



School of English, Journalism  
& European Languages

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## Unit Outline

**HEA104**  
**Launceston**  
**English 1B—READING STORIES**  
**Semester 2, 2008**  
<http://www.utas.edu.au/english>

<b>Convenor:</b>	Dr Narelle Shaw Room: L215 Phone: 6324 3225 Email: N.Shaw@utas.edu.au
<b>Consultation Hours:</b>	Tuesdays 11-12, Wednesdays 12-1
<b>Unit Description:</b>	How do literary and film texts represent the world today? Through a series of modules that focus on popular fiction, literature and film, this unit introduces students to a variety of critical frameworks through which texts can be read. Students who successfully complete this unit will have built knowledge of specific theoretical terms such as race, nation, gender and genre, and developed core skills on which to base further studies in English.
<b>Unit Aims and Objectives:</b>	The aims of this unit are to enable students to: <ul style="list-style-type: none"><li>• develop the skills of close reading, critical thinking and textual analysis across a range of genres;</li><li>• become familiar with a variety of critical frameworks through which literary texts can be read, including formal, historical and genre-based modes of inquiry;</li><li>• investigate the process through which texts are subject to new readings using representative examples; and</li><li>• (if desired) develop skills in creative writing</li></ul>

<p><b>Learning Outcomes:</b></p>	<p>Students taking this unit will:</p> <ol style="list-style-type: none"> <li>1. build <i>knowledge</i> in the areas described in the Unit Aims and Objectives (above);</li> <li>2. enhance generic skills in <ol style="list-style-type: none"> <li>a) written <i>communication</i>, with special emphasis on writing practice in the form of short essays, and</li> <li>b) oral <i>communication</i>, through participation in tutorial activities;</li> </ol> </li> <li>3. enhance skills in <i>problem solving</i> through assessment tasks and tutorial activities, which develop research techniques in English; and</li> <li>4. develop their <i>global perspective</i> through the study of literary texts from a range of national and cultural contexts.</li> </ol>
<p><b>Required Texts:</b></p>	<p>Arthur Conan Doyle, <i>The Sign of Four</i> (Penguin, 1991).  Raymond Chandler, <i>The Big Sleep</i> (Penguin, 1988).  Virginia Woolf, <i>Mrs Dalloway</i> (Penguin, 1992).  Michael Cunningham, <i>The Hours</i> (Fourth Estate, 1999).  <i>The Hours</i> DVD, dir. Stephen Daldry (Paramount, 2003).  [Screened in class; LTN reserve]  Timothy Corrigan, <i>A Short Guide to Writing about Film</i>. 3<sup>rd</sup> ed.  New York: Longman, 1998.  Australian/Tasmanian Short Stories and Poetry <i>Reader</i>.</p>
<p><b>Recommended Texts:</b></p>	<p>O'Connor, <i>The Pocket Guide to English Language</i> (Cambridge: Cambridge UP, 2003).</p>
<p><b>When Taught:</b></p>	<p><u>Lecture</u>  Tues 12pm-2pm, NH.X138.LT5</p> <p>Note: The School will record lectures, and streaming sound files will be available on WebCT Vista. These recordings should not be relied on as an alternative to attendance at lectures.</p> <p><u>Tutorials:</u>  Tutorials are offered at a variety of times. Students will be asked to sign up for a tutorial group on tutorial enrolment forms distributed in the first lecture. Tutorials begin in week 2 of semester.</p>
<p><b>Assessment:</b></p>	<p>1,000 word assignment (20%), 1,500 word essay (30%), 2- hour exam (40%), participation (10%)</p>
<p><b>Links to learning outcomes:</b></p>	<p>Essay One: 1, 2, 3, 4</p> <p>Essay Two: 1, 2, 3, 4</p> <p>Exam: 1, 2, 3, 4</p> <p>Participation: 1, 3</p>

