



ENGL706

Young Adult Fiction

S1 Day 2017

Dept of English

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General Information

Unit convenor and teaching staff

Unit Convenor

Victoria Flanagan

victoria.flanagan@mq.edu.au

W6A 627

By appointment - please email to arrange.

Lecturer

Kim Wilson

kim.wilson@mq.edu.au

By appointment - please email to arrange.

Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

Unit description

This unit examines some major themes and concerns associated with young adult fiction as a field of study: self-definition and subjectivity; exploring sexuality and writing the body; social power and social responsibility; representations of self and society; and relationships with dominant ideologies of twentieth century children's literature. Students will explore these themes through research that will give shape to their own individual projects.

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 kinds of literature produced for adolescents

Developed and further expanded understanding and ability to apply theoretical and conceptual language to textual and critical analysis of adolescent fiction

Synthesise and analyse information from a variety of sources and be aware of the various ways in which the literature can be understood within perspectives suggested by cultural theories, practices and ideologies

Articulate a clear and coherent argument in written form to a variety of audiences

Think critically and make informed judgements of the arguments of others to arrive at reasoned and meaningful arguments and apply new ideas to new contexts

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

Demonstrate high standards of ethical conduct in research activities and relationships

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Class Participation</u>	10%	No	weekly
<u>Annotated Bibliography</u>	40%	No	22/03/17
<u>Major Essay</u>	50%	No	07/06/17

Class Participation

Due: **weekly**

Weighting: **10%**

Active participation and contribution to class discussions.

On successful completion you will be able to:

- Acquire a coherent and advanced knowledge of the range and kinds of literature produced for adolescents
- Developed and further expanded understanding and ability to apply theoretical and conceptual language to textual and critical analysis of adolescent fiction
- Synthesise and analyse information from a variety of sources and be aware of the various ways in which the literature can be understood within perspectives suggested by cultural theories, practices and ideologies
- Articulate a clear and coherent argument in written form to a variety of audiences
- Think critically and make informed judgements of the arguments of others to arrive at reasoned and meaningful arguments and apply new ideas to new contexts
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Annotated Bibliography

Due: **22/03/17**

Weighting: **40%**

This assessment task is a preparatory exercise for the final assignment. Please choose one of the final essay topics and then prepare an annotated bibliography on this topic.

Your bibliography must include at least 5 critical sources (books, journal articles, other sources). Please write approximately 300 words per source and do not include any of the set secondary readings.

On successful completion you will be able to:

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- Articulate a clear and coherent argument in written form to a variety of audiences
- Think critically and make informed judgements of the arguments of others to arrive at reasoned and meaningful arguments and apply new ideas to new contexts
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Major Essay

Due: **07/06/17**

Weighting: **50%**

Please complete an essay on ONE of the topics listed in the Unit Handbook. Refer to at least two books from the set text list in your answer. You may choose to confine your discussion to books published in one country (for example, Australia, Britain or America) or a particular genre (for example, realism, fantasy, historical realism, etc.).

On successful completion you will be able to:

- Acquire a coherent and advanced knowledge of the range and kinds of literature produced for adolescents
- Synthesise and analyse information from a variety of sources and be aware of the various ways in which the literature can be understood within perspectives suggested by cultural theories, practices and ideologies

- Articulate a clear and coherent argument in written form to a variety of audiences
- Think critically and make informed judgements of the arguments of others to arrive at reasoned and meaningful arguments and apply new ideas to new contexts
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Delivery and Resources

Internal students attend one two hour seminar per week. Online delivery for External students.

Required Reading:

Critical Texts:

1. Roberta Seelinger Trites, *Disturbing the Universe: Power and Repression in Adolescent Literature*. University of Iowa Press (1998). ISBN: 087745857X
2. Robyn McCallum, *Ideologies of Identity in Adolescent Fiction*. New York: Routledge, 2012. ISBN: 9781135581299

Primary Texts:

1. M.T. Anderson, *Feed*, 2002, Candlewick Press. ISBN 0-7636-2259-1
2. Judith Clarke, *The Winds of Heaven*, 2009, Allen and Unwin. 9781741757316
3. Cory Doctorow, *Little Brother* (available for free download), 2010. ISBN: 9780765323118
4. Jennifer Donnelly, *A Northern Light*, (also published as *A Gathering Light*) 2004, Harcourt
5. John Green, *Looking for Alaska*, 2005, ISBN: 9780007523160
6. Steven Herrick, *By the River*, 2004, Allen and Unwin. 9781741143577
7. David Levithan, *Two Boys Kissing*, 2013. ISBN: 9780307931900
8. Lauren Myracle, *ttyl*, 2005. ISBN: 978-0810987883
9. Patrick Ness, *The Knife of Never Letting Go* (Book 1 of the Chaos Walking Trilogy, 2008. ISBN: 978-0763676186
10. Mariko Tamaki, *Skim*, 2010. ISBN: 9780888999641
11. Markus Zusak, *The Book Thief*, 2005, Pan MacMillan. 9780330423304

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_2016.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 (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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.

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

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

- Acquire a coherent and advanced knowledge of the range and kinds of literature produced for adolescents
- Developed and further expanded understanding and ability to apply theoretical and conceptual language to textual and critical analysis of adolescent fiction
- Synthesise and analyse information from a variety of sources and be aware of the various ways in which the literature can be understood within perspectives suggested by cultural theories, practices and ideologies
- Articulate a clear and coherent argument in written form to a variety of audiences
- Think critically and make informed judgements of the arguments of others to arrive and reasoned and meaningful arguments and apply new ideas to new contexts
- Demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and scholarship
- Demonstrate high standards of ethical conduct in research activities and relationships

Assessment tasks

- Class Participation
- Annotated Bibliography
- 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 kinds of literature produced for adolescents
- Developed and further expanded understanding and ability to apply theoretical and conceptual language to textual and critical analysis of adolescent fiction
- Synthesise and analyse information from a variety of sources and be aware of the various ways in which the literature can be understood within perspectives suggested by cultural theories, practices and ideologies
- Think critically and make informed judgements of the arguments of others to arrive and reasoned and meaningful arguments and apply new ideas to new contexts
- Demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and scholarship

Assessment tasks

- Class Participation
- Annotated Bibliography
- 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 kinds of literature produced for adolescents
- Developed and further expanded understanding and ability to apply theoretical and conceptual language to textual and critical analysis of adolescent fiction
- Synthesise and analyse information from a variety of sources and be aware of the various ways in which the literature can be understood within perspectives suggested by cultural theories, practices and ideologies
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- Demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and scholarship

Assessment tasks

- Class Participation
- Annotated Bibliography
- 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

- Acquire a coherent and advanced knowledge of the range and kinds of literature produced for adolescents
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Assessment tasks

- Class Participation
- Annotated Bibliography
- 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

- Developed and further expanded understanding and ability to apply theoretical and conceptual language to textual and critical analysis of adolescent fiction
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Assessment tasks

- Class Participation
- Annotated Bibliography
- 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

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