Course Outline

School / Portfolio: Faculty of Education and Arts

Course Title: LANGUAGE LITERATURE AND ENVIRONMENT

Course ID: LITCR1003

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED Code: 091500

Program Level:

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

Knowledge:

K1. Critically review the theory and practice of ecocritical approaches in a range of texts
K2. Discuss ecological thinking in relation to literary and cultural study
K3. Critique personal and cultural assumptions about nature/landscape/wilderness
K4. Practice fieldwork activity and writing-on-site as a basis for expository and creative writing

Skills:

S1. Investigate literary and cultural conceptions of nature/wilderness/landscape
S2. Explain ecocritical perspectives in textual analysis and interpretation
S3. Interpret fieldwork observation and library based research as a basis for developing writing

Application of knowledge and skills:

A1. Undertake fieldwork research and writing-on-site
A2. Identify ecocritical theoretical conceptions in a range of texts
A3. Critique conceptions of nature/wilderness/landscape

Course Content:

Topics may include:
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LITCR1003 LANGUAGE LITERATURE AND ENVIRONMENT

- Introduction to ecocritical theoretical frameworks
- Nature writing from Eastern and Western traditions
- Cultural constructions of nature/landscape/wilderness
- Fieldwork based writing
- Read and discuss a variety of creative and expository texts including fiction, creative non-fiction, drama, poetry, new media, cartoons, billboards, film, landscape art and installation
- Romantic traditions of nature writing

Values and Graduate Attributes:

Values:

V1. Reflect critically on personal conceptions of the human relationship with the environment
V2. Respect the ideas, values and perspectives of others in ecocritical discourse
V3. Gain understanding and skill to develop a sustainable life-long engagement in and contribution to ecocritical writing and debate in the community

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 have a critical appreciation of ecocritical perspectives in a wide range of texts</td>
<td>High</td>
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<tr>
<td>Self Reliance</td>
<td>Establishment of skills in fieldwork observation and library-based research as a basis for developing writing</td>
<td>High</td>
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<tr>
<td>Engaged Citizenship</td>
<td>Understanding of ecological thinking in relation to literary and cultural study and can elaborate a personal manifesto in relation to the relationship of humans with their environment</td>
<td>High</td>
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<tr>
<td>Social Responsibility</td>
<td>Students can reflect critically on ecocritical writing and contribute to debate in the community</td>
<td>Medium</td>
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Learning Task and Assessment:

<table>
<thead>
<tr>
<th>Learning Outcomes Assessed</th>
<th>Assessment Task</th>
<th>Assessment Type</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>K3, K4, S3, A1</td>
<td>Conduct a 10 week study of a chosen physical site and keep a fieldwork diary recording observations and analysis. Weekly field notes will be accompanied by library based research tasks, brief analytical assessments and exploration of the various ecocritical perspectives introduced during the course. Students will develop and present to the class a personal ecocritical manifesto statement.</td>
<td>Folio of weekly writing tasks drawn from fieldwork diary</td>
<td>50-60%</td>
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<tr>
<td>K1, K2, S1, S2, A1, A2</td>
<td>Review a major article, literary text, visual text or digital text demonstrating textual analysis and an ecocritical interpretation.</td>
<td>Critical Review</td>
<td>40-50%</td>
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Adopted Reference Style:
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MLA