## LECTURE SCHEDULE

Week	Beginning	Topic	Assignments Due
1	14 July	Welcome and Introduction	
2	21 July	Detective Genre	
3	28 July	Sir Arthur Conan Doyle, <i>The Sign of Four</i>	
4	4 August	Raymond Chandler, <i>The Big Sleep</i>	Participation Task 1 4 Aug. 5pm
5	11 August	Virginia Woolf, <i>Mrs Dalloway</i>	Participation Task 2 11 Aug. 5pm
6	18 August	Virginia Woolf, <i>Mrs Dalloway</i>	Essay 1: <i>The Sign of Four</i> option 18 Aug. 5pm
7	25 August	Michael Cunningham, <i>The Hours</i>	Essay 1: <i>The Big Sleep</i> option 25 Aug. 5pm
		<b>Mid-Semester Break 1-5 September</b>	
8	8 September	Screening of <i>The Hours</i> and Reading Film	
9	15 September	Page to Screen: <i>The Hours</i>	Essay 2: <i>Mrs Dalloway</i> option 15 Sept. 5pm
10	22 September	Reading Van Diemen's Land	Essay 2: <i>Mrs Dalloway</i> and <i>The Hours</i> option 22 Sept. 5pm
11	29 September	Colonial Heroes and Heroines	
12	6 October	Reading Australia	Essay 2: Reading Film and Page to Screen options 6 Oct. 5pm
13	13 October	Review	
		<b>Study Period: 20 - 24 October</b>	Essay 2: Aust. /Tas. Poetry and Short Stories option 20 Oct. 5pm
		<b>Examination Period: 25 October - 11 November</b>	

# ASSESSMENT

## Participation

Participation in HEA104 English 1B is assessed by short-answer research exercises related to unit content. The participation exercises are designed to introduce you to some of the key research tools and techniques in English. Each task is worth 5%. Together the two exercises are worth 10% of your final mark in the unit.

Participation tasks will be discussed in tutorials.

<b>Participation task 1:</b>	
<b>Task description</b>	<p>Finding Definitions: (i) "genre" OR (ii) "convention/s"</p> <p>Choose <b>one</b> term.</p> <p>Begin by researching your term in the <i>OED Online</i>. <i>OED</i> stands for <i>Oxford English Dictionary</i>. You can locate the <i>OED Online</i> under "Databases" on the Library's Homepage, or by using <i>The English Subject Guide</i>, accessible under "Subject Guides" also on the Library's Homepage. We'll use <i>The English Subject Guide</i>. The <i>OED Online</i> link is in the first section "Where do I start my research?"</p> <p>Conduct a search for your term. Identify and take note of the meanings you consider most relevant.</p> <p>Now use the Library Catalogue to locate the following dictionaries of literary terms, which are held in the Reference section of the Library. (Note, you are not restricted to the use of these dictionaries. You may use any dictionary of literary terms in the Library.)</p> <p>J.A. Cuddon, <i>The Penguin Dictionary of Literary Terms and Literary Theory</i> (London: Penguin, 1999).</p> <p>M.H. Abrams, <i>A Glossary of Literary Terms</i> (Fort Worth: Harcourt Brace, 1993).</p> <p>Ross Murfin and Supryia Ray, <i>The Bedford Glossary of Critical and Literary Terms</i> (New York: Bedford, 1997).</p> <p>Read the definition of your term. Provide 5 examples of your term—that is, either 5 examples of genre or 5 examples of a literary convention.</p> <p><b>Submit your list of 5 examples with an assignment cover sheet.</b></p>
<b>Links to learning outcomes</b>	1 and 3
<b>Date due</b>	Monday 4 August, 5pm

<b>Participation task 2</b>	
<b>Task description</b>	<p>Finding Secondary Sources</p> <p>Go to the <i>English Subject Guide</i>. Locate the heading "How do I find books on my subject?" Select "Search the Library Catalogue."</p> <p>Search for "detective fiction" using various menu options—eg. "General Keyword, "Title Keyword," "Subject Keyword." Identify 3 books you might use to begin research on Essay 1.</p> <p>Go back to the <i>English Subject Guide</i>. Locate the heading "How do I find articles on my subject? (Databases)." Select JSTOR. Search for either "The Sign of Four" or "The Big Sleep," depending on your choice of topic. Identify 2 articles you might use to research your chosen text. Alternatively, go back to the <i>English Subject Guide</i>. Locate the heading "How do I find articles on my subject? (Databases)." Select ProQuest. Search for either "Arthur Conan Doyle" or "Raymond Chandler," depending on your choice of topic. ProQuest will give you a list of search suggestions. Select either "conan doyle, Arthur (person) and literary criticism" or "chandler, raymond (person) and literary criticism." Identify 2 articles you might use to research your chosen text.</p> <p>Go back to the <i>English Subject Guide</i>. Locate the heading "How do I cite and manage my information resources?" Download a copy of "Referencing using the MLA Style" (pdf). Use the Library catalogue to locate the <i>MLA Handbook for Writers of Research Papers</i>, 6th ed. Ed. Joseph Gibaldi (New York: The Modern Language Association of America, 2003).</p> <p><b>Use the referencing guide and/or the <i>Handbook</i> to present citations of your 3 books and 2 articles. Submit your list of 5 citations with an assignment cover sheet.</b></p>
<b>Links to learning outcomes</b>	1 and 3
<b>Date due</b>	11 August, 5pm

## Essay 1: Reading Genre Fiction

There will be scope for discussion of the essay options in tutorials.

### Essay 1: Reading Genre Fiction

This essay is designed to get you started in analysing genre fiction. It depends on your close reading of a textual extract in relation to a whole novel and specific genre conventions. It involves considering evidence to support your stance, organizing your material to form an argument, and communicating your judgements on a range of issues.

Begin your preparation for writing your essay by reading what Barnett and Cain have to say about "Considering the Evidence," "Organizing the Material," and "Communicating Judgements" in *A Short Guide to Writing about Literature* (65-66). Then read their section, "Review: How to Write an Effective Essay (67-71).

Also read "Literature, Form and Meaning" (87-96) and "Plot and Character" (139-146).

Copies of *A Short Guide to Writing about Literature* are available on Reserve and 3-day loan.

#### Task description

Choose **ONE** of the following topics.

#### Option 1: *The Sign of Four*

Write an essay on the following passage from *The Sign of Four*, explaining why you think it is effective. You should consider this passage in relation to the novel as a whole and to the conventions of classical detective fiction.

'I don't know that I have anything else to tell you. I had heard a waterman speak of the speed of Smith's launch, the *Aurora*, so I thought she would be a handy craft for our escape I engaged with old Smith, and was to give him a big sum if he got us safe to our ship. He knew, no doubt, that there was some screw loose, but he was not in our secrets. All this is the truth, and if I tell it to you, gentlemen, it is not to amuse you—for you have not done me a very good turn—but it is because I believe the best defence I can make is just to hold back nothing, but let all the world know how badly I have myself been served by Major Sholto, and how innocent I am of the death of his son.'

'A very remarkable account,' said Sherlock Holmes. 'A fitting wind-up to an extremely interesting case. There is nothing at all new to me in the latter part of your narrative except that you brought your own rope. That I did not know.' (116)

#### Option 2: *The Big Sleep*

She called me a filthy name.

I didn't mind that. I didn't mind what she called

	<p>me, what anybody called me. But this was the room I had to live in. It was all I had in the way of a home. In it was everything that was mine, that had any association for me, any past, anything that took the place of a family. Not much; a few books, pictures, radio, chessmen, old letters, stuff like that. Nothing. Such as they were they had all my memories.</p> <p>I couldn't stand her in that room any longer. What she called me only reminded me of that. (<i>The Big Sleep</i> 154)</p> <p>What kind of insult do you think Carmen is likely to have directed at Marlowe? Why does he react so strongly to her presence in his room? More generally, how would you characterize Marlowe's relationships with women? How significant are they to the narrative?</p>
<b>Task length</b>	1000 words (including quotes)
<b>Links to learning outcomes</b>	1, 2, 3 and 4
<b>Assessment criteria / guidelines</b>	<ol style="list-style-type: none"> <li>1. Effectiveness of introduction</li> <li>2. Relevance and coherence of argument</li> <li>3. Effectiveness of conclusion</li> <li>4. Attention to expression, spelling, proof-reading, MLA Style</li> </ol>
<b>Date due</b>	<p><i>The Sign of Four</i> option: Monday 18 August, 5pm</p> <p><i>The Big Sleep</i> option: Monday 25 August, 5pm</p>
<b>Essay Presentation</b>	<p>Essays should be typed. Computers are available in the Library and the Faculty of Arts building for this purpose.</p> <p>Make sure you print up your essay with <b>1.5 or 2 line spacing</b>. All essays should be typed or printed on one side of the page only and have a margin of 3 cm on the left-hand side of the page. Paginate your essay and fasten the pages securely.</p> <p>See the Additional Information Sheet (page 12) for further information on Assignment Presentation and details on Assignment Submission.</p>

## Essay 2: Reading Classic/Contemporary Fiction/Film OR Australian / Tasmanian Poetry / Short Stories

There will be scope for discussion of the essay options in tutorials.

<b>Reading Classic/Contemporary Fiction/Film</b>	
<p>This essay is designed to help you develop your skills in literary criticism. It requires your close reading knowledge of the literary text, your engagement of a particular reading strategy, and research of secondary sources. It involves considering evidence to support your stance, organizing your material to form an argument, and communicating your judgements on a range of issues.</p> <p>As part of your preparation for writing your essay, read "What is Evaluation?" and "Writing about Literature: An Overview" (<i>A Short Guide to Writing about Literature</i> (109-115 and 116-135).</p> <p>If you chose the Reading Film option, you'll also need to work closely with the set text <i>A Short Guide to Writing about Film</i>.</p>	
<b>Task description</b>	<p><b>Option 1: <i>Mrs Dalloway</i></b> Discuss ways in which Modernist narrative technique enables an exploration of female consciousness in <i>Mrs Dalloway</i>.</p> <p><b>Option 2: <i>Mrs Dalloway</i> and <i>The Hours</i></b> Write an essay explaining the relationship between Michael Cunningham's novel <i>The Hours</i> and Virginia Woolf's novel <i>Mrs Dalloway</i>. Is Cunningham's reading of Woolf's novel sympathetic? Does Cunningham agree or disagree with Woolf's reading of human nature?</p> <p><b>Option 3: Page to Screen</b> Write an essay discussing differences and similarities between Michael Cunningham's novel <i>The Hours</i> and Stephen Daldry's film <i>The Hours</i>.</p> <p><b>Option 4: Reading Film</b> Analyze the composition of any one scene in Stephen Daldry's film <i>The Hours</i>. Your discussion should include reference to such topics as the photographic properties, film speed, perspective, framing and editing of particular shots.</p>
<b>Task length</b>	1500 words (including quotes)
<b>Links to learning outcomes</b>	1, 2, 3 and 4
<b>Assessment criteria / guidelines</b>	<ol style="list-style-type: none"> <li>1. Effectiveness of introduction</li> <li>2. Relevance and coherence of argument</li> <li>3. Effectiveness of conclusion</li> <li>4. Use of critics</li> <li>5. Attention to expression, spelling, proof-reading, MLA Style</li> </ol>
<b>Date due</b>	<p><i>Mrs Dalloway</i> option: Monday 15 September, 5pm</p> <p><i>Mrs Dalloway</i> and <i>The Hours</i> option: Monday 22</p>

	<p>September, 5pm</p> <p>Page to Screen and Reading Film options: Monday 6 October, 5pm</p>
<p><b>Option 5: Tasmanian / Australian / Poetry and Short Stories</b></p> <p>This exercise is your opportunity to demonstrate your understanding of the texts and issues covered in Weeks 10-12. The exercise has two parts worth 10 and 20 marks respectively. In the first part, either individually or with a number of others from your tutorial group, you will write a short narrative or poem in the style of or in a way that adapts to another genre, one of the texts that you study in Weeks 10-12. In the second part you will, on your own, write a reflection on how you went about creating your piece, drawing upon the material presented in lectures and tutorials.</p>	
<p><b>Task description</b></p>	<p><b>(1) Part A: Write a Narrative or Poem (10 Marks):</b></p> <p><b>parody</b> • “<b>noun</b> an amusingly exaggerated imitation of the style of a writer, artist, or genre” (<i>OED</i>)</p> <p><b>pastiche</b> • “<b>noun</b> an artistic work in a style that imitates that of another work, artist, or period” (<i>OED</i>)</p> <p><b>adaptation:</b> “Broadly speaking, the re-casting of a work in one medium to fit another, such as the re-casting of novels or plays as film or television scripts” (Cuddon 8)</p> <p>Write a short narrative or poem that uses parody, pastiche, or adaptation to ‘re-write’ one of the texts that you study in Weeks 10-12. Be sure to give your narrative or poem a title and include a sub-title that indicates which author/story/poem your work parodies or adapts. In creating your narrative or poem think about the major themes of the original, particularly as they relate to the issues of race, nation, and gender, and how your re-write will address these.</p> <p>A useful example of the kind of work you might produce is given by the cartoonist Peter Nicholson’s satirical parody of “The Man from Snowy River,” which we will discuss in class (see <a href="http://www.nicholsoncartoons.com.au/cartoon_438.html">http://www.nicholsoncartoons.com.au/cartoon_438.html</a> permission granted by the copyright holder).</p> <p><b>This exercise can be undertaken individually or as a group exercise. In the latter case, you will get together with 2-3 others from your tutorial group to develop your piece. You will submit your group’s effort jointly for a group mark.</b></p> <p><b>(2) Critical Reflection (20 marks):</b></p> <p>“<b>critical</b> • <b>adjective</b> expressing or involving an analysis of the merits and faults of a literary or artistic work” (<i>OED</i>).</p> <p>“<b>reflection</b> • <b>noun</b> serious thought or consideration” (<i>OED</i>).</p> <p>Drawing upon the material examined and discussed in the lectures, tutorials, and readings for Weeks 10-12, reflect on and explain why and how you made your decisions drafting your creative piece.</p>

	<p>Your critical reflection should address at least four questions:</p> <ul style="list-style-type: none"> <li>• <i>Why did you do it?</i> Why did you choose to re-write that particular piece? What effect did you wish to achieve in your creative re-write?</li> <li>• <i>How did you do it?</i> How did you go about creating you piece? In what way does your re-writing reflect or alter the characterization, tone, setting, feel, 'sound', etc, of the original?</li> <li>• <i>What does it mean?</i> How does your creative re-write alter the meaning of the original (in particular think about the themes of race, nation, and gender)?</li> <li>• <i>How would you do it in future?</i> If you were to do the exercise again, what might you do differently; what would you do the same?</li> </ul> <p><b>This part of the exercise is to be completed individually (i.e., not in collaboration with your group members) and you will be given an individual mark.</b></p>
<b>Task length</b>	<p>1500 words in total  Part A: 300-500 words  Part B: 1000-1200 words</p>
<b>Links to learning outcomes</b>	<p>1, 2, 3 and 4</p>
<b>Assessment criteria / guidelines</b>	<p>Part A:</p> <ol style="list-style-type: none"> <li>1. Originality</li> <li>2. Poetic/prose skill</li> <li>3. Relation to original</li> <li>4. Presentation</li> </ol> <p>Part B:</p> <ol style="list-style-type: none"> <li>1. Structure</li> <li>2. Expression</li> <li>3. Reflection on the primary elements of the parody</li> <li>4. Integration of class material</li> <li>5. Use of secondary sources</li> </ol>
<b>Date due</b>	<p>Monday 20 October, 5pm</p>

