



*School of English, Journalism
and European Languages*

Faculty of Arts

**HEA 272
Australian Texts and Traditions**

Semester 2, 2010

Unit Outline

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CRICOS Provider Code: 00586B

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Unit description

Australian Texts and Traditions considers some of the major texts, authors and developments in Australian Literature over the last 150 years. It explores key themes in Australian literature including its role in the development of cultural nationalism; the expression of creative responses to place and landscape; the engagement with the legacies of colonial history; and the articulation of Australian identities.

Intended learning outcomes

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

1. Read and analyse Australian texts according to the traditions of colonial histories, landscapes, and identities
2. Demonstrate knowledge of the historical, social and generic contexts relevant to these texts
3. Construct an argument relevant to the chosen question and supported by:
 - a. evidence from your chosen texts
 - b. reference to secondary material
4. Communicate through:
 - a. essays
 - b. exams
 - c. class discussion

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 Australian literature and film and key topics in Australian literary and film studies

Communication skills: students will enhance skills in:

1. **written communication through work on essay tasks**
2. **oral communication through participation in tutorial activities**

Problem-solving skills: Students will enhance problem solving skills through responding to assessment tasks and through close critical analysis of Australian texts

Global perspective: Students will develop a global perspective through consideration of changing responses to Australian texts through diverse cultures and times

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 this unit will be undertaken through lectures and tutorials. Lectures are designed to introduce students to the texts by providing a general overview of critical approaches and issues. Tutorials provide opportunity for a closer engagement with the texts through group discussions.

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.

Prior knowledge &/or skills

25% at level 100 in English (HEA)

Learning resources required

Requisite texts

HEA272 Unit Reader 2010

Catharine Susannah Prichard, *Coonardoo*

Ross Gibson, *Seven Versions of an Australian Badland*

Suneeta Peres da Costa, *Homework*

Christos Tsoilkas, *Loaded*

All requisite texts are available at the Co-op Bookshop, with the exception of the Unit Reader, which is available through UniPrint. It is not essential to purchase films on this unit, though there will be copies available at the Co-op Bookshop. Please beware that library copies of these films will be in high demand.

E- (electronic) resources:

Library

You are encouraged to make use of the library's Subject Guide for English at <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

Administrative and support material will be placed on MyLO, as will lecture recordings and basic lecture notes. These notes are designed to provide a framework for your own note-taking during lectures, not to replace it.

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

Lectures

Wednesdays 11.00-11.50am (SB SocSci209)

The timetable for this unit can be viewed online at:

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

Tutorials

Students are required to sign up for tutorials at the first lecture in week 1.

Wednesdays 1.10pm-2.40pm (SB Hum 477A)

or

Thursdays 11am-12.30pm (SB.Geo500)

or

Thursdays 2.10-3.40 (SB.Eng304)

or

Fridays 9.00am-10.30am (SB.Hum477A)

Film Screenings

The following films will be shown throughout the semester:

Van Diemen's Land

Beneath Clouds

Puberty Blues

Films are shown on the Friday before the week of the lecture at 12pm in SocSci210. See unit schedule for more details.

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: | 10 minutes | In tutorials; dates selected or allocated in first tutorial | 20% | 1, 2, 3a, 4c |
| Assessment Task 2: | 2500 word essay | 17 September, 4pm | 40% | 1, 2, 3, 4a |
| Assessment Task 3: | 2 hour exam | Scheduled in the official examination period; see exam timetable | 40% | 1, 2, 3a, 4b |

Assessment details

Assessment task 1

Task description:

Lead the discussion exercise

You are required to select a scene or passage from your chosen text and present a discussion of this to your tutorial group. You are expected to lead the discussion by developing discussion topics and questions. Discussion of the section of text can be as broad or detailed as you like. You may wish to present on the same topic/text as your major research essay, so this task may be used as a starting point for research into your major research essay, allowing you to develop an interest in a particular scholarly topic. The format is flexible; you may use visual or other materials if you wish. **This task is compulsory; if it is not completed, your major research essay will be marked out of 50%.**

Assessment criteria:

To complete this task you should:

1. Closely analyse a section from one of the set texts
2. Construct an argument in response to the section, supported by evidence from your chosen text, to be presented in tutorials
3. Communicate ideas in the form of an oral presentation that demonstrates:
 - a. careful, detailed and relevant analysis of the section
 - b. contextualization of the section, indicating your knowledge and understanding of the whole text
 - c. evidence of preparation; clear delivery; engagement with audience; attention to structure of presentation; attention to time limits

Date due

Presentation dates will be chosen or allocated in the first tutorial.

