Course Outline

School / Portfolio: Faculty of Education and Arts

Course Title: POPULAR WRITING AND CRITICISM

Course ID: LITCI2497

Credit Points: 15.00

Prerequisite(s): (One Introductory (level 1000) Literature Course)

Co-requisite(s): Nil

Exclusion(s): (ATSGC2497 and ATSGC3497 and LITCI3497)

ASCED Code: 091523

Program Level:

<table>
<thead>
<tr>
<th>AQF Level of Program</th>
<th>5</th>
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<td>Level</td>
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Learning Outcomes:

Knowledge:

K1. Demonstrate understanding of the concepts that define the ‘popular’

K2. Recognise the complex relations within and between concepts of the popular and the literary

K3. Articulate a detailed knowledge of the issues surrounding the reception and analysis of popular texts

Skills:

S1. Demonstrate critical reading practices

S2. Develop strategies of evaluation

S3. Debate the significance of popular fiction and film and the various ways of engaging in literary interpretation

S4. Undertake independent research to deepen understanding of popular texts

S5. Critically review, analyse, consolidate and synthesise knowledge of popular texts and relevant scholarship.

Application of knowledge and skills:

A1. Understand 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
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**A3.** Recognise and reflect on the social and cultural significance of popular texts

**A4.** Apply critical and theoretical approaches to the analysis of popular texts

**Course Content:**
Topics may include:

- The significance of the concept of genre in understanding popular texts
- Hybrid popular genres and genre confusion
- Romance and writings about love
- The Western and writings about frontiers
- Magic realism
- Crime and horror fiction
- Historical fiction
- Social realism

**Values and Graduate Attributes:**

**Values:**

**V1.** Develop an appreciation for popular texts

**V2.** Gain and appreciation for the vital relationship between popular texts and their wider contexts

**V3.** Develop strategies of reading popular texts that challenge the schism between the popular and the literary

**V4.** Respect the ideas and skills of others

**V5.** Actively participate in learning in a supportive environment

**Graduate Attributes:**

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Brief Description</th>
<th>Focus</th>
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<tbody>
<tr>
<td>Continuous Learning</td>
<td>Students gain an understanding of how popular texts both shape and are shaped by society. In particular, they learn to critique the concepts of the ‘popular’ and the ‘literary’ and to establish reading practices that challenge the critical imperative driving many analyses of popular texts.</td>
<td>High</td>
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<tr>
<td>Self Reliance</td>
<td>Students undertake independent research and manage their time to complete tasks and meet deadlines.</td>
<td>High</td>
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<tr>
<td>Engaged Citizenship</td>
<td>Students engage in collegial discussions with their peers and teachers about issues relevant to contemporary society such as race, class, sexuality, politics and gender.</td>
<td>High</td>
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<tr>
<td>Social Responsibility</td>
<td>Students discuss the moral and ethical impact of contemporary developments on the production of popular texts.</td>
<td>Medium</td>
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## Learning Task and Assessment:

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<tr>
<th>Learning Outcomes Assessed</th>
<th>Assessment Task</th>
<th>Assessment Type</th>
<th>Weighting</th>
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<tr>
<td>K1, K2, K3 S1, S2, S4, S5, A1, A3, A4</td>
<td>Research and apply appropriate literary theory to an analysis of popular texts</td>
<td>Research Essay</td>
<td>35%-50%</td>
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<td>K3 S3 A2, A4</td>
<td>Engagement in discussion with other students on theoretical and textual issues raised in the course. To be further detailed in course description and may include short reviews or reports submitted online or in class.</td>
<td>Contribution to weekly topics including short reviews and/or reports</td>
<td>20%-30%</td>
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<tr>
<td>K1, K2 S1, S2, S5 A1, A3, A4</td>
<td>Analyse a set text in relation to its historical, cultural and/or intellectual context</td>
<td>Examination</td>
<td>25%-40%</td>
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## Adopted Reference Style:

MLA