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The published on-line version of the Course Profile is the authoritative version and by the publication of the Course Profile on-line the University deems the student has been notified of and read the course requirements.

1. General Course Information

1.1 Course Details

COURSE CODE	2141LHS
COURSE TITLE	Gothic Afterlives
ACADEMIC ORGANISATION	LHS School of Humanities, Languages and Social Science
TRIMESTER	Trimester 1 2022
MODE	Blended
LEVEL	Undergraduate
LOCATION	Gold Coast, On Campus
CREDIT POINT VALUE	10

Course Description:

Gothic Afterlives traces the history of the Gothic genre from its origins in the ghoulish castles and spectralised landscapes of 18th century art and literature through to the secretive suburban blood-suckers of contemporary television drama. From its beginnings the Gothic has been a popular and controversial phenomenon that has drawn its energies from the darker regions of the imagination and the borderlands of taste. In the Gothic nothing is as it seems. The world of cheerful and comforting appearances, secure homes, grand cities, and the reassuring solidity, identity and sexuality of the body are all made vulnerable by the uncanny effects of the Gothic imagination. In this course we'll follow the development of the Gothic in selected texts, films and TV series. Prerequisite: Assumed knowledge of essay writing and critical interpretation. Incompatible: 2041ART Ghosts and the Gothic Incompatible: 2041HUM Ghosts and the Gothic

1.2 Course Introduction

From its beginnings the Gothic has been a popular and controversial phenomenon that has drawn its energies from the darker regions of the imagination and the borderlands of taste. In the Gothic nothing is as it seems. The world of cheerful and comforting appearances, secure homes, grand cities, and the reassuring solidity, identity and sexuality of the body are all made vulnerable by the uncanny effects of the Gothic imagination. In this course we'll follow the development of the Gothic in selected texts, films and TV series. Prerequisite: Assumed knowledge of essay writing and critical interpretation. Incompatible: 2041ART Ghosts and the Gothic Incompatible: 2041HUM Ghosts and the Gothic

Previous Student Feedback

Students have rated the teaching, assessment and organisation of this course highly. They observed that the course was interesting and engaging and that all the teachers were knowledgeable and enthusiastic.

Comments on student evaluations about course convenor Dr David Ellison include:

"Loved the content, excellent teaching team, plenty of assistance and valuable feedback on assessments."

"I loved this course, the learning content and teachers were very engaging and helpful."

Some students asked for more detailed lecture notes to be provided on Learning@Griffith. The lecturers agreed that they wanted to emphasise the importance of the learning gained from attending lectures and taking notes, but that powerpoint lecture notes to help students with revision will be provided.

1.3 Course Staff

Primary Convenor **Dr David Ellison**

EMAIL	d.ellison@griffith.edu.au
CAMPUS	Nathan Campus
BUILDING	Macrossan (N16)
ROOM	2.34
CONSULTATION	Consultation Hours: Nathan: Tuesday 2.00 pm - 4:00pm Gold Coast: Thursday 2:00pm - 4:00 pm

1.4 Timetable

Timetables are available on [the Programs and Courses website](#).

NB: Details contained in this section of the course profile and section 4.1 Learning Activities are to be read in conjunction with the official class timetable. The published class timetable which is the authoritative source for timetabling information for all campuses can be located by clicking on the link above.

1.5 Lecture Capture

It is standard practice at Griffith University that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site, in accordance with the University's [Lecture Capture Policy](#).

The lecture series delivered as part of this course will be recorded and accessible via the Learning@Griffith course site.

1.6 Technical Specifications

It is recommended that students have an internet connection capable of 1BPS download and 1BPS upload speed. Upload speeds under 0.5 cannot support video streaming which is required for the effective operation of video based activities.

2. Aims, Outcomes & Graduate Attributes

2.1 Course Aims

Gothic Afterlives aims to familiarise students with the history of the Gothic genre from its 18th century origins, as expressed in the literature and art of the time, to its recent manifestations in popular screen entertainment.

The course engages students conceptually, ethically and imaginatively through reading, viewing, analysis and group discussion. Through lecture attendance and class participation, students will discover how to recognise and interpret meaning and technique in literature and film.

Students who attend regularly and participate in the class will gain practice in critical observation, analysis and interpretation, enabling them to identify the importance of the Gothic as a reflection of broad cultural transitions and to relate the literature of the past to current popular screen drama.

