



LIT 854

Narrative: Theory and Method

S2 External 2017

Dept of English

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	4
<u>Policies and Procedures</u>	5
<u>Graduate Capabilities</u>	6
<u>Requirements and Expectations</u>	9

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Other Staff

Victoria Flanagan

victoria.flanagan@mq.edu.au

Contact via victoria.flanagan@mq.edu.au

W6A 627

Ryan Twomey

ryan.twomey@mq.edu.au

Credit points

4

Prerequisites

Admission to MChildLit or MCrWrit or GradDipChildLit or GradDipCrWrit or MA in Children's Literature

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.

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

Name	Weighting	Hurdle	Due
<u>Class participation</u>	10%	No	N/A
<u>Early Feedback Lit Review</u>	40%	No	Monday 28 August
<u>Major Essay</u>	50%	No	Sunday 12 November

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.

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.
- 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 28 August**

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.

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.
- 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: **Sunday 12 November**

Weighting: **50%**

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

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.
- 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

Required Reading

1. Gregory Maguire, *What-the-Dickens: The Story of a Rogue Tooth Fairy*
2. Gene Luen Yang, *American Born Chinese*

In addition to these primary texts, students will also find two documents on the LIT 854 iLearn site:

1. LIT 854 Primary Sources
2. LIT 854 Secondary Sources

Please download these documents, as they contain all of the readings specified under each weekly topic.

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_2016.html

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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.

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/>

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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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:

Assessment tasks

- Class participation
- 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.
- 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 - 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 - 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