COURSE OUTLINE

EGL120 The ' English' Tradition: An Introduction to Literary Studies

School: School of Business and Creative Industries

2026 | Trimester 1

UniSC Sunshine Coast UniSC Moreton Bay	BLENDED LEARNING	Most of your course is on campus but you may be able to do some components of this course online.
Online	ONLINE	You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to unisc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course introduces you to the process of close critical reading through an exploration of both canonical texts and contemporary takes on established genres. The exploration of literary forms, genres and eras will enhance your understanding of the premise of literary studies which suggests that the text acts to both reflect and question the world. It examines novels, short stories, poems, and plays from the early seventeenth century to the twenty first century including some of the most significant texts in English across that period.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Asynchronous online delivery of learning material.	1hr	Week 1	12 times
Tutorial/Workshop 1 – Synchronous and scheduled face to face workshops.	2hrs	Week 1	12 times
ONLINE			
Learning materials – Asynchronous online delivery of learning material.	1hr	Week 1	12 times

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
Tutorial/Workshop 1 – Synchronous online workshops (Recorded).	2hrs	Week 1	12 times

1.3. Course Topics

The Sonnet Form

Figurative Language

Satire

Dramatic Monlogue

Tragedic Form

Comedic Form

The Novel Form

Short Prose

Romanticism

Elegy

Textual Analysis

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * Australian Institute for Teaching and School Leadership
1 Explain, describe, question and analyse texts the conventions within a range of canonised genres.	Knowledgeable	6
2 Organise textual analysis in clear, concise, and accurate oral and written forms.	Empowered	
3 Collaborate with the work of others and work well in teams to support the collective learning of the group.	Empowered Ethical	
4 Conduct literary research to locate and apply relevant literary criticism and/or theory.	Empowered	
5 Construct sophisticated and persuasive arguments.	Creative and critical thinker	

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	

CODE	COMPETENCY
6	PROFESSIONAL ENGAGEMENT: Engage in professional learning

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

In week 3, tutors will provide verbal guidance on in-class analytical attempts, providing techniques to critique texts. Feedback on tasks can be made via negotiation with tutor. Your tutor will provide some feedback on first submission of task one when requested (see tutor for specific information on feedback times) before submission. You are required to share drafts and seek tips from your tutor on task two oral presentation before submission.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Written Piece	Individual or Group	25%	2 argument maps (one individual, one group) - and attendant online hurdle quizzes, equivalent of 800 words, Wk 5 and 10.	Throughout teaching period (refer to Format)	Online Submission
All	2	Oral	Group	35%	5 minutes per person in the group (groups can be of 2 or 3) plus 5 minutes for questions. Ensure all group members submit reference list into CANVAS on the day of the presentation.	Throughout teaching period (refer to Format)	In Class
All	3	Essay	Individual	40%	1200 words	Week 12	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Close reading and English expression quizzes and short answer questions

GOAL:	This assessment is designed to give you an opportunity to explore and test your understanding of the texts, analytical approaches and academic writing conventions
PRODUCT:	Written Piece
AUTHORSHIP STATEMENT:	
FORMAT:	You will submit responses to a series of multiple choice questions AND short answer argument paragraphs and maps/plans (one individual, one group) in response to questions concerning the prescribed texts and on what constitutes close English Literary reading and analysis (essay structure, expression, discourse, punctuation). The tasks will be accessed and submitted via Canvas. If you read critical sources as part of your preparation ensure you reference in the short answer section of your submission. Do not use AI to assist research or writing. Use CADMUS to develop and submit assessment.
CRITERIA:	

No.		Learning Outcome assessed
1	Consider the relationship between texts and genres and show understanding of foundational genre conventions	1
2	Construct persuasive arguments that are carefully structured with clear debatable topic sentence	5
3	Edit the work carefully and express ideas in concise and clear academic language	2 3
4	Demonstrate accurate knowledge of diverse literary and poetic devices	4
5	Demonstrate engagement with learning modules for individual and group paragraph and positive collaboration processes for group paragraph	3

GENERIC SKILLS:	

All - Assessment Task 2: Group Oral Presentation and Tutorial Engagement

GOAL:	This task is designed to provide you a way to test close reading, textual analysis, argument structure and research skills in performative forms through collaborative team work and learning. It is also designed to give you opportunity to trial ideas and collaborate in advancing learning.
PRODUCT:	Oral
AUTHORSHIP STATEMENT:	
FORMAT:	This task has two parts. Part One: Engaging Group presentation (delivered live or pre-recorded) negotiated between wk 4 and 12. In groups of 2 or 3, you will create an oral presentation. The presentation should be delivered though a ruse that simulates a work scenario (film pitch, court case, high school lesson, committee meeting or some other creative idea). It should be clearly structured, with a clear central argument that the class can decipher, and clear sub-sections or parts. It should be researched and show evidence of that research in the delivery and demonstrate close reading and argument on the chosen text's relationship to its genre. All group members must fully participate in both preparation for, and presentation of the assessment task. All group members receive the same grade, pending evidence of equal participation in the synthesised final product. Do not use AI to assist research or writing. Use CADMUS to develop and submit script for the assessment. This is worth 25% and is a group grade Part Two: Class Participation and Quality Feedback in Review of Peers You are expected to be prepared each week and ready to discuss all texts regardless of whether you are presenting or not. You are to develop a reading journal with entries on each week's text/s. You will be asked to draw on this preparation in discussion and group activities. You will be graded on the basis of your weekly verbal/written(if online) engagement with in-class learning activities. That engagement should demonstrate preparation and valuing of other's ideas, particularly verbal peer review of other groups' presentations This is worth 10% and is an individual grade
CRITERIA:	
GENERIC SKILLS:	

No.		Learning Outcome assessed
1	Explain, describe, question and analyse the conventions within a canonised genre.	1
2	Collaborate with the work of others and work well in teams to support the collective learning of the group.	3
3	Conduct literary research. Locating and applying relevant literary criticism and/or theory.	4
4	Construct sophisticated and persuasive arguments.	5
5	Organise textual analysis in clear, concise, and accurate oral forms.	2

All - Assessment Task 3: Refined Essay

GOAL:	This task is designed to give you opportunity to develop, synthesis and demonstrate your understanding of a pre-twentieth century 'English' canonical text and present critical reading and research skills.
PRODUCT:	Essay
AUTHORSHIP STATEMENT:	
FORMAT:	You will write a fully referenced academic essay. Questions and further information is located on Canvas. This is refined essay. A refined essay is a final version of written work that has been refined after feedback from tutors or student peers. The feedback on the assessment is a formative stage and will occur in week 12 in negotiation with your tutor. Do not use AI to assist research or writing. Use CADMUS to develop and submit assessment.

CRITERIA:

No.		Learning Outcome assessed
1	Explain, describe, question and analyse the conventions within a range of canonised genres, including knowledge and application of literary devices and deep knowledge of the text	1
2	Conduct literary research. Locating and applying relevant literary criticism and/or theory.	4
3	Construct sophisticated and persuasive arguments with clear structure and connections	5
4	Organise textual analysis in clear, concise, and accurate written forms, including editing, referencing and academic expression	2

GENERIC SKILLS:

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:
(a) The final mark is in the percentage range 47% to 49.4%; and
(b) The course is graded using the Standard Grading scale

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying: The final mark is in the percentage range 47% to 49.4% The course is graded using the Standard Grading scale You have not failed an assessment task in the course due to academic misconduct.

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:
(a) One day: deduct 5%;
(b) Two days: deduct 10%;
(c) Three days: deduct 20%;
(d) Four days: deduct 40%;
(e) Five days: deduct 60%;
(f) Six days: deduct 80%;
(g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:
Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- UniSC Student Central
- UniSC Adelaide Student Central