



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

**Faculty of Arts**

**HEA330  
Literary Theory**

**Semester 1, 2010**

**Unit Outline**

**Dr Lisa Fletcher**

CRICOS Provider Code: 00586B

# Contact details

## Unit coordinator/lecturer

**Unit coordinator/lecturer:** Dr. Lisa Fletcher  
**Campus:** Sandy Bay  
**Email:** Lisa.Fletcher@utas.edu.au  
**Phone:** 6226 1725  
**Fax:** 6226 7631  
**Room number:** Humanities 560  
**Consultation times:** Monday 10-11  
Thursday 12-1

## Other teaching staff

**Lecturer/tutor** Dr. Dominic Lennard  
**Campus:** Sandy Bay  
**Email:** Dominic.Lennard@utas.edu.au  
**Phone:** 6226 1753  
**Fax:** 6226 7631  
**Room number:** Social Sciences 536  
**Consultation times:** Wednesday 1.10-3.10  
Thursday 9-10

# Contents

Unit description	4
Intended learning outcomes	4
Generic graduate attributes	4
Alterations to the unit as a result of student feedback	5
Prior knowledge &/or skills	5
Learning expectations and teaching strategies/approaches	5
Learning resources required	6
Details of teaching arrangements	7
Specific attendance/performance requirements	7
Assessment	7
Submission of assignments	9
Penalties	9
Requests for extensions	10
How your final result is determined	10
Review of results and appeals	10
Academic referencing	10
Academic misconduct	11
Further information and assistance	11
Unit schedule	13
Example criteria sheet	

## Unit description

This unit examines the development of literary theory from the middle of the twentieth century to the present. It aims to provide students with the skills to read theory critically and to develop informed arguments in response to literary and critical texts. The unit focuses on a range of approaches to reading literature including structuralism, Marxism, feminism, post-structuralism, psychoanalysis, postmodernism and queer theory.

## Intended learning outcomes

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

1. Demonstrate and apply knowledge of key topics in literary theory;
2. Appraise and critique the relevance and effectiveness of theoretical models for reading literature through:
  - a. analysis of theoretical texts; and
  - b. analysis of literary texts in the light of theory.
3. Communicate in writing through:
  - a. short answer exercises;
  - b. essays; and
  - c. exams.

These learning outcomes guide the assessment for this unit.

## 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 key topics in literary theory.*

**Communication skills:** *students will enhance skills in:*

1. *written communication through work on assessment tasks (reading assignments, essay, exam); and*
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 theoretical and literary texts.*

**Global perspective:** *students will develop a global perspective through consideration of approaches to literary theory in diverse cultures and times.*

**Social responsibility:** *students will consider issues of social responsibility by examining the role of the literary critic in society.*

## 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.

A number of alterations have been made to this unit as a result of student feedback. Most importantly, students responded very positively to opportunities to use theoretical concepts and approaches to analyse literary texts. In order to enhance this aspect of the unit, the “pure theory” textbook used in the unit from 2005 to 2009 has been replaced by one with a more practical focus and the requisite texts now include three literary texts.

## Prior knowledge &/or skills

25% at level 100 in English

## 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:

- The weekly **lectures** (50 minutes) will introduce key terms and concepts in literary theory and model a range of approaches to using theory in the study of literature.
- The weekly **tutorials** (90 minutes) provide the opportunity for students to clarify ideas presented in the lectures, analyse and discuss the Required Reading, and raise questions regarding the preparation of assignments. You are expected to come to tutorials fully prepared, having completed the Required Reading, attended the lecture, and generated your own thoughts and questions. **Tutorials begin in week 2 of semester.**

## Learning resources required

### ***Requisite texts***

\*Rivkin, Julie and Michael Ryan, eds. *Literary Theory: An Anthology*. 2nd ed. Malden, MA: Blackwell, 2004.

\*Ryan, Michael. *Literary Theory: A Practical Introduction*. 2nd ed. Malden, MA: Blackwell, 2007.

Bishop, Elizabeth. *Complete Poems*. London: Chatto & Windus, 2004.

Munro, Alice. *Friend of My Youth*. London: Vintage, 1991.

Shakespeare, William. *King Lear*. Oxford World's Classics. Oxford: Oxford UP, 2008.

**Note:** Requisite texts are stocked by and can be purchased from the Co-op Bookshop online or on campus. Texts marked with an asterisk will be available for purchase in a set. The library also holds copies of all requisite texts on reserve.

