



# ENGL303

## Narrative and the Novel

S1 Day 2018

*Dept of English*

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#### Disclaimer

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## General Information

Unit convenor and teaching staff

Convenor

Stephanie Russo

[stephanie.russo@mq.edu.au](mailto:stephanie.russo@mq.edu.au)

Australian Hearing Hub, Level 2 North Wing

Credit points

3

Prerequisites

6cp in ENGL units at 200 level

Corequisites

Co-badged status

Unit description

This unit explores narrative technique in the novel. We will study recent theories of how narratives work and apply these ideas to the interpretation of novels with apparently different aims and strategies, including realism, experimentation with form, and the use of the genre as a vehicle for social commentary or humour. Particular attention will be paid to reconceptualisations of the genre, and different theories accounting for the construction of meaning in narrative. In this unit, students will learn advanced textual analysis and critical practice, including how to interpret and describe the way time and pace are managed; the representation of character and agency; the presentation of consciousness and memory; subjectivity; metafiction; and style and rhetoric in prose 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:

demonstrate advanced critical practices relating to interpretation, textual analysis, and academic writing

describe the way pace and focalization are managed; character and agency presented; consciousness represented; and style and rhetoric used in novels

demonstrate an understanding of the novel in its social context

demonstrate an understanding of narrative theory, including genre theory, advanced research techniques, and familiarity with published scholarship in the field  
engage in informed critical discussion with others on unit content, entertain other points of view, and argue a critical position.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Essay 1</u>	25%	No	11.59 pm Friday 20 April
<u>Book review OR podcast script</u>	25%	No	11.59pm Friday 18 May
<u>Essay 2</u>	30%	No	11.59 pm Sunday 10 June
<u>Tutorial Performance</u>	20%	No	Weeks 1-13

### Essay 1

Due: **11.59 pm Friday 20 April**

Weighting: **25%**

1500-word essay on topic supplied, or negotiated with convenor.

On successful completion you will be able to:

- demonstrate advanced critical practices relating to interpretation, textual analysis, and academic writing
- describe the way pace and focalization are managed; character and agency presented; consciousness represented; and style and rhetoric used in novels
- demonstrate an understanding of the novel in its social context
- demonstrate an understanding of narrative theory, including genre theory, advanced research techniques, and familiarity with published scholarship in the field

### Book review OR podcast script

Due: **11.59pm Friday 18 May**

Weighting: **25%**

500 word book review OR podcast script

On successful completion you will be able to:

- demonstrate advanced critical practices relating to interpretation, textual analysis, and academic writing

- describe the way pace and focalization are managed; character and agency presented; consciousness represented; and style and rhetoric used in novels
- demonstrate an understanding of the novel in its social context
- demonstrate an understanding of narrative theory, including genre theory, advanced research techniques, and familiarity with published scholarship in the field
- engage in informed critical discussion with others on unit content, entertain other points of view, and argue a critical position.

## Essay 2

Due: **11.59 pm Sunday 10 June**

Weighting: **30%**

2500-word essay on topic supplied, or negotiated with convenor.

On successful completion you will be able to:

- demonstrate advanced critical practices relating to interpretation, textual analysis, and academic writing
- describe the way pace and focalization are managed; character and agency presented; consciousness represented; and style and rhetoric used in novels
- demonstrate an understanding of the novel in its social context
- demonstrate an understanding of narrative theory, including genre theory, advanced research techniques, and familiarity with published scholarship in the field

## Tutorial Performance

Due: **Weeks 1-13**

Weighting: **20%**

Attendance at tutorials, demonstrated preparation for and participation in class discussions and activities

On successful completion you will be able to:

- describe the way pace and focalization are managed; character and agency presented; consciousness represented; and style and rhetoric used in novels
- demonstrate an understanding of the novel in its social context
- demonstrate an understanding of narrative theory, including genre theory, advanced research techniques, and familiarity with published scholarship in the field
- engage in informed critical discussion with others on unit content, entertain other points of view, and argue a critical position.

## Delivery and Resources

### Delivery:

Day seminars; iLearn

### Classes:

- Students are required to attend a two-hour seminar each week, (Class attendance is a requirement for being eligible to pass the unit; attendance plus preparation and participation is required to earn a seminar mark). Any absences must be supported by a medical or other certificate.
- Students are required to read the set readings for each class, consider the topic questions, and prepare contributions to the class discussion and activities.
- Students are required to submit two essays (see details below).

### Times and Locations for Seminars:

For current updates, class times and venues, please consult the MQ Timetables website: <http://www.timetables.mq.edu.au>.

### Required and recommended resources

#### *Novels (in order of use)*

- Jane Austen, *Emma*
- Virginia Woolf, *Mrs Dalloway*
- Margaret Atwood, *The Edible Woman*
- Hanya Yanagihara, *The People in the Trees*
- Jasper Fforde, *The Eyre Affair*
- George Saunders, *Lincoln in the Bardo*

#### *Recommended Critical Texts*

- Shlomith Rimmon-Kenan, *Narrative Fiction: Contemporary Poetics*, 2<sup>nd</sup> ed. (Routledge)
- Jane Smiley, *Thirteen Ways of Looking at the Novel* (Anchor)

## Unit Schedule

Week	Topic
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Week 1	Introduction
Week 2	What is a novel?
Week 3	Free indirect discourse; did Jane Austen invent the modern novel?
Week 4	Time and characterisation
Week 5	Focalization and consciousness
Week 6	EASTER MONDAY PUBLIC HOLIDAY
Week 7	Narration
Week 8	SYDNEY WRITERS FESTIVAL (students to arrange to attend session/s)
Week 9	Unreliable narrators
Week 10	Representing race
Week 11	Comedy and the novel
Week 12	The novel today
Week 13	NO CLASSES

## Learning and Teaching Activities

### Class Preparation

Read set texts and prepare responses to stimulus questions. Prepare groupwork activities as directed.

