, free of major grammatical errors, with accurate punctuation and spelling for most of the essay 	<p>communicated ideas by using:</p> <ul style="list-style-type: none"> • elements of a standard essay structure, but with some predictability and repetition • written expression that is mostly competent and free of major grammatical errors, with accurate punctuation and spelling for parts of the essay 	<p>communicated by using:</p> <ul style="list-style-type: none"> • an essay structure that may not have met the requirements of the question <i>and / or</i> • written expression that adheres to some conventions of written English, but has problems associated with grammar, word choice,

