



ENGL726

Romanticism to Postmodernism: Developments in Children's Literature

S2 External 2014

English

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General Information

Unit convenor and teaching staff

Unit Convenor

Robyn McCallum

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Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

Unit description

This unit examines the critical and cultural development of children's literature from the nineteenth century to the present. The unit relates the literature to social and intellectual history, and considers the impact of major paradigm shifts. Topics may include the social and literary constructions of childhood; the development of the Bildungsroman for younger readers; representations of gender, class, race and power; and the development of social realism and of fantasy.

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:

- A. To give students a broad sense of how children's literature has evolved over the past three centuries
- B. To become familiar with the principal themes of children's literature over this period
- C. To gain an understanding of the relationship between texts and the changing cultural constructions of childhood and adolescence
- D. To understand the relationships of literature to social and cultural paradigm shifts – for example the emergence of romanticism, and its relation with subsequent developments in modernism and postmodernism (

- E. To examine and explore changing narrative strategies in literature for children over time
- F. To understand how the dominant genres of the literature have changed and evolved
- G. To develop and refine students skills in textual and critical analysis, and refine research and writing skills through identifying the main features of problems posed in weekly topics identifying appropriate questions to ask when researching a topic, assembling information to develop an argument and arguing their own view

Assessment Tasks

Name	Weighting	Due
<u>CLASS PARTICIPATION</u>	10%	WEEKLY
<u>REPORT</u>	20%	WEEK 5
<u>MINOR ESSAY</u>	30%	2 WEEKS AFTER CHOSEN SEMINAR
<u>FINAL ESSAY</u>	40%	17 NOVEMBER

CLASS PARTICIPATION

Due: **WEEKLY**

Weighting: **10%**

STUDENTS MUST ATTEND ALL CLASSES AND ACTIVELY PARTICIPATE IN DISCUSSION AND CLASS ACTIVITIES

On successful completion you will be able to:

- A. To give students a broad sense of how children's literature has evolved over the past three centuries
- C. To gain an understanding of the relationship between texts and the changing cultural constructions of childhood and adolescence
- D. To understand the relationships of literature to social and cultural paradigm shifts – for example the emergence of romanticism, and its relation with subsequent developments in modernism and postmodernism (
- E. To examine and explore changing narrative strategies in literature for children over time
- F. To understand how the dominant genres of the literature have changed and evolved
- G. To develop and refine students skills in textual and critical analysis, and refine research and writing skills through identifying the main features of problems posed in

weekly topics identifying appropriate questions to ask when researching a topic,
assembling information to develop an argument and arguing their own view

REPORT

Due: **WEEK 5**

Weighting: **20%**

STUDENTS MUST WRITE A 1000 WORD REPORT ON TEXTS SELECTED FROM THE FIRST THREE WEEKS OF STUDY

On successful completion you will be able to:

- C. To gain an understanding of the relationship between texts and the changing cultural constructions of childhood and adolescence
- D. To understand the relationships of literature to social and cultural paradigm shifts – for example the emergence of romanticism, and its relation with subsequent developments in modernism and postmodernism (
- G. To develop and refine students skills in textual and critical analysis, and refine research and writing skills through identifying the main features of problems posed in weekly topics identifying appropriate questions to ask when researching a topic, assembling information to develop an argument and arguing their own view

MINOR ESSAY

Due: **2 WEEKS AFTER CHOSEN SEMINAR**

Weighting: **30%**

STUDENTS MUST WRITE A MINOR ESSAY BASED ON ONE OF THE TOPICS LISTED FOR WEEKS 4-12

On successful completion you will be able to:

- A. To give students a broad sense of how children's literature has evolved over the past three centuries
- B. To become familiar with the principal themes of children's literature over this period
- C. To gain an understanding of the relationship between texts and the changing cultural constructions of childhood and adolescence
- D. To understand the relationships of literature to social and cultural paradigm shifts – for example the emergence of romanticism, and its relation with subsequent developments in modernism and postmodernism (
- E. To examine and explore changing narrative strategies in literature for children over time

