



# LITR13042 Australian Literature and Identity

## Term 2 - 2024

Profile information current as at 06/07/2025 02:50 am

All details in this unit profile for LITR13042 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

The aim of Australian Literature and Identity is to show you how Australia as a nation is imagined through various contemporary works of literature, particularly from the immediate post-war period until now (1945 onwards). You will explore the ways in which Australian identities are constituted, changed and challenged by these texts, through a variety of critical perspectives and contexts of reception. You will also reflect on how the texts challenge or reinforce your thinking about Australian ideologies and/or identity.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

Admission to CC10 or completion of 72 credit points in CA10, CB94, CC13, CG85 or CC43.

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 2 - 2024

- Online

#### 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. **Reflective Practice Assignment**

Weighting: 25%

#### 2. **Critical Review**

Weighting: 25%

#### 3. **Essay**

Weighting: 50%

### 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](#).

## Unit Learning Outcomes

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

1. Conduct textual analysis of Australian literary texts in the context of national identity
2. Analyse the historical, cultural and social contexts in which a range of Australian literary texts were produced, and to which they respond
3. Critically evaluate significant issues and debates surrounding the reception of Australian literature
4. Construct responses to issues raised and ideas about Australian literature, and convey those ideas through interpretive arguments.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Reflective Practice Assignment - 25%	•	•	•	
2 - Critical Review - 25%			•	•
3 - Essay - 50%	•	•		•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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				

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Microsoft Teams
- E-reading List
- Zoom access

## Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)  
For further information, see the Assessment Tasks.

## Teaching Contacts

**Ali Hickling** Unit Coordinator  
[a.hickling@cqu.edu.au](mailto:a.hickling@cqu.edu.au)

## Schedule

### Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Moodle Topic 1 Tile: Introduction to Australian Literature + Critical Theory In this online unit, students are advised of appropriate topics to cover each week in order to complete the assessments and unit in a logical order, though some topics may spread across several weeks.	Readings will be set in the e-reading list and within each Topic Module.	Students should: <ul style="list-style-type: none"><li>• access the Microsoft Teams group for the unit and introduce themselves via the Introductions channel.</li><li>familiarise themselves with the assessments via the Assessments Tile.</li><li>• add the assessment due dates to their personal calendar or schedule; and</li><li>• make note of the "Assessment Extension Request" form in the Support Menu.</li></ul>

### Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Begin Set Novel + "How to read a book" + Textual Analysis		Students should: <ul style="list-style-type: none"><li>• Begin textual analysis of the first novel</li><li>• Begin first assessment</li></ul>

### Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Topic: Reflective Writing (if not already completed) + Close Reading		Students should: <ul style="list-style-type: none"><li>• Feel confident about assessment 1.</li></ul>

**Week 4 - 29 Jul 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Topic: Close Reading		Students should: <ul style="list-style-type: none"><li>• Complete reflective assessment 1.</li><li>• Check against the Marking Guide prior to Submission.</li><li>• Submit Assessment 1.</li></ul> <b>Critical Reflection</b> Due: Week 4 Friday (2 Aug 2024) 11:59 pm AEST

**Week 5 - 05 Aug 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Topic: Book Reviews		Students should begin the second text.

**Vacation Week - 12 Aug 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Break week.		

**Week 6 - 19 Aug 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Topic: Thematic Analysis		Students should: <ul style="list-style-type: none"><li>• Be documenting and making notes for their analysis of the text for their book review (begin A2).</li></ul>

**Week 7 - 26 Aug 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Topic: Writing Book Reviews		Students should: <ul style="list-style-type: none"><li>• Begin drafting their book review A2.</li></ul>

**Week 8 - 02 Sep 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Topic: Editing and Proofreading	Begin / Read text three.	Students should: <ul style="list-style-type: none"><li>• Be reading text three.</li><li>• Complete the book review.</li><li>• Check against the Marking Guide prior to submission.</li><li>• Submit Assessment 2.</li></ul> <b>Book Review</b> Due: Week 8 Friday (6 Sept 2024) 11:59 pm AEST

**Week 9 - 09 Sep 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Topic: Text three.		Students should: <ul style="list-style-type: none"><li>• Be documenting notes of their analysis of text three.</li><li>• Be planning assessment three.</li></ul>

**Week 10 - 16 Sep 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Topic: Essay Writing	Begin/Read text four.	Students should: <ul style="list-style-type: none"><li>• Be reaching out to the Academic Learning Centre if they require further assistance with essay writing.</li><li>• Be documenting their analysis of text four (A 3).</li></ul>

## Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Topic: Essay Writing		Students should: <ul style="list-style-type: none"><li>• Be revising assessment 3.</li><li>• Be feeling confident about the progress of their assessment.</li><li>• Check their essay against the marking guide to look for any gaps.</li></ul>

## Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
No new topics, revision of topics only.		Students should: <ul style="list-style-type: none"><li>• Be proofreading and editing assessment 3.</li><li>• Be ready to submit.</li><li>• Submit A3.</li></ul> <b>Essay Due:</b> Week 12 Friday (4 Oct 2024) 11:59 pm AEST

## Term Specific Information

### Use of Generative Artificial Intelligence agents (Gen AI)

Within this unit, the use of Gen AI agents (including but not limited to ChatGPT and Microsoft CoPilot) is as follows:

- Gen AI may only be used within the constraints that are specified in individual assessment instructions within Moodle. Please refer to the unit website for those details.

