



*School of English, Journalism
and European Languages*

Faculty of Arts

HEA319
**Representing Contemporary
Australia**

Semester 2, 2010

Unit Outline

Dr Robert Clarke

CRICOS Provider Code: 00586B

Contact details

Unit coordinator/lecturer

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Consultation hours:	Wednesdays 10–11 am, 1–3 pm <i>Appointments for consultations outside these hours are welcome by prior appointment.</i>

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 Coordinator in person then it is best to make an appointment.

WHEN YOU WISH TO SEND THE UNIT COORDINATOR AN EMAIL PLEASE USE THE ADDRESS ABOVE: DO NOT RELY ON THE MYLO EMAIL SYSTEM

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Unit description

This unit provides an opportunity to analyse how Australia is represented in contemporary writing, theatre, and cinema. Through a series of modules that identify common issues across prose fiction, poetry, narrative film and drama, the unit encourages students to critically analyse texts within their local, national, and global contexts. Key issues will include: the construction of race, theories of place, class and gender politics, and ethnicity. The unit uses methodologies from both literary and film studies in order to map a complex picture of Australia's contemporary culture.

Intended learning outcomes

On completion of HEA319 students will be able to demonstrate a set of related skills, including:

1. *Close reading skills*: (undertake close 'reading' of contemporary Australian literature, drama and film);
2. *Critical engagement*: (critically engage with contemporary Australian literature, drama, and film with reference to significant themes of modern Australian society and life: e.g. class, race, gender, globalization, etc.);
3. *Knowledge*: (knowledge of specific texts, and current trends, debates, and institutions within contemporary Australian literary and film cultures, as well as knowledge of significant themes in Australian society and culture);
4. *Research skills*: (conduct research to locate secondary critical sources that can inform reading and engagement with contemporary Australian literature and film); and,
5. *Academic Writing Skills*: (present the results of analyses of contemporary Australian literature and film in an academic essay).
6. *Creative Writing Skills*: (produce a short fiction story for the purposes of exploring and reflecting upon significant themes in Australian literary and cultural studies).

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: You will have the opportunity to develop a deeper knowledge of Australian literature and films, as well as the cultural and institutional forces that influence these arts. You will also deepen your general knowledge of film and literature, as well as Australian cultural politics. And you will develop your skills as a humanities researcher and writer. **(See learning outcomes 1, 2, 3, 4 and 5).**

Communication skills: You will have the opportunity to develop your skills as a communicator through the contributions you make to the discussion board, through your formal and informal interactions with the Unit Coordinator, and through the preparation of your project work. **(See learning outcomes: 2 and 5).**

Problem-solving skills: You will have the opportunity to develop your competency as a 'problem-solver' in addressing the particular aesthetic, ethical, and cultural issues raised by contemporary Australian literature and film through your engagement with the primary works, research of pertinent secondary critical materials, discussion of set exercise topic, and independent research. **(See learning outcome 1, 2, 3, and 4).**

Global perspective: You will have the opportunity to develop an awareness of the ‘global’ and ‘transnational’ nature of Australian literary and cinematic cultures and institutions, through your consideration in lectures, discussions, and assignments of the aesthetics and political contexts of Australian film and literature. *(See learning outcomes 2 and 3).*

Social responsibility: You will have the opportunity to consider how the literary and screen arts function in contemporary Australia as arenas for reflection on significant moral and political issues. You will also be encouraged to consider your own intellectual engagement with such texts and their themes as a reflective social practice. *(See learning outcomes 2, 3, 4 and 5).*

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.

Prior knowledge &/or skills

Prerequisite: 25% at 100 level English

By enrolling in this unit it is assumed that you have an interest and commitment to the study of Australian literary and cultural life, and to literary and screen studies, more generally. It is assumed that you have competencies in information and library research, in the close reading and analysis of primary texts, in the research and utilisation of secondary critical materials, and in the formatting and drafting of academic papers.

Learning expectations and teaching 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.

Teaching and 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/>

Learning resources and communication

MyLO

Access to the online unit in MyLO is required. Log-in to MyLO at: <https://mylo.utas.edu.au/> and then select HEA319 in the Course List.

