



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

Faculty of Arts

**HEA106
Texts and Traditions**

Semester 2, 2010

Unit Outline

Dr Dominic Lennard

CRICOS Provider Code: 00586B

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Consultation times:	On leave majority of sem. 2 (please email).

Tutorial staff TBA

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Contents

Unit description	5
Intended learning outcomes	5
Generic graduate attributes	5
Alterations to the unit as a result of student feedback	5
Learning expectations and teaching strategies/approaches	6
Learning resources required	6
Details of teaching arrangements	8
Specific attendance/performance requirements	9
Assessment	9
Submission of assignments	17
Penalties	17
Requests for extensions	17
How your final result is determined	17
Review of results and appeals	18
Academic referencing	18
Academic misconduct	18
Further information and assistance	19
Unit schedule	20
Example criteria sheet	

Unit description

Why are certain texts regarded as classics within the English literary canon and how do we encounter them today? This unit considers the importance of tradition to the ways we value, understand and circulate popular and literary texts. Students who successfully complete this unit will have built knowledge of key critical frameworks through which texts can be read and contextualised, and developed introductory skills in academic research on which to base further work in literary studies, including creative writing and film studies.

Intended learning outcomes

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

1. Read and analyse texts from a range of genres (poetry, drama, film, short fiction, novels, and critical scholarship)
2. Demonstrate and apply knowledge of the key topics in literary studies examined during the semester by producing detailed close readings of selected texts
3. Construct an argument supported by:
 - a. evidence from your chosen texts
 - b. reference to secondary sources
4. Communicate in writing through
 - a. Critical summaries
 - b. Essays
 - c. Exams

Generic graduate attributes

The University has defined a set of generic graduate attributes (GGAs) that can be expected of all graduates (see <http://www.utas.edu.au/tl/policies/index.htm>). By undertaking this unit you should make progress in attaining the following attributes:

Knowledge: students will build *knowledge* of major literary genres and key topics in literary studies

Communication skills: students will enhance skills in:

1. Written *communication* through work on critical summary and essay tasks
2. Oral *communication* through participation in tutorial activities

Alterations to the unit as a result of student feedback

This new unit was developed, in part, in response to student feedback to earlier first-year units, HEA103 English 1A and HEA104 English 1B. Students in these units consistently requested more guidance on the steps toward writing essays and expressed their interest in studying a more vibrant mix of canonical and contemporary texts.

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

The teaching in the unit will be undertaken through lectures and tutorials. You are expected to come to lectures and tutorials fully prepared, having read the primary text(s), and generated your own thoughts and questions:

Lectures will be delivered by teaching staff who are researchers in a range of specialised areas in English studies. Lecturers will take a variety of approaches to discussing and analysing the primary texts. In broad terms, lectures in first-year English are designed to introduce students to the key strategies used in the discipline to analyse texts. Lecturers will explain and model primary techniques used in literary and film studies to unpack the ideas and assumptions of texts and provide examples of effective approaches to developing and communicating arguments.

Tutorials facilitate engagement with the unit topic and primary texts through group discussions and activities. Tutors will use a variety of small-group teaching methods to encourage individual and collaborative learning in the tutorials—e.g. individual and group academic tasks, open discussion of primary texts, structured small-group exercises. Tutorials also provide opportunity for students to clarify ideas presented in the lectures and clarify any questions regarding the preparation of assignments.

Learning resources required

Requisite texts

- *Unit Reader*
- Shakespeare, William. *Twelfth Night*
- Austen, Jane. *Persuasion*

All requisite texts are available at the Co-op Bookshop, with the exception of unit readers, which are available at UniPrint.

Reading/viewing all the set texts is a requirement of the unit. Your assessment depends, in large part, on your close reading of and familiarity with the set texts.

Copies of all set texts are kept in the Reserve collection in the library but access to these copies is obviously limited. Reserve is the section of the library where students are able to borrow titles that are in great demand for a short period of time (usually 1-3 hours, or overnight in the case of films). You are strongly encouraged to buy the set texts. Second-hand books are often available at bookshops or from previous students.

