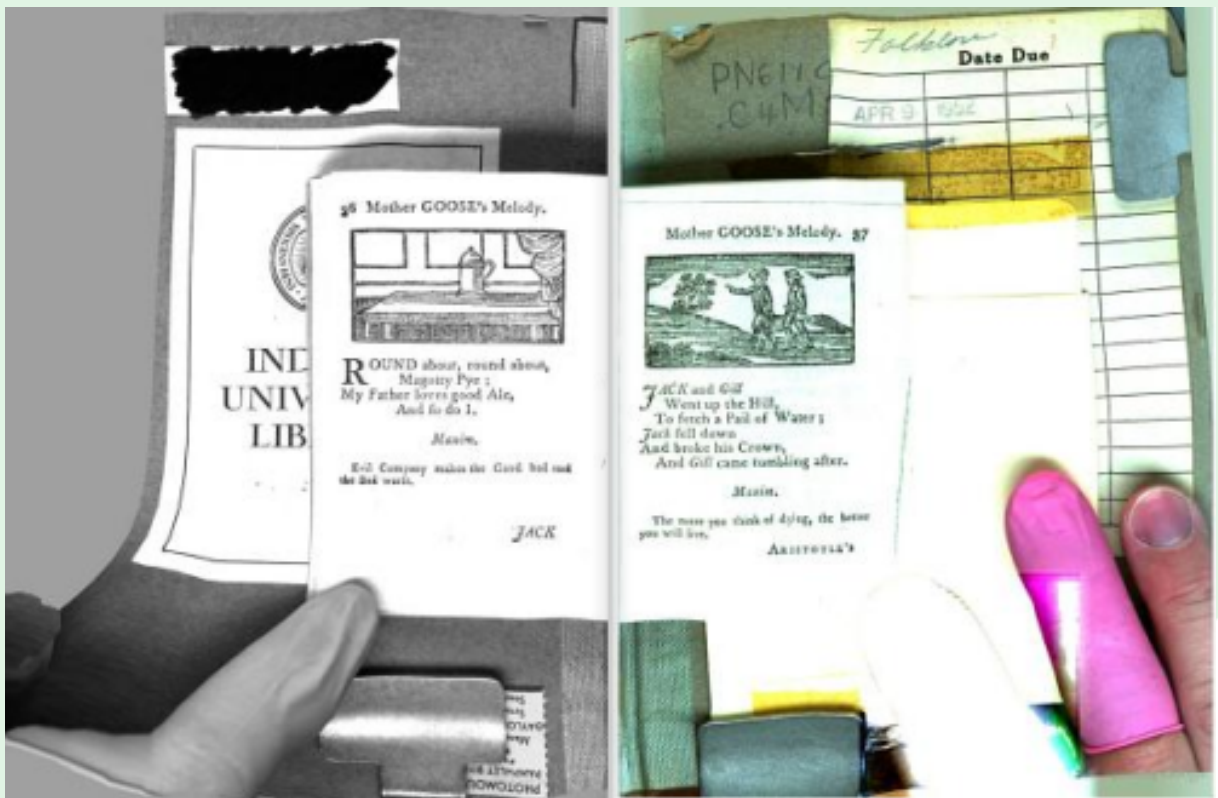


# ARTS1031

Reading Through Time

Term 3, 2021



## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
John Attridge	<a href="mailto:j.attridge@unsw.edu.au">j.attridge@unsw.edu.au</a>	TBA	228 Webster Building	

### School Contact Information

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## Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

## Course Details

### Units of Credit 6

### Summary of the Course

This course charts a roughly chronological path through the tradition of literature in English from the Renaissance to the twentieth-first century. As we move through the term, you will become familiar with some of the most significant periods and movements in English literary history, immerse yourself in the work of some amazing writers and learn many of the critical tools you need to read, analyse, and understand literature. As the course title implies, one of the themes that we will encounter along the way is the idea of “reading” itself: what special practices of reading do we cultivate as students of literature, where did these practices come from and how is the way we read changing and evolving today - as a result, for instance, of changes in the media landscape? Like other English subjects, one of the aims of this course is to help you sharpen your critical reading skills. But it is also one of our assumptions that reading and studying the history of literature in English is the single best way to become a better writer.

