



ENGL106

Literature and the Screen

S2 Evening 2014

English

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General Information

Unit convenor and teaching staff

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Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit is a series of comparative studies examining cinematographic uses and interpretations made of novels, and other works of the literary imagination. Among topics explored are literary and cinematic images; filmic equivalents of such literary genres as poetic drama, satire, prose fiction and narrative methods in drama, prose and film; and problems that arise in refashioning literary texts for the screen.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate a vocabulary for discussing narrative strategies in prose fiction, drama and film

Practice and develop research skills, from sourcing different kinds of material to evaluating it

Demonstrate a knowledge of genres and narrative forms and of the technical resources of different media

Research and discuss humanist concerns, specifically the role of the past in the present, the nature of human identity, subjectivity and the uses of power, in relation to the set texts

Analyse the use of the formal resources of different genres, specifically prose fiction, drama and film

Critically examine the ways in which ideas and speculations about the individual and society have varied between the 17th century and 21st centuries

Assessment Tasks

Name	Weighting	Due
Image analysis assignment	5%	17 August
Bibliography assignment	15%	31 August
Essay	30%	28 September
Tutorial participation	10%	Weekly
Examination	40%	Exam period

Image analysis assignment

Due: **17 August**

Weighting: **5%**

Image: Choose **one** of the three images (Image A or Image B or Image C) from the powerpoint document in the Assessment section of the unit's iLearn site.

Topic: In a single concise paragraph, describe the appearance and effect, in the context of the film, of the moment captured in this image. You should mention the **composition** of the shot, **colour values**, **setting**, **lighting** as well as **what is happening**. You will need to know the film in order to discuss the image in its context, but you can assume that your reader knows the film and does not need to have the story retold.

On successful completion you will be able to:

- Demonstrate a vocabulary for discussing narrative strategies in prose fiction, drama and film
- Demonstrate a knowledge of genres and narrative forms and of the technical resources of different media
- Analyse the use of the formal resources of different genres, specifically prose fiction, drama and film

Bibliography assignment

Due: **31 August**

Weighting: **15%**

Imagine that you have been given the essay topic “In Edgar Allan Poe’s story ‘The Murders in the Rue Morgue’, does the method that Dupin uses to solve the crime (‘ratiocination’) suggest that he is a sensitive and imaginative human being, an inhuman thinking machine, or something in between?”

Find **three items** of literary criticism or literary theory that you would read in order to write such an essay. They should each be the length of an article or a book chapter and **at least two** of them should be items that you think are worthy of inclusion in your imaginary essay’s bibliography. **Read them.**

Then write a 200-250 word assessment **of each one**, indicating its value to your research for your imaginary essay. Your assessment should include the author’s credentials, and/or the process of review you think the item must have undergone before appearing in public; its factual accuracy and reliability; the kind of audience and purpose it is designed for and its theoretical orientation; and its relevance to your essay topic. Attach a bibliography giving the appropriate details of the items according to the format in the English Department guidelines.

On successful completion you will be able to:

- Demonstrate a vocabulary for discussing narrative strategies in prose fiction, drama and film
- Practice and develop research skills, from sourcing different kinds of material to evaluating it
- Demonstrate a knowledge of genres and narrative forms and of the technical resources of different media

- Research and discuss humanist concerns, specifically the role of the past in the present, the nature of human identity, subjectivity and the uses of power, in relation to the set texts
- Analyse the use of the formal resources of different genres, specifically prose fiction, drama and film
- Critically examine the ways in which ideas and speculations about the individual and society have varied between the 17th century and 21st centuries

Essay

Due: **28 September**

Weighting: **30%**

How are various ideas of power and authority explored in William Shakespeare's play *Hamlet* and **one film**: either the *True Detective* TV series (eps 1-4) or Michael Winterbottom's film *A Cock and Bull Story*? You should compare and contrast the texts, paying close attention not just to the **content** of the works but also to the **dramatic and film techniques** used.

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- Research and discuss humanist concerns, specifically the role of the past in the present, the nature of human identity, subjectivity and the uses of power, in relation to the set texts
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Tutorial participation

Due: **Weekly**

Weighting: **10%**

Attendance at tutorials is **compulsory**. Students who miss **more than two tutorials** without a documented medical reason may fail the unit.

All students are expected to be fully prepared for class and to participate in class discussions.

Your participations will be graded as none, fair or good each week and the aggregate will count towards the 10% grade.

All students must give a five-minute **oral presentation** on one of the tutorial sub-topics for discussion in the relevant week. This should be arranged with your tutor in week one. The talk may be supported by relevant technology depending on what technological support is available in the scheduled tutorial classroom. The quality of your presentation may be used to modify your participation grade, but the grade is principally determined by your weekly participation and not by the presentation.

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Examination

Due: **Exam period**

Weighting: **40%**

This will consist of two essay-type questions in two hours. The texts in the September essay will not appear in the exam but related texts will (i.e. *Hamlet* the play-text is not in the exam but *Hamlet* the film is). Any of the set texts may be brought into the exam room but e-readers and calculators are not allowed. The date will be set as part of the university's formal examination timetable, available halfway through the semester. Early exams are **not** given. Do not make travel arrangements that interfere with the examination period, as this unit is often scheduled **towards the end** of the exams. Past exam papers are available through the Library's e-reserve site if you want to see the kind of questions we ask.

Details of the exam will be posted in the EXAMINATION box of the unit's iLearn site during the semester.

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- Research and discuss humanist concerns, specifically the role of the past in the present, the nature of human identity, subjectivity and the uses of power, in relation to the set texts
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Delivery and Resources

This unit is offered internally. Its mode of delivery is supported with an iLearn webpage. Lectures will be recorded weekly and posted on the iLearn site. Guided questions to assist you with your weekly readings are provided in the unit handbook, which is uploaded to the iLearn page.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Demonstrate a vocabulary for discussing narrative strategies in prose fiction, drama and film
- Practice and develop research skills, from sourcing different kinds of material to evaluating it
- Demonstrate a knowledge of genres and narrative forms and of the technical resources of different media
- Research and discuss humanist concerns, specifically the role of the past in the present, the nature of human identity, subjectivity and the uses of power, in relation to the set texts
- Analyse the use of the formal resources of different genres, specifically prose fiction, drama and film
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Assessment tasks

- Image analysis assignment
- Bibliography assignment
- Essay
- Tutorial participation
- Examination

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Demonstrate a vocabulary for discussing narrative strategies in prose fiction, drama and film
- Practice and develop research skills, from sourcing different kinds of material to evaluating it
- Demonstrate a knowledge of genres and narrative forms and of the technical resources of different media

- Research and discuss humanist concerns, specifically the role of the past in the present, the nature of human identity, subjectivity and the uses of power, in relation to the set texts
- Analyse the use of the formal resources of different genres, specifically prose fiction, drama and film
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Assessment tasks

- Image analysis assignment
- Bibliography assignment
- Essay
- Tutorial participation
- Examination

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Demonstrate a vocabulary for discussing narrative strategies in prose fiction, drama and film
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society have varied between the 17th century and 21st centuries

Assessment tasks

- Image analysis assignment
- Bibliography assignment
- Essay
- Tutorial participation
- Examination

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcome

- Research and discuss humanist concerns, specifically the role of the past in the present, the nature of human identity, subjectivity and the uses of power, in relation to the set texts

Assessment tasks

- Image analysis assignment
- Bibliography assignment
- Essay
- Tutorial participation
- Examination

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Practice and develop research skills, from sourcing different kinds of material to evaluating it

- Demonstrate a knowledge of genres and narrative forms and of the technical resources of different media
- Research and discuss humanist concerns, specifically the role of the past in the present, the nature of human identity, subjectivity and the uses of power, in relation to the set texts
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Assessment tasks

- Bibliography assignment
- Essay
- Tutorial participation
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Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Demonstrate a vocabulary for discussing narrative strategies in prose fiction, drama and film
- Practice and develop research skills, from sourcing different kinds of material to evaluating it
- Demonstrate a knowledge of genres and narrative forms and of the technical resources of different media
- Research and discuss humanist concerns, specifically the role of the past in the present, the nature of human identity, subjectivity and the uses of power, in relation to the set texts
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Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to

read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Demonstrate a vocabulary for discussing narrative strategies in prose fiction, drama and film
- Practice and develop research skills, from sourcing different kinds of material to evaluating it
- Demonstrate a knowledge of genres and narrative forms and of the technical resources of different media
- Research and discuss humanist concerns, specifically the role of the past in the present, the nature of human identity, subjectivity and the uses of power, in relation to the set texts
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Assessment tasks

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- Essay
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- Examination

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Practice and develop research skills, from sourcing different kinds of material to evaluating it
- Demonstrate a knowledge of genres and narrative forms and of the technical resources

of different media

- Research and discuss humanist concerns, specifically the role of the past in the present, the nature of human identity, subjectivity and the uses of power, in relation to the set texts
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