UniSC

COURSE OUTLINE

EGL385 Wonderworlds: An Exploration of Theory and Fiction

School: School of Business and Creative Industries

2025 | Semester 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 usc.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

To wonder is to imagine where we are not, and to consciously make sense of what might be in terms of our identities, environments and relationships. In this course you will investigate some of the ways in which the conventional and accepted have been questioned in literature. The word wonder encompasses speculation about new worlds, your experience of surprise, awe and fascination. You will investigate multiple forms 'wonderworlds' and explore some of the most exciting fictional experiments of recent times and enhance your application of some literary theory in the service of critical arguments.

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 2	12 times
ONLINE			
Learning materials – Interactive online learning activities.	1hr	Week 1	12 times
Tutorial/Workshop 1 – Scheduled online workshops (Recorded).	2hrs	Week 2	12 times

1.3. Course Topics

Changes to conventional realism in prose and the novel

Experiments in fiction including: science fiction, magical realism, postmodern fiction, Gothicism, modernism and posthumanism

Literary theory

1.4. Mature Content

Sex/Sexual references, Violence

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth 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	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Competencies from multiple Professional Bodies (see below) *
1 Explain and describe a range of fin de siecle, twentieth and twenty-first century genres that disrupt the Western Realist tradition.	Knowledgeable	6
2 Using relevant literary criticism, textual analysis and theory evaluate concepts of otherness and ethical approaches to diversity of gender, race, ethnicity, sexuality and species that challenging fiction addresses.	Creative and critical thinker Ethical	1.1.4
3 Conduct literary research and organise textual analysis in clear, concise, accurate, coherent and convincing written and oral forms.	Engaged	
4 Collaborate with the work of others and work in teams to support the collective learning of the group.	Engaged	
5 Considering the way narrative speaks to questions of sustainable development and the intersections between environmentalist visions for the planet and human freedom	Empowered Sustainability-focussed	1.2.5, 5.1.2, 5.1.3, 10.2.2, 13.2.5

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
6	PROFESSIONAL ENGAGEMENT: Engage in professional learning
EDUCATION FOR SUSTAINABLE DEVELOPMENT GOALS	
1.1.4	The learner understands how extremes of poverty and extremes of wealth affect basic human rights and needs.
1.2.5	The learner is able to reflect critically on their own role in maintaining global structures of inequality.
5.1.2	The learner understands the basic rights of women and girls, including their right to freedom from exploitation and violence and their reproductive rights.
5.1.3	The learner understands levels of gender equality within their own country and culture in comparison to global norms (while respecting cultural sensitivity), including the intersectionality of gender with other social categories such as ability, religion and race.
10.2.2	The learner is able to feel empathy for and to show solidarity with people who are discriminated against.

CODE	COMPETENCY
13.2.5	The learner is able to recognize that the protection of the global climate is an essential task for everyone and that we need to completely re-evaluate our worldview and everyday behaviours in light of this.

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

AUS285, AUS585 or EGL285

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

Student should have a foundational knowledge of university level research and writing skills and close reading.

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

Before submission of Task 1 you will liaise with your tutor in terms of feedback on an introductory paragraph to your essay, including hypothesis, theoretical concept / approach used, and sub-arguments clearly signalled. You must respond to the feedback you are given in your final product.

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	Essay	Individual	20%	1000 words	Week 6	Online Assignment Submission with plagiarism check
All	2a	Oral	Group	25%	5 minutes per person in group	Throughout teaching period (refer to Format)	In Class
All	2b	Activity Participation	Individual	10%	Participation in workshop discussion	Throughout teaching period (refer to Format)	In Class
All	3	Essay	Individual	45%	2000 words (including all references and quotations)	Week 13	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Critical Reading Short Essay

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. You will be applying concepts from literary theory to specific passages of literary texts. Feedback on this assessment will inform your final essay.
PRODUCT:	Essay
FORMAT:	Academic format

Standard essay format

1000 words (including all references and quotations)

one literary theoretical approach

Note, you cannot focus on the same text that you intend to explore in task 2 or 3.

All work will be checked with plagiarism software. |

CRITERIA:	No.		Learning Outcome assessed
	1	Identification of textual devices and analysis	③
	2	Structuring, expressing and editing of analysis via theory	③
	3	Selection and application of literary criticism/theory	① ②
	4	Academic writing – grammar and referencing (attribution)	③
	5	Understanding of the ways in which texts speak to questions of freedom: human AND/OR nonhuman freedom or lack thereof	⑤

GENERIC SKILLS:	Communication, Problem solving

All - Assessment Task 2a: Textual analysis

GOAL:	This task is divided into two parts: A) group oral presentation and B) active engagement in class activity and formative reading journal. The goal is to provide you a way to test textual analysis skills in performative forms through collaborative teamwork and learning. Feedback on your presentation will inform your 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
FORMAT:	Weeks 5-13 Group Academic format Engaging presentation/production (5 minute per person in the group presentation) can be delivered live in class or submitted as pre-recorded video See Canvas for specific questions and text topic options. Note, you cannot focus on the same text that was explored in task 1 or that you intend to explore in task 3.

CRITERIA:	No.		Learning Outcome assessed
	1	Description and explanation of fin de siècle and twentieth century genres	①
	2	Organised textual analysis, structurally clear presentation	③
	3	Collaborations with the work of others	④
	4	Use of specific research (literary criticism and theory) in the service of a clear argument	②
	5	Engaging and persuasive presentation delivery and mode	③ ④

GENERIC SKILLS:	

All - Assessment Task 2b: Textual analysis - collective learning through participation

GOAL:	In each workshop that you are not presenting you are expected to prepare your own readings of the primary sources (primary sources are novels, poems etc you choose to analyse) and be ready to engage actively with the presentation of the group allocated that week. You will be required to read the set material each week and respond to the ideas of others. Reading journals are formative, non-assessed items that will assist your class engagement. Part of this activity is designed to prepare you for task 1 and 2 via early support and feedback on your ideas.
PRODUCT:	Activity Participation
FORMAT:	During tutorial 2-13 Workshop Discussion - reception/engagement. See Canvas for specific questions and texts.

CRITERIA:	No.		Learning Outcome assessed
	1	Use of literary criticism and theory.	②
	2	Participation and engagement with literary discussions.	④

GENERIC SKILLS:	Communication, Collaboration

All - Assessment Task 3: Final Research Essay

GOAL:	This task is designed to provide opportunity to fully develop and synthesis your critical reading, research and textual analysis skills.
PRODUCT:	Essay
FORMAT:	Submit: Week 13 Academic format Standard essay format 2000 words You cannot focus on the same text that was explored in task 1 or 2. For information on research questions that might be attempted see Canvas

CRITERIA:	No.		Learning Outcome assessed
	1	Depth of textual analysis	① ③
	2	Effective application of literary criticism/ theory	②
	3	Structuring, expressing and editing of effective critical arguments	③
	4	Academic writing – grammar and referencing (attribution)	③
	5	Demonstration of the ways in which texts speak to questions of freedom and power for humans and/or nonhumans and the intersections between different inequities	⑤

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

It is advised students complete at least one EGL coded course before enrolling in this course, ideally more than one.

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:

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 submission of assessment tasks may be penalised at the following maximum rate:
- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: 07 5430 1168 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call 07 5430 1226 or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the Learning Advisers web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to Student Hub, email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, AccessAbility Services can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to Student Hub, email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. 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

10.9. 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.

10.10. General Enquiries

In person:
- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au