### Class Participation

Contribute to discussions and participate in small group and other class activities.

### Essays

Prepare and submit by the due dates two essays as per instructions.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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](#).

## 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](http://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](http://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/](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

### 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 advanced critical practices relating to interpretation, textual analysis, and academic writing
- demonstrate an understanding of the novel in its social context



- demonstrate an understanding of narrative theory, including genre theory, advanced research techniques, and familiarity with published scholarship in the field
- engage in informed critical discussion with others on unit content, entertain other points of view, and argue a critical position.

## **Assessment tasks**

- Essay 1
- Book review OR podcast script
- Essay 2
- Tutorial Performance

## **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 advanced critical practices relating to interpretation, textual analysis, and academic writing
- demonstrate an understanding of the novel in its social context
- demonstrate an understanding of narrative theory, including genre theory, advanced research techniques, and familiarity with published scholarship in the field
- engage in informed critical discussion with others on unit content, entertain other points of view, and argue a critical position.

## **Assessment tasks**

- Essay 1
- Book review OR podcast script
- Essay 2

## **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 advanced critical practices relating to interpretation, textual analysis, and academic writing
- describe the way pace and focalization are managed; character and agency presented; consciousness represented; and style and rhetoric used in novels
- demonstrate an understanding of the novel in its social context
- demonstrate an understanding of narrative theory, including genre theory, advanced research techniques, and familiarity with published scholarship in the field
- engage in informed critical discussion with others on unit content, entertain other points of view, and argue a critical position.

## **Assessment task**

- Book review OR podcast script

## **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 advanced critical practices relating to interpretation, textual analysis, and academic writing
- describe the way pace and focalization are managed; character and agency presented; consciousness represented; and style and rhetoric used in novels
- demonstrate an understanding of the novel in its social context
- demonstrate an understanding of narrative theory, including genre theory, advanced research techniques, and familiarity with published scholarship in the field
- engage in informed critical discussion with others on unit content, entertain other points of view, and argue a critical position.

## **Assessment task**

- Book review OR podcast script

## 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 outcomes

- demonstrate advanced critical practices relating to interpretation, textual analysis, and academic writing
- demonstrate an understanding of the novel in its social context
- demonstrate an understanding of narrative theory, including genre theory, advanced research techniques, and familiarity with published scholarship in the field
- engage in informed critical discussion with others on unit content, entertain other points of view, and argue a critical position.

### Assessment tasks

- Essay 1
- Book review OR podcast script
- Essay 2
- Tutorial Performance

## 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

- demonstrate advanced critical practices relating to interpretation, textual analysis, and academic writing
- demonstrate an understanding of the novel in its social context
- demonstrate an understanding of narrative theory, including genre theory, advanced research techniques, and familiarity with published scholarship in the field
- engage in informed critical discussion with others on unit content, entertain other points

of view, and argue a critical position.

## **Assessment tasks**

- Essay 1
- Book review OR podcast script
- Essay 2
- Tutorial Performance

## **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 advanced critical practices relating to interpretation, textual analysis, and academic writing
- describe the way pace and focalization are managed; character and agency presented; consciousness represented; and style and rhetoric used in novels
- demonstrate an understanding of the novel in its social context
- demonstrate an understanding of narrative theory, including genre theory, advanced research techniques, and familiarity with published scholarship in the field
- engage in informed critical discussion with others on unit content, entertain other points of view, and argue a critical position.

## **Assessment tasks**

- Essay 1
- Book review OR podcast script
- Essay 2
- Tutorial Performance

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Learning outcomes**

- demonstrate an understanding of the novel in its social context
- demonstrate an understanding of narrative theory, including genre theory, advanced research techniques, and familiarity with published scholarship in the field

## **Assessment tasks**

- Book review OR podcast script
- Essay 2
- Tutorial Performance

## **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**

- demonstrate an understanding of the novel in its social context
- demonstrate an understanding of narrative theory, including genre theory, advanced research techniques, and familiarity with published scholarship in the field

## **Assessment task**

- Book review OR podcast script

## **Changes from Previous Offering**

\* Unit texts and unit schedule changed

## **Assessment Information**

### **Assignment submission**

- Please read The Preparation and Presentation of Essays (at [http://www.engl.mq.edu.au/undergrad/undergrad\\_home.htm](http://www.engl.mq.edu.au/undergrad/undergrad_home.htm)).

- Students will be required to submit their essays via the

Turnitin link in the unit's iLearn site to allow the fullest testing for plagiarism (on which, see below). Please note that your essay will not be marked unless it has been submitted via Turnitin within the unit's iLearn site.

Do not send essays via email.

#### Late Submission of Written Work

*\* Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.*