USC

COURSE OUTLINE

EGL385 Wonderworlds: An Exploration of Theory and Fiction

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

2021 | Semester 2

USC Sunshine Coast	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

To wonder is to imagine where we are not, and to consciously make sense of what might be in terms of our identities, environments and relationships. In this course you will investigate some of the ways in which the conventional and accepted have been questioned in literature. The word wonder encompasses speculation about new worlds, your experience of surprise, awe and fascination. You will investigate multiple forms 'wonderworlds' and explore some of the most exciting fictional experiments of recent times and enhance your application of literary theory in the service of critical arguments.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Tutorial/Workshop 1 – Interactive zoom 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 – Interactive zoom tutorial	2hrs	Week 2	12 times
Lecture – I hour online content for 12 weeks (or equivalent).	1hr	Week 1	12 times

1.3. Course Topics

Changes to conventional realism in prose and the novel

Experiments in fiction including: science fiction, magical realism, postmodern fiction, Gothicism, modernism and posthumanism

Literary theory

2. What level is this course?

> 300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

3. What is the unit value of this course?

> 12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...	GRADUATE QUALITIES Completing these tasks successfully will contribute to you becoming...
1 Explain and describe a range of fin de siecle and twentieth century genres that disrupt the Western Realist tradition.	Knowledgeable
2 Using relevant literary criticism, textual analysis and theory evaluate concepts of otherness and ethical approaches to diversity of gender, race, ethnicity, sexuality and species that challenging fiction addresses.	Creative and critical thinker
3 Conduct literary research and organise textual analysis in clear, concise, accurate, coherent and convincing written and oral forms.	Engaged
4 Collaborate with the work of others and work in teams to support the collective learning of the group.	Engaged

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

> AUS285, AUS585 or EGL285

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

Student should have a foundational knowledge of university level research and writing skills and close reading.

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

Before submission of Task 1 you will liaise with your tutor in terms of feedback on an introductory paragraph to your essay, including hypothesis, theoretical concept / approach used, and sub-arguments clearly signalled. You must respond to the feedback you are given in your final product.

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	Essay	Individual	20%	1000 words	Week 4	Online Assignment Submission with plagiarism check
All	2a	Oral	Group	25%	5 minutes per person in group	Throughout teaching period (refer to Format)	In Class
All	2b	Activity Participation	Individual	10%	Participation in tutorial discussion	Throughout teaching period (refer to Format)	In Class
All	3	Essay	Individual	45%	2000 words (including all references and quotations)	Week 13	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Critical Reading Short Essay

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. You will be applying concepts from literary theory to specific passages of literary texts. Feedback on this assessment will inform your final essay.
PRODUCT:	Essay
FORMAT:	Academic format
	Standard essay format
	1000 words (including all references and quotations)
	one literary theoretical approach
	Note, you cannot focus on the same text that you intend to explore in task 2 or 3.
	All work will be checked with plagiarism software.

CRITERIA:	No.		Learning Outcome assessed
	1	Identification of textual devices and analysis	③
	2	Structuring, expressing and editing of analysis via theory	③
	3	Application of literary criticism/theory	① ②
	4	Academic writing – grammar and referencing (attribution)	③

All - Assessment Task 2a: Textual analysis

GOAL:	This task is divided into two parts: A) group oral presentation and B) active participation. The goal is to provide you a way to test textual analysis skills in performative forms through collaborative teamwork and learning. Feedback on your presentation will inform your 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
FORMAT:	Weeks 5-13 Group Academic format Engaging presentation/production (5 minute per person in the group presentation) can be delivered live in class or submitted as pre-recorded video See Blackboard for specific questions and text topic options. Note, you cannot focus on the same text that was explored in task 1 or that you intend to explore in task 3.

CRITERIA:	No.		Learning Outcome assessed
	1	Description and explanation of fin de siècle and twentieth century genres	①
	2	Organised textual analysis, structurally clear presentation	③
	3	Collaborations with the work of others	④
	4	Use of specific research (literary criticism and theory) in the service of a clear argument	②
	5	Engaging and persuasive presentation delivery and mode	③ ④

All - Assessment Task 2b: Textual analysis - collective learning through participation

GOAL:	In each tutorial that you are not presenting you are expected to prepare your own readings of the primary sources (primary sources are novels, poems etc you choose to analyse) and be ready to engage actively with the presentation of the group allocated that week. You will be required to read the set material each week and respond to the ideas of others. Reading journals are formative, non-assessed items that will assist your class engagement
PRODUCT:	Activity Participation
FORMAT:	During tutorial 5-13 Tutorial Discussion - reception/engagement. See Blackboard for specific questions and texts.

CRITERIA:	No.		Learning Outcome assessed
	1	Use of literary criticism and theory.	②
	2	Participation and engagement with literary discussions.	④

All - Assessment Task 3: Final Research Essay

GOAL:	This task is designed to provide opportunity to fully develop and synthesis your critical reading, research and textual analysis skills.
PRODUCT:	Essay
FORMAT:	Submit: Week 13 Academic format Standard essay format 2000 words You cannot focus on the same text that was explored in task 1 or 2. For information on research questions that might be attempted see blackboard

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Depth of textual analysis	① ③
	2	Effective application of literary criticism/ theory	②
	3	Structuring, expressing and editing of effective critical arguments	③
	4	Academic writing – grammar and referencing (attribution)	③

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	Carter, David	2012	Literary Theory (note: This book is available online through the USC Library - Ebook Central)	Pocket Essentials
Required	n/a	0	Please see course readings on Blackboard. Some materials available via library but some texts may need to be ordered online for purchase.	n/a

8.2. Specific requirements

Not applicable

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

Eligibility for Supplementary Assessment

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