You must disclose all use of Gen AI in your submission. You are expected to reference how and where it has been used using the ALC reference guide as they have defined a mechanism for this.

## Assessment Tasks

### 1 Critical Reflection

#### Assessment Type

Reflective Practice Assignment

#### Task Description

**Length:** 800 words (+/- 10%)

This assessment task will allow students to think critically about their experience of reading the text and related scholarly material.

Reflective writing is different to essay writing, so students must ensure they have read and understood the resources provided to understand what is required for this assessment.

#### Particulars:

Choose one theme from text one (such as: wartime nationalism, propaganda, post-war trauma, the working class, gender stereotyping, the search for identity, sibling/family rivalry, etc) and write a critical reflection that:

- describes the key ideas students have learnt about their chosen theme, supported by evidence from the text.
- analyses how the text has challenged or reinforced their thinking about Australian ideologies and/or identity.
- evaluates at least two (2) scholarly views/debates surrounding the text.

Late assignments may receive a grade but no feedback.

This is an official assessment item and the rules of academic integrity apply. Students are expected to complete this assessment independently and adhere to the conditions associated with undertaking an assessment task.

#### Use of Generative Artificial Intelligence agents (Gen AI)

Within this assessment, the use of Gen AI agents (including but not limited to ChatGPT and Microsoft CoPilot) is as follows:

- Gen AI may only be used within the constraints that are specified in individual assessment instructions within Moodle. Please refer to the unit website for those details.
- You must disclose all use of Gen AI in your submission.
- You are expected to reference how and where it has been used using the ALC reference guide as they have

defined a mechanism for this.

**WORD COUNT for written assignments:** 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.

**Assessment Due Date**

Week 4 Friday (2 Aug 2024) 11:59 pm AEST

Upload to Moodle

**Return Date to Students**

Vacation Week Friday (16 Aug 2024)

Returned ASAP.

**Weighting**

25%

**Assessment Criteria**

This assignment will be evaluated on your ability to:

1. Development and Organisation: Develop a coherent critical reflection in response to the topic question, drawing in your experience of the text and related materials.
2. Analysis: Analyse the chosen novel, supported by direct textual analysis (paraphrases, quotations and descriptions).
3. Research: Effectively use of a range of academic sources (minimum of 2 scholarly sources) to support both reflection and analysis.
4. Writing Skill: Express yourself clearly and effectively, writing with correct grammar, spelling and punctuation.
5. Presentation and Referencing: Correct document formatting, and appropriate acknowledgment of all sources using the Harvard (author-date) referencing style, including any and all use of GenAI/LLMs.

The criteria will be graded through a Marking Guide. The Marking Guide will be located beneath each assessment within Moodle (this replaces a traditional "matrix" or "rubric" document).

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Upload to Moodle.

**Learning Outcomes Assessed**

- Conduct textual analysis of Australian literary texts in the context of national identity
- Analyse the historical, cultural and social contexts in which a range of Australian literary texts were produced, and to which they respond
- Critically evaluate significant issues and debates surrounding the reception of Australian literature

## 2 Book Review

**Assessment Type**

Critical Review

**Task Description**

**Length:** 1000-1200 words (1200 maximum)

Writing and publishing book reviews can enhance your professional profile, and may be an item you could add to your professional portfolio or CV.

For this assessment you are required to source an Australian Literary newspaper or journal that accepts book reviews, then write a Book Review targeted at that publication based on a close reading of the selected novel.

You should model your review on the kind of book reviews you find in your selected literary newspaper or journal, and on the Topic Tile that covers book reviews. DO NOT model your review on the kinds of reviews you might find on the GoodReads or Amazon.com websites. These reviews tend to be solely focused on whether the book is enjoyable to read or not; in your review, you will be thinking much more broadly about the strengths and weaknesses of the book and its

contribution to literary culture.

Examples of appropriate publications will be discussed within the book review topic, and specifics of the task will be described within the assessment tile on Moodle, however a short guideline of expectations is as follows:

- A thesis about the novel's themes and significance, supported throughout by evidence from the text and a minimum of three (3) scholarly sources.
- A concise summary of the content/plot - do not just retell the story.
- A brief discussion of the historical and/or social context.
- An analysis of the main themes.
- An evaluation of the significance or contribution to Australian literature/identity.

Late assignments may receive a grade but no feedback.

