



# LITR11056 *Introduction to Literature*

## Term 1 - 2025

Profile information current as at 26/03/2025 05:31 am

All details in this unit profile for LITR11056 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

In this unit, you will be introduced to the study of literature by learning how to read, analyse and write about the different genres of literature such as novels, short stories, poems, and dramas. You will learn how to develop independent and critical thinking skills through the imaginative engagement with the process of reading and analysing complex literary and non-literary texts.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2025

- Online
- Rockhampton

### Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Online discussion forum**

Weighting: 20%

#### 2. **Written Assessment**

Weighting: 50%

#### 3. **Written Assessment**

Weighting: 30%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from SUTE Unit Comments

**Feedback**

No marking rubric was supplied

**Recommendation**

While a marking guide is provided, along with exemplars, written and oral feedback, a rubric will be developed to help students improve their work.

#### Feedback from SUTE Unit Comments

**Feedback**

Too much reading material

**Recommendation**

There is a lot of reading material but students are advised to choose a small selection for assessment purposes. Nevertheless, the number of the set texts will be reduced.

#### Feedback from SUTE Unit Comments

**Feedback**

Inconsistencies between Moodle and unit profile

**Recommendation**

The unit coordinator will ensure through cross-checking that there are no inconsistencies between the unit profile and Moodle.

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Demonstrate skills in textual analysis
2. develop your own informed interpretations of literary texts
3. Articulate how literary texts function as sites of contestation for the meanings, values and ideologies represented within them.

N/A

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Online discussion forum - 20%		•	•
2 - Written Assessment - 50%		•	•
3 - Written Assessment - 30%	•	•	

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•	•	•
2 - Problem Solving	•	•	•
3 - Critical Thinking			•
4 - Information Literacy			
5 - Team Work			
6 - Information Technology Competence			
7 - Cross Cultural Competence			
8 - Ethical practice	•	•	
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Online discussion forum - 20%	•		•					•		
2 - Written Assessment - 50%	•	•	•					•		
3 - Written Assessment - 30%	•	•	•					•		

## Textbooks and Resources

### Textbooks

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#### Prescribed

##### **The Edinburgh Introduction to Studying English Literature**

Edition: 2nd (2014)

Authors: Dermot Cavanagh

Edinburgh University Press

Edinburgh , Scotland

ISBN: 9780748691326. 9780748691333.

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#### Supplementary

##### **Literary Analysis: the Basics**

Edition: 1st (2016)

Authors: Celena Kusch

Routledge

New York , USA

ISBN: 978-1-315-68837-4

#### Additional Textbook Information

Other set readings will be made available through Moodle and the E-Reading List. Check the Weekly Schedule in the Unit Profile for more information.

### IT Resources

#### You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Joe Collins** Unit Coordinator

[j.collins2@cqu.edu.au](mailto:j.collins2@cqu.edu.au)

## Schedule

### Week 1 - 10 Mar 2025

Module/Topic	Chapter	Events and Submissions/Topic
What is Literature?	<i>The Edinburgh introduction to studying English literature</i> , 'Chapter 1 'What is Literature?' (pp. 3-15)	

### Week 2 - 17 Mar 2025

Module/Topic	Chapter	Events and Submissions/Topic
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Meaning and Significance: Extrinsic and Intrinsic Approaches

Read Chapter 5 'Critical Attitudes' of *Doing English* (Eaglestone 2017, pp. 47-53)

### Week 3 - 24 Mar 2025

Module/Topic	Chapter	Events and Submissions/Topic
Poetry 1 - Sonnets and Free Verse	<i>The Edinburgh introduction to studying English literature</i> 'Chapter 4 Poetry: An Introduction' (pp. 37-46)	

### Week 4 - 31 Mar 2025

Module/Topic	Chapter	Events and Submissions/Topic
Prose 1 - The Novel: narrative fiction	Chapter 1 'What is a novel?' in <i>The English Novel: An Introduction</i> , by Terry Eagleton (2013, pp. 1-21)	

### Week 5 - 07 Apr 2025

Module/Topic	Chapter	Events and Submissions/Topic
Drama 1 - The Play as Text	<i>The Edinburgh introduction to studying English literature</i> , Chapter 16 'Introducing Drama' (pp. 161-170)	<b>Extrinsic Reading Diary</b> Due: Week 5 Friday (11 Apr 2025) 11:45 pm AEST

### Vacation Week - 14 Apr 2025

Module/Topic	Chapter	Events and Submissions/Topic

### Week 6 - 21 Apr 2025

Module/Topic	Chapter	Events and Submissions/Topic
Poetry 2 - Line, Rhythm and Rhyme	Rose, P 2001, 'Getting and spending - Nostalgia for the old way of reading poetry', <i>American Scholar</i> , vol. 70, no. 4, pp. 79-86.	

