



ENGL209

Children's Literature

S2 Day 2016

Dept of English

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Unit Schedule</u>	6
<u>Policies and Procedures</u>	6
<u>Graduate Capabilities</u>	8

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General Information

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Credit points

3

Prerequisites

12cp or ENGL120

Corequisites

Co-badged status

Unit description

This unit is a study of the range of literature, both past and current, written for children including: picture books; poetry; and a variety of realistic and fantastic fictions (novel and film) for younger readers and for adolescents. Key concepts and a common conceptual language employed in discussing and analysing children's literature are introduced. Issues addressed include: the idea of a literature for children; visual and verbal textualities; notions of genre; gender representation; and the place of books in the socialisation of 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:

Have gained a broad overview of kinds of children's literature, from a child's first books to 'young adult' literature

Understand a range of concepts employed in discussing and analysing children's literature, such as ideology, notions of childhood and adolescence, gender, and concepts derived from schema theory and theories of visual representation

Understand some aspects of literary theory currently used in discussions of children's literature, such as narrative theory, metafiction, intertextuality, and theoretical discussions of genre

Have attained a conceptual language with which to discuss children's literature and a level of visual, verbal and critical literacy

Be able to critically examine the uses of children's literature, with particular reference to social issues, subjectivity and the place of books in the socialisation and enculturation of children and adolescents

Assessment Tasks

Name	Weighting	Due
Task 1	20%	Week 4
Task 2	30%	Week 11
Task 3	10%	Weekly
Task 4	40%	Examination period

Task 1

Due: **Week 4**

Weighting: **20%**

One 1200 word essay

On successful completion you will be able to:

- Have gained a broad overview of kinds of children's literature, from a child's first books to 'young adult' literature
- Understand a range of concepts employed in discussing and analysing children's literature, such as ideology, notions of childhood and adolescence, gender, and concepts derived from schema theory and theories of visual representation
- Understand some aspects of literary theory currently used in discussions of children's literature, such as narrative theory, metafiction, intertextuality, and theoretical

discussions of genre

- Have attained a conceptual language with which to discuss children's literature and a level of visual, verbal and critical literacy
- Be able to critically examine the uses of children's literature, with particular reference to social issues, subjectivity and the place of books in the socialisation and enculturation of children and adolescents

Task 2

Due: **Week 11**

Weighting: **30%**

One 1500 word essay.

On successful completion you will be able to:

- Have gained a broad overview of kinds of children's literature, from a child's first books to 'young adult' literature
- Understand a range of concepts employed in discussing and analysing children's literature, such as ideology, notions of childhood and adolescence, gender, and concepts derived from schema theory and theories of visual representation
- Have attained a conceptual language with which to discuss children's literature and a level of visual, verbal and critical literacy
- Be able to critically examine the uses of children's literature, with particular reference to social issues, subjectivity and the place of books in the socialisation and enculturation of children and adolescents

Task 3

Due: **Weekly**

Weighting: **10%**

Attendance and active participation in all classes.

On successful completion you will be able to:

- Have gained a broad overview of kinds of children's literature, from a child's first books to 'young adult' literature
- Understand a range of concepts employed in discussing and analysing children's literature, such as ideology, notions of childhood and adolescence, gender, and concepts derived from schema theory and theories of visual representation
- Understand some aspects of literary theory currently used in discussions of children's

literature, such as narrative theory, metafiction, intertextuality, and theoretical discussions of genre

- Have attained a conceptual language with which to discuss children's literature and a level of visual, verbal and critical literacy
- Be able to critically examine the uses of children's literature, with particular reference to social issues, subjectivity and the place of books in the socialisation and enculturation of children and adolescents

Task 4

Due: **Examination period**

Weighting: **40%**

Two-hour examination.

On successful completion you will be able to:

- Have gained a broad overview of kinds of children's literature, from a child's first books to 'young adult' literature
- Understand a range of concepts employed in discussing and analysing children's literature, such as ideology, notions of childhood and adolescence, gender, and concepts derived from schema theory and theories of visual representation
- Have attained a conceptual language with which to discuss children's literature and a level of visual, verbal and critical literacy

Delivery and Resources

Required Readings

Almond, David. *The Fire Eaters*

Child, Lauren. *Beware of Storybook Wolves*

Dubosarsky, Ursula, *The Red Shoe*

Forward, Toby and Izhar Cohen, *The Wolf's Story*

Gaiman, Neil, *Stardust*

Herrick, Steven, *Pookie Aleera is not my boyfriend*

Reeve, Phillip, *Mortal Engines*

Pratchett, Terry, *The Wee Free Men*

Vaughn, Mathew (dir.) *Stardust* (This is a film version of Gaimon's novel. We will be studying both texts, but will not view the film during class time - copies are available from the bookshop, and are held by the library).

One Lecture and one tutorial per week.

Additional secondary readings and poetry is available from E-reserve in the library.

Unit Schedule

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

New Assessment Policy in effect from Session 2 2016 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/

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

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/

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.

Assignment submission

Written work must be submitted through Turnitin on the ENGL209 ilearn website.

