

Unit Outline (Higher Education)

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| Institute / School: | Institute of Education, Arts & Community |
| Unit Title: | Australian Literature |
| Unit ID: | BALIT3005 |
| Credit Points: | 15.00 |
| Prerequisite(s): | (BATCC1001 or BATCC1002 or LITCI1000 or LITCI1001) (At least 30 credit points from BALIT or BATCC or BAXDC or LITCI subject-area at 2000-2999 level) |
| Co-requisite(s): | Nil |
| Exclusion(s): | (BALIT2005 and LITCI1006 and LITCI2202 and LITCI3202) |
| ASCED: | 091523 |

Description of the Unit:

This unit combines a historical and contemporary overview of Australian literature with intensive study of selected themes and genres, including novels, short fiction and poetry. Topics may include colonial settler literary texts and their various engagements with the figure of the indigene; representations of landscape and the bush in white settler and indigenous writing; colonial and post-colonial myths of national identity in literary texts; migration and cultural diversity; issues of gender, sexuality, race and class in literary representations of Australia; contemporary Australian literature; and shifts in how Australian literature is viewed from a transnational or global perspective. Students will gain an appreciation of the development of Australian literature in the context of changes in Australian society and identities.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of

supplementary assessment

Course Level:

| Level of Unit in Course | AQF Level of Course | | | | | |
|-------------------------|---------------------|---|---|---|---|----|
| | 5 | 6 | 7 | 8 | 9 | 10 |
| Introductory | ■ | ■ | ■ | ■ | ■ | ■ |
| Intermediate | ■ | ■ | ■ | ■ | ■ | ■ |
| Advanced | ■ | ■ | ✓ | ■ | ■ | ■ |

Learning Outcomes:

On successful completion of the course the students are expected to be able to:

Knowledge:

- K1.** Review aspects of Australia's cultural history as expressed through literature
- K2.** Read, discuss and analyse a variety of Australian texts, genres, and writers
- K3.** Interpret the treatment of selected themes and tropes in specific texts within appropriate historical and cultural contexts and frameworks

Skills:

- S1.** Demonstrate critical reading practices
- S2.** Articulate an informed perspective
- S3.** Analyse Australian texts in relation to their historical, cultural, political and/or critical contexts
- S4.** Identify and evaluate relevant critical sources for purposes of research

Application of knowledge and skills:

- A1.** Present a clear and coherent argument in written/visual form, making appropriate use of evidence and quotations from literary texts, and using appropriate referencing and presentation skills
- A2.** Recognise and reflect on the social and cultural significance of Australian literary texts in relation to contemporary social and political discourses
- A3.** Critically review, analyse, consolidate and synthesise knowledge of literary texts and relevant scholarship
- A4.** Evaluate and explain critical sources used for assessment tasks

Unit Content:

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FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge)

provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are to be embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

| FEDTASK attribute and descriptor | | Development and acquisition of FEDTASKS in the Unit | |
|---|--|---|-----------------------|
| | | Learning Outcomes (KSA) | Assessment task (AT#) |
| FEDTASK 1 Interpersonal | Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> Using effective verbal and non-verbal communication Listening for meaning and influencing via active listening Showing empathy for others Negotiating and demonstrating conflict resolution skills Working respectfully in cross-cultural and diverse teams. | K1, K2, S2,A2 | AT1 AT2 |
| FEDTASK 2 Leadership | Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> Creating a collegial environment Showing self-awareness and the ability to self-reflect Inspiring and convincing others Making informed decisions Displaying initiative | S1, S2, S4,A1, A2 | AT1 AT2 |
| FEDTASK 3 Critical Thinking and Creativity | Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> Reflecting critically Evaluating ideas, concepts and information Considering alternative perspectives to refine ideas Challenging conventional thinking to clarify concepts Forming creative solutions in problem solving. | K1, K2, K3,S1, S2, S3,S4, A1, A2,A3 | AT1 AT2 AT3 |
| FEDTASK 4 Digital Literacy | Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> Finding, evaluating, managing, curating, organising and sharing digital information Collating, managing, accessing and using digital data securely Receiving and responding to messages in a range of digital media Contributing actively to digital teams and working groups Participating in and benefiting from digital learning opportunities. | S4, A1, A3 | AT1 AT2 AT3 |

| FEDTASK attribute and descriptor | | Development and acquisition of FEDTASKS in the Unit | |
|--|---|---|-----------------------|
| | | Learning Outcomes (KSA) | Assessment task (AT#) |
| FEDTASK 5 Sustainable and Ethical Mindset | Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. | K1, K3, S3,S4, A2, A3 | AT1 AT2 |

Learning Task and Assessment:

| Learning Outcomes Assessed | Assessment Tasks | Assessment Type | Weighting |
|--|---|--|-----------|
| K1, S1, S4, A2, A3 | Analyse students' own critical reception of texts via short reviews or reports including a reflection on their own active engagement in the course. | Folio of Short Reading Reports including Active Participation Reflection | 30-40% |
| K1, K2, S1, S2, S3, S4, A1, A2, A3, A4 | Short Essay or Presentation on at least one of the literary texts studied, in relation to a question about cultural or social issues | Short Essay or Presentation | 20-30% |
| K2, K3, S1, S2, S3, S4, A1, A2, A3, A4 | Analysis of primary text/s within a critical or theoretical context, using both textual analysis and critical sources to develop a coherent argument in response to the topic question. Annotated bibliography evaluating critical sources used | Research essay with annotated bibliography | 30-50% |

Adopted Reference Style:

MLA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)