Recommended reading

DVD: You will study one film this semester, Baz Luhrmann's *Australia* (2008). This film will be screened for you during the semester, and DVDs will be available for overnight loan from the Reserve collection, or for hire from video libraries. Copies can be purchased from major DVD retailers, or the Co-op Bookshop.

Leonard, John, ed. *Seven Centuries of Poetry in English*, 5th Ed.

Cuddon, J. A. *The Penguin Dictionary of Literary Terms and Literary Theory* 4th Ed.

Barnet, Sylvan, and Cain, William E. *A Short Guide to Writing About Literature* 11th Ed.

E- (electronic) resources

Library

You are encouraged to make use of the library's subject guide for English: <http://utas.libguides.com/english>. This page includes resources for English students including information about key reference resources held by the library and a guide to MLA referencing style.

MyLO

HEA106 is not an online unit. The Unit's MyLO site, "HEA106 Texts and Traditions," is an additional resource to assist students organising their study:

- You are expected to attend lectures. To assist students with assignment preparation and exam revision, lecture outlines will be posted on MyLO each week
- Lecture recordings will be available on MyLO shortly after the lecture
- Assignment instructions will be distributed in hard copy and available on MyLO
- Additional online resources are available from the SEJEL website, http://www.utas.edu.au/english1/english1_hob.htm

Weekly E-Newsletter

All students enrolled in HEA106 will receive a newsletter by e-mail every teaching week of the semester. The newsletter will include information and reminders about:

- the lecture/tutorial schedule
- required reading
- assessment requirements and due dates
- other **UTAS** services related to English

Computer hardware & software

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

The teaching timetable for this unit, including room numbers, can be viewed here:

<http://student.admin.utas.edu.au/coursesenrolment/timetable/>

Lectures

Mondays 2.10 – 3.00 pm

Tuesdays 2.10 – 3.00 pm

Tutorials

Tuesdays 3.10 – 4 pm

Tuesdays 4.10 – 5 pm

Wednesdays 1.10 – 2 pm

Wednesdays 2.10 – 3 pm

Wednesdays 3.10 – 4 pm

Wednesdays 4.10 – 5 pm

You will be asked to sign up for a tutorial in the first lecture. Lists of tutorials will be displayed on the first-year noticeboard by the end of Week 1.

If you need to change your tutorial time because you have a clash with another unit, you must fill out a Change of Tutorial Enrolment form (available from the office) and hand it in at the office. **You must make any such changes by the end of Week 2** as changes to tutorial groups are disruptive and need to be minimised. Tutorial sizes, in the main, will dictate whether changes can be approved.

Film Screenings

This unit includes the study of a film. The set film (*Australia*) will be screened on a Monday at 11 am in the Arts Lecture Theatre on Monday September 27.

These screenings are not compulsory. You may prefer to make arrangements to watch the film on DVD in your own time. As *Australia* is a part of the exam for this unit, students are encouraged to purchase or hire the film for study purposes. When making arrangements to watch the film before the tutorials, however, please be aware that copies held in the university library and local video libraries will be in high demand.

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.

Students in this unit are also expected to complete all assessment tasks (see below for more information about assessment tasks).

Students are required to complete Assessment Task 2 (*Summary of a Critical Article*) and Assessment Task 3 (*Essay*). If you submit one or both of these tasks two or more weeks after the due date and you have not been granted an extension, you may be deemed ineligible to pass the unit.

Assessment

Assessment schedule

Assessment task	Task length	Date due	Percent weighting	Links to Intended Learning Outcomes
Assessment Task 1: Participation Tasks	10 – 30 mins	In-class	10%	1, 2
Assessment Task 2: Summary of a Critical Article	500 words	4 pm, Friday August 13	15%	1, 4a
Assessment Task 3: Essay	2000 words	4pm, Friday September 24	35%	1, 2, 3, 4b
Assessment Task 4: Exam	1 x 2hr Exam	Scheduled in the official examination period	40%	1, 2, 3a, 4c

Assessment details

Assessment task 1: Participation Tasks

Task description

Participation tasks are used to assess student engagement with, and comprehension of, unit content. Students will complete these tasks under test conditions during tutorials. Five participation tasks will be conducted during the semester. They will focus on key techniques in literary studies and assist with developing core skills for the major assignments.