This is an official assessment item and the rules of academic integrity apply. Students are expected to complete this assessment independently and adhere to the conditions associated with undertaking an assessment task.

#### **Use of Generative Artificial Intelligence agents (Gen AI)**

Within this assessment, the use of Gen AI agents (including but not limited to ChatGPT and Microsoft CoPilot) is as follows:

- Gen AI may only be used within the constraints that are specified in individual assessment instructions within Moodle. Please refer to the unit website for those details.
- You must disclose all use of Gen AI in your submission.
- You are expected to reference how and where it has been used using the ALC reference guide as they have defined a mechanism for this.

**WORD COUNT for written assignments:** 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.

#### **Assessment Due Date**

Week 8 Friday (6 Sept 2024) 11:59 pm AEST

Upload to Moodle.

#### **Return Date to Students**

Week 10 Friday (20 Sept 2024)

Returned ASAP.

#### **Weighting**

25%

#### **Assessment Criteria**

This assessment will be evaluated on the following criteria:

1. Thematic Analysis: Identification and analysis of the novel's main themes.
2. Context: Understanding of the novel's historical and/or social context.
3. Significance: Cogent evaluation of the work's significance to Australian literature/identity.
4. Research: Inclusion of evidence from the text and a minimum of 3 scholarly sources, with
5. Presentation and Referencing: Correct document formatting, and appropriate acknowledgment of all sources using the Harvard (author-date) referencing style, including any and all use of GenAI/LLMs.
6. Writing Skill: evidence of planning and organisation, expressed through clear and effective writing, with correct grammar, spelling and punctuation.

The criteria will be graded through a Marking Guide. The Marking Guide will be located beneath each assessment within Moodle (this replaces a traditional "matrix" or "rubric" document).

#### **Referencing Style**

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

#### **Submission**

Online

#### **Submission Instructions**

Upload to Moodle.

#### **Learning Outcomes Assessed**



- Critically evaluate significant issues and debates surrounding the reception of Australian literature
- Construct responses to issues raised and ideas about Australian literature, and convey those ideas through interpretive arguments.

### 3 Essay

#### Assessment Type

Essay

#### Task Description

**Length:** 2000-2500 words (maximum 2500)

This assessment allows students to pull together all the skills they have learned this term through exploring a topic of interest to them in relation to Australian Literature & Identity.

#### Assessment Task

Referring to the essay writing resources provided, students are required to write an essay on one topic from a list provided by the Unit Coordinator in the Moodle assessment tile (or one that is agreed to between student and Unit Coordinator no later than week 8).

The essay must include in-depth textual analysis and close reading as well as references to a range of scholarly sources (minimum of 5 scholarly sources).

Late assignments may receive a grade but no feedback.

This is an official assessment item and the rules of academic integrity apply. Students are expected to complete this assessment independently and adhere to the conditions associated with undertaking an assessment task.

#### Use of Generative Artificial Intelligence agents (Gen AI)

Within this assessment, the use of Gen AI agents (including but not limited to ChatGPT and Microsoft CoPilot) is as follows:

- Gen AI may only be used within the constraints that are specified in individual assessment instructions within Moodle. Please refer to the unit website for those details.
- You must disclose all use of Gen AI in your submission.
- You are expected to reference how and where it has been used using the ALC reference guide as they have defined a mechanism for this.

**WORD COUNT for written assignments:** 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.

#### Assessment Due Date

Week 12 Friday (4 Oct 2024) 11:59 pm AEST

Upload to Moodle.

#### Return Date to Students

Exam Week Friday (18 Oct 2024)

Returned ASAP.

#### Weighting

50%

#### Assessment Criteria

This assignment will be marked using the following evaluation criteria:

1. Development and Execution: Demonstration of development and execution of a convincing and coherent argument in response to the question.
2. Engagement: Engagement with key concepts relating to Australian literature and identity, as relevant to the chosen essay question.
3. Analysis: The relevance, insight and depth of textual analysis of the chosen novels, supported by paraphrases and quotations from the text.
4. Research: Effective use of a range of academic sources (minimum of 5) to support both argument and analysis.
5. Referencing: Appropriate formatting and acknowledgement of all sources using the Harvard (author-date) referencing style, including any and all use of GenAI/LLMs..
6. Writing Skills: Clear and effective writing, with correct grammar, spelling and punctuation.

The criteria will be graded through a Marking Guide. The Marking Guide will be located beneath each assessment within

Moodle (this replaces a traditional "matrix" or "rubric" document).

### Referencing Style

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

### Submission

Online

### Submission Instructions

Upload to Moodle.

### Learning Outcomes Assessed

- Conduct textual analysis of Australian literary texts in the context of national identity
- Analyse the historical, cultural and social contexts in which a range of Australian literary texts were produced, and to which they respond
- Construct responses to issues raised and ideas about Australian literature, and convey those ideas through interpretive arguments.

## 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