During class discussion, we will enter into theoretical debates about culture, gender, identity, class, technology, popular and high culture, ethics and race that Gothic narratives and forms illuminate, thus connecting the content of this course to other courses in the School and Faculty.

The course will build on skills and knowledge developed in first year and will complement those taught in other second and third year courses.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1 exercise new competencies in research and analysis acquired through literary, screen and cultural study of the course's wide-ranging texts and contexts.
- 2 apply skills in critical interpretation to past and present cultural and literary debates.
- 3 better communicate historical and theoretical concepts in both oral and written form by having practiced these skills in class and assessment items.
- 4 develop a greater understanding of the profound impact on contemporary culture by eighteenth and nineteenth century fictions, their genealogies of taste and rational explanation of the irrational.
- 5 develop a historical understanding of transformations of concepts of genre and literary value that shape modern theoretical and institutional controversies.
- 6 gain a greater understanding of the historical and often hierarchical deployment concepts of culture, nation, progress, reason and superstition, literary and aesthetic value.

2.3. Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

For further details on the Griffith Graduate Attributes please refer to [The Griffith Graduate policy](#).

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Effective in culturally diverse and international environments	•	•	•

3. Learning Resources

3.1 Required Resources

Details of your Required Learning Resources are available from the [Reading List](#).

3.2 Recommended Resources

Details of your Recommended Learning Resources are available from the [Reading List](#).

3.3 University Learning Resources

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources that are available to students include:

[Readings](#): From the reading list, students can access Required and Recommended Learning Resources through direct links to articles, ebooks, databases, websites, the Library catalogue and digitised readings in one convenient place. Students can also prioritise their readings, add personal study notes, and export citations.

[Learning@Griffith](#): There is a dedicated page for this course at myGriffith.

[Academic Integrity Tutorial](#): This tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of academic misconduct, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

[Student Support](#): Provides a range of services to support students throughout their studies including personal support such as Counselling and Health Services; Academic support; and Financial and Welfare support.

[Careers and Employment](#): The team provides Career Wellbeing, Career Planning and Decision Making, Finding Jobs, Skills Identification and Development, Graduate Employment Information, LinkedIn Profile Review, Interview Preparation, Online Psychometric and Aptitude Test Preparation, International Student Support, Disability Disclosure Strategies and Higher Degree Research (HDR) Career Consultations.

[Library](#): The Library provides a wide range of quality client-focused services and programs to students, researchers and staff of the University. The Library works in collaboration with the academic community to achieve academic and research outcomes.

[Student Computing](#): The University provides access to common use computing facilities for educational purposes.

[Griffith Information Technology Code of Practice](#).

4. Teaching & Learning Activities

4.1 Learning Activities

Week Commencing	Activity	Learning Outcomes
14 Mar 22	<p>Week 1: Introduction (Lecture): This lecture provides an introduction to the emergence of Gothic narrative as a popular and rapidly changing literary form.</p> <p>Students should start reading Walpole's <i>The Castle of Otranto</i> which will be the topic of next week's lecture and discussion, as well as Terry Castle's critical essay, 'The Gothic Novel', available on the course website.</p> <p>No tutorials will be conducted in Week 1.</p> <p>Readings/Ref: Readings Dossier</p>	1, 4, 5
21 Mar 22	<p>Week 2: The Castle of Otranto (Lecture): Week 2: <i>The Castle of Otranto</i>: This week we discuss Walpole's influential taste-making in the development of Gothic style. Walpole's efforts culminate in the publication of what is widely regarded as the first Gothic novel: <i>The Castle of Otranto</i>.</p>	1, 2, 4, 5
21 Mar 22	<p>Week 2: Foundational Spookiness (Tutorial): Foundational Spookiness: Tutorials in Week 2 will discuss Walpole's <i>The Castle of Otranto</i>.</p>	1, 2, 6
28 Mar 22	<p>Week 3 - Austen's Northanger Abbey (Lecture): This lecture examines Jane Austen's cliche-skewing Gothic spoof and its social and cultural context. A reminder, if you haven't already done so, please read Terry Castle's essay, 'The Gothic Novel', as there will be a question (or two) about it on the quiz. A PDF file of this essay is available on the course website.</p>	1, 4, 5
28 Mar 22	<p>Week 3: Gothic Readers and Writers (Tutorial) (Tutorial): Tutorials will discuss Austen's 'Northanger Abbey', and mock Gothic.</p>	1, 2, 6
4 Apr 22	<p>Week 4 - Lady Audley's Secret (Lecture): The popularity of Victorian 'sensation' fiction is addressed in this lecture about Mary Braddon's novel 'Lady Audley's Secret'.</p>	1, 2, 6
4 Apr 22	<p>Week 4 - Lady Audley's Secret (Tutorial) (Tutorial): Lady Audley's Secret: Gothic sensationalism in the Victorian era will be discussed, including nineteenth-century representations of domesticity, industrialisation, class and gender. Of particular interest will be the demonisation of women in literature.</p>	1, 6
19 Apr 22	<p>Week 5: Dracula (Lecture): We will consider the durable nightmare of <i>Dracula</i>, a work that continues to hold our attention some 120 years after its first publication.</p>	1, 4, 6
19 Apr 22	<p>Week 5: Dracula (Tutorial): <i>Dracula</i></p>	1, 3, 4
25 Apr 22	<p>Week 6: Dracula (Self Directed Learning): There is no lecture this week, but I would like you to explore the secondary reading for <i>Dracula</i></p>	1, 3, 4
2 May 22	<p>Week 7: Turn of the Screw (Lecture) (Lecture): <i>Turn of the Screw</i>: This lecture addresses the theme of terror and uncertainty in this intriguing short story/novella by Henry James.</p>	1, 2, 6
2 May 22	<p>Week 7 Tutorial - Turn of the Screw (Tutorial): The power of the Gothic to disturb and unsettle perceptions and emotions will be discussed with reference to Henry James' short story/novella 'Turn of the Screw'.</p>	1, 2, 4, 6
9 May 22	<p>Week 8 Lecture - Rebecca (Lecture): <i>Rebecca</i> (Alfred Hitchcock, UK/USA, 1940) (Lecture): Thriller auteur Alfred Hitchcock's adaptation of Daphne Du Maurier's popular gothic romance novel. Stars Lawrence Olivier and Joan Fontaine, with an evocative setting that lends a Hollywood monochrome glamour to the 'Jane Eyre' legacy. See website for links to the film or borrow it from GU library.</p>	1, 2, 4, 6
9 May 22	<p>Week 8 Rebecca Tutorial (Tutorial): Hollywood Gothic (Tutorial): Come to classes prepared to discuss 'Rebecca' by following links to online sources or checking it out from the GU library. Hitchcock's other thriller movies may be fun and helpful to explore in your own time.</p>	1, 3, 5
16 May 22	<p>Week 9: Rosemary's Baby (Lecture): <i>Rosemary's Baby</i> (Polanski, USA, 1968) (Lecture): This intense and psychologically acute thriller, stars Mia Farrow and John Cassavetes. It is set in bright modern Manhattan, yet finds unnerving parallels between the embodied experience of pregnancy and demonic possession. For mature viewers: includes some stylised (non-explicit) sexual violence. Follow links on the course website to view it online or borrow it from the GU library.</p>	1, 4, 6
16 May 22	<p>Week 9: Tutorial Rosemary's Baby (Tutorial): Hollywood Gothic (Tutorial): This stylish movie will be analysed in class. Prepare for our discussion by either following links provided on the course website to watch it online, or borrow the copy on reserve in GU library.</p>	1, 2, 6

Week Commencing	Activity	Learning Outcomes
23 May 22	Week 10: Buffy Lecture (Lecture): Buffy (FOX) (Lecture): The Vampire-Slayer updates both female gothic and vampire fiction for 1990s teen tv. Follow links provided on the course website to watch online.	1, 3, 5
23 May 22	Week 10: Buffy Tutorial (Tutorial): Television Gothic (Tutorial): The suburban seductions of television's Buffy offer a chance to reflect more generally on the generic transformations of the Gothic.	1, 2, 3, 6
30 May 22	Week 11: Let The Right One In Lecture (Lecture): Let the Right One In (Alfredson, 2008) (Lecture): Continuing with teen vampirism, this lecture discusses the disturbing tale of adolescents and vampires directed by Tomas Alfredson, based on Swedish novelist John Lindqvist's semi-biographical thriller of the same name.	1, 2, 5, 6
30 May 22	Week 11: Let the Right One in Tutorial (Tutorial): Class discussion of the film can be supplemented with your own reading and viewing experiences of other Gothic narratives where children play significant roles.	1, 3, 5
6 Jun 22	Week 12: Summary - Take Home Exam Discussion (Lecture): We will discuss the Take Home exam, and cover any questions you might have about the process.	1, 4, 6

4.2 Other Teaching and Learning Activities Information

If any student has a disability and/or health condition that may impact on their ability to successfully undertake required learning activities in this course, they are encouraged to complete the Griffith University Disclosure Statement and advise their Course Convenor.

5. Assessment Plan

5.1 Assessment Summary

This is a summary of the assessment in the course. For detailed information on each assessment, see [5.2 Assessment Detail](#) below.

ASSESSMENT TASK	DUE DATE	WEIGHTING	MARKED OUT OF	LEARNING OUTCOMES	MAXIMUM EXTENSION PERIOD
<i>Test or quiz</i> Weekly Quiz	28 Mar 22	20%	100 marks	1	
<i>Assignment - Research-based Assignment</i> Essay	6 May 22 12:00 - 6 May 22 23:59	40%	100 marks	1, 2, 3, 5, 6	
<i>Exam - constructed response</i> Take Home Exam	6 Jun 22 12:00 - 17 Jun 22 23:59	40%	100 marks	1, 2, 3, 4, 5, 6	

5.2 Assessment Detail

Title: Weekly Quiz

Type: Test or quiz

Learning Outcomes Assessed: 1

Due Date:

28 Mar 22

Weight: 20%

Marked out of: 100

Task Description:

Quizzes are administered after the lecture, at the beginning of the seminar discussion. They reward and encourage students to keep up with required readings and provide a starting point for discussion.

Most quizzes will use multiple choice and short answer questions to test basic knowledge of the week's required reading.

Multiple and short answer questions will be marked in class by students.

Some quizzes will include more thematic questions on the week's required reading, for students to answer in a paragraph or two.

These will be discussed in class and marked by the teaching team.

All quizzes will be collected at the end of the seminar session. Students must attend seminar to take quizzes. No makeup quizzes will be given under any circumstances, although students with **excused absences** may request an alternative assessment of a 200-word essay on some key aspect of the week's reading.

Criteria & Marking:

Quizzes are administered after the lecture, at the beginning of the seminar discussion. They reward and encourage students to keep up with required readings and provide a starting point for discussion.

Most quizzes will use multiple choice and short answer questions to test basic knowledge of the week's required

reading.

Multiple and short answer questions will be marked in class by students.

Some quizzes will include more thematic questions on the week's required reading, for students to answer in a paragraph or two.

These will be discussed in class and marked by the teaching team.

All quizzes will be collected at the end of the seminar session. Students must attend seminar to take quizzes. No makeup quizzes will be given under any circumstances, although students with **excused absences** may request an alternative assessment of a 200-word essay on some key aspect of the week's reading.

Submission: Unless we are required to do otherwise, the quizzes will be administered in seminar. All quizzes will be collected at the end of the seminar session. Students must attend seminar to take quizzes. No makeup quizzes will be given under any circumstances, although students with excused absences may request an alternative assessment of a 200-word account of some key aspect of the week's reading.

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a re-attempt provision

Title: Essay

Type: Assignment - Research-based Assignment

Learning Outcomes Assessed: 1, 2, 3, 5, 6

Due Date:

6 May 22 12:00 - 6 May 22 23:59

Weight: 40%

Marked out of: 100

Task Description:

This research-based essay is 2000-words written in response to a set question. A choice of questions will be provided, covering material and texts drawn from Weeks 1-7 of the class.

Most questions will require students to compare some aspect of 2 texts covered during weeks 2-7. These questions will be made available online, Sunday 29 March and will be discussed (in general terms) in class week 5.

Students **must engage with primary texts specified by the question.** They should also engage with **relevant secondary critical material** drawn from those provided or referenced on the course website. Students may also reference critical material not found on the course website, provided it is of appropriate quality (eg. scholarly articles and books, not fan sites or student essays found on the web).

Students must **engage in close analysis of primary course texts** to do well in this assessment item.

