LIT 854

Narrative: Theory and Method

S1 Evening 2016

Dept of English

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## General Information

<table>
<thead>
<tr>
<th>Unit convenor and teaching staff</th>
<th>Other Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victoria Flanagan</td>
<td>Victoria <a href="mailto:Flanagan@mq.edu.au">Flanagan@mq.edu.au</a></td>
</tr>
<tr>
<td>Contact via <a href="mailto:victoria.flanagan@mq.edu.au">victoria.flanagan@mq.edu.au</a></td>
<td>W6A 627</td>
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| Credit points | 4 |

<table>
<thead>
<tr>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>Admission to MChildLit or MCrWrit or GradDipChildLit or GradDipCrWrit or MA in (English Literature or Children's Literature or Creative Writing) or PGDip Arts in Children's Literature</td>
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<table>
<thead>
<tr>
<th>Corequisites</th>
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<tr>
<th>Co-badged status</th>
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### 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 [http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/](http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/)

## Learning Outcomes

1. 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.

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

3. Developed skills in applying 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.
Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
<td>N/A</td>
</tr>
<tr>
<td>Early Feedback Lit Review</td>
<td>40%</td>
<td>Monday 21 March</td>
</tr>
<tr>
<td>Major Essay</td>
<td>50%</td>
<td>Monday 13 June</td>
</tr>
</tbody>
</table>

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, which also means leading the discussion on one of the weekly topics.

This Assessment Task relates to the following 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.
- Gain an understanding of the implications different narrative forms and processes have for readers.
- Developed skills in applying 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.

Early Feedback Lit Review

Due: Monday 21 March
Weighting: 40%

Please complete a 1500 word literature review on 2 scholarly articles. (Three articles have been identified in your Hand Book. Please select two of these for your review.)

The review will evaluate the usefulness of these articles as a guide to understanding narrative. Their claims may be tested in relation to 2-3 of the primary texts set for study in this unit.

This Assessment Task relates to the following 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.
• Gain an understanding of the implications different narrative forms and processes have for readers.
• Developed skills in applying 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.

Major Essay

Due: Monday 13 June
Weighting: 50%

Please write a major essay of approximately 3000 words which addresses one of the topics listed in the LIT 854 Hand Book.

This Assessment Task relates to the following 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.
• Gain an understanding of the implications different narrative forms and processes have for readers.
• Developed skills in applying 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.

Delivery and Resources

One two-hour seminar per week. The unit is delivered online for external students.

Set texts are listed in the LIT 854 Hand Book which is available on the LIT854 ilearn site.

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


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](http://mq.edu.au/policy/docs/) 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/](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](http://ask.mq.edu.au).

### Penalties for late submission

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

### Word limits

Word limits must be observed. Written assignments which are more than 10% over or under the word limit will be penalised.

### Student Support

Macquarie University provides a range of support services for students. For details, visit [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)

### Learning Skills

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

- **Workshops**
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.
- Gain an understanding of the implications different narrative forms and processes have for readers.
- Developed skills in applying 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.

**Assessment tasks**

- Class participation
- Early Feedback Lit Review
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.
- Gain an understanding of the implications different narrative forms and processes have for readers.
- Developed skills in applying 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.

**Assessment tasks**

- Class participation
- Early Feedback Lit 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 outcome**

- Developed skills in applying 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.
Assessment tasks

- Class participation
- Major Essay

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:

Assessment tasks

- Class participation
- 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 outcome

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

Assessment tasks

- Class participation
- Early Feedback Lit 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:
Assessment task

- Class participation

Requirements and Expectations

To complete LIT854 you must:

- Attend classes (if internal)
- Complete all prescribed assessment tasks
- Reach a satisfactory level of achievement in the prescribed assessment tasks

Changes since First Published

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>12/02/2016</td>
<td>Change to due dates for assessment tasks (1 week later for both).</td>
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