### Course Learning Outcomes

1. Display knowledge of English literature from 1550 to the present
2. Analyse complex literary texts
3. Demonstrate an ability to think critically about literary texts
4. Communicate clearly and persuasively, in a style appropriate to the discipline of literary studies.

### Teaching Strategies

Lectures, tutorials and assessment in this course should give you the skills necessary to perform intelligent, independent readings of literary texts and to communicate those readings in cogent speech and prose.

#### Lectures:

- give examples of the skills of textual analysis that you will need to display in your assessment tasks
- situate texts in their cultural and historical contexts
- indicate a range of different critical and theoretical approaches to literature
- introduce some of the specialized vocabulary used in English studies

*Lecture attendance is compulsory unless you have an approved clash.*

**Tutorials:** Weekly tutorials encourage you to **read continuously throughout the term** and provide a forum to develop your own independent perspectives on the texts in dialogue with your tutor and peers.

Most weeks you will read a set literary text and a short passage from a secondary text. In tutorial, you will discuss these texts with your tutor and your class-mates.

## Assessment

All assessment tasks above are essential components. You must attempt all assessment tasks in order to pass the course.

NB. The correct weightings for the tests and essay are 20% (for both tests) and 60% respectively.

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Short writing exercise	20%	28/09/2020 11:00 PM	2, 3, 4
2. Online tests	20%	Weeks 5 and 10 - check Moodle for details	1
3. Essay	60%	End of term - check Moodle for details.	1, 2, 3, 4

### Assessment 1: Short writing exercise

**Start date:** Weeks 5 and 10

**Due date:** 28/09/2020 11:00 PM

Word length/Duration: 500 words

Percentage: 20

Description: This focused exercise develops skills of written expression and textual analysis that will be used in the major essay. It also enables early feedback on writing.

Feedback method: Mark and rubric via LMS; class discussion.

### Additional details

Further information provided via Moodle.

### Assessment 2: Online tests

**Due date:** Weeks 5 and 10 - check Moodle for details

Word length/Duration: 40-60 mins or 20-30 mins per test

Description: Students will complete 2 online tests, which test their knowledge of set texts and supplementary readings and comprehension of lectures.

Percentage: 20

Feedback method: Mark and correct answers via LMS

This is not a Turnitin assignment

**Additional details**

NB The correct weighting for this task is 20% (not 35%).

Tests will take place in week 5 and week 10.

**Assessment 3: Essay**

**Due date:** End of term - check Moodle for details.

Word length/Duration: 2000

Percentage: 35

Description: Major essay in which students demonstrate knowledge of a selection of the primary texts studied across the term and situate their own original arguments in relation to secondary readings.

Feedback method: Mark and comment via LMS.

**Additional details**

Please see details in Moodle.

NB The correct weighting for this task is 60% (not 45%).

The essay will be due in week 11.



## Attendance Requirements

I expect you to attend a minimum of 80% of tutorials. This requirement does not include absences due to unavoidable circumstances, like accident and illness.

I also expect you to be present at 80% of the synchronous lectures, if you can. You must listen to the recordings of any lectures that you miss.

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 13 September - 17 September	Lecture	<b>Module 1: Truth, fiction and genre</b>  William Shakespeare, <i>The Winter's Tale</i>
	Tutorial	<b>Tutorial:</b>  Shakespeare, <i>The Winter's Tale</i>
Week 2: 20 September - 24 September	Lecture	<b>Module 1: Truth, fiction and genre</b>  Elegy, mourning and tradition  The jumping-off point for this week is John Milton, "Lycidas" (1638), but we will also consider several other examples of the poetic form known as <i>elegy</i> : check Moodle for details.
	Tutorial	<b>Tutorial:</b>  Milton, "Lycidas" and other elegies: check Moodle for details.
Week 3: 27 September - 1 October	Lecture	<b>Module 2: Place</b>  Romanticism and ecopoetry  The lecture this week will focus on William Wordsworth, "Lines written a few miles above Tintern Abbey" and other poems from Wordsworth and Coleridge, <i>Lyrical Ballads</i> (1798) but we will also consider recent nature poems by the contemporary American poet Jorie Graham. Check Moodle for details.