### Week 7 - 28 Apr 2025

Module/Topic	Chapter	Events and Submissions/Topic
Prose 2 - The Short Story	<i>The Edinburgh introduction to studying English literature</i> , Chapter 10: 'Genre and Form: The Short Story', (pp. 101-109)	

### Week 8 - 05 May 2025

Module/Topic	Chapter	Events and Submissions/Topic
Drama 2 - On Stage and Screen	'Drama Text & Speech' in <i>The English handbook: a guide to literary studies</i> by William Whitla (2010, pp. 121-146)	

### Week 9 - 12 May 2025

Module/Topic	Chapter	Events and Submissions/Topic
Literature on Film, TV and the Internet	'TRANSLATION, VARIATION, REPETITION, AND REMIXING' in <i>Literary Analysis: the Basics</i> by Celena Kusch (2016, pp. 85-92)	<b>Intrinsic Reading Journal</b> Due: Week 9 Friday (16 May 2025) 11:45 pm AEST

### Week 10 - 19 May 2025

Module/Topic	Chapter	Events and Submissions/Topic
Literature & Popular Culture	<i>Cultural studies and the study of popular culture</i> by John Storey, 2010, pp. 1-8)	

## Week 11 - 26 May 2025

Module/Topic	Chapter	Events and Submissions/Topic
Literary Theory & Nonfiction	Barry, P 2017, <i>Beginning theory : an introduction to literary and cultural theory</i> (pp. 34-38).	

## Week 12 - 02 Jun 2025

Module/Topic	Chapter	Events and Submissions/Topic
Review	See Moodle for eReadings & other learning materials	<b>Research Essay</b> Due: Week 12 Friday (6 June 2025) 11:45 pm AEST

## Review/Exam Week - 09 Jun 2025

Module/Topic	Chapter	Events and Submissions/Topic
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## Exam Week - 16 Jun 2025

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Extrinsic Reading Diary

#### Assessment Type

Online discussion forum

#### Task Description

Each week select one [1] literary text and explain its extrinsic significance (themes, meanings, social relevance, etc.) integrating ideas and/or quotations from the E-Readings or lecture notes to guide or support your interpretation. If you can't create your own response use the topics provided in the weekly modules or Unit Anthology (you may choose literary texts and topics from any weekly section of the unit). You are required to write 250-300 words for each week, then in Week 5, collate your five (5) pieces (1250-1500 words) into a Word doc. and upload through the Moodle Assessment system. You may post your pieces on the [General Discussion Forum](#) if you want to share, generate discussion and/or receive feedback.

This assessment fosters skills in what's known as the extrinsic approach to literature. As summarized by Eagleton (2017, p. 52), the extrinsic attitude 'moves out from the text to the context.' Consider your chosen texts in relation to:

- Your own subjectivity and ideological disposition;
- Contemporary social reality and political issues;
- The text's historical context of production and consumption;
- Other literary and popular texts and culture more broadly;
- Relevant literary theories.

For more information on the intrinsic and extrinsic approaches read *Doing English*, Chapter 5 'Critical Attitudes' by Eagleton (2017, pp. 47-53). The Week 2 lecture notes also provide guidance.

**NOTE:** No commentary on the author's life or supposed intention is required and plot description (retelling the story) should be kept a bare minimum. Literary analysis is concerned with a text's meanings and broader significance as interpreted by the reader. The same text means different things to different readers. What does it mean to you?

**Word Count:** 1500 words

#### Important information about Word Count:

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

**Use of Generative Artificial Intelligence agents (Gen AI)** Within this assessment, the use of Microsoft Copilot, Chat GPT or other Gen AI agents is as follows:

- No Gen AI use at any point during this assessment.

#### Assessment Due Date

Week 5 Friday (11 Apr 2025) 11:45 pm AEST

#### Return Date to Students

Week 7 Friday (2 May 2025)

## Weighting

20%

## Assessment Criteria

This assignment will be marked using the following evaluation criteria:

- Ability to explain the text's extrinsic meanings and meanings
- Ability to relate the text to other literary and popular texts and social contexts
- Ability to incorporate ideas and critical concepts from a secondary source.
- Ability to write clearly and reference properly (in Harvard style)

## Referencing Style

- [Harvard \(author-date\)](#)

## Submission

Online

## Learning Outcomes Assessed

- develop your own informed interpretations of literary texts
- Articulate how literary texts function as sites of contestation for the meanings, values and ideologies represented within them.

## Graduate Attributes

- Communication
- Critical Thinking
- Ethical practice

# 2 Intrinsic Reading Journal

## Assessment Type

Written Assessment

## Task Description

Choose five [5] of the Intrinsic Reading Journal Topics from the weekly Assessment Activities, and write 400 words in response to each (approximately 200 words of annotation & 200 words of thesis statement). You can choose from any weekly module. Alternatively, you may develop your own topic and interpretive argument. The pieces should demonstrate detailed intrinsic analysis (close reading) of a small excerpt of a literary text 'calling attention to formal structures, figurative language, word choices, and implied meanings' (Kusch 2016, p. 134). Kusch (2016, pp. 32-35) also suggests we ask:

- What is the general topic of the passage?
- What are the major images, metaphors, or literary figures in the passage?
- How do the characteristics, tone, and social position of the speaker or narrator affect the meaning of the passage?
- How does the form of the passage affect its meaning?
- How does the passage fit in with the rest of the text?

