

EGL205 Imagined Homelands: An Exploration of Australian Literature

School: School of Business and Creative Industries

2026 Trimester 2

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 investigates some of the significant expressions of Australian literature. It plots how Australian literature has served to situate, challenge and debate concepts of nation and identity, belonging and home. It does this through development of extensive critical reading skills, analysis and literary research.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Interactive online learning activities.	1hr	Week 1	12 times
Tutorial/Workshop 1 – Scheduled face to face workshops.	2hrs	Week 1	12 times
ONLINE			
Learning materials – Interactive online learning activities.	1hr	Week 1	12 times
Tutorial/Workshop 1 – Scheduled online workshops (Recorded).	2hrs	Week 1	12 times

1.3. Course Topics

Narrative pre-invasion

Australian nation forming through story and performance

Australian Poetry

Australian Prose

Australian Plays

Place and identity in story and performance: outback/bush, suburbia, beach, city and beyond

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Evaluate ethical approaches to diverse perspectives resulting from gender, race, ethnicity and sexuality that fiction addresses.	Ethical
2 Explain and describe concepts of 'nation' and 'Australia' as imagined, real and contested.	Knowledgeable
3 Understand and communicate the role of setting (rural, urban, coastal) on changing notions of Australian identity as it is imaginatively constructed in fiction and performed forms like poetry and theatre	Knowledgeable
4 Organise and express analysis and critical arguments in concise, accurate, coherent and convincing written and oral forms.	Empowered
5 Collaborate with the work of others and work in teams to support the collective learning of the group.	Empowered
6 Locate and apply relevant literary research to enhance critical arguments	Knowledgeable Creative and critical thinker Empowered

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

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	Quiz/zes	Individual	20%	1000 words equivalent	Throughout teaching period (refer to Format)	Online Submission
All	2	Oral and Written Piece	Group	35%	The presentation will be 5 minutes per group member. All group members submit a reference list on the day of the presentation and demonstrate active engagement across semester	Throughout teaching period (refer to Format)	In Class
All	3	Written Piece	Individual	45%	1500 words maximum including reference lists and quotations	Week 12	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Quizzes

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. Feedback on your assessment will form the foundation of preparation for the major essay and for class preparation																			
PRODUCT:	Quiz/zes																			
AUTHORSHIP STATEMENT:																				
FORMAT:	<p>Submit: Weeks 4-12.</p> <p>Academic assessment Individual and group task Word count varies</p> <p>At points during the semester you will prepare a paragraph (or equivalent) of close textual analysis with a debatable, analytical topic sentence and approx 400 words (including quotes and reference list) of analysis (from the text, further sources are optional). You should include a mind map OR plan for your paragraph to show your working/preparation. See CANVAS and class information for more specifics and due dates. These paragraphs should be submitted and developed in CADMUS.</p> <p>At other points you will be required to answer multiple choice questions designed to enhance your reading preparation for tutorials and depth of analysis. The multiple-choice questions should be submitted before the end of the week of the module to which they refer. The analytical paragraphs may be submitted within 48 hours of completing the tutorial to which they pertain.</p>																			
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Present an debatable and analytical argument that shows understanding of the text in context (be they historical, political, or theoretical contexts)</td> <td>1 2</td> </tr> <tr> <td>2</td> <td>Lucidity of expression and structure.</td> <td>4</td> </tr> <tr> <td>3</td> <td>Knowledge of the text and its literary devices</td> <td>3 4</td> </tr> <tr> <td>4</td> <td>Connect devices to argument in meaningful ways including attending to setting as it relates to identity</td> <td>2 3</td> </tr> <tr> <td>5</td> <td>Well edited work, compliant with formatting and referencing standards</td> <td>4</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Present an debatable and analytical argument that shows understanding of the text in context (be they historical, political, or theoretical contexts)	1 2	2	Lucidity of expression and structure.	4	3	Knowledge of the text and its literary devices	3 4	4	Connect devices to argument in meaningful ways including attending to setting as it relates to identity	2 3	5	Well edited work, compliant with formatting and referencing standards	4	
No.		Learning Outcome assessed																		
1	Present an debatable and analytical argument that shows understanding of the text in context (be they historical, political, or theoretical contexts)	1 2																		
2	Lucidity of expression and structure.	4																		
3	Knowledge of the text and its literary devices	3 4																		
4	Connect devices to argument in meaningful ways including attending to setting as it relates to identity	2 3																		
5	Well edited work, compliant with formatting and referencing standards	4																		
GENERIC SKILLS:	Communication, Problem solving, Organisation																			

All - Assessment Task 2: Oral presentation and engagement

GOAL:	This assessment is designed to give you an opportunity to explore, test and 'perform' your understanding of the texts, analytical approaches and collaborative learning and oral presentation skills. It is designed to develop your skills of persuasion. Feedback on your assignment will inform the major essay. It is also designed to give you an opportunity to explore and test your understanding of the texts, in interactive discussions between you, your classmates and your tutor.
PRODUCT:	Oral and Written Piece
AUTHORSHIP STATEMENT:	

FORMAT:

Submit: Weeks 5-12

Industry assessment

Group task

Duration 5 minutes per person in group.

The assessment has two parts: performed presentation and class engagement

a) This is a 'performative' visual and oral presentation working in groups of two or three.

Groups will be formed in the first week of tutorials in negotiation with class members and tutors. This presentation must be engaging and be informed by substantive literary research into both text and relevant criticism. All group members must fully participate in both preparation for, and presentation of the assessment task. The form of the presentation must speak to an engaging, potential future industry environment and can be a video recording or live presentation depending on your class and preference. You may also like to create a 'play' where you perform the ideas.

All group members receive the same grade based on evidence of a strong synthesised final product. If there is evidence that participation is not equal there may be slight varying of grade among the group, at the discretion of the tutor. This is not usual practice.

Do not use Powerpoint style presentation. Use a dramatic ruse. Present live in workshops OR in pre-recorded presentation showing the faces of presenters. Do not use AI to assist research or writing.

Before the presentation ALL students must submit their script and formally referenced works cited list into CANVAS. They must all submit the same document into their own assessment area.

See CANVAS for specific questions and text topic options. (worth 25%)

b) Your individual responses to others' groups, engagement with learning activities and preparation for learning is assessed via class activity and formative reading journal notes.

For information on a reading journal format see CANVAS. (worth 10%)

CRITERIA:

No.		Learning Outcome assessed
1	Analyse the text in relations to relevant Australian (as it is now know) cultural, national, social or political contexts	2
2	Organise analysis in clearly structured ways which make the central argument and its parts clear to the audience	4
3	Collaborate with the work of others and work in teams to support the collective learning of the group.	5
4	Receiver focused and engaging presentation, including engaging format and presentation skills such as eye contact, audibility and pace	4
5	Depth, sophistication and nuance of the arguments presented in ways that demonstrate understanding of the diversity of cultural positions	1
6	Locate and apply relevant literary criticism in you oral delivery in synthesised ways	6
7	Use accurate and relevant literary devices and evidence for the arguments, and connect them well	3 4
8	Ability to act of feedback from tutor on planning	5

GENERIC SKILLS:

Communication, Collaboration, Problem solving, Organisation

All - Assessment Task 3: Written Piece

GOAL:	This assessment is designed to give you an opportunity to synthesise your understanding of the texts, analytical approaches, advanced research and academic writing conventions.																									
PRODUCT:	Written Piece																									
AUTHORSHIP STATEMENT:																										
FORMAT:	<p>Academic assessment Individual task 1500 words</p> <p>You may like to consult over an essay introduction (including hypothesis, and sub-arguments clearly articulated) and a plan for the essay with your tutor. Formative feedback will be given where requested in a timely manner.</p> <p>Final product is a 1500 word, major essay, with reference list on separate page. The essay will include introduction, essay body and essay conclusion along with accurate Harvard referencing where necessary. This essay must be informed by substantive literary research into both text and relevant criticism. See CANVAS for essay questions and more assessment advice.</p> <p>Do not use AI to assist research or writing. Use CADMUS to develop and submit assessment.</p>																									
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Analyse in critical depth that shows appreciation for diversity and sustainability (cultural, economic, environmental, racial and gendered)</td> <td>1</td> </tr> <tr> <td>2</td> <td>Explain and describe concepts of 'nation' OR 'Australia' as imagined, OR contested in arguments that account for the context of the work (social OR political OR historical OR theoretical positions applied)</td> <td>2</td> </tr> <tr> <td>3</td> <td>Locate and apply relevant literary criticism (peer reviewed articles and book chapters in literary studies) in your writing in synthesised ways</td> <td>6</td> </tr> <tr> <td>4</td> <td>Make the arguments structurally clear including the central argument, the parts of the argument and their relationships</td> <td>4</td> </tr> <tr> <td>5</td> <td>Provide and apply effective literary evidence in the service of arguments and show strong knowledge of the text/s</td> <td>3 4</td> </tr> <tr> <td>6</td> <td>Show developing knowledge that has responded to feedback from teaching staff, learning modules, and development from previous tasks</td> <td>5</td> </tr> <tr> <td>7</td> <td>Demonstrate attention to editing and formatting consistent with academic writing conventions and referencing standards</td> <td>4</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Analyse in critical depth that shows appreciation for diversity and sustainability (cultural, economic, environmental, racial and gendered)	1	2	Explain and describe concepts of 'nation' OR 'Australia' as imagined, OR contested in arguments that account for the context of the work (social OR political OR historical OR theoretical positions applied)	2	3	Locate and apply relevant literary criticism (peer reviewed articles and book chapters in literary studies) in your writing in synthesised ways	6	4	Make the arguments structurally clear including the central argument, the parts of the argument and their relationships	4	5	Provide and apply effective literary evidence in the service of arguments and show strong knowledge of the text/s	3 4	6	Show developing knowledge that has responded to feedback from teaching staff, learning modules, and development from previous tasks	5	7	Demonstrate attention to editing and formatting consistent with academic writing conventions and referencing standards	4	
No.		Learning Outcome assessed																								
1	Analyse in critical depth that shows appreciation for diversity and sustainability (cultural, economic, environmental, racial and gendered)	1																								
2	Explain and describe concepts of 'nation' OR 'Australia' as imagined, OR contested in arguments that account for the context of the work (social OR political OR historical OR theoretical positions applied)	2																								
3	Locate and apply relevant literary criticism (peer reviewed articles and book chapters in literary studies) in your writing in synthesised ways	6																								
4	Make the arguments structurally clear including the central argument, the parts of the argument and their relationships	4																								
5	Provide and apply effective literary evidence in the service of arguments and show strong knowledge of the text/s	3 4																								
6	Show developing knowledge that has responded to feedback from teaching staff, learning modules, and development from previous tasks	5																								
7	Demonstrate attention to editing and formatting consistent with academic writing conventions and referencing standards	4																								
GENERIC SKILLS:	Communication, Problem solving, Organisation, Applying technologies, Information literacy																									

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

Please ensure you have access to new or secondhand print or e-versions of required texts (see Canvas)

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](#)