Note: The times of these tasks will not be advertised. Students who do not attend a tutorial at which a task is conducted will not have the opportunity to complete the task at another time.

Task length

10-30 minutes

Assessment criteria

To complete these tasks you should:

1. Complete required reading in advance of tutorials;
2. Demonstrate knowledge of topics covered during lectures by completing exercises distributed during tutorials; and
3. Communicate in writing as instructed by the tutor. This may include writing in the form of annotations of primary texts, notes and/or short prose responses.

Assessment task 2: Summary of a critical article

Task description

This assessment task provides an opportunity for students to develop skills in one of the core skills in literary studies: critical assessment of secondary source material. Students will gain knowledge of how to identify, summarise and assess the argument in a critical article or chapter on either “The Rime of the Ancient Mariner” or *Twelfth Night*.

Task length

500 words

Assessment criteria

To complete this task you should:

1. Analyse a critical article in detail, *identifying* and *explaining* its argument or approach to its subject.
2. Communicate ideas in written form, including
 - a. a structure appropriate to academic writing
 - b. adherence to conventions of written English (word choice, grammar, punctuation and spelling)
 - c. conformity to MLA style for presentation and referencing.

Date due

4 pm, Friday August 13

Assessment task 3: Essay

Task description

This assessment task provides students an opportunity to develop skills in building an argument in response to a text, one of the core objectives of essays in English. This assignment will also enable students to continue developing their skills in close reading. The essay will focus on either Jane Austen's novel *Persuasion*, or the modernist short fiction and poetry taught from weeks 19 - 21.

Task length

2000 words

Assessment criteria

Please see the criteria sheet included in this outline.

Date due

4pm, Friday September 24

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>critterion 1</p> <p>Critically analyse your selected set text(s) demonstrating knowledge of key topics in introductory level literary studies relevant to your chosen question.</p>	<p>presented a <i>critical, thorough and incisive</i> analysis of the set text(s) that:</p> <ul style="list-style-type: none"> identified <i>key concepts and issues</i> relevant to the question and explained their relevance demonstrated <i>comprehensive</i> knowledge of the set text(s) demonstrated <i>comprehensive</i> knowledge of key topics in introductory level literary studies relevant to the question. 	<p>presented a <i>critical and thorough</i> analysis of the set text(s) that:</p> <ul style="list-style-type: none"> identified <i>key concepts and issues</i> relevant to the question and explained their relevance demonstrated <i>broad</i> knowledge of the set text(s) demonstrated <i>broad</i> knowledge of key topics in introductory level literary studies relevant to the question. 	<p>presented a <i>critical</i> analysis of the set text(s) that:</p> <ul style="list-style-type: none"> identified <i>some key concepts and issues</i> relevant to the question demonstrated <i>some</i> knowledge of the set text(s) demonstrated <i>some</i> knowledge of key topics in introductory level literary studies relevant to the question. 	<p>presented <i>some</i> analysis of the set text(s) but may have focussed more on <i>textual summary</i> than analysis and:</p> <ul style="list-style-type: none"> touched on <i>some key concepts and issues</i> relevant to the question demonstrated <i>partial</i> knowledge of the set text(s) demonstrated <i>partial</i> knowledge of key topics in introductory level literary studies relevant to the question. 	<p><i>described</i> some aspects of the set text(s), but provided insufficient analysis of them and:</p> <ul style="list-style-type: none"> provided comments that were only loosely related to the question demonstrated <i>negligible</i> knowledge of the set text(s) demonstrated <i>negligible</i> knowledge of key topics in introductory level literary studies relevant to the question.
<p>critterion 2</p> <p>Construct an argument in response to the question, supported by:</p> <ol style="list-style-type: none"> evidence from your chosen text(s) reference to secondary sources. 	<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 and authoritative 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 and authoritative 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 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 secondary sources</i>, but may have: <ol style="list-style-type: none"> used these ineffectively to further your own argument <i>or</i> 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 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>critterion 3 Communicate ideas in the form of a written essay that:</p> <p>a. uses an essay structure that meets the question requirements</p> <p>b. adheres to conventions of written English (word choice, grammar, punctuation and spelling)</p> <p>c. conforms to MLA style for presentation and referencing</p>	<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 • MLA style accurately throughout the essay 	<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 • MLA style accurately for most of the essay 	<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 • MLA style accurately for some 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 <i>and / or</i> lack of balance • written expression that is mostly competent and free of major grammatical errors, with accurate punctuation and spelling for parts of the essay • some elements of MLA style 	<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, punctuation or spelling <i>and / or</i> • presentation <i>and / or</i> referencing that does not conform to MLA style
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Comments

