



COURSE OUTLINE

EGL205 Imagined Homelands: An Exploration of Australian Literature

Course Coordinator: Clare Archer-Lean (carcher@usc.edu.au) **School:** School of Business and Creative Industries

2021 | Semester 2

USC Sunshine Coast
USC Moreton Bay

ON CAMPUS

Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE

You can do this course without coming onto campus.

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course investigates some of the significant expressions of Australian literature. It plots how Australian literature has served to situate, challenge and debate concepts of nation and identity, belonging and home. It does this through development of extensive critical reading skills, analysis and literary research.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Tutorial/Workshop 1 – In-class tutorial	2hrs	Week 2	12 times
Lecture – 1 hour online lecture content for 12 weeks (or equivalent).	1hr	Week 1	12 times
ONLINE 1			
Tutorial/Workshop 1 – In-class tutorial	2hrs	Week 2	12 times
Lecture – 1 hour online lecture content for 12 weeks (or equivalent).	1hr	Week 1	12 times

1.3. Course Topics

Narrative pre-invasion

Australian nation forming through story and performance

Australian Poetry

Australian Prose

Australian Plays

Place and identity in story and performance: outback/bush, suburbia, beach, city and beyond

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Evaluate ethical approaches to diverse perspectives resulting from gender, race, ethnicity and sexuality that fiction addresses.	Ethical
2 Explain and describe concepts of 'nation' and 'Australia' as imagined, real and contested.	Knowledgeable
3 Understand and communicate the role of setting (rural, urban, coastal) on changing notions of Australian identity as it is imaginatively constructed in fiction and performed forms like poetry and theatre	Knowledgeable
4 Organise analysis, critical arguments and literary research in coherent and convincing written and oral forms.	Empowered
5 Collaborate with the work of others and work in teams to support the collective learning of the group.	Empowered

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Feedback on tasks can be made via negotiation with tutor. Your tutor will provide some feedback on first submission of task one in class or via email (see tutor for specific information) before submission.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	20%	1000 words equivalent	Throughout teaching period (refer to Format)	Online Assignment Submission
All	2	Oral and Written Piece	Group	40%	5 minutes per group member. submit with reference list and active engagement across semester	Throughout teaching period (refer to Format)	In Class
All	3	Written Piece	Individual	40%	1500 words maximum including reference lists and quotations	Week 13	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Quizzes

GOAL:	This assessment is designed to give you an opportunity to explore and test your understanding of the texts, analytical approaches and academic writing conventions. Feedback on your assessment will form the foundation of preparation for the major essay and for class preparation																			
PRODUCT:	Quiz/zes																			
FORMAT:	<p>Submit: Weeks 4-12.</p> <p>Academic assessment Individual and group task Word count varies</p> <p>At points during the semester you will prepare a paragraph (or equivalent) of close textual analysis with a debatable, analytical topic sentence and 200 words of researched analysis (from the text, further sources are optional). See Blackboard and class information for more specifics and due dates.</p> <p>At other points you will be required to answer multiple choice questions designed to enhance your reading preparation for tutorials and depth of analysis. The multiple-choice questions should be submitted before the tutorial to which they pertain where possible. The analytical paragraphs may be submitted within 48 hours of completing the tutorial to which they pertain.</p>																			
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Explain and describe concepts of 'nation' and 'Australia' as imagined, real and contested.</td> <td>2</td> </tr> <tr> <td>2</td> <td>Organise analysis, critical arguments and literary research in coherent and convincing written forms.</td> <td>4</td> </tr> <tr> <td>3</td> <td>Lucidity of expression and structure.</td> <td>4</td> </tr> <tr> <td>4</td> <td>Knowledge of the text and depth of textual analysis.</td> <td>4</td> </tr> <tr> <td>5</td> <td>Identifying devices correctly and attending to setting and other key devices in the analysis of text</td> <td>3</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Explain and describe concepts of 'nation' and 'Australia' as imagined, real and contested.	2	2	Organise analysis, critical arguments and literary research in coherent and convincing written forms.	4	3	Lucidity of expression and structure.	4	4	Knowledge of the text and depth of textual analysis.	4	5	Identifying devices correctly and attending to setting and other key devices in the analysis of text	3	
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All - Assessment Task 2: Oral presentation and engagement

GOAL:	This assessment is designed to give you an opportunity to explore, test and 'perform' your understanding of the texts, analytical approaches and collaborative learning and oral presentation skills. Feedback on your assignment will inform the major essay. It is also designed to give you an opportunity to explore and test your understanding of the texts, in interactive discussions between you, your classmates and your tutor.	
PRODUCT:	Oral and Written Piece	
FORMAT:	<p>Submit: Weeks 5-12</p> <p>Industry assessment Group task Duration 5 minutes per person in group.</p> <p>The assessment has two parts: performed presentation and class engagement</p> <p>a) This is a 'performative' visual and oral presentation working in groups of two or three. Groups will be formed in the first week of tutorials in negotiation with class members and tutors. This presentation must be engaging and be informed by substantive literary research into both text and relevant criticism. All group members must fully participate in both preparation for, and presentation of, the assessment task. The form of the presentation must speak to a potential future industry environment and can be a video recording or live presentation depending on your class and preference. You may also like to create a 'play' where you perform the ideas. All group members receive the same grade based on evidence of a strong synthesised final product. If there is evidence that participation is not equal there may be slight varying of grade among the group, at the discretion of the tutor. This is not usual practice. See Blackboard for specific questions and text topic options.</p> <p>b) Your responses to others' groups, your engagement with learning activities and preparation for learning is assessed. A formative reading journal will assist. For information on a reading journal format see Blackboard.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1	Explain and describe concepts of 'nation' and 'Australia' as imagined, real and contested. 2
	2	Organise analysis, critical arguments and literary research in coherent and convincing oral forms. 4
	3	Collaborate with the work of others and work in teams to support the collective learning of the group. 5
	4	Receiver focused and engaging presentation. 4
	5	Evaluate ethical approaches to diverse perspectives resulting from gender, race, ethnicity and sexuality that fiction addresses. 1

All - Assessment Task 3: Written Piece

GOAL:	This assessment is designed to give you an opportunity to synthesise your understanding of the texts, analytical approaches, advanced research and academic writing conventions.		
PRODUCT:	Written Piece		
FORMAT:	Academic assessment Individual task 1500 words You may like to consult over an essay introduction (including hypothesis, and sub-arguments clearly articulated) and a plan for the essay with your tutor. Formative feedback will be given where requested in a timely manner. Final product is a 1500 word, major essay, with reference list on separate page. The essay will include introduction, essay body and essay conclusion along with accurate Harvard referencing where necessary. This essay must be informed by substantive literary research into both text and relevant criticism. See Blackboard for essay questions and more assessment advice.		
CRITERIA:	No.		Learning Outcome assessed
	1	Evaluate ethical approaches to diverse perspectives resulting from gender, race, ethnicity and sexuality that fiction addresses.	1
	2	Explain and describe concepts of 'nation' and 'Australia' as imagined, real and contested.	2
	3	Organise analysis, critical arguments and literary research in coherent and convincing written forms.	4

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Required	n/a	0	Please see Blackboard course readings. Some books may need to be purchased online	n/a

8.2. Specific requirements

Please ensure you have access to new or secondhand print or e-versions of required texts (see blackboard)

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2. Assessment: Additional Requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct.

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, , injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.8. General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au