Assessment task 2

Task description

This task is a research essay, providing you with an opportunity to develop an extended argument based on both your own analysis of selected texts and your investigation of other critical responses. Your essay must deal closely with texts from Module 1 and from one text in Module 2 (Seven Versions of an Australian Badland). Topics will be distributed in class in Week 3.

Assessment criteria:

To complete this task you should:

1. Critically analyse your selected set texts, demonstrating knowledge of key topics in Australian literary and film studies relevant to your chosen question
2. Construct an argument in response to the question, supported by:
 - a. evidence from your chosen texts
 - b. reference to secondary sources
3. Communicate ideas in the form of a written essay that:
 - a. uses an essay structure that meets the question requirements
 - b. adheres to conventions of written English (word choice, grammar, punctuation and spelling)
 - c. conforms to MLA style for presentation and referencing

Date due

17 September, 4pm

Assessment task 3: Exam

Description/ conditions

The closed-book exam will require you to write two equally weighted essays within a 2-hour period. The first essay will allow you a choice between writing on either *Mad Max* or *Puberty Blues*. The second essay will offer you a choice of writing on either *Homework* or *Loaded*.

Assessment Criteria

To complete this task you should:

1. Critically analyse your selected set texts, demonstrating knowledge of key topics in Australian literary and film studies relevant to your chosen questions
2. Construct an argument in response to each selected exam question supported by some evidence from your chosen texts
3. Communicate ideas in the form of written exam essays that:
 - a. use an essay structure that meets the question requirements
 - b. adhere to conventions of written English (word choice, grammar, punctuation and spelling)

Date

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.

| 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 intermediate study of Australian texts 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 intermediate study of Australian texts 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 intermediate study of Australian texts 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 intermediate study of Australian texts 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 intermediate study of Australian texts 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 intermediate study of Australian texts relevant to the question. |
| <p>critterion 2</p> <p>a. Construct an argument in response to the question, supported by: b. evidence from your chosen text(s) c. reference to secondary sources.</p> | <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 : a) used these ineffectively to further your own argument or 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 secondary sources <i>or</i> repeated 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> <ul 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, punctuation and spelling) c. conforms to MLA style for presentation and referencing | <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 |
|---|---|---|--|--|--|

Comments

Grade

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. 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 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%

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. 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 | Further information |
|---|----------------|--|---|---|
| 14 | 12 July | Introduction to Australian texts | Turner, from <i>National Fictions</i> ; Gelder and Salzman, from <i>After The Celebration</i> | Sign up for tutorials |
| 15 | 19 July | Module 1: Imagining Colonial Histories Early Exploration and Convictism | Excerpts from: Matthew Flinders; Charles Sturt; Anonymous, 'Moreton Bay' | Film screening: <i>Van Diemen's Land</i> Tutorials begin: choose tutorial presentations |
| 16 | 26 July | Convictism: <i>Van Diemen's Land</i> | Marcus Clarke, from <i>For the Term of His Natural Life</i> ; <i>Van Diemen's Land</i> | |
| 17 | 2 August | Katharine Susannah Prichard, <i>Coonardoo</i> | Excerpts from: <i>Bringing them Home</i> | Suggested: Rachel Perkins, <i>First Australians</i> , episode 5 |
| 18 | 9 August | Katharine Susannah Prichard, <i>Coonardoo</i> | | |
| 19 | 16 August | Module 2: Australian Landscapes and Places Haunted Places: Ross Gibson, <i>Seven Versions of an Australian Badland</i> | | |
| 20 | 23 August | Haunted Places: Ross Gibson, <i>Seven Versions of an Australian Badland</i> | Boothby, "With Three Phantoms"; Lawson, "The Bush Undertaker" | Film screening: <i>Beneath Clouds</i> |
| Mid-semester break: 30 August – 5 September 2010 | | | | |
| 21 | 6 September | The Road: <i>Beneath Clouds</i> | Bropho, 'The Great Journey of the Aboriginal Teenagers'; Stephen Muecke, from <i>No Road</i> | Film screening: <i>Puberty Blues</i> |
| 22 | 13 September | The Beach: <i>Puberty Blues</i> | Fiske and Turner, from <i>Myths of Oz</i> | Research essays due, 17 September, 4pm |
| 23 | 20 September | Module 3: Australian Identities Suneeta Peres da Costa, <i>Homework</i> | Sneja Gunew, from <i>Framing Marginality</i> | |

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|---|--------------|--|---|--|
| 24 | 27 September | Suneeta Peres da Costa, <i>Homework</i> | | |
| 25 | 4 October | Christos Tsoilkas, <i>Loaded</i> | Canadas, 'A Sin that dare not Speak its Name' | |
| 26 | 11 October | Christos Tsoilkas, <i>Loaded</i> | | |
| Study period: 16 – 22 October 2010 | | | | |
| Examination period: 23 October – 9 November 2010 | | | | |