Grade

Assessment task 4: Exam

Description / conditions

1 x 2-hour exam. The exam paper will focus on the texts studied during the first, as well as the final, parts of the unit: Coleridge's "The Rime of the Ancient Mariner," Shakespeare's *Twelfth Night*, Henry Lawson's "The Drover's Wife" and subsequent re-writings of this story, and the film *Australia* (2008). The exam will be in two parts; both parts require students to write an essay in response to a set question.

Assessment criteria

To complete this task you should:

1. Analyse the set texts, demonstrating and applying knowledge of key concepts used in the study of literature and film.
2. Construct an argument in response to the question, supported by evidence from your selected text(s); and
3. Communicate ideas in the form of written exam essays that:
 - a. use a structure appropriate to academic writing; and
 - b. adhere to conventions of written English (word choice, grammar, punctuation and spelling).

Date tba

The exam is conducted by the University Registrar in the formal examination period. See the Current Students homepage (>Examinations and Results) on the University's website.

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.

Honours and postgraduate coursework units (400, 500 and 600 level)

Late submissions will be penalised as follows: 10% of the available marks per day for the first five (5) working days and 50% on the following day.

Honours and postgraduate research project units (400 and 700 level)

Honours and postgraduate research project submission due dates are treated as the equivalent of exam dates and therefore, late submissions will not be accepted.

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 and Postgraduate Coursework 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%

Honours

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

- First Class (HF)—80-100%
- Second Class upper division (HU)—70-79%
- Second Class lower division (HL)—60-69%
- Third Class (HT)—50-59%
- Fail (HN)—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/>

A **Student Advisor (Transition Support Service)** is available to provide you with support and assistance if you encounter problems that may affect your studies. The Student Adviser can also help answer your questions about university procedures, and help you access other UTAS support services.

Student Advisor: James Chester
e-mail: James.Chester@utas.edu.au
Phone: 03 6226 2318
Location: Social Sciences Building, Rm 578

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

Lectures in HEA106 will be presented by the following staff members:

Dr Dominic Lennard **DL**
 Dr Elizabeth Leane **EL**
 Dr Rose Gaby **RG**
 Dr Emily Bullock **EB**
 Dr Danielle Wood **DW**

Week	Date beginning	Monday Lecture Topic	Tuesday Lecture Topic	Notes
14	12 July	Introduction and tutorial sign-up DL	Studying literary traditions; using secondary sources DL	
15	19 July	Coleridge and "The Rime of the Ancient Mariner" EL	"The Rime of the Ancient Mariner" EL	
16	26 July	Studying Shakespeare and <i>Twelfth Night</i> RG	<i>Twelfth Night</i> RG	
17	2 August	<i>Twelfth Night</i> RG	Jane Austen's <i>Persuasion</i> RG	
18	9 August	No lecture: drop-in session	<i>Persuasion</i> RG	Summary task due: Friday August 13
19	16 August	Introduction to Modernism EB	Modernism EB	
20	23 August	Modernist short fiction EB	Modernist short fiction EB	
21	6 September	T. S. Eliot and "The Love Song of J. Alfred Prufrock" EL	"The Love Song of J. Alfred Prufrock" EL	
22	13 September	Introduction to Australian Literature DL	Henry Lawson's "The Drover's Wife" DL	
23	20 September	No lecture: drop-in session	Re-writing "The Drover's Wife" DL	Essay task due 4 pm Friday Sept 24
24	27 September	Visions of Australia on film DL	<i>Australia</i> (2008) DL	Film Screening: Monday 27 th , 11 am
25	4 October	Drop-in session	Creative Writing DW	
26	11 October	Creative Writing DW	Exam preparation and unit conclusion DL	
Study period: 18 – 22 October 2010				
Examination period: 23 October – 9 November 2010				