"Show your workings" by annotating the literary text, (highlighting key phrases, identifying devices and techniques, commenting in the margins, etc.). Then summarize your findings in a brief thesis statement. 'To craft a thesis statement, we link the patterns found in the details to a significant concern or debate within the critical conversation.' (Kusch 2016, p. 135). Your thesis statement should focus on how the meaning is constructed and conveyed in writing. Analytical techniques and skills are modelled in exemplars and explained in various unit resources.

**NOTE:** As with Assessment 1, no commentary on the author's life or supposed intention is required and plot description (retelling the story) should be kept to a bare minimum. For more information on the intrinsic and extrinsic approaches read Chapter 5 'Critical Attitudes' by Eaglestone (2017, pp. 47-53).

**Word Count:** 2000 words (max.)

## Important information about Word Count:

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

**Use of Generative Artificial Intelligence agents (Gen AI)** Within this assessment, the use of Microsoft Copilot, Chat GPT or other Gen AI agents is as follows:

- No Gen AI use at any point during this assessment.



**Assessment Due Date**

Week 9 Friday (16 May 2025) 11:45 pm AEST

**Return Date to Students**

Week 11 Friday (30 May 2025)

**Weighting**

50%

**Assessment Criteria**

1. Evidence of intrinsic analysis (close reading) of the literary text;
2. Effective use of analytical techniques as modeled in unit resources;
3. Development of a clear and coherent thesis statement;
4. Clear and effective writing, with correct grammar, spelling and punctuation;
5. Appropriate acknowledgement of all sources using the Harvard (author-date) referencing style.

**Referencing Style**

- [Harvard \(author-date\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- develop your own informed interpretations of literary texts
- Articulate how literary texts function as sites of contestation for the meanings, values and ideologies represented within them.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Ethical practice

## 3 Research Essay

**Assessment Type**

Written Assessment

**Task Description**

Write an essay of no less than 1500 words. Choose one of the topics listed below, or if you have the confidence you may create your own topic in consultation with the unit coordinator. Compare and contrast at least five (5) set literary texts (from the Unit Anthology) and refer to at least five (5) secondary sources to support your argument. As the final piece of the unit's scaffolded learning and assessment scheme you should aim to synthesize your awareness of extrinsic significance (Ass. 1) with the skills of intrinsic analysis developed in Assessment 2. However, it's important to remember not just look at each text in isolation, sequentially but to treat them as examples supporting a wider argument linking them together.

- For Kusch (2016, p. 3): 'Literature is a set of texts ... whose purpose includes, but extends beyond, communication, in which the language itself is as much a part of the end product as is the content'. Discuss how this view is exemplified in your selection of five literary texts, while interpreting their various themes and meanings.
- Although a literary text is limited by genre conventions, it is by no means limited in the scope of its perception. With reference to your five chosen literary texts discuss this idea, examining the formal devices (e.g. verse structure, symbols, etc.) and literary modes (allegory, pastiche, etc.) with which writers communicate complex ideas, themes and social issues.
- Terry Eagleton (2007, p. 50) says: 'The meaning of a narrative is not just the "end" of it, but the process of narration itself.' In other words, for the literary critic, the formal structures and devices of a text are just as important as what happens to the characters when the action ends. Discuss your selection of set literary texts with an emphasis on formal elements such as point of view, diction, rhyme scheme, etc.
- According to Bennett and Royle (2016, p. 66), 'there is a complex, destabilizing and perhaps finally undecidable, interweaving of the "real" and the "fictional"; our lives, our real lives, are governed and directed by the stories we read, write and tell ourselves.' In other words, reality tends in a fictional direction and fiction tends towards reality. Discuss this strange loop between life and art by comparing and contrasting five literary texts.
- According to Kusch (2016, p. 134), 'Developing analytical arguments about literature demands that writers

balance close readings of textual details with bigger picture meanings.' Likewise, Eaglestone (2017, p. 53) suggests that the best critical response to a literary text combines intrinsic and extrinsic approaches to interpretation. Discuss at least five (5) set texts showing how their genre elements and formal properties generate significance (meanings and themes).

**Word Count:** 1500-2000 words (max.)

**Important information about Word Count:**

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

**Use of Generative Artificial Intelligence agents (Gen AI)** Within this assessment, the use of Microsoft Copilot, Chat GPT or other Gen AI agents is as follows:

- No Gen AI use at any point during this assessment.

**Assessment Due Date**

Week 12 Friday (6 June 2025) 11:45 pm AEST

**Return Date to Students**

Exam Week Friday (20 June 2025)

**Weighting**

30%

**Assessment Criteria**

1. The ability to develop an argument (expressed in a brief thesis statement) on the selected texts' meanings, inter-relation, and social relevance;
2. The extent to which identification of genre elements is used to explain the significance of the literary texts;
3. Evidence of close reading and effective use of secondary sources to support argument
4. Clear and effective writing in scholarly essay style;
5. Appropriate acknowledgement of all sources using the Harvard (author-date) referencing style.

**Referencing Style**

- [Harvard \(author-date\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Demonstrate skills in textual analysis
- develop your own informed interpretations of literary texts

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Ethical practice

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem