ENGL722

Narrative: Theory and Method

S1 External 2015

Dept of English

Contents

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General Information

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Credit points
4

Prerequisites
Admission to MRes

Corequisites

Co-badged status

Unit description
Drawing on both theoretical texts and works of fiction, this unit examines the critical application of key aspects of narrative theories to children's fiction. Topics include: types of narration, point of view and focalisation in narrative; beginnings and endings; narrative time; characterisation; theory of genres and modes; metafiction and experimental fiction.

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:

Develop an understanding of and an ability to apply concepts employed in narrative theory in order to extend understanding of children's fiction beyond the conventional elements of plot, character and theme.

Attain a conceptual language with which to discuss narrative forms.

Gain an understanding of the implications different narrative forms and processes have for readers.

Attain skills in applying (some of) the analytical resources available from narrative theory: cognitive narratology; the discourse-story-significance triad; point of view and focalization; structure and organization; genre and its implications for analysing literature; represented conversation in fiction.

Think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts

Demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship.

Demonstrate high standards of ethical conduct in research activities and relationships.

Assessment Tasks

Name	Weighting	Due
Class participation	10%	N/A
Discussion Essay	25%	2 weeks after relevant class)
Literature Review	25%	May 1, 2015
Major essay	40%	June 12, 2015

Class participation

Due: **N/A**
Weighting: **10%**

Internal students: attendance at and active participation in seminars. External students: active participation in the unit's online discussion forum.

On successful completion you will be able to:
- Develop an understanding of and an ability to apply concepts employed in narrative theory in order to extend understanding of children's fiction beyond the conventional elements of plot, character and theme.
- Attain a conceptual language with which to discuss narrative forms.
- Gain an understanding of the implications different narrative forms and processes have for readers.
- Attain skills in applying (some of) the analytical resources available from narrative theory: cognitive narratology; the discourse-story-significance triad; point of view and focalization; structure and organization; genre and its implications for analysing literature;

represented conversation in fiction.

- Think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts
- Demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship.
- Demonstrate high standards of ethical conduct in research activities and relationships.

Discussion Essay

Due: **2 weeks after relevant class)**
Weighting: **25%**

One minor essay based on a seminar topic from Week 2 to Week 6, of 1200 words, due two weeks after the relevant week. (Students may wish to focus on a particular aspect of the topic, or a particular text).

NB: part of the discipline of advanced academic writing is observation of designated word limits. Do not exceed the specified word limit by more than 10%.

On successful completion you will be able to:

- Develop an understanding of and an ability to apply concepts employed in narrative theory in order to extend understanding of children's fiction beyond the conventional elements of plot, character and theme.
- Attain a conceptual language with which to discuss narrative forms.
- Attain skills in applying (some of) the analytical resources available from narrative theory: cognitive narratology; the discourse-story-significance triad; point of view and focalization; structure and organization; genre and its implications for analysing literature; represented conversation in fiction.
- Demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship.
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Literature Review

Due: **May 1, 2015**
Weighting: **25%**

Write a critical evaluation of two articles of literary criticism specified for this task, in 1500 words. The review will evaluate the usefulness of these articles as a guide to understanding narrative. Their claims may be tested in relation to a couple of works set for study in this unit.

NB: part of the discipline of advanced academic writing is observation of designated word limits.

Do not exceed the specified maximum word limit by more than 10%.

On successful completion you will be able to:

- Develop an understanding of and an ability to apply concepts employed in narrative theory in order to extend understanding of children's fiction beyond the conventional elements of plot, character and theme.

- Gain an understanding of the implications different narrative forms and processes have for readers.

- Think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts

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- Demonstrate high standards of ethical conduct in research activities and relationships.

Major essay

Due: **June 12, 2015**
Weighting: **40%**

One major essay of 2500 words which addresses one of the supplied topics. Draw examples from *What the Dickens* or from three or four of the short stories set for study. (Do not use any stories analysed in your first assignment).

NB: part of the discipline of advanced academic writing is observation of designated word limits. Do not exceed the specified maximum word limit by more than 10%.

On successful completion you will be able to:

- Develop an understanding of and an ability to apply concepts employed in narrative theory in order to extend understanding of children's fiction beyond the conventional elements of plot, character and theme.

- Gain an understanding of the implications different narrative forms and processes have for readers.

- Attain skills in applying (some of) the analytical resources available from narrative theory: cognitive narratology; the discourse-story-significance triad; point of view and focalization; structure and organization; genre and its implications for analysing literature; represented conversation in fiction.

- Demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship.

- Demonstrate high standards of ethical conduct in research activities and relationships.

Delivery and Resources

REQUIRED READING:

There is a unit Reader containing some primary material available from the Coop bookshop. The unit program lists other set texts and secondary readings are available through E-Reserve.

UNIT WEBPAGE AND TECHNOLOGY USED AND REQUIRED:

Online units can be accessed at: http://ilearn.mq.edu.au PC and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement.

Please consult teaching staff for any further, more specific requirements.

UNIT REQUIREMENTS AND EXPECTATIONS:

To complete ENGL 722 students must:

- Attend and participate in seminars (if internal).
- Make at least 8 online posts on the iLearn Discussions Forum (if external)
- Complete all prescribed assessment tasks.
- Reach a satisfactory level of achievement in the prescribed assessment tasks.

*Absence from more than two seminars without written explanation (medical or counselling certificate) will disqualify a student from passing the unit. University regulations also stipulate that a student must attempt every part of assessment in order to be eligible to pass a unit of study.

Notes on Participation for External Students:

External students must participate in online discussions via the LIT854/ENGL 722 iLearn site. External students should read the weekly texts and prepare the seminar discussion topics in advance, then post responses to the seminar questions and respond to the posts of other students, to facilitate an active discussion such as would occur in a face-to-face seminar. Students are also encouraged to raise other relevant points of interest in their online discussions. Be prepared to question the opinions of others, to have your opinions challenged and to participate actively in discussion. Students are expected to make at least 8 posts* over the semester. Please make sure that your postings do not exceed 500 words, as it is harder for others to respond to postings that are excessively long and detailed.

*A "post" is defined as a discursive response relevant to unit interests of at least 50 words: a short paragraph of at least 4 sentences.

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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Assessment

Written work must be submitted through the relevant turnitin link in the LIT854/ENGL722 Ilearn site. Your work will not be marked unless it has been submitted via Turnitin. Do not send essays via email.

Penalty for Late Submission

Late submission of written work without prior approval and supporting documentation (eg. a medical certificate) will attract a penalty of 2% per day (including weekends).If you have a legitimate reason for being unable to submit your work on time, for which you can provide documentation, please contact the convenor to discuss an extension (before the due date).

Assessments more 10% over or under the word length will be penalised (10%).

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

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Gain an understanding of the implications different narrative forms and processes have for readers.
- Attain skills in applying (some of) the analytical resources available from narrative theory: cognitive narratology; the discourse-story-significance triad; point of view and focalization; structure and organization; genre and its implications for analysing literature; represented conversation in fiction.
- Think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts
- Demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship.
- Demonstrate high standards of ethical conduct in research activities and relationships.

Assessment tasks

- Class participation
- Literature Review
- Major essay

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Develop an understanding of and an ability to apply concepts employed in narrative theory in order to extend understanding of children's fiction beyond the conventional elements of plot, character and theme.
- Attain a conceptual language with which to discuss narrative forms.
- Gain an understanding of the implications different narrative forms and processes have for readers.
- Attain skills in applying (some of) the analytical resources available from narrative theory: cognitive narratology; the discourse-story-significance triad; point of view and focalization; structure and organization; genre and its implications for analysing literature; represented conversation in fiction.
- Demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship.

Assessment tasks

- Discussion Essay
- Literature Review
- Major essay

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Develop an understanding of and an ability to apply concepts employed in narrative theory in order to extend understanding of children's fiction beyond the conventional elements of plot, character and theme.
- Attain a conceptual language with which to discuss narrative forms.
- Gain an understanding of the implications different narrative forms and processes have for readers.
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- Demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship.

Assessment tasks

- Class participation
- Discussion Essay
- Literature Review
- Major essay

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Develop an understanding of and an ability to apply concepts employed in narrative theory in order to extend understanding of children's fiction beyond the conventional elements of plot, character and theme.
- Attain a conceptual language with which to discuss narrative forms.
- Attain skills in applying (some of) the analytical resources available from narrative theory: cognitive narratology; the discourse-story-significance triad; point of view and

focalization; structure and organization; genre and its implications for analysing literature; represented conversation in fiction.

- Demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship.

- Demonstrate high standards of ethical conduct in research activities and relationships.

Assessment tasks

- Discussion Essay
- Literature Review
- Major essay

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Attain a conceptual language with which to discuss narrative forms.
- Attain skills in applying (some of) the analytical resources available from narrative theory: cognitive narratology; the discourse-story-significance triad; point of view and focalization; structure and organization; genre and its implications for analysing literature; represented conversation in fiction.
- Think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts
- Demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship.
- Demonstrate high standards of ethical conduct in research activities and relationships.

Assessment tasks

- Class participation
- Discussion Essay
- Literature Review
- Major essay

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Gain an understanding of the implications different narrative forms and processes have for readers.
- Think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts
- Demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship.
- Demonstrate high standards of ethical conduct in research activities and relationships.

Assessment task

- Class participation

Changes since First Published

Date	Description
10/02/ 2015	Changes have been made to the Delivery and Resources and Policies and Procedures sections