Required texts

It is not expected that you will read or view all of the books and films listed. The assessment tasks will give you flexibility in terms of the number of texts you choose to concentrate on. To pass the unit, however, you will have to read/view, and be able to critically discuss, at least five of these texts.

Books

Betzien, Angela *Hoods*
Carleton, Stephen. *The Narcissist*
Grenville, Kate. *The Secret River*
Le, Nam. *The Boat*
Leigh, Julia *Disquiet*
McGahan, Andrew. *The White Earth*
Watson, Sam Wagan. *Smoke Encrypted Whispers*

Films (Students are not required to purchase these)

Suburban Mayhem. Dir. Paul Goldman. AFFC, 2006.
Noise. Dir. Matthew Saville. Retro Active Films, 2007.
Ten Canoes. Dir. Rolf de Heer. Vertigo Productions, 2006.

(*Student's are not expected to purchase dvds 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. The screening schedule will be confirmed in the first week of semester.)

Additional readings as supplied by the lecturer

Recommended reading

Carter, David. *Dispossession, Dreams and Diversity: Issues in Australian Studies*. Frenchs Forest, NSW: Pearson Longman, 2006.
Elder, Catriona. *Being Australian*. Crows Nest, NSW: Allen & Unwin, 2007.
Gelder, Ken and Paul Salzman. *After the Celebration: Australian Fiction 1989–2007*. Melbourne UP, 2009.
Huggan, Graham. *Australian Literature: Postcolonialism, Racism, Nationalism*. Oxford: OUP, 2007.
Pierce, Peter. *The Cambridge History of Australian Literature*. Cambridge UP, 2009.
Turner, Graeme. *National Fictions: Literature, Film and the Construction of Australian Narrative*. 1986. St. Leonards, NSW: Allen & Unwin, 1993.

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

Two lectures are held each week. For timetabling information and location please see http://student.admin.utas.edu.au/coursesenrolment/timetable/GridLayout.asp?Unit_code=HEA319&EventType=&year=2010

Tutorials

Tutorials are held every fortnight. For timetabling information and location please see http://student.admin.utas.edu.au/coursesenrolment/timetable/GridLayout.asp?Unit_code=HEA319&EventType=&year=2010

Workshops/seminars

Internal students undertaking the Digital Narrative Project will be required to attend the Software Training Workshop to be held during class time in Week 2.

Online activities

Internal student who choose not to undertake the Digital Narrative Project will be required to undertake an alternative assessment task that will involve online activities (see below).

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	Date due	Percent weighting
Assessment task 1: Digital Narrative Exercise OR Assessment task 1 (alternative): Online exercises,	Monday 16 August Ongoing: to be completed by Monday 6 September	30%
Assessment task 2: Option 1—Creative Writing Task, OR Assessment task 2: Option 1—Research Essay	Part One: Monday 13 September Part Two: Friday 15 October	
Assessment task 3: Exam		40%

Assessment details

Assessment task 1 Digital Narrative Exercise	
Task description	<p>Task description <i>What does 'Australian literature' mean to you? How does the experience of reading novels and poems, and viewing film reflect and/or influence your sense of who are and where you come from?</i></p> <p>To answer this question to you will create a short 'digital story' using iMovie software. A digital story is a 3-5 minute audiovisual presentation. It will include still and/or moving images, as well as a soundtrack and/or voice over narration. You may already be familiar with such presentations through YouTube. You are free to be as creative as possible.</p> <p>Workshops will be conducted in Week 2 by staff from the Flexible Education Office to train you in the use of the relevant software and to address any issues you may have. As well a Research Assistant has been employed to address issues as they arise. The computer lab on the Newnham campus will be available to you at different times throughout the week to allow you to work on your digital narrative.</p> <p>An area has been established on the HEA319 MyLO website that includes instruction on the process of creating and producing a digital narrative, including the use of software and links to examples of student produced work.</p> <p>In addition to the digital narrative, you will also produce a 750 word critical reflection that addresses your experience during you involvement in the digital storytelling exercise. You will also engage with relevant primary and critical material examined in class and from your required reading.</p> <p><i>This is a new teaching initiative that is being implemented through the support of a University of Tasmania Teaching Development</i></p>

