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Staff and contact details

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Room and consultation hours</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course convenor, lecturer, tutor</td>
<td>Dr. John Attridge</td>
<td><a href="mailto:j.attridge@unsw.edu.au">j.attridge@unsw.edu.au</a></td>
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</tr>
<tr>
<td>Lecturers</td>
<td>Dr Sigi Jottkandt</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Dr Fiona Morrison</td>
<td></td>
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<tr>
<td></td>
<td>Professor Julian Murphet</td>
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<td></td>
<td>Dr Sean Pryor</td>
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<tr>
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<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

Course details

Credit points: 6

Course description: Taking as its starting point the notion that each period sees itself as “modern”, the course will concentrate on key historical shifts in English literary culture from 1500 to the present. Students’ understanding of literary movements will be extended through a focus on other kinds of contexts, such as national and transnational frameworks. By considering the extent to which modernity is about rewriting the past, we will consider periodization in relation to canonicity. Canonicity will be approached mainly in terms of literary fashion and literary value: we will consider when and why some texts remain read and taught, and in what ways they are consumed.

Aims of the course

This course aims to provide students with a basic knowledge of the history of English literature from 1500 onwards, and an understanding of why particular works of literature have traditionally been included in this history. Arts1030 (Introduction to English: Literary Genres) is not a prerequisite for Arts1031, and students who have not completed Arts1030 may do well in Arts1031. However, Arts1031 does aim to enrich the understanding of specific genres which is cultivated in Arts1030, and it further develops students’ abilities to read closely and write essays. This course also aims to develop students’ skills in aesthetic judgment. As the second part of the first-year introduction to the discipline of English literary criticism, Arts1031 also aims to prepare students for more advanced study of English literature in upper-level courses.

Required texts

*The Norton Anthology of English Literature* (B and C)
Jane Austen, *Persuasion*
Samuel Taylor Coleridge and William Wordsworth, *Lyrical Ballads*
Joseph Conrad, *Heart of Darkness and Other Stories*
Don Delillo, *White Noise*
Caryl Churchill, *Top Girls*
William Shakespeare, *Hamlet*
Derek Walcott, *Selected Poems*

**Recommended text**

Christopher Baldick, *The Oxford Dictionary of Literary Terms*

All texts are available at the UNSW bookshop.

**Blackboard site**

There is a Blackboard site for this course. You can use Blackboard to access recordings of lectures, a copy of this course outline and other information and supplementary materials. You will also use Blackboard to submit electronic copies of assignments to Turnitin (see “Submission of assignments” below). Course announcements will also be made through the course Blackboard site, so you should check it regularly. You will also find a FAQ discussion board there: please consult this list of Frequently Asked Questions before emailing any of your instructors with a question.

**Times and venues of lectures and tutorials**

(lectures run weeks 1-12; tutorials run weeks 2-13)

**Lectures:** Monday 9 Law Theatre G04; Wednesday 11 Law Theatre G04
**Tutorials:** Thursday 10 Webster 306
Thursday 11 Webster 137
Thursday 12 Webster 137
Monday 11 Squarehouse 109A
Monday 12 Squarehouse 109A
Monday 1 Squarehouse 109A
Wednesday 12 Webster 306
Wednesday 4 Webster 306
Wednesday 5 Webster 302

**Semester overview (see below for details on readings)**

<table>
<thead>
<tr>
<th>Week of semester</th>
<th>Lecture 1 Monday 9</th>
<th>Lecture 2 Wednesday 11</th>
<th>Tutorial</th>
</tr>
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<tbody>
<tr>
<td>1 29 July</td>
<td>Introduction (JA)</td>
<td>Renaissance sonnet sequences (JA)</td>
<td>None</td>
</tr>
<tr>
<td>3 12 August</td>
<td>Christopher Marlowe, <em>Hero and Leander</em> (SP)</td>
<td>Christopher Marlowe, <em>Hero and Leander</em> (SP)</td>
<td><em>Hamlet</em></td>
</tr>
<tr>
<td>Week</td>
<td>Close reading exercise due</td>
<td>Milton (JA)</td>
<td>Donne and Marvell (JA)</td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>5</td>
<td>19 August</td>
<td>Aphra Behn, <em>Oroonoko</em> (FM)</td>
<td>Aphra Behn, <em>Oroonoko</em> (FM)</td>
</tr>
<tr>
<td>6</td>
<td>2 September</td>
<td>Satire (JA)</td>
<td>Aesthetic judgement in the eighteenth century (JA)</td>
</tr>
<tr>
<td>8</td>
<td>16 September</td>
<td>Jane Austen, <em>Persuasion</em> (TBA)</td>
<td>Jane Austen, <em>Persuasion</em> (TBA)</td>
</tr>
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</table>

Mid-semester break 28 Sep to 7 Oct

<table>
<thead>
<tr>
<th>Week</th>
<th>Labour Day</th>
<th>Derek Walcott, <em>Selected Poems</em> (JA)</th>
<th><em>Heart of Darkness</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>14 October</td>
<td>Selected poems by Walcott</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>28 October</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Lecture topics and readings week by week**

NB. Where poems are contained in the *Norton Anthology of English Literature*, the relevant volume is indicated after the lecture topic.