	Tutorial	Selected poems from Wordsworth and Coleridge, <i>Lyrical Ballads</i> (1798) and other poetry to be announced. Check Moodle for details.
Week 4: 4 October - 8 October	Lecture	<b>Module 2: Place</b>  Romance, realism and the novel  Jane Austen, <i>Persuasion</i> (1817)
	Tutorial	Jane Austen, <i>Persuasion</i> (1817)
Week 5: 11 October - 15 October	Lecture	<b>Module 3: Displacements</b>  Travel and modernity  Henry James, <i>Daisy Miller</i> (1879) (short novel/novella)
	Tutorial	James, <i>Daisy Miller</i>
Week 6: 18 October - 22 October	Reading	<b>Flexibility week (no classes)</b>
Week 7: 25 October - 29 October	Lecture	<b>Module 3: Displacements</b>  Modernism  Introduction to the early-twentieth-century literary movement known as "modernism" and discussion of selected short stories by Katherine Mansfield, James Joyce and Jean Rhys
	Tutorial	Selected short stories by Katherine Mansfield, James Joyce and Jean Rhys. See Moodle for details.
Week 8: 1 November - 5 November	Lecture	<b>Module 3: Displacements</b>  After empire  This lecture examines some of the formal and political dimensions of what is sometimes called postcolonial literature. Our anchor-point will be selected poems by the West Indian writer Derek



		Walcott (1930-2017).
	Tutorial	Selected poems by Derek Walcott (1930-2017) and other short texts. See Moodle for details.
Week 9: 8 November - 12 November	Lecture	<b>Module 4: The sense of an ending</b>  Patricia Cornelius, <i>Do not go gentle...</i> (2014) (play)
	Tutorial	Patricia Cornelius, <i>Do not go gentle...</i> (2014)
Week 10: 15 November - 19 November	Lecture	<b>Module 4: The sense of an ending</b>  Dystopia and genre  Emily St. John Mandel, <i>Station Eleven</i> (2014) (novel)
	Tutorial	Emily St. John Mandel, <i>Station Eleven</i> (2014)

## Resources

### Prescribed Resources

#### Non-exhaustive list of set texts

This list includes all of the longer texts that you are required to read. Consult Moodle/Leganto for a complete list of the poetry and other readings to be covered each week.

*In week 4, we study our first novel, Jane Austen, Persuasion, and then in week 5 we do a novella (short novel), Henry James's Daisy Miller. At the end of the course, there's another novel, Emily St. John Mandel's Station Eleven. Please get started with these longer narratives **early** - as I'm sure you know from experience, you won't be able to keep up with the reading if you don't get a headstart.*

#### Drama

William Shakespeare, *The Winter's Tale*

Patricia Cornelius, *Do not go gentle...* (2014)

#### Poetry

John Milton, "Lycidas" (1637)

William Wordsworth, "Lines written a few miles above Tintern Abbey" and other poems (1798) (see Leganto for complete list)

Derek Walcott, selected poems (see Leganto for complete list)

See Leganto for contemporary poetry

#### Fiction

Jane Austen, *Persuasion* (1817) (novel)

Henry James, *Daisy Miller* (1879) (short novel/novella)

Emily St. John Mandel, *Station Eleven* (2014)

Selected short stories by James Joyce, Katherine Mansfield and Jean Rhys

### Recommended Resources

See Moodle site for recommended readings.

## **Course Evaluation and Development**

Students in previous years have commented that the course moves very quickly and covers a lot of material. It is difficult to balance coverage, which is one of the aims of this course, with depth. This is also one of the main differences between high school and university English, and it requires some adjustment at first year. This term, we have responded to this feedback and to the changes required by moving to a shorter term, by reducing the reading and organizing the material thematically to provide students with frameworks for understanding the historical range of material that the course covers.

Students also indicated that they did not like the in-class test. The assessments have been redesigned this year, to incorporate a short piece of writing completed at home (rather than under exam conditions) and two online tests.

## **Submission of Assessment Tasks**

### **Turnitin Submission**

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au) . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

### UNSW groups plagiarism into the following categories:

**Copying:** Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion:** Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

### Correct referencing practices

The [UNSW Academic Skills support](#) offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library has [the ELISE tool](#) available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study. Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

## Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

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Employee's hand.

From p. 259 of [The Souls of Black Folk: Essays and Sketches](#) by W. E. Burghardt Du Bois (1907).  
Original from Stanford University Libraries.

<https://theartofgooglebooks.tumblr.com/>

## CRICOS

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