



# ENGL705

## Retelling Stories: Sources of Children's Literature

S2 External 2016

*Dept of English*

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#### Disclaimer

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## General Information

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Unit Convenor

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Contact via Please contact via email.

W6A 627

Please email to arrange appointment.

Unit Convenor

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Contact via Please contact via email.

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Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

Unit description

This unit focuses on the retelling of traditional stories, mainly drawn from European cultures, as a significant endeavour in Anglophone children's literature. Students will pursue research paths that consider how the following narrative forms are 'retold': classical myths, Bible stories, heroic legends, Arthurian romances and 'oriental' tales. These retellings are also examined for what they can disclose about the aspirations of society and the values it wishes to convey to children.

## 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:

Acquire a coherent and advanced knowledge of the range and types of retellings produced for children.

Synthesize and analyze information from a variety of sources, and be aware of the various ways in which the literature is oriented by cultural assumptions, practices and ideologies.

Articulate clearly a coherent argument in written and oral form to a variety of audiences. Think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts.

Demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship.

Demonstrate high standards of ethical conduct in research activities and relationships.

## Assessment Tasks

Name	Weighting	Due
Participation	10%	Week 12
Early Feedback Research Essay	40%	25/08/2015
Major Essay	50%	10/11/2015

### Participation

Due: **Week 12**

Weighting: **10%**

External students must participate in online discussions via the LIT 846/ ENGL 705 iLearn site.

As part of their participation, students must nominate one of the weekly topics and will then be responsible for leading the group discussion on this topic in the relevant week. Students will be asked to nominate a topic in Week 1, and a roster will then be drawn up and posted on the iLearn site. At the beginning of each week, students who have nominated that topic will be responsible for leading the class discussion.

On successful completion you will be able to:

- Acquire a coherent and advanced knowledge of the range and types of retellings produced for children.

- Synthesize and analyze information from a variety of sources, and be aware of the various ways in which the literature is oriented by cultural assumptions, practices and ideologies.
- Articulate clearly a coherent argument in written and oral form to a variety of audiences.
- Think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts.
- Demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship.

## Early Feedback Research Essay

Due: **25/08/2015**

Weighting: **40%**

Please write a research essay on either the week 2 (Bible stories) or week 3 (Classical myths) topics. In addition to addressing the discussion topic for this week, please refer to at least 4 secondary sources in the construction of your argument.

On successful completion you will be able to:

- Synthesize and analyze information from a variety of sources, and be aware of the various ways in which the literature is oriented by cultural assumptions, practices and ideologies.
- Articulate clearly a coherent argument in written and oral form to a variety of audiences.
- Think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts.
- Demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship.
- Demonstrate high standards of ethical conduct in research activities and relationships.

## Major Essay

Due: **10/11/2015**

Weighting: **50%**

Please write a final essay based on the topics listed for weeks 2-12.

On successful completion you will be able to:

- Acquire a coherent and advanced knowledge of the range and types of retellings produced for children.

- Synthesize and analyze information from a variety of sources, and be aware of the various ways in which the literature is oriented by cultural assumptions, practices and ideologies.
- Articulate clearly a coherent argument in written and oral form to a variety of audiences.
- Think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts.
- Demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship.
- Demonstrate high standards of ethical conduct in research activities and relationships.

## Delivery and Resources

### Critical Texts:

Stephens, John and Robyn McCallum *Retelling Stories, Framing Culture: Traditional Story and Metanarratives in Children's Literature*, New York and London: Routledge, 1998.

### Primary Texts:

1. Gaughen, A.C., *Scarlet* (2012). ISBN: 9780802723468
2. Gaiman, Neil, *Odd and the Frost Giants*. London: Bloomsbury, 2008. ISBN: 9780747598114
3. Maguire, Gregory. *Wicked: The Life and Times of The Wicked Witch of the West*. New York: Harper Collins, 1995. ISBN: 978-0061350962
4. Pinkwater, Daniel. *The Yggyssey: How Iggy Wondered What Happened to All the Ghosts, Found Out Where They Went, and Went There*. Boston: Houghton Mifflin Harcourt, 2009. ISBN: 978-0547328652
5. Ray, Michelle. *Falling for Hamlet* (2011) ISBN: 0316101613

\*\*\*Recommended Reading: Almond, David. *A Song for Ella Grey* (2014).

### Additional Primary texts:

A bundle of primary texts is listed for each of the twelve sessions. You are not expected to obtain or read all of them, and we don't expect that all will be discussed in seminars or in online discussions. Core primary texts will be provided in a document available on the ENGL705 iLearn site. As is the way with children's books, not all the texts listed in the Handbook are readily available, so do use your municipal/school library where possible.

## 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)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.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/)

## 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](http://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

### 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

- Synthesize and analyze information from a variety of sources, and be aware of the various ways in which the literature is oriented by cultural assumptions, practices and ideologies.
- Articulate clearly a coherent argument in written and oral form to a variety of audiences.
- Think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts.
- Demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship.
- Demonstrate high standards of ethical conduct in research activities and relationships.

#### Assessment tasks

- Participation
- Early Feedback Research Essay
- Major Essay

### 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**

- Acquire a coherent and advanced knowledge of the range and types of retellings produced for children.
- Synthesize and analyze information from a variety of sources, and be aware of the various ways in which the literature is oriented by cultural assumptions, practices and ideologies.
- Articulate clearly a coherent argument in written and oral form to a variety of audiences.
- Think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts.
- Demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship.

## **Assessment tasks**

- Participation
- Early Feedback Research Essay
- Major 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**

- Acquire a coherent and advanced knowledge of the range and types of retellings produced for children.
- Synthesize and analyze information from a variety of sources, and be aware of the various ways in which the literature is oriented by cultural assumptions, practices and ideologies.
- Articulate clearly a coherent argument in written and oral form to a variety of audiences.
- Think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts.



- Demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship.
- Demonstrate high standards of ethical conduct in research activities and relationships.

## **Assessment tasks**

- Participation
- Early Feedback Research Essay
- Major 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**

- Synthesize and analyze information from a variety of sources, and be aware of the various ways in which the literature is oriented by cultural assumptions, practices and ideologies.
- Demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship.
- Demonstrate high standards of ethical conduct in research activities and relationships.

## **Assessment tasks**

- Participation
- Early Feedback Research Essay
- Major 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**

- Synthesize and analyze information from a variety of sources, and be aware of the various ways in which the literature is oriented by cultural assumptions, practices and

ideologies.

- Articulate clearly a coherent argument in written and oral form to a variety of audiences.
- Think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts.
- Demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship.

## **Assessment tasks**

- Participation
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- Major 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**

- Synthesize and analyze information from a variety of sources, and be aware of the various ways in which the literature is oriented by cultural assumptions, practices and ideologies.
- Articulate clearly a coherent argument in written and oral form to a variety of audiences.
- Think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts.
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## **Assessment tasks**

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