

## HASS4002: BA Theory and Practice in Screens, Languages, English and Writing

Callaghan

Semester 1 - 2024



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

*The School of Humanities, Creative Industries and Social Sciences is committed to providing an inclusive environment in which all cultures are accorded respect and all students and staff are expected to act with honesty, fairness, trustworthiness and accountability in dealings with others. The School recognises and respects the unique histories and cultures of Aboriginal and Torres Strait Islander peoples, their unbroken relationship with the lands and the waters of Australia over millennia, and the validity of Aboriginal ways of knowing. We are dedicated to reconciliation and to offering opportunities for Aboriginal and Torres Strait Islander peoples to access and succeed in higher education.*

### OVERVIEW

<b>Course Description</b>	This course offers advanced knowledge and skills in disciplinary and interdisciplinary research in the areas of English and Writing, Languages, and Film, Media and Cultural Studies. A collaborative student-centred course design will enable academic, creative and/or professional approaches to studies in the humanities. Students will enhance their ability to become agile participants in present and future learning and employment contexts. The course will focus on contemporary approaches to theory and methodology across the SLEW subject areas through consideration of topics that will complement humanities research methods learnt in HASS4000.
<b>Academic Progress Requirements</b>	Nil
<b>Requisites</b>	To enrol into this course students must be active in the following programs: - Bachelor of Arts (Honours) [10214], or - Bachelor of Arts (Honours) [40209].
<b>Contact Hours</b>	<b>Callaghan</b> <b>Film Screening</b> Face to Face On Campus 2 hour(s) per week(s) for 1 week(s) starting Week 3  <b>Film Screening</b> Face to Face On Campus 2 hour(s) per week(s) for 3 week(s) starting Week 9  <b>Lectorial</b> Face to Face On Campus 2 hour(s) per week(s) for 12 week(s) starting Week 1 Face to Face on Campus or via Zoom
<b>Unit Weighting Workload</b>	20 Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

# COURSE OUTLINE

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# CONTACTS

<b>Course Coordinator</b>	<b>Callaghan</b> A/Prof. Alistair Rolls <a href="mailto:Alistair.Rolls@newcastle.edu.au">Alistair.Rolls@newcastle.edu.au</a> (02) 4921 5559 Consultation: Either by Zoom or on campus, available by appointment
<b>Teaching Staff</b>	Course will be taught and coordinated by Drs Alistair Rolls and David Musgrave <a href="mailto:Alistair.Rolls@newcastle.edu.au">Alistair.Rolls@newcastle.edu.au</a> <a href="mailto:David.Musgrave@newcastle.edu.au">David.Musgrave@newcastle.edu.au</a>  Other teaching staff include Dr Brooke Collins-Gearing, with guest appearances from other staff to be advised on the course website.
<b>School Office</b>	<b>School of Humanities Creative Industries and Social Sciences</b> Social Sciences Building Callaghan <a href="mailto:HCISS@newcastle.edu.au">HCISS@newcastle.edu.au</a> +61 4985 4500

# SYLLABUS

<b>Course Content</b>	The specific content and orientation of course topics will vary depending on a given year's cohort, as well as teaching staff and thesis project supervision. Topics are dependent on student interest and may include: <ul style="list-style-type: none"><li>• Theoretical frameworks and analytical practice.</li><li>• 21 century approaches to the humanities.</li><li>• Historical perspectives on the study of screen and cultural studies, languages, literature and/or creative writing.</li><li>• The methods and practice of interdisciplinary studies.</li><li>• Practice-led research.</li><li>• Advanced textual, screen, and cultural analysis.</li><li>• Indigenous cultures and texts.</li><li>• Research communication.</li></ul>
<b>Course Learning Outcomes</b>	<b>On successful completion of this course, students will be able to:</b> <ol style="list-style-type: none"><li>1. Critically assess key concepts and theories in one or more discipline areas.</li><li>2. Apply advanced project management skills.</li><li>3. Construct evidence-based arguments in support of a case.</li><li>4. Apply advanced communication and information technology skills appropriate to the professional presentation of concepts, issues, and ideas in the humanities.</li><li>5. Produce a comprehensive literature or background review in support of a thesis.</li></ol>
<b>Course Materials</b>	<b>Required Reading:</b> <ul style="list-style-type: none"><li>- The course will consist of close readings of extracts from poems, novels, short stories and films. The extracts will be provided weekly via Canvas.</li></ul>

# SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Selection of poems from Jacques Prevert, <i>Paroles</i> (originally published 1945) and versification of G.E. Moore, "A Defense of Common Sense"	Close reading of texts (provided on Canvas)	
2	4 Mar	Selection of poems from Charles Baudelaire, <i>Paris Spleen</i> (originally published 1869)	Close reading of texts (provided on Canvas)	Students to submit 4x500-word close analyses of texts covered in class. Due at the end of the week following class discussion of the chosen text.
3	11 Mar	Australian responses to Charles Baudelaire (including poems by Toby Fitch, John Tranter and others)	Close reading of texts (provided on Canvas)	Students to submit 4x500-word close analyses of texts covered in class. Due at the end of the week following class discussion of the chosen text.
4	18 Mar	Charles Reznikoff, <i>Testimony</i> (1934)	Close reading of texts (provided on Canvas)	Students to submit 4x500-word close analyses of texts covered in class. Due at the end of the week following class discussion of the chosen text.
5	25 Mar	Djuna Barnes, <i>Nightwood</i> (1937)	Textual analysis (students required to read whole text, available via Auchmuty library)	Students to submit 4x500-word close analyses of texts covered in class. Due at the end of the week following class discussion of the chosen text.
6	1 Apr	Agatha Christie, a section of beginnings, including discussion of TV adaptation of <i>The Body in the Library</i> , dir. Andy Wilson (2004)	Close reading of texts (provided on Canvas)	Students to submit 4x500-word close analyses of texts covered in class. Due at the end of the week following class discussion of the chosen text.
7	8 Apr	Storying as Research Methodology. Guest lecturer: Brooke Collins-Gearing	Close reading of texts (to be announced)	Students to submit 4x500-word close analyses of texts covered in class. Due at the end of the week following class discussion of the chosen text.
<b>Mid-Semester Recess</b>				
<b>Mid-Semester Recess</b>				
8	29 Apr	Dambudzo Marechera, "The House of Hunger" (1978) or Franz Kafka, "In the Penal Colony" (1914) (to be confirmed)	Textual analysis (students required to read whole text, available via Auchmuty library)	Students to submit 4x500-word close analyses of texts covered in class. Due at the end of the week following class discussion of the chosen text.
9	6 May	Extracts from Margaret	Close reading of texts	Students to submit

		Atwood, <i>The Handmaid's Tale</i> (1985), including discussion of TV adaptation (season 1, 2017)	(provided on Canvas)	4x500-word close analyses of texts covered in class. Due at the end of the week following class discussion of the chosen text.
10	13 May	Extracts from Jean-Paul Sartre, <i>Nausea</i> (originally published 1938)	Close reading of texts (provided on Canvas)	Students to submit 4x500-word close analyses of texts covered in class. Due at the end of the week following class discussion of the chosen text.
11	20 May	Extracts from Boris Vian, <i>Froth on the Daydream / Foam of the Daze</i> (originally published 1947) and <i>Mood Indigo</i> , dir. Michel Gondry (2013)	Close reading of texts (provided on Canvas)	Students to submit 4x500-word close analyses of texts covered in class. Due at the end of the week following class discussion of the chosen text.
12	27 May	Student Presentation	Students present their essay topics and give peer review to fellow students	Student presentations In class
13	3 Jun			
<b>Examination Period</b>				Final essay submitted Friday 14 June 11:59pm.
<b>Examination Period</b>				

## ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Poster, podcast or digital presentation comparing and contrasting scholarly perspectives	Week 12: Thursday 30 May 2024 in class	Individual	20%	1, 2, 3, 4
2	Essay	14 June 2024 11:59pm	Individual	50%	1, 3, 4
3	Close reading or translation of one or more texts on the course	Weeks 2-11. Friday 11:59pm following class discussion of the chosen text.	Individual	30%	1, 2, 3, 4, 5

### Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

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## Assessment 1 - Poster, podcast or digital presentation comparing and contrasting scholarly perspectives

<b>Assessment Type</b>	Presentation
<b>Purpose</b>	To present ideas for final essay, your verbal presentation should be accompanied by a powerpoint slideshow including multimedia elements that contribute to the communication of the key messages.
<b>Description</b>	10-minute in-class presentation applying the various methodologies and theories studied in the course to the student's topic.
<b>Weighting</b>	20%
<b>Length</b>	10 minutes (equivalent to 1,300-1,500 words)
<b>Due Date</b>	Week 12: Thursday 30 May 2024 in class
<b>Submission Method</b>	In Class
<b>Assessment Criteria</b>	Rubric on Canvas
<b>Return Method</b>	In Class
<b>Feedback Provided</b>	In Class. Students will receive feedback on their ideas from teachers and peers.

## Assessment 2 - Essay

<b>Assessment Type</b>	Essay
<b>Purpose</b>	Demonstrate skills covered in the course in the form of 4,000-word essay.
<b>Description</b>	Engage with the ideas and methods covered in the course, focusing on a text of the students' choice (topic and text to be discussed and negotiated with staff and peers over the course of the semester)
<b>Weighting</b>	50%
<b>Length</b>	4,000 words
<b>Due Date</b>	14 June 2024 11:59pm
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	Rubric on Canvas
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online

## Assessment 3 - Close reading or translation of one or more texts on the course

<b>Assessment Type</b>	Written Assignment
<b>Purpose</b>	Perform close reading of texts covered in course
<b>Description</b>	4 x 500-word close analyses of texts covered in course. By engaging in independent close reading exercises, students demonstrate critical and creative originality.
<b>Weighting</b>	30%
<b>Length</b>	2,000 words
<b>Due Date</b>	Weeks 2-11. Friday 11:59pm following class discussion of the chosen text.
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	Rubric on Canvas
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online

# ADDITIONAL INFORMATION

## Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

\*Skills are those identified for the purposes of assessment task(s).

## Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account

## Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

## Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

## Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

## Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;

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3. you are requesting a change of placement; or
  4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

### **Important Policy Information**

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/respect-at-uni/policies-and-procedures> that support a safe and respectful environment at the University.

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

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