- F. To understand how the dominant genres of the literature have changed and evolved
- G. To develop and refine students skills in textual and critical analysis, and refine research and writing skills through identifying the main features of problems posed in weekly topics identifying appropriate questions to ask when researching a topic, assembling information to develop an argument and arguing their own view

FINAL ESSAY

Due: **17 NOVEMBER**

Weighting: **40%**

STUDENTS MUST WRITE A FINAL 2500 WORD RESEARCH ESSAY

On successful completion you will be able to:

- A. To give students a broad sense of how children's literature has evolved over the past three centuries
- B. To become familiar with the principal themes of children's literature over this period
- C. To gain an understanding of the relationship between texts and the changing cultural constructions of childhood and adolescence
- D. To understand the relationships of literature to social and cultural paradigm shifts – for example the emergence of romanticism, and its relation with subsequent developments in modernism and postmodernism (
- E. To examine and explore changing narrative strategies in literature for children over time
- F. To understand how the dominant genres of the literature have changed and evolved
- G. To develop and refine students skills in textual and critical analysis, and refine research and writing skills through identifying the main features of problems posed in weekly topics identifying appropriate questions to ask when researching a topic, assembling information to develop an argument and arguing their own view

Delivery and Resources

DELIVERY: WEEKLY TWO HOUR SEMINAR

RESOURCES: SET TEXTS ARE AVAILABLE FROM THE COOP BOOKSHOP AND LIBRARY. SECONDARY READINGS ARE AVAILABLE THROUGH E-RESERVE.

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.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

Disruption to Studies Policy 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/

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://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

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

- A. To give students a broad sense of how children's literature has evolved over the past three centuries
- B. To become familiar with the principal themes of children's literature over this period
- C. To gain an understanding of the relationship between texts and the changing cultural constructions of childhood and adolescence
- D. To understand the relationships of literature to social and cultural paradigm shifts – for example the emergence of romanticism, and its relation with subsequent developments in modernism and postmodernism (
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Assessment tasks

- CLASS PARTICIPATION
- REPORT
- MINOR ESSAY
- FINAL 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

- A. To give students a broad sense of how children's literature has evolved over the past three centuries
- B. To become familiar with the principal themes of children's literature over this period
- C. To gain an understanding of the relationship between texts and the changing cultural constructions of childhood and adolescence
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Assessment tasks

- CLASS PARTICIPATION
- REPORT
- MINOR ESSAY
- FINAL 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 outcomes

- B. To become familiar with the principal themes of children's literature over this period
- C. To gain an understanding of the relationship between texts and the changing cultural constructions of childhood and adolescence
- D. To understand the relationships of literature to social and cultural paradigm shifts – for

example the emergence of romanticism, and its relation with subsequent developments in modernism and postmodernism (

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Assessment tasks

- MINOR ESSAY
- FINAL 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 outcomes

- C. To gain an understanding of the relationship between texts and the changing cultural constructions of childhood and adolescence
- D. To understand the relationships of literature to social and cultural paradigm shifts – for example the emergence of romanticism, and its relation with subsequent developments in modernism and postmodernism (
- E. To examine and explore changing narrative strategies in literature for children over time
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Assessment tasks

- CLASS PARTICIPATION
- REPORT

- MINOR ESSAY
- FINAL 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:

Learning outcomes

- A. To give students a broad sense of how children's literature has evolved over the past three centuries
- B. To become familiar with the principal themes of children's literature over this period
- C. To gain an understanding of the relationship between texts and the changing cultural constructions of childhood and adolescence
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Assessment tasks

- CLASS PARTICIPATION
- REPORT
- FINAL ESSAY

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:

Learning outcomes

- A. To give students a broad sense of how children's literature has evolved over the past three centuries
- B. To become familiar with the principal themes of children's literature over this period
- C. To gain an understanding of the relationship between texts and the changing cultural constructions of childhood and adolescence
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- CLASS PARTICIPATION
- REPORT
- FINAL ESSAY