### ***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**

HEA330 is not an online unit. The unit's MyLO site, "HEA330 Literary Theory," is an additional resource designed primarily to provide access to Lectopia and electronic copies of the course materials. Lecture and tutorial outlines and copies of assignment questions will also be available through MyLO for review. Log-in to MyLO at: <https://mylo.utas.edu.au/> and then select "HEA330 Literary Theory" in the Course List.

**Note:** This unit is co-taught as a distance unit using MyLO; internal (face-to-face) students on the Hobart campus will not have access to distance education resources on the unit's MyLO site.

### ***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

**Note:** Please consult your class timetable for information about lecture venues, tutorial times and tutorial venues.

The timetable for this unit can be viewed online at:

[http://student.admin.utas.edu.au/coursesenrolment/timetable/GridLayout.asp?Unit\\_code=HEA330&EventType=&year=2010](http://student.admin.utas.edu.au/coursesenrolment/timetable/GridLayout.asp?Unit_code=HEA330&EventType=&year=2010)

### **Lectures**

Mondays 9.00 – 9.50am

### **Tutorials**

Tutorials in this unit run for 90 minutes. You will be assigned to a tutorial in the first lecture.

## **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](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 required to complete all assessment tasks (See below for more detailed information about assignments). If you submit Assessment Task 1 or Assessment Task 2 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: Reading Assignments	2 x 500 words (1000 words)	5pm, 25/8/2010	20%	1, 2b, 3a
Assessment Task 2: Essay	2000 words	5pm, 6/10/2010	40%	1, 2, 3b
Assessment Task 3: Exam	2 hours	Scheduled in the official examination period.	40%	1, 2, 3c

## **Assessment details**

### **Assessment task 1: Reading Assignments**

#### **Task description**

You are required to complete two 500-word reading assignments in this unit:

- Reading assignments are designed to equip students with the skills to read theoretical texts critically and to use this reading to enrich their own studies of literature.
- This assessment task will assess your comprehension of the topics covered in Weeks 16-19. Reading assignment questions relate directly to the required reading and assess students' knowledge of key concepts in literary theory and their capacity to use that knowledge to enrich their analysis of literary texts. Questions will be distributed in class.

#### **Assessment criteria**

To complete the Reading Assignments you should:

1. demonstrate knowledge of key concepts in literary theory as required by the question;
2. use knowledge of key concepts in literary theory to formulate responses to set text(s)
3. communicate in the form of a short piece of writing using:
  - a. a logical and appropriate structure
  - b. clear expression
  - c. accurate grammar, punctuation and spelling
  - d. referencing that conforms to MLA style

**Date due** 5pm, 25/8/2010

### **Assessment task 2: Essay**

#### **Task description**

You are required to write one 2000-word essay in this unit.

- This assignment gives students the opportunity to add depth to their understanding of one of the topics in literary theory studied in weeks 20-25. Questions will be distributed in class.

#### **Assessment criteria**

Please refer to the criteria sheet for this task which is included in this unit outline.

**Date due** 5pm, 6/10/2010

## Assessment task 3: Exam

### **Description / conditions**

2-hr exam. The exam will be in two parts:

- Part 1: short-answer questions
- Part 2: essay

**Note:** Your essay in Part 2 should not focus on the topic in literary theory or the literary text you discussed in your 2000 word essay.

### **Assessment criteria**

To complete the Exam you should:

1. demonstrate and apply knowledge of key topics in literary theory as required by the question;
2. appraise and critique the relevance and effectiveness of theoretical models for reading literature through:
  - a. analysis of theoretical texts; and
  - b. analysis of literary texts in the light of theory.
3. communicate in short answer and essay form using:
  - a. a logical and appropriate structure
  - b. clear expression
  - c. accurate 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.***

## 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](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](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](mailto:SEJEL.admin@utas.edu.au)

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

## Unit schedule

Lectures in HEA330 will be presented by the following staff members:

- Dr Lisa Fletcher (LF)
- Dr Dominic Lennard (DL)

The following abbreviations are used for the requisite texts in the unit schedule:

- *LT*: Ryan, Michael. *Literary Theory: A Practical Introduction*
- *LTA*: Rivkin, Julie and Michael Ryan, eds. *Literary Theory: An Anthology*.
- *EB*: Bishop, Elizabeth. *Collected Poems*
- *AM*: Munro, Alice. *Friend of My Youth*.

Week	Date beginning	Topic	Required Reading	Suggested Further Reading
14	12 July	Introduction: What is "theory" and why does it matter? (LF)		Culler, Jonathan. <i>Literary Theory: A Very Short Introduction</i> . Oxford: Oxford UP, 1997.
15	19 July	Dead Theory? Or, Theory before "Theory" (LF)		<i>LTA</i> , Part One
16	26 July	Structuralism (LF)	<i>LT</i> , Ch. 2 <i>LTA</i> , Introduction to Part Two <i>LTA</i> , de Saussure <i>EB</i> , "The Map" <i>AM</i> , "Hold Me Fast, Don't Let Me Go"	<i>LTA</i> , Part Two
17	2 August	Poststructuralism I: Deconstruction (LF)	<i>LT</i> , Ch. 4 <i>LTA</i> , Introduction to Part Four <i>LTA</i> , Select one essay by Derrida <i>EB</i> , "Over 2,000 Illustrations and a Complete Concordance"	<i>LT</i> , Ch. 3 <i>LTA</i> , Part Four
18	9 August	Poststructuralism II: Postmodernism (LF)	<i>LT</i> , Ch. 4 <i>LTA</i> , Introduction to Part Four <i>LTA</i> , Baudrillard OR Lyotard	<i>LTA</i> , Part Four
19	16 August	Psychoanalysis I: Freud (DL)	<i>LT</i> , Ch. 5 <i>LTA</i> , Introduction to Part Five <i>LTA</i> , Freud, "The Uncanny" <i>AM</i> , "Meneseteung"	<i>LTA</i> , Part Five
20	23 August	Psychoanalysis II: After Freud (DL)  Note: Assessment task 1: Reading Assignments due 5pm, 25/8/2010	<i>LT</i> , Ch. 5 <i>LTA</i> , Introduction to Part Five <i>LTA</i> , Lacan "The Mirror Stage"	<i>LTA</i> , Part Five
<b>Mid-semester break: 30 August-5 September 2010</b>				
21	6	Political Criticism:	<i>LT</i> , Ch. 6	<i>LTA</i> , Part Seven

	September	Marxism to Cultural Materialism (LF)	<i>LTA</i> , Introduction to Part Seven <i>LTA</i> , Althusser	
22	13 September	Gender & Sexuality I (DL)	<i>LT</i> , Ch. 7 <i>LTA</i> , Introduction to Part Eight Select one essay by Irigaray <i>King Lear</i>	<i>LTA</i> , Part Eight
23	20 September	Gender & Sexuality II (DL)	<i>LT</i> , Ch. 7 <i>LTA</i> , Introduction to Part Nine <i>LTA</i> , Sedgwick OR Butler <i>King Lear</i>	<i>LTA</i> , Part Nine
24	27 September	History (LF)	<i>LT</i> , Ch. 8 <i>LTA</i> , Introduction to Part Six <i>King Lear</i>	<i>LTA</i> , Part Six
25	4 October	Postcolonialism (LF)  Note: Assessment task 2: Essay due 5pm, 6/10/2010	<i>LT</i> , Ch. 10 <i>LTA</i> , Introduction to Part Eleven <i>LTA</i> , Select one essay from Part Eleven <i>EB</i> , "Brazil, January 1, 1502" and "The Burglar of Babylon"	<i>LTA</i> , Part Eleven
26	11 October	Post-theory (or, What Happens after Theory?)		Eagleton, Terry. <i>After Theory</i> . London: Penguin, 2003.
<b>Study period: 18-22 October 2010</b>				
<b>Examination period: 23 October-9 November 2010</b>				