<b>Final exam</b>	
<b>Description / conditions</b>	2 hour closed book examination
<b>Links to learning outcomes</b>	1, 2, 3 and 4
<b>Assessment criteria / guidelines</b>	Essays should address the questions as directly and as fully as possible.  More specific information on the exam will be provided in Week 13.
<b>Date</b>	The final exam is conducted by the University Registrar in the formal examination period. See: <a href="http://www.studentcentre.utas.edu.au/examinations_and_results/">http://www.studentcentre.utas.edu.au/examinations_and_results/</a>

## ADDITIONAL INFORMATION

### Submission of Assignments

Students are required to submit a signed cover sheet with every assignment. This includes a declaration that all material submitted is their own work except where there is clear acknowledgement or reference to the work of others and that they have read the University statement on Academic Misconduct (Plagiarism) on the University website at [www.utas.edu.au/plagiarism](http://www.utas.edu.au/plagiarism) or in the Student Information Handbook.

Assignment cover sheets are available from the School office or the School website. **Assignments submitted without a signed cover sheet will not be marked.** Students who submit assignments without a signed cover sheet will be contacted once via their UTAS email address; in such instances the cover sheet must be completed within two weeks of the due date.

All assignments must be submitted in hard-copy (not by email) and placed in the essay box at the School office on or before 5pm on the due date. Students are required to keep copies of all submitted assignments. Assignments submitted on time will be returned within three weeks of the due date; once on time assignments have been returned no further late assignments will be accepted. All marked assignments will be returned in tutorials unless otherwise advised.

### Late Assignments

Late submissions will be penalized as follows: 5% of the available marks for the first day, and then 2% per working day thereafter. Requests for extensions should be directed to your unit coordinator before the due date.

### Difficulties with your Studies

If you are experiencing difficulties with your studies or assignments, have personal or life planning issues, disability or illness which may affect your course of study, you should raise these with your lecturer and/or one of the following Student Services staff as soon as possible:

- Learning Skills Adviser
- Disability Adviser
- Careers Adviser
- Student Counsellor

### University Statement on Plagiarism and Academic Integrity

"**Plagiarism** is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at <http://www.utas.edu.au/tl/supporting/academicintegrity/index.html>.

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline – Part 3 Academic Misconduct, see <http://www.utas.edu.au/universitycouncil/legislation/>."

**The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.**

### Assignment Presentation

The English discipline uses MLA Style, which is characterized by in-text referencing and a list of works cited. See the *MLA Handbook for Writers of Research Papers*, 6th ed. Ed. Joseph Gibaldi (New York: The Modern Language Association of America, 2003). For a brief introduction, refer to [http://www.utas.edu.au/english/english1/mla\\_citation\\_syst.doc](http://www.utas.edu.au/english/english1/mla_citation_syst.doc), MLA Citations System: A Brief Guide.

### Marking Scale

The following distribution of marks and grades is applied in assessing your work:

- High Distinction (HD)—80-100%
- Distinction (DN)—70-79%
- Credit (CR)—60-69%
- Pass (PP)—50-59%
- Fail (NN)—0-49%

All marks are subject to moderation.

### Assessment Criteria

The following criteria apply to assessment of the essay:

- Effectiveness of introduction
- Relevance and coherence of argument
- Effectiveness of conclusion
- Scope of textual referencing
- Use of critics
- Attention to expression, spelling, proof-reading and stylesheet.

### IT Support

Learning online—for online learning and Vista support – <http://www.utas.edu.au/coursesonline/>  
Information Technology Services—for general IT Support (includes link to UTAS download website)  
<http://www.utas.edu.au/servicedesk/student/index.html>

Library Services—for information literacy support – <http://www.utas.edu.au/library/>  
Help Desk (email [HelpDesk@utas.edu.au](mailto:HelpDesk@utas.edu.au) or 6226 1818, within University 1818)