	<i>Grant. By undertaking this activity you will be involved in an innovative teaching project. As well you will be part of an evaluation and research project that will inform future uses of digital narrative techniques at this institution.</i>
Task length	3–5 minute audiovisual digital narrative + 750 word critical reflection.
Links to learning outcomes	2, 3, and 5.
Assessment criteria / guidelines	A Criteria Marking Sheet will be provided for this exercise in the first week of semester.
Date due	Monday 16 August
<p>Assessment task 1 Online Exercises: Three Short Essays (this is an alternative to the Assessment Task above. It is only an option for Internal Students who have a legitimate justification for not undertaking the digital narrative project, see above)</p>	
Task description	<p>In the first six weeks of the semester you will draft THREE (3) short essays to set questions/topics relating to the texts (stories, books or films) studied in the unit. Each week a general question will be uploaded onto the MyLO Discussion Board, and you will be able to draft and post a response to it (n.b. there will be a question/topic uploaded each week, but you only have to respond to three across the first half of semester!).</p> <p>The exercise will require you to draft a response to a particular question in relation to a given text and theme, and require you to demonstrate your ability to critically reflect on a text and to provide textual evidence to support a claim in relation to the text.</p> <p>From the date the question/topic is posted you will have only ONE (1) week in which to respond.</p>
Task length	<p>Approx. 600 words per response.</p> <p>Each short essay is marked out of 10.</p>
Links to learning outcomes	1, 2, 3 and 5.
Assessment criteria / guidelines	<p>Each response is marked out of 10.</p> <p>To complete this exercise, you should draft a short essay that:</p> <ol style="list-style-type: none"> 1. Constructs an argument in response to the question, supported by: <ol style="list-style-type: none"> a. evidence from your chosen text(s) b. reference to lecture materials and set secondary readings. 2. Communicates ideas in the form of a written essay that: <ol style="list-style-type: none"> a. uses an essay structure that meets the question requirements b. adheres to conventions of written English (word

	<p>choice, grammar, punctuation and spelling); and</p> <p>c. conforms to MLA style for presentation and referencing.</p> <p>See Criterion-Referenced Marking Sheet below.</p>
Date due	Ongoing: to be completed by Monday 6 September

<p>Assessment task 2 General</p> <p>For this Project you will choose ONE of the following options:</p> <ul style="list-style-type: none"> • Creative Writing Option • Research Essay Option <p>For each option you will prepare an abstract and/or outline.</p> <p>For the Creative Writing Option students will provide an outline that describes how they intend to develop their monologues and what effects they hope to achieve. The outline will also provide an overview of the main points of the Critical Reflection.</p> <p>For the 'Research Essay' option the abstract will be accompanied by bibliographical details of at least FIVE (5) secondary critical sources (book/book chapters/articles/critical essays) relating to the primary texts you are examining and/or a specific theme(s) that you have chosen to focus on.</p> <p>You will submit the abstract/outline, receive feedback on it, and be expected to incorporate this feedback into the final project work. This component is due by Monday 13 September. Although there are no marks for this part of the exercise, submission of this part of the exercise is compulsory.</p> <p>After receiving feedback from the Unit Co-ordinator you will prepare the final draft of your project. This is due Monday 11 October.</p>	
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<p>Assessment task 2 Option 1 Creative Writing</p>	
<p>Task description</p>	<p>In this assignment you will choose two characters from two of the texts on the unit list. You will:</p> <ol style="list-style-type: none"> (1) create two original monologues in the characters' voices that reflect aspects of the characters' experiences, psychologies and social situations in ways that are not represented fully in the original texts. (2) make a digital audio or audiovisual recording of the monologues. (3) draft a critical reflection essay that explains how you approached the task, why you chose to create and present the monologues in the way you did, and how your work relates to the major themes examined in the unit. <p>Part One: You will provide an outline of your monologues and an overview of your critical reflection (no more than 250 words).</p> <p>This will be read, commented upon, and returned by the Unit Co-ordinator. There are no marks for this part, however submission is compulsory.</p> <p>Part Two: You will provide</p> <ol style="list-style-type: none"> (1) the final version of the monologues (no longer than 500

	words each), (2) a digital audio or audiovisual recording of the monologues, (3) and the final draft of your critical reflection (750 words max).
Task length	1750 words
Links to learning outcomes	1, 2, 3, 4, 5 and 6
Assessment criteria / guidelines	A Criteria Marking Sheet will be provided for this exercise in the first week of semester.
Date due	Part One: Monday 13 September Part Two: Friday 15 October

Assessment task 2 Option 2 Research Essay	
Task description	<p>You will select one of the topics from a selection of options that will be provided in Week 1, or develop a topic in consultation with the Unit Coordinator. Drawing upon your readings and original research of the critical literature, you will propose an argument and substantiate this through close reading of two (2) primary texts from the unit and reference to at least FIVE (5) pieces of relevant secondary literature.</p> <p><i>Part One:</i> You will prepare</p> <ol style="list-style-type: none"> (1) an abstract of no more than 250 words that proposes an argument in relation to your selected topic; and (2) a bibliography including at least FIVE (5) secondary sources, formatted using the style guide of the MLA Handbook for Writers of Research Papers (6th Edition). <p>This will be read, commented upon and returned by the Unit Coordinator. There are no marks for this part, however submission is compulsory.</p> <p><i>Part Two:</i> You will prepare and submit a final draft of your essay of no longer than 1750 words excluding Works Cited List.</p> <p>Appropriate secondary 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 encyclopedias, book reviews, internet website information, lecture notes, annotations or crib notes. A list of possible secondary critical sources is included in the "HEA319 Study Guide and Further Resources" booklet and the Powerpoints accompanying the lectures in this unit.</p>
Task length	1750 words
Links to learning outcomes	1, 2, 3, 4, and 5.

Assessment criteria / guidelines	A Criteria Marking Sheet will be provided for this exercise in the first week of semester.
Date due	Part One: Monday 13 September Part Two: Friday 15 October

Assessment task 3: Exam	
Description / conditions	2 hour (plus perusal time) closed book exam
Links to learning outcomes	1, 2, 3, 4 and 5
Assessment criteria / guidelines	The format for the Exam will be provided to students early in the semester
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/

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 Faculty of Arts 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 Faculty of Arts 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
14	12 July	Introduction to the Unit/ Nation and Texts	See Study Guide
15	19 July	Canons and Crises	See Study Guide
16	26 July	Module 1: "Australia Now"	Carleton <i>The Narcissist</i> View <i>Suburban Mayhem</i>
17	2 August	Module 1: "Australia Now"	Betzien <i>Hoods</i> View <i>Noise</i>
18	9 August	Module 1: "Australia Now"	<i>Noise</i> and <i>Suburban Mayhem</i>
19	16 August	Module 2: "Words, Images, and Places"	Nam Le <i>The Boat</i> View <i>Ten Canoes</i>
20	23 August	Module 2: "Words, Images, and Places"	Wagan Watson <i>Smoke Encrypted Whispers/ Ten Canoes</i>
Mid-semester break (30 Aug–3 Sept 2010)			
21	6 September	Module 2: "Words, Images, and Places"	Leigh <i>Disquiet</i>
22	13 September	READING WEEK	
23	20 September	Module 3: "OzLit and the History Wars"	Grenville <i>The Secret River</i>
24	27 September	Module 3: "OzLit and the History Wars"	Grenville <i>The Secret River</i>
25	4 October	Module 3: "OzLit and the History Wars"	McGahan <i>The White Earth</i>
26	11 October	Module 3: "OzLit and the History Wars"	McGahan <i>The White Earth</i>
Study period: 18 – 22 October 2010			
Examination period: 23 October – 9 November 2010			

HEA319: Online Short Essay Criteria Sheet (600 words) EXAMPLE ONLY

Task weighting 10%

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. reference to lecture materials and set secondary 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 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"> 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 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, 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 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, punctuation or spelling