Examination

Important: The University Examination period for second semester of **2016** is from 4th November to 2nd December.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations at: <http://www.timetables.mq.edu.au/exam>.

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available under the *Extension and Special Consideration* section of this Unit Guide.

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period. Individual Departments should contact the Associate Dean Learning and Teaching to confirm when Supplementaries are scheduled.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is the final day of the official examination period.

Extensions and special consideration

If you have a legitimate reason for being unable to submit your work on time, please contact your tutor or the convenor to discuss an extension, before the due date. Please note that a 2% per day penalty will otherwise apply.

Special Consideration Policy

http://www.mq.edu.au/policy/docs/special_consideration/policy.html

Applying for Special Consideration

Students applying for Special Consideration circumstances of three (3) consecutive days duration, within a study period, and/or prevent completion of a formal examination must submit an on-line application with the Faculty of Arts. For an application to be valid, it must include a completed Application for Special Consideration form and all supporting documentation.

The on-line Special Consideration application is found at: http://www.arts.mq.edu.au/current_students/undergraduate/admin_central/special_consideration.

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://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

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

- Have attained a conceptual language with which to discuss children's literature and a level of visual, verbal and critical literacy
- Be able to critically examine the uses of children's literature, with particular reference to social issues, subjectivity and the place of books in the socialisation and enculturation of children and adolescents

Assessment tasks

- Task 1
- Task 2
- Task 3
- Task 4

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:

Learning outcomes

- Understand a range of concepts employed in discussing and analysing children's literature, such as ideology, notions of childhood and adolescence, gender, and concepts derived from schema theory and theories of visual representation
- Understand some aspects of literary theory currently used in discussions of children's literature, such as narrative theory, metafiction, intertextuality, and theoretical discussions of genre
- Have attained a conceptual language with which to discuss children's literature and a level of visual, verbal and critical literacy
- Be able to critically examine the uses of children's literature, with particular reference to social issues, subjectivity and the place of books in the socialisation and enculturation of children and adolescents

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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

- Have gained a broad overview of kinds of children's literature, from a child's first books to 'young adult' literature
- Have attained a conceptual language with which to discuss children's literature and a level of visual, verbal and critical literacy
- Be able to critically examine the uses of children's literature, with particular reference to social issues, subjectivity and the place of books in the socialisation and enculturation of children and adolescents

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- Task 4

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

- Have gained a broad overview of kinds of children's literature, from a child's first books to 'young adult' literature
- Understand a range of concepts employed in discussing and analysing children's literature, such as ideology, notions of childhood and adolescence, gender, and concepts derived from schema theory and theories of visual representation
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- Be able to critically examine the uses of children's literature, with particular reference to social issues, subjectivity and the place of books in the socialisation and enculturation of children and adolescents

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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

- Have gained a broad overview of kinds of children's literature, from a child's first books to 'young adult' literature
- Understand a range of concepts employed in discussing and analysing children's literature, such as ideology, notions of childhood and adolescence, gender, and concepts derived from schema theory and theories of visual representation
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- Have attained a conceptual language with which to discuss children's literature and a level of visual, verbal and critical literacy
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- Task 2
- Task 3
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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

- Understand a range of concepts employed in discussing and analysing children's literature, such as ideology, notions of childhood and adolescence, gender, and concepts derived from schema theory and theories of visual representation
- Understand some aspects of literary theory currently used in discussions of children's literature, such as narrative theory, metafiction, intertextuality, and theoretical discussions of genre
- Have attained a conceptual language with which to discuss children's literature and a level of visual, verbal and critical literacy
- Be able to critically examine the uses of children's literature, with particular reference to social issues, subjectivity and the place of books in the socialisation and enculturation of children and adolescents

Assessment tasks

- Task 1
- Task 2
- Task 3

- Task 4

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

- Have gained a broad overview of kinds of children's literature, from a child's first books to 'young adult' literature
- Understand some aspects of literary theory currently used in discussions of children's literature, such as narrative theory, metafiction, intertextuality, and theoretical discussions of genre
- Have attained a conceptual language with which to discuss children's literature and a level of visual, verbal and critical literacy
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Assessment tasks

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- Task 2
- Task 3
- Task 4

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

- Have gained a broad overview of kinds of children's literature, from a child's first books to

'young adult' literature

- Understand a range of concepts employed in discussing and analysing children's literature, such as ideology, notions of childhood and adolescence, gender, and concepts derived from schema theory and theories of visual representation
- Have attained a conceptual language with which to discuss children's literature and a level of visual, verbal and critical literacy
- Be able to critically examine the uses of children's literature, with particular reference to social issues, subjectivity and the place of books in the socialisation and enculturation of children and adolescents

Assessment tasks

- Task 1
- Task 2
- Task 3
- Task 4

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:

Learning outcomes

- Have gained a broad overview of kinds of children's literature, from a child's first books to 'young adult' literature
- Understand a range of concepts employed in discussing and analysing children's literature, such as ideology, notions of childhood and adolescence, gender, and concepts derived from schema theory and theories of visual representation
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