



# LIT 846

## Retelling Stories: Sources of Children's Literature

S1 External 2018

*Dept of English*

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#### Disclaimer

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## General Information

Unit convenor and teaching staff

Unit Convenor

Toby Davidson

[toby.davidson@mq.edu.au](mailto:toby.davidson@mq.edu.au)

Contact via Please contact via email.

Please email to arrange appointment.

Credit points

4

Prerequisites

Admission to MChildLit or MCrWrit or GradDipChildLit or GradDipCrWrit or MEChild or MA in Children's Literature

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. It examines how the retelling of, in particular, classical myths, Bible stories, heroic legends, Arthurian romances and 'oriental' tales discloses 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 show an awareness of the various ways in which the literature is oriented by cultural assumptions, practices and ideologies.

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

Understand how readers are positioned by the interplay of the known and the new in the

process of retelling stories.

## Assessment Tasks

Name	Weighting	Hurdle	Due
Participation	10%	No	By Week 12
Early Feedback Lit Review	40%	No	23:59 on 13 April 2018
Major Essay	50%	No	23:59 on 1 June 2018

### Participation

Due: **By Week 12**

Weighting: **10%**

External students must participate in online discussions via the LIT 846 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 Weeks 1-2. 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:

- Synthesize and analyze information from a variety of sources, and show an awareness of the various ways in which the literature is oriented by cultural assumptions, practices and ideologies.
- Develop skills in textual and cultural analysis, especially the ability to analyse the extent to which texts attempt to intervene in cultural formations.
- Understand how readers are positioned by the interplay of the known and the new in the process of retelling stories.

### Early Feedback Lit Review

Due: **23:59 on 13 April 2018**

Weighting: **40%**

You must write a literature review of three articles, each of which is available for download on the iLearn site. Once complete, submit your review via the Turnitin link under 'Assessments' on the iLearn site.

A literature review is not an annotated bibliography (a list of works with added notes) but an in-depth discussion and assessment of how experts have approached an issue. It will have an introduction, body and conclusion, well-formed paragraphs, and a logical structure. Compare and contrast the works you are discussing, showing their strengths (and weaknesses), how they

agree/disagree, and what contribution they make to your understanding of the subject.

On successful completion you will be able to:

- Synthesize and analyze information from a variety of sources, and show an awareness of the various ways in which the literature is oriented by cultural assumptions, practices and ideologies.
- Develop skills in textual and cultural analysis, especially the ability to analyse the extent to which texts attempt to intervene in cultural formations.
- Understand how readers are positioned by the interplay of the known and the new in the process of retelling stories.

## Major Essay

Due: **23:59 on 1 June 2018**

Weighting: **50%**

Please write a final essay based on the topics listed for weeks 2-12. More information is provided in the Unit Handbook. On the iLearn site (under 'Assessments') there will also be a Turnitin link to submit the essay.

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 show an awareness of the various ways in which the literature is oriented by cultural assumptions, practices and ideologies.
- Develop skills in textual and cultural analysis, especially the ability to analyse the extent to which texts attempt to intervene in cultural formations.
- Understand how readers are positioned by the interplay of the known and the new in the process of retelling stories.

## Delivery and Resources

**LIT 846 will be run as an online unit. This means that there are no face-to-face classes scheduled. Students must use the LIT 846 iLearn site to access unit material and take part in weekly discussions.**

**Mini Lectures** will be provided on the LIT 846 iLearn site (although they are not scheduled for each weekly topic). These lectures will not function as comprehensive summaries of the readings, nor should students anticipate that these lectures offer definitive 'answers' to many of the big questions we will look at this semester. The lectures are designed to contextualise the readings, suggest multiple approaches to their interpretation, and direct attention to specific

aspects of the readings or issues for discussion. In some cases, the lectures will survey an issue or theme and propose working definitions of key terms (definitions which you are encouraged to adapt, elaborate on and contend with).

### **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 Primary Sources document of additional primary texts is available on iLearn. These are example texts relevