



# ENGL310

## Contemporary Australian Children's Literature

S1 External 2014

*English*

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## General Information

Unit convenor and teaching staff

Unit Convenor

Victoria Flanagan

[victoria.flanagan@mq.edu.au](mailto:victoria.flanagan@mq.edu.au)

Contact via [victoria.flanagan@mq.edu.au](mailto:victoria.flanagan@mq.edu.au)

W6A 627

Lecturer

Stephanie Russo

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

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

Lecturer

John Stephens

[john.stephens@mq.edu.au](mailto:john.stephens@mq.edu.au)

Contact via [john.stephens@mq.edu.au](mailto:john.stephens@mq.edu.au)

Robyn McCallum

[robyn.mccallum@mq.edu.au](mailto:robyn.mccallum@mq.edu.au)

Credit points

3

Prerequisites

6cp in ENGL units at 200 level

Corequisites

Co-badged status

Unit description

This unit examines the relationships between Australia's changing culture and society, and the literature that society produces for its children. It deals mainly with the literature of the past 20 years, and explores the representations of such issues as: maturation; relationships of self to place; structures of power and authority in society; and the quest for reconciliation between the white settler society and the Aboriginal peoples of Australia. These issues are examined in fiction, picture books, and film.

## 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:

Understand and apply concepts employed in discussing and analysing relations between Australian culture and texts produced for children.

Develop the ability to conceptualise notions of high culture and popular culture and understand the orientation of literature to cultural presuppositions and forms.

Develop the ability to theorise concepts of gender representation and examine changing representations of gender in literature, film and television.

Develop skills in textual and cultural analysis, especially the ability to analyse the extent to which texts attempt to intervene in cultural formations

Attain a conceptual language with which to discuss children's film and television and gain an increased level of visual, verbal and critical literacy.

## Assessment Tasks

Name	Weighting	Due
<u>Class participation</u>	10%	Evaluated at end of session.
<u>Annotated bibliography</u>	40%	3rd April, 2014
<u>Major essay</u>	50%	16th June, 2014

### Class participation

Due: **Evaluated at end of session.**

Weighting: **10%**

Students will be graded on their class participation. If internal, they will be graded on their class contribution and preparation. If external, they will be graded on the basis of their participation in the iLearn Discussion Board. External students must make a minimum of one post per week (with the exception of week 6, when there are no lectures or tutorials).

On successful completion you will be able to:

- Understand and apply concepts employed in discussing and analysing relations between Australian culture and texts produced for children.
- Develop the ability to conceptualise notions of high culture and popular culture and understand the orientation of literature to cultural presuppositions and forms.
- Develop the ability to theorise concepts of gender representation and examine changing representations of gender in literature, film and television.

- Develop skills in textual and cultural analysis, especially the ability to analyse the extent to which texts attempt to intervene in cultural formations
- Attain a conceptual language with which to discuss children's film and television and gain an increased level of visual, verbal and critical literacy.

## Annotated bibliography

Due: **3rd April, 2014**

Weighting: **40%**

Students must submit an annotated bibliography on the topic that they have selected for their final essay.

Firstly, please select one of the final essay topics and clearly identify it at the top of your bibliography. (Remember that you cannot write on the same primary texts that you used for your seminar paper.)

Find five items of literary criticism or cultural theory that are relevant to your proposed topic. They should each be the length of an article or a book chapter and at least four of them should be high-quality secondary research sources that you think are worthy of inclusion in your thesis bibliography. READ them. Write a 300 word assessment of each one indicating its value to your research for your thesis. Each entry should also list the full bibliographic details for each source.

Your assessment of each article will be evaluated according to:

- its relevance to your essay topic,
- your ability to provide a short and concise summary of the article's main arguments,
- your ability to identify the article's theoretical orientation and structure/organisation (What is the relationship between the conceptual frame and textual analysis? Are the concepts that frame the argument carried through in its textual analysis?),
- your ability to identify the process of review that you think the item must have undergone before appearing in public,
- accurate bibliographic citations.

This exercise will be graded in accordance with the rubric listed in the Weekly Guide on the ENGL 310 iLearn site.

On successful completion you will be able to:

- Understand and apply concepts employed in discussing and analysing relations between Australian culture and texts produced for children.

- Develop skills in textual and cultural analysis, especially the ability to analyse the extent to which texts attempt to intervene in cultural formations
- Attain a conceptual language with which to discuss children's film and television and gain an increased level of visual, verbal and critical literacy.

## Major essay

Due: **16th June, 2014**

Weighting: **50%**

Please choose an essay topic from the list provided in the Weekly Guide, which is available from the ENGL310 iLearn site. This essay should be approximately 3000 words in length and should refer to two or three texts set for study.

On successful completion you will be able to:

- Understand and apply concepts employed in discussing and analysing relations between Australian culture and texts produced for children.
- Develop the ability to conceptualise notions of high culture and popular culture and understand the orientation of literature to cultural presuppositions and forms.
- Develop the ability to theorise concepts of gender representation and examine changing representations of gender in literature, film and television.
- Develop skills in textual and cultural analysis, especially the ability to analyse the extent to which texts attempt to intervene in cultural formations
- Attain a conceptual language with which to discuss children's film and television and gain an increased level of visual, verbal and critical literacy.

## Delivery and Resources

### REQUIRED READING

- Abdel-Fattah, Randa. *Ten Things I Hate About Me*, 2006 (978-1-74197-772-1)
- Caswell, Brian and David Chiem. *Only the Heart*, 2003 (0702233765)
- Disher, Gary. *The Divine Wind*, 2002 (9780733605260)
- Dubosarsky, Ursula. *Theodora's Gift*, 2005 (9780670041169)
- McDonald, Meme & Boori Pryor. *The Binna Binna Man*, 1999 (9781865080710)
- Metzenthen, David. *Boys of Blood and Bone*, 2003 (9780143001300)
- Roy, James, *Town*, 2007 (978-0-7022-3637-2)
- Tan, Shaun, *The Lost Thing* (9780734411389)
- Wheatley, Nadia and Donna Rawlins, *My Place* (picture book)

We will also be looking at some picture books and some film/TV narratives (especially *Summer Heights High*, *My Place* (ABC TV series), *The Lost Thing*, *Australian Rules* and *Yolngu Boy*).

**To complete ENGL310 students must:**

- Attend and participate in tutorials (if internal) or on-campus sessions (if external).\*
- Complete all prescribed assessment tasks.
- Reach a satisfactory level of achievement in the prescribed assessment tasks.

\*Absence from more than two tutorials without written explanation (medical or counselling certificate) will result in loss of the tutorial mark and will disqualify a student from passing the unit. University regulations also stipulate that a student must attempt every part of assessment in order to be eligible to pass a unit of study.

**Notes on Participation for External Students:**

External students must participate in online discussions via the ENGL310 iLearn site. External students should read the weekly texts and prepare the tutorial discussion topics in advance, then post responses to the tutorial questions and respond to the posts of other students, to facilitate an active discussion such as would occur in a face-to-face tutorial. Students are also encouraged to raise other relevant points of interest in their online discussions. Be prepared to question the opinions of others, to have your opinions challenged and to participate actively in discussion. Students are expected to make at least 12 posts\* over the semester.

\*A "post" is defined as a discursive response relevant to unit interests of at least 50 words: a short paragraph of at least 4 sentences.

## **Unit Schedule**

Week 1: Cultural Production and Criticism of Australian Children's Literature

Week 2: Globalisation: The Interplay Between the Global and Local in Australian Adolescent Fiction and Film

Week 3: Images of Australian Childhood

Week 4: Society and Setting in Australian Picture Books

Week 5: Fiction into Other Genres

Week 6: Australian Television for Children/Adolescents and Constructions of Australian Society

Week 7: Cultural Change and Transition

Week 8: Coming of Age Narratives in Australian Children's Literature

Week 9: Identity, Youth Culture and Aboriginality in *Yolngu Boy*

Week 10: Social Values and Varieties of Social Transgressiveness

Week 11: (Re)Gendering Australian Texts

Week 12: Establishing Contexts: Historical Fiction

Week 13: No lectures or tutorials (Reading week)

## 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](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

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

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/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](#) 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/)

## 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://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### 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:

#### Assessment tasks

- Class participation
- Major essay

### 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

- Develop skills in textual and cultural analysis, especially the ability to analyse the extent to which texts attempt to intervene in cultural formations
- Attain a conceptual language with which to discuss children's film and television and gain an increased level of visual, verbal and critical literacy.

#### Assessment tasks

- Class participation
- Annotated bibliography



- Major essay

## 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

- Understand and apply concepts employed in discussing and analysing relations between Australian culture and texts produced for children.
- Develop the ability to conceptualise notions of high culture and popular culture and understand the orientation of literature to cultural presuppositions and forms.
- Develop the ability to theorise concepts of gender representation and examine changing representations of gender in literature, film and television.
- Develop skills in textual and cultural analysis, especially the ability to analyse the extent to which texts attempt to intervene in cultural formations
- Attain a conceptual language with which to discuss children's film and television and gain an increased level of visual, verbal and critical literacy.

### Assessment tasks

- Class participation
- Annotated bibliography
- Major essay

## 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

- Understand and apply concepts employed in discussing and analysing relations between Australian culture and texts produced for children.

- Develop the ability to conceptualise notions of high culture and popular culture and understand the orientation of literature to cultural presuppositions and forms.
- Develop the ability to theorise concepts of gender representation and examine changing representations of gender in literature, film and television.
- Develop skills in textual and cultural analysis, especially the ability to analyse the extent to which texts attempt to intervene in cultural formations
- Attain a conceptual language with which to discuss children's film and television and gain an increased level of visual, verbal and critical literacy.

## **Assessment tasks**

- Class participation
- Annotated bibliography
- Major essay

## **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**

- Develop the ability to conceptualise notions of high culture and popular culture and understand the orientation of literature to cultural presuppositions and forms.
- Develop the ability to theorise concepts of gender representation and examine changing representations of gender in literature, film and television.
- Develop skills in textual and cultural analysis, especially the ability to analyse the extent to which texts attempt to intervene in cultural formations
- Attain a conceptual language with which to discuss children's film and television and gain an increased level of visual, verbal and critical literacy.

## **Assessment tasks**

- Annotated bibliography
- Major essay

## **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**

- Develop skills in textual and cultural analysis, especially the ability to analyse the extent to which texts attempt to intervene in cultural formations
- Attain a conceptual language with which to discuss children's film and television and gain an increased level of visual, verbal and critical literacy.

## **Assessment tasks**

- Class participation
- Major essay

## **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**

- Develop the ability to theorise concepts of gender representation and examine changing representations of gender in literature, film and television.
- Develop skills in textual and cultural analysis, especially the ability to analyse the extent to which texts attempt to intervene in cultural formations
- Attain a conceptual language with which to discuss children's film and television and gain an increased level of visual, verbal and critical literacy.

## **Assessment tasks**

- Class participation
- Annotated bibliography
- Major essay

## **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**

- Develop the ability to theorise concepts of gender representation and examine changing representations of gender in literature, film and television.
- Attain a conceptual language with which to discuss children's film and television and gain an increased level of visual, verbal and critical literacy.

### **Assessment tasks**

- Class participation
- Annotated bibliography

## **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:

### **Assessment task**

- Class participation