

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	CONTEMPORARY FICTION
<b>Unit ID:</b>	LITCI3498
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(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)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(ATSGC2498 and ATSGC3498 and LITCI2498)
<b>ASCED:</b>	091523

## Description of the Unit:

This unit analyses a range of contemporary texts that address current concerns of literary theory, including authorship, postmodernism, psychoanalysis, race, class, gender, sexuality, history, politics and social change. The unit concerns itself only with texts written in the last twenty five years and is particularly concerned to consider fin de siècle literature and literature of the new millenium and their relationship to social and cultural change. The texts are drawn from a range of traditions (US, British, Australian, French, for example) and a range of media (novel, graphic novel and film, for example).

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

## Work Experience:

No work experience: Student is not undertaking work experience in industry.

**Does Recognition of Prior Learning apply to this Unit?** No

**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 and submitted all major assessment tasks.

**CourseLevel:**

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

**Learning Outcomes:**
**Knowledge:**

- K1.** Demonstrate familiarity with a selection of representative works and authors from fin de siècle and millennial literature
- K2.** Analyse and critique textual representations in terms of aspects of literary theory (authorship, psychoanalysis, postmodernism, sexuality, gender, race, class, politics, history and social change)
- K3.** Evaluate the ways in which literary texts are a means for exploring human experience in the new millennium
- K4.** Articulate literature's relation to historical and social contexts.

**Skills:**

- S1.** Demonstrate advanced critical reading practices
- S2.** Develop strategies of evaluation
- S3.** Undertake independent research to deepen understanding of contemporary literary texts
- S4.** Critically review, analyse, consolidate and synthesize knowledge of contemporary literary texts and relevant scholarship.
- S5.** Design research and discussion questions, drawing on knowledge of theoretical and critical approaches to contemporary literary texts

**Application of knowledge and skills:**

- A1.** Apply theories to explain the complex relations within and between cultural and material history
- A2.** Construct and communicate a clear and coherent argument in verbal, written or visual form, making appropriate use of evidence from texts covered in the course
- A3.** Recognise, and reflect on, the social and cultural significance of contemporary literary texts
- A4.** Reflect critically on knowledge and skills developed in this course
- A5.** Critically assess a range of critical and theoretical approaches to literary studies and their place in the wider field of cultural studies.

**Unit Content:**

Topics may include:

- The significance of literature in understanding social and cultural experience
- Fin de siècle and millennial literature
- Authorship
- Postmodernism
- Sexuality and gender
- History and politics
- Social change
- New media

- Race and class
- Specific social and cultural concerns in the new millenium

**Learning Task and Assessment:**

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S2, S4, S5, A1, A3, A5	Research and apply appropriate literary theory to an analysis of contemporary literary texts in relation to a topic designed by the student in consultation with their course coordinator.	Research Essay	35%-50%
K2, K3, S1, S3, A2, A3	Present an argument in a written/visual format about a key issue or theme in a contemporary text.	Critical Assessment:Poster	20%-30%
K1, K4, 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	25%-40%

**Alignment to the Minimum Co-Operative Standards (MiCS)**

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

**MICS Mapping has been undertaken for this Unit** No

Date:

**Adopted Reference Style:**

MLA

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

Fed Cite - [referencing tool](#)