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><b>critterion 1</b></p> <p>Critically analyse your selected set text(s) demonstrating knowledge of key topics in advanced study of literary theory 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"> <li>identified <i>key concepts and issues</i> relevant to the question and explained their relevance</li> <li>demonstrated <i>comprehensive</i> knowledge of the set text(s)</li> <li>demonstrated <i>comprehensive</i> knowledge of key topics in advanced study of literary theory relevant to the question.</li> </ul>	<p>presented a <i>critical and thorough</i> analysis of the set text(s) that:</p> <ul style="list-style-type: none"> <li>identified <i>key concepts and issues</i> relevant to the question and explained their relevance</li> <li>demonstrated <i>broad</i> knowledge of the set text(s)</li> <li>demonstrated <i>broad</i> knowledge of key topics in advanced study of literary theory relevant to the question.</li> </ul>	<p>presented a <i>critical</i> analysis of the set text(s) that:</p> <ul style="list-style-type: none"> <li>identified <i>some key concepts and issues</i> relevant to the question</li> <li>demonstrated <i>some</i> knowledge of the set text(s)</li> <li>demonstrated <i>some</i> knowledge of key topics in advanced study of literary theory relevant to the question.</li> </ul>	<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"> <li>touched on <i>some key concepts and issues</i> relevant to the question</li> <li>demonstrated <i>partial</i> knowledge of the set text(s)</li> <li>demonstrated <i>partial</i> knowledge of key topics in advanced study of literary theory relevant to the question.</li> </ul>	<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"> <li>provided comments that were only loosely related to the question</li> <li>demonstrated <i>negligible</i> knowledge of the set text(s)</li> <li>demonstrated <i>negligible</i> knowledge of key topics in advanced study of literary theory relevant to the question.</li> </ul>
<p><b>critterion 2</b></p> <p>Construct an argument in response to the question, supported by:</p> <ol style="list-style-type: none"> <li>evidence from your chosen text(s)</li> <li>reference to secondary sources.</li> </ol>	<p>constructed a <i>coherent and very persuasive</i> argument by:</p> <ul style="list-style-type: none"> <li>supporting your ideas with <i>detailed and convincing</i> evidence from the texts</li> <li>identifying and engaging with <i>pertinent and authoritative secondary sources</i></li> <li><i>smoothly integrating</i> evidence from the texts and references to critics with your own <i>independent</i> line of argument</li> </ul>	<p>constructed a <i>coherent and persuasive</i> argument by:</p> <ul style="list-style-type: none"> <li>supporting your ideas with <i>convincing</i> evidence from the texts</li> <li>identifying and engaging with <i>pertinent and authoritative secondary sources</i></li> <li><i>integrating</i> evidence from the texts and references to critics with your own line of argument</li> </ul>	<p>constructed a <i>coherent</i> argument by:</p> <ul style="list-style-type: none"> <li>supporting your ideas with evidence from the texts</li> <li>identifying and engaging with <i>relevant secondary sources</i></li> <li><i>linking</i> evidence from the texts and references to critics to your own line of argument</li> </ul>	<p><i>partially constructed</i> an argument in response to the question and:</p> <ul style="list-style-type: none"> <li>supported your ideas with limited references to the texts</li> <li>mentioned some <i>relevant secondary sources</i>, but may have : <ol style="list-style-type: none"> <li>used these ineffectively to further your own argument <i>or</i></li> <li>presented an argument that was insufficiently researched</li> </ol> </li> </ul>	<p>presented a discussion that may have:</p> <ul style="list-style-type: none"> <li>presented personal opinion unsupported by evidence from the text <i>or</i></li> <li>failed to engage with secondary sources <i>or</i></li> <li>restated simple ideas from crib notes or other non-academic secondary sources <i>or</i></li> <li>presented a series of paraphrases or quotations from critics in place of an argument</li> </ul>

<p><b>critterion 3</b></p> <p>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"> <li>• 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</li> <li>• a clear, fluid and concise writing style with consistently accurate grammar, punctuation and spelling</li> <li>• MLA style accurately throughout the essay</li> </ul>	<p>communicated ideas by using:</p> <ul style="list-style-type: none"> <li>• a logical and well planned essay structure that introduces the topic, provides a sense of direction and draws the argument to a strong conclusion</li> <li>• a mostly clear, fluid and concise writing style with consistently accurate grammar, punctuation and spelling</li> <li>• MLA style accurately for most of the essay</li> </ul>	<p>communicated ideas by using:</p> <ul style="list-style-type: none"> <li>• a logical essay structure that provides a sense of direction and draws the argument to a conclusion</li> <li>• a competent writing style, free of major grammatical errors, with accurate punctuation and spelling for most of the essay</li> <li>• MLA style accurately for some of the essay</li> </ul>	<p>communicated ideas by using:</p> <ul style="list-style-type: none"> <li>• elements of a standard essay structure, but with some predictability and repetition <i>and / or</i> lack of balance</li> <li>• written expression that is mostly competent and free of major grammatical errors, with accurate punctuation and spelling for parts of the essay</li> <li>• some elements of MLA style</li> </ul>	<p>communicated by using:</p> <ul style="list-style-type: none"> <li>• an essay structure that may not have met the requirements of the question <i>and / or</i></li> <li>• 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></li> <li>• presentation <i>and / or</i> referencing that does not conform to MLA style</li> </ul>
<p><b>Comments</b></p> <p style="text-align: center;"><b>Grade</b></p>					

