



LITR19052 *The Modern Novel*

Term 1 - 2017

Profile information current as at 03/05/2024 01:57 pm

All details in this unit profile for LITR19052 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit invites students to explore a selection of novels by a number of significant writers from the twentieth century and from a range of national literatures. These novels address a range of issues including post-colonialism, the transition from the psyche to psychology, sexuality, the American Jazz age, Southern post-bellum agonistics, gender, magic realism, existentialism, slavery, racism, the holocaust and identity. The unit also charts the passage from modernism to post-modernism.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Nil

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2017

- Distance

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 20%

2. **Written Assessment**

Weighting: 40%

3. **Written Assessment**

Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student Feedback

Feedback

The Moodle course site is well laid out and easy to navigate. The course work progresses logically and builds on knowledge from week to week. Each week we are provided with links to the best resources for learning. The assessment tasks provide a good learning experience throughout the term. My lecturer John Fitzsimmons has contributed greatly to my success in this course. John's approach to mentoring students is supportive and inclusive. It is these two things which helped me to continue in this course and complete it when I experienced difficulty. I would have otherwise disengaged from the course, missed out on the learning experience and lagged behind in my degree. Lastly, John provides feedback which is targeted and prompts me to reflect further on the task. Feedback is quite substantial at times and I enjoy gaining additional information on a writer, perspective or idea which I may not have considered.

Recommendation

Continue with the course.

Action

Continued to provide a supportive and inclusive approach and provide detailed and targeted feedback.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. analyse and compare selected modern novels within a framework of issues such as ideology, gender, race and the politics of literature;
2. articulate the evolution of the novel from socio/moral/expressive realism through modernism and post-modernism; and,
3. interpret, analyse and evaluate complex literary texts.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 20%	•	•	•
2 - Written Assessment - 40%	•	•	•
3 - Written Assessment - 40%	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•	•	•
2 - Problem Solving	•	•	
3 - Critical Thinking	•	•	•
4 - Information Literacy		•	
5 - Team Work			
6 - Information Technology Competence			
7 - Cross Cultural Competence			•
8 - Ethical practice	•		•
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 20%	•	•	•							
2 - Written Assessment - 40%	•	•	•	•		•	•	•		
3 - Written Assessment - 40%	•	•	•	•				•		

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information

Students will need to have access to the set novels:

Wk 1 Introduction

Wk 2 Joseph Conrad: *Heart of darkness* (1899)

Wk 3 Thomas Mann: *Death in Venice* (1912)

Wk 4 F Scott Fitzgerald: *The great Gatsby* (1925)

Wk 5 Ernest Hemingway: *The sun also rises* (1926)

Wk 6 Virginia Woolf: *To the lighthouse* (1927)

Wk 7 William Faulkner: *As I lay dying* (1930)

Wk 8 Albert Camus: *The outsider* (1942)

Wk 9 Sylvia Plath: *The bell jar* (1963)

Wk 10 Gabriel Garcia Marquez: *100 years of Solitude* (1967)

Wk 11 Margaret Atwood: *The Handmaid's tale* (1985)

Wk 12 Toni Morrison: *Beloved* (1987)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Ann-Marie Priest Unit Coordinator

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Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction: The Modern Novel		

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Joseph Conrad - <i>Heart of Darkness</i> (1899)		

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Thomas Mann - <i>Death in Venice</i> (1912)		

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
F Scott Fitzgerald – <i>The Great Gatsby</i> (1925)		Book Review Due: Week 4 Friday (31 Mar 2017) 11:45 pm AEST
Week 5 - 03 Apr 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Ernest Hemingway - <i>The sun also rises</i> (1927)		
Vacation Week - 10 Apr 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Week 6 - 17 Apr 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Virginia Woolf – <i>To the Lighthouse</i> (1927)		
Week 7 - 24 Apr 2017		
Module/Topic	Chapter	Events and Submissions/Topic
William Faulkner – <i>As I Lay Dying</i> (1930)		
Week 8 - 01 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Albert Camus - <i>The Outsider</i> (1942)		Essay Due: Week 8 Friday (5 May 2017) 11:45 pm AEST
Week 9 - 08 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Sylvia Plath – <i>The Bell Jar</i> (1963)		
Week 10 - 15 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Gabriel Garcia Marquez – <i>100 Years of Solitude</i> (1967)		
Week 11 - 22 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Margaret Atwood – <i>The Handmaid's Tale</i> (1985)		
Week 12 - 29 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Toni Morrison – <i>Beloved</i> (1987)		Essay Due: Week 12 Friday (2 June 2017) 11:45 pm AEST
Review/Exam Week - 05 Jun 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 12 Jun 2017		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Book Review

Assessment Type
Written Assessment

Task Description

Weighting: 20%

Length: 1000 words (+/- 10%)

Details

You are required to choose one novel from the unit (preferably one of those studied in the first four weeks, so that you will have the benefit of the unit materials to help you) and write a Book Review of that novel. Your Book Review should be based on your own close reading of the novel, and should cover the following points:

- A brief description of the book
- A brief discussion of the book's historical, social and/or literary context
- An analysis of the book's main themes
- An evaluation of the book's significance: is it an important work of literature? If so, why? If not, why not?

You may want to model your review on the kind of book reviews you can find in literary newspapers and journals. For example, look at the Review section of the *Weekend Australian*, or the weekend supplements to *The Age* or the *Sydney Morning Herald*. You may also want to look for exemplars in [Australian Book Review](#), the [Sydney Review of Books](#), the [New York Review of Books](#) or the [Times Literary Supplement](#).

Be selective in the exemplars you choose. Do not model your review on the kinds of reviews you might find on the GoodReads or Amazon.com websites. These reviews tend to be solely focused on whether the book is enjoyable to read or not; in your review, you will be thinking much more broadly about the strengths and weaknesses of the book and its contribution to literary culture. A marked-up exemplar is provided on the unit's Moodle website.

Note that you will be expected not only to read your selected novel and develop your own ideas about its themes and significance but also to do some further research about the history of the book and the way it has been viewed by other readers and critics. For instance, in developing your analysis of the novel, you may want to look at what other critics have seen as its strengths and weaknesses. Acknowledge your research in your review using in-text referencing, and include a reference list using the Harvard (Author-Date) style. Only two or three sources are needed.

Please note: the novel you choose for this assignment cannot be chosen again for assignments 2 and 3. Each assignment must deal with different novels.

Assessment Due Date

Week 4 Friday (31 Mar 2017) 11:45 pm AEST

Return Date to Students

Week 6 Friday (21 Apr 2017)

Weighting

20%

Assessment Criteria

This assignment will be evaluated on the following criteria:

1. Identification and analysis of the novel's main themes, supported by scholarly literature
2. Understanding of the novel's historical and social context, based on research
3. Cogent evaluation of the work's significance
4. Appropriate acknowledgement of all sources using the Harvard (author-date) style

5. Clear and effective writing, with correct grammar, spelling and punctuation

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- analyse and compare selected modern novels within a framework of issues such as ideology, gender, race and the politics of literature;
- articulate the evolution of the novel from socio/moral/expressive realism through modernism and post-modernism; and,
- interpret, analyse and evaluate complex literary texts.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking

2 Essay

Assessment Type

Written Assessment

Task Description

Weighting: 40%

Word length: 1500-2000 words

Task:

Choose a question from one of the discussion questions listed on the Moodle website for one of the set novels and write a 1500-2000 word response in essay format. Please note: the novel you choose for this assignment cannot be the same novel you choose for assignments 1 or 3. Each assignment must deal with different novels.

The essay must include both in-depth analysis of your chosen novel and references to a range of scholarly sources (minimum of 5). Note that all references need to be academic (i.e. peer-reviewed journal articles and/or scholarly books) and obtained using the Library's databases and/or resources. Wiki and other non-scholarly references from the Internet will not be accepted.

A guide to analysing a novel and using academic sources in your essay is provided on the unit's Moodle website.

Assessment Due Date

Week 8 Friday (5 May 2017) 11:45 pm AEST

Return Date to Students

Week 10 Friday (19 May 2017)

Weighting

40%

Assessment Criteria

This assignment will be evaluated using the following assessment criteria:

1. Development of a convincing and coherent argument in response to the question
2. The relevance, insight and depth of analysis of the chosen novel, supported by paraphrases and quotations from the text
3. Effective use of a range of academic sources (minimum of 5) to support both argument and analysis

4. Clear and effective writing, with correct grammar, spelling and punctuation
5. Appropriate acknowledgement of all sources using the Harvard (author-date) referencing style.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- analyse and compare selected modern novels within a framework of issues such as ideology, gender, race and the politics of literature;
- articulate the evolution of the novel from socio/moral/expressive realism through modernism and post-modernism; and,
- interpret, analyse and evaluate complex literary texts.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 Essay

Assessment Type

Written Assessment

Task Description

Weighting: 40%

Length: 2000 words (+/- 10%)

Write an essay answering ONE of the following questions (note: in answering this question, students should not use novels discussed in Assessment Items 1 & 2):

1. Gender and sexuality are key issues explored in many modern novels, sometimes transgressively so. Choose at least two of the set texts and explore the ways in which they deal with gender and sexuality, making sure that you include a strong theoretical foundation for your observations.
2. Modern literature uses a variety of narrative techniques and multiple points of view to generate a complex portrait of the human psyche. Discuss with reference to at least two of the set texts.
3. The modern novel challenges, plays with and even rewrites official versions of history, bringing to light perspectives, experiences and points of view that might otherwise remain hidden. Discuss with reference to at least two of the set texts.

The essay must include both in-depth analysis of your chosen novels and references to a range of scholarly sources (minimum of 6). Please note that all references need to be academic (i.e. peer-reviewed journal articles and/or scholarly books) and obtained using the Library's databases and/or resources. Wiki and other non-scholarly references from the Internet will not be accepted.

A guide to analysing a novel and using academic sources in your essay is provided on the unit's Moodle website.

Assessment Due Date

Week 12 Friday (2 June 2017) 11:45 pm AEST

Return Date to Students

Essays will be returned as soon as practicable after the end of term.

Weighting

40%

Assessment Criteria

This assignment will be marked using the following evaluation criteria:

1. Development of a convincing and coherent argument in response to the question
2. Engagement with key concepts relating to the modern novel
3. The relevance, insight and depth of analysis of the chosen novels, supported by paraphrases and quotations from the texts
4. Effective use of a range of academic sources (minimum of 6) to support both argument and analysis
5. Clear and effective writing, with correct grammar, spelling and punctuation
6. Appropriate acknowledgement of all sources using the Harvard (author-date) referencing style.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- analyse and compare selected modern novels within a framework of issues such as ideology, gender, race and the politics of literature;
- articulate the evolution of the novel from socio/moral/expressive realism through modernism and post-modernism; and,
- interpret, analyse and evaluate complex literary texts.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem