

EGL385

Wonderworlds: An Exploration of Theory and Fiction

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

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 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

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 siècle, 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.

CODE	COMPETENCY
10.2.2	The learner is able to feel empathy for and to show solidarity with people who are discriminated against.
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.

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

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. 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	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 12	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																			
AUTHORSHIP STATEMENT:																				
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. Ensure you seek feedback on draft work Do not use AI to assist research or writing. Use CADMUS to develop and submit assessment.																			
CRITERIA:	<table><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr><tr><td>1</td><td>Identification of textual devices and analysis</td><td>3</td></tr><tr><td>2</td><td>Structuring, expressing and editing of analysis via theory</td><td>3</td></tr><tr><td>3</td><td>Selection and application of literary criticism/theory</td><td>1 2</td></tr><tr><td>4</td><td>Academic writing – grammar and referencing (attribution)</td><td>3</td></tr><tr><td>5</td><td>Understanding of the ways in which texts speak to questions of freedom: human AND/OR nonhuman freedom or lack thereof</td><td>5</td></tr></table>	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	
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		
AUTHORSHIP STATEMENT:			
FORMAT:	Weeks 5-12 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. 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.		
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
	6	Have acted on feedback in final presentation	3
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		
AUTHORSHIP STATEMENT:			
FORMAT:	During tutorial 2-12 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		
AUTHORSHIP STATEMENT:			
FORMAT:	Submit: Week 12 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 Do not use AI to assist research or writing. Use CADMUS to develop and submit assessment.		
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:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

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 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](#)