Students should **use secondary sources**, particularly those provided on or referenced by the course website, **to reinforce, augment, complicate or consider alternatives to their chosen line of reasoning--not to replace their own analysis.**

All sources must be correctly referenced. **Failure to reference sources could result in (at best) a reduced mark or (at worst) a charge of plagiarism and a mark of zero.**

Students should note that there is no single, correct answer to any question. In answer to the selected essay question, **work to persuade the reader this answer is plausible** by offering whatever evidence from the relevant (primary and secondary) sources seems most relevant.

Criteria & Marking:

This research-based essay will be marked on the basis of:

-how well students **engage with their chosen question.**

-how well students **engage with both primary texts** specified by the question and **relevant secondary critical material (especially that provided on the course website)** to formulate their response.

-how **persuasively students argue their point.**

-how **well written the essay is in matters of focus, structure, clarity and concision** and how free it is from careless errors of writing and referencing.

Resubmission:

If a student receives a fail grade on their assignment they may seek to resubmit substantially revised work. Please consult with your course convenor for further information.

Submission: Via the 'Assignments' tool in Learning@Griffith. Text Matching Tool - Turnitin. The essay must be submitted online via Turnitin by 11.59 pm May 6th

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- may be available for resubmission (see conditions outlined in Resubmission)

Title: Take Home Exam

Type: Exam - constructed response

Learning Outcomes Assessed: 1, 2, 3, 4, 5, 6

Due Date:

6 Jun 22 12:00 - 17 Jun 22 23:59

Weight: 40%

Marked out of: 100

Duration: 300 minutes

Exam Type: Open Book

Exam Format: Other (eg: take home exam)

Task Description:**Take Home Exam.**

The take home exam consists of two parts.

Part I concerns itself with the **course as a whole** and will include **questions about weeks 2-13**. Students should take care **NOT to write about the same text(s) they wrote about in their research essay**.

Students should use at least 2 critical or secondary sources for their answer in Part I, drawn from those available on the website. **Duplications between Parts I and II do not count toward the minimum**. All sources should be referenced correctly.

Take Home Exam Part II concerns itself especially with material covered in **weeks 7-11**. Most questions will require students to **compare two texts in some way**.

Students should use at least 2 critical or secondary sources for their answer in Part I, drawn from those available on the website. **Duplications between Parts I and II do not count toward the minimum**. All sources should be referenced correctly.

Criteria & Marking:

This take home exam will be marked on the basis of:

- how well students follow instructions.
- how well students **engage with their chosen questions**.
- how well students **engage with both primary texts** specified by the question and **relevant secondary critical material (especially that provided on the course website)** to formulate their responses.
- how **persuasively students argue their points**.
- how **well written the essays are in matters of focus, structure, clarity and concision** and how free they are from careless errors of writing and referencing.

Submission: Via the 'Assignments' tool in Learning@Griffith. Text Matching Tool - Turnitin. Submit Take-Home exam via Turnitin

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a re-attempt provision

5.3 Late Submission

For all courses (other than Honours Dissertation Courses): Refer to the [Assessment Procedure for Students](#).

For all Honours Dissertation courses: Enrolment in an Honours degree shall be cancelled and the candidature terminated if the candidate fails to lodge their Honours dissertation by the prescribed date including any approved extensions.

5.4 Other Assessment Information

Supplementary Assessment is not available for this course.

Please see the [Assessment Procedure for Students](#) for more information.

Final Grades

A student's final grade for this course will be based on the aggregation and weighting of marks across assessment, any mandatory pass components and grade cut-offs. Grade cut-offs can vary, so you will need to wait for the official release of grades to be sure of your grade for this course.

- This course is a graded course (i.e 7, 6, 5, 4, 3, 2, 1).

6. Policies & Guidelines

This section contains the details of and links to the most relevant policies and course guidelines. For further details on University Policies please visit the [Policy Library](#)

6.1 Assessment Related Policies and Guidelines

University Policies & Guidelines

The University's policies can be found in the [Griffith Policy Library](#).

Specific assessment policies include:

- [Assessment Policy](#)
- [Assessment Procedure for Students](#)

LHS School of Humanities, Languages and Social Science

Assessment Guidelines

A formal Referencing Style Handbook is available on the [Learning@Griffith](#) course website.

6.2 Other Policies and Guidelines

University Policies and Guidelines

Students are responsible for ensuring that they have read all sections of the Course Profile for the course/s in which they are enrolled in any enrolment period. The published online version of the Course Profile is the authoritative version and by the publication of the Course Profile online, the University deems the student has been notified of and read the course requirements. Variations to the Course Profile during the trimester of offer are not permitted except in exceptional circumstances and will be advised in writing to all enrolled students and via the Learning@Griffith website. Additional information regarding the content of this course may be published on the Learning@Griffith website.

Copyright matters

Copyright applies to all teaching materials and materials generated by students which substantially relate to Griffith University courses. *Students are warned against selling Griffith University teaching materials and their student notes online through commercial websites during and after their studies.* You will almost certainly be in breach of copyright law and Griffith's IT Code of Practice if you post these materials on the internet and commercial websites. Please refer to the [Copyright Guide for Students](#) for further information.

Health and Safety

Griffith University is committed to providing a safe work and study environment. However, all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information is available on the [Health, Safety and Wellbeing](#) website.

Other Key Student-Related Policies

All University policy documents are accessible to students via the [Griffith Policy Library](#). Links to key policy documents, in addition to those listed in 6.1 above, are included below for easy reference:

- [Student Communications Policy](#)
- [Health, Safety and Wellbeing Policy](#)
- [Student Administration Policy](#)
- [Student Charter](#)
- [Student Review and Appeals Policy](#)
- [Student Review and Appeals Procedures](#)
- [Student Complaints Policy](#)
- [Students with Disabilities Policy](#)

Learning Summary

Below is a table showing the relationship between the learning outcomes for this course, the learning activities used to develop each outcome and the assessment task used to assess each outcome.

Learning Outcomes

After successfully completing this course you should be able to:

- 1** exercise new competencies in research and analysis acquired through literary, screen and cultural study of the course's wide-ranging texts and contexts.
- 2** apply skills in critical interpretation to past and present cultural and literary debates.
- 3** better communicate historical and theoretical concepts in both oral and written form by having practiced these skills in class and assessment items.
- 4** develop a greater understanding of the profound impact on contemporary culture by eighteenth and nineteenth century fictions, their genealogies of taste and rational explanation of the irrational.
- 5** develop a historical understanding of transformations of concepts of genre and literary value that shape modern theoretical and institutional controversies.
- 6** gain a greater understanding of the historical and often hierarchical deployment concepts of culture, nation, progress, reason and superstition, literary and aesthetic value.

Assessment & Learning Activities

LEARNING ACTIVITIES	LEARNING OUTCOMES					
	1	2	3	4	5	6
Week 1: Introduction (Lecture)	●			●	●	
Week 2: The Castle of Otranto (Lecture)	●	●		●	●	
Week 2: Foundational Spookiness (Tutorial)	●	●				●
Week 3: Gothic Readers and Writers (Tutorial) (Tutorial)	●	●				●

LEARNING ACTIVITIES	LEARNING OUTCOMES					
	1	2	3	4	5	6
Week 3 - Austen's Northanger Abbey (Lecture)	●			●	●	
Week 4 - Lady Audley's Secret (Lecture)	●	●				●
Week 4 - Lady Audley's Secret (Tutorial) (Tutorial)	●					●
Week 5: Dracula (Lecture)	●			●		●
Week 5: Dracula (Tutorial)	●		●	●		
Week 6: Dracula (Self Directed Learning)	●		●	●		
Week 7 Tutorial - Turn of the Screw (Tutorial)	●	●		●		●
Week 7: Turn of the Screw (Lecture) (Lecture)	●	●				●
Week 8 Rebecca Tutorial (Tutorial)	●		●		●	
Week 8 Lecture - Rebecca (Lecture)	●	●		●		●
Week 9: Rosemary's Baby (Lecture)	●			●		●
Week 9: Tutorial Rosemary's Baby (Tutorial)	●	●				●
Week 10: Buffy Lecture (Lecture)	●		●		●	
Week 10: Buffy Tutorial (Tutorial)	●	●	●			●
Week 11: Let The Right One In Lecture (Lecture)	●	●			●	●
Week 11: Let the Right One in Tutorial (Tutorial)	●		●		●	
Week 12: Summary - Take Home Exam Discussion (Lecture)	●			●		●
ASSESSMENT TASKS						
Weekly Quiz	●					
Essay	●	●	●		●	●
Take Home Exam	●	●	●	●	●	●

Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)

- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial			
Socially responsible and engaged in their communities			
Culturally capable when working with First Australians			
Effective in culturally diverse and international environments	•	•	•