**Week 1**

29 July Introduction
31 July Sonnet sequences: Sidney and Shakespeare (Norton Anthology B)

Sir Philip Sidney, *Astrophil and Stella*: sonnets 1 “Loving in truth, and fain in verse my love to show”, 6 “Some lovers speak, when they their muses entertain”, 18 “With what sharp checks I in myself am shent” 27 “Because I oft, in dark abstracted guise”, 45 “Stella oft sees the very face of woe”, 47 “What, have I thus betrayed my liberty”

William Shakespeare, Sonnets 18 “Shall I compare thee to a summer’s day?”, 30 “When to the sessions of sweet silent thought” 62 “Sin of self-love possesseth all mine eye”, 73 “That time of year thou may’st in me behold”, 116 “Let me not to the marriage of true minds”, 138 “When my love swears that she is made of truth”

Week 2

5 August  William Shakespeare, *Hamlet*
7 August  William Shakespeare, *Hamlet*

Week 3

12 August  Christopher Marlowe, *Hero and Leander* (Norton Anthology B)
14 August  Christopher Marlowe, *Hero and Leander* (Norton Anthology B)

Week 4

19 August  Aphra Behn, *Oroonoko* (Norton Anthology C)
21 August  Aphra Behn, *Oroonoko* (Norton Anthology C)

Week 5

26 August  Milton (Norton Anthology B)


[supplementary reading: The Early Seventeenth Century (1603-1660), pp. 1341-1367]

28 August  Donne and Marvell (Norton Anthology B)


Week 6

2 September  Satire in the eighteenth century (Norton Anthology C)


[supplementary readings: The Restoration and the Eighteenth Century (1660-1785), pp. 2177-2205; Dryden, “A Discourse Concerning the Original and Progress of Satire”, pp. 2257-2258]

4 September  Aesthetic judgement in the eighteenth century (Norton Anthology C)

Alexander Pope, *An Essay on Criticism*


Week 7
9 September  Wordsworth and Coleridge, *Lyrical Ballads*
11 September  Wordsworth and Coleridge, *Lyrical Ballads*

**Week 8**

16 September  Jane Austen, *Persuasion*
18 September  Jane Austen, *Persuasion*

**Week 9**

23 September  Joseph Conrad, *Heart of Darkness*
25 September  Joseph Conrad, *Heart of Darkness*

**BREAK**

**Week 10**

8 October  Labour Day – no lecture
10 October  Derek Walcott, *Selected Poems*

**Week 11**

15 October  Caryl Churchill, *Top Girls*
17 October  Caryl Churchill, *Top Girls*

**Week 12**

22 October  Don DeLillo, *White Noise*
24 October  Don DeLillo, *White Noise*

**Assessment**

Your assessment in ARTS1031 consists of:

- Close reading exercise 30%
- Essay 35%
- Exam 35%

You must seriously attempt all assessment components to be eligible to pass.

**Task 1: Close reading exercise 30%**

*Length:* 1000 words
*Due:* Monday 26 August

This task requires you to write an analysis of a short text, presented in an essay format. The texts set for this task and detailed instructions will be available via Blackboard.

**Rationale**
This task focuses on one of the fundamental skills used in the study of English literature: close reading. Almost every assignment that you do as part of an English major requires you to read a text carefully, develop a critical understanding of what it means and how it works and present your response in the form of a reasoned, articulate argument. This assessment task is a clinic in the execution of this skill. English graduate attributes: 1 and 5. Learning outcomes: 2, 3, 4, 5 (see below for a description of these attributes and outcomes).

**Marking criteria**
- quality of analysis
- quality of expression (grammatical correctness, appropriate use of technical vocabulary, general persuasiveness)
- structure and organisation of ideas
- presentation (spelling, formatting)

**Task 2: Essay**

**Length:** 1800 words  
**Due:** Thursday 26 September

You will write an essay in response to one of several questions. English graduate attributes: 1, 2, 3, 4, 5. Learning outcomes: 1, 2, 3, 4, 5, 6. (See below for a description of these attributes and outcomes.)

**Rationale**
This task allows you to apply the skills of close reading developed in task 1 in the context of a full-scale essay. It will develop your ability to use the results of your close reading as evidence for your claims and judgements, and to organise those claims into a coherent, extended argument. It also requires you to engage with secondary material.

**Marking criteria:**
- quality of expression (grammatical correctness, appropriate use of technical vocabulary, general persuasiveness)
- quality of overall argument
- structure and organisation of ideas
- use of detailed textual knowledge to support claims
- presentation (spelling, formatting)
- use of secondary criticism

For information on writing, presentation and documentation of sources, please consult the Learning Centre website: [http://www.lc.unsw.edu.au/olib.html#1](http://www.lc.unsw.edu.au/olib.html#1)

**Task 3: Exam**

The exam will be scheduled in the university exam period. **Don’t make travel plans until the date of the exam has been announced.**

**Rationale**
This task tests your knowledge of texts studied in the latter part of the course and your ability to apply the skills of analysis and argument developed in Tasks 1 and 2. English graduate
attributes: 1, 2, 3, 4. Learning outcomes: 1, 2, 3, 4, 5. (See below for a description of these attributes and outcomes.)

**Marking criteria**
- quality of expression (grammatical correctness, spelling, appropriate use of technical vocabulary, general persuasiveness)
- structure and organisation of ideas
- intelligent engagement with the question
- use of detailed textual knowledge to support claims

**Assessment summary**

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Due Date</th>
<th>Learning Objectives</th>
<th>Graduate Attributes</th>
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<tbody>
<tr>
<td>Close reading exercise</td>
<td>1,000</td>
<td>30</td>
<td>26 Aug</td>
<td>2, 3, 4, 5</td>
<td>1, 5</td>
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<tr>
<td>Essay</td>
<td>1,800</td>
<td>35</td>
<td>26 Sep</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>1, 2, 3, 4, 5</td>
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<tr>
<td>Exam</td>
<td>35</td>
<td></td>
<td></td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3, 4, 5</td>
</tr>
</tbody>
</table>

**Procedure for submission of assignments**
The deadline for submission of assignments is 4pm on the due date. Hard copy submissions must be accompanied by a completed SAM cover sheet; they are to be deposited at the SAM office, level 3, Robert Webster Building, **before 4pm**. You must ALSO use TWO methods of electronic submission: upload your essay to Turnitin, accessible via Blackboard, AND send an email with your essay attached to sam.assessment@unsw.edu.au.

**Late assignments**
Late essays will be penalised 3% per day. See “Essential Information for SAM Students” for more information on the SAM website:

https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/

**Learning outcomes**
1. knowledge of main periods and key works of literature in English from the early modern period to the present
2. ability to understand, evaluate and critically analyse complex texts
3. ability to articulate and defend an independent point of view
4. ability to express ideas clearly and articulately
5. ability to make a persuasive argument
6. ability to relate texts to their historical contexts

**Level of progression within the English major**
As a Level 1 course within the UNSW English major, ARTS1031 provides the foundational skills needed for more advanced courses, as well as the historical overview that will be essential to understanding more specialised topics. ARTS1030 is not a prerequisite for ARTS1031, but ARTS1031 does aim to enrich and deepen the knowledge and skills acquired in ARTS1030.
Graduate attributes
ARTS1031 fosters the development of graduate attributes associated with the English major at UNSW:

1. Skills in literary analysis through close reading of texts in English.
2. Knowledge of the main periods and branches of English literature.
3. Ability to relate literary texts to the contexts in which they were produced.
4. Ability to reflect upon his/her own practice as a literary critic within the discipline of English.
5. Ability to make and justify aesthetic judgments about texts.
6. Understanding of how texts are produced.

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

Lectures:
- above all, model 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 semester and provide a forum to develop your own independent perspectives on the texts in dialogue with your tutor and peers.

Library: Use the English Subject Guide on the library website to find databases relevant to literary studies:

http://subjectguides.library.unsw.edu.au/content.php?pid=28489&sid=208065

How you should engage with the course:

- READ the texts! What you get out of this course depends on the time you put in with the readings. A lot of the time, you will need to read slowly and carefully, and RE-READ; this is especially true of poetry.
- START READING EARLY! The texts on the course, especially the longer prose works - *Persuasion, Heart of Darkness* and *White Noise* - take a considerable amount of time to read. Start them now!
- Come to class having read the text and ready to say something to about it. ALWAYS bring the book or course reader to tutorials with you. (Your tutor will check this each week.)
- Attend class: attendance at lectures and tutorials is compulsory. Unsatisfactory attendance (less than 80%) could result in a fail.
- Be on time to lectures and tutorials.
• Read the document “Essential Information for All SAM Students”, downloadable from the SAM website (see below). This document contains SAM policies that apply to this course. Pay particular attention to the guidelines regarding plagiarism.
• In order to pass this course, you must make a serious attempt at ALL assessment tasks.

Student support services

Essential information for students in the School of the Arts and Media, including information about resources for students at the “Essential Information for All SAM Students” web address below:

https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/

For information on writing, presentation and documentation of sources, please consult the Learning Centre website: http://www.lc.unsw.edu.au/olib.html#1

School of the Arts and Media Office contact details:
Level 3, Robert Webster Building
9385 4856
sam@unsw.edu.au

Plagiarism

Plagiarism is taken very seriously at UNSW. Copying someone else’s words or ideas without properly acknowledging your sources can have grave consequences for your university career. Make sure you have completed the ELISE tutorial at the UNSW library and that you understand the plagiarism guidelines set out in “Essential Information for All SAM Students”.

Course evaluation and development
• This course is running for the first time in its present form.
• You will have the opportunity at the end of semester to respond to the course content and design and to the teaching of your tutors and lecturers. Please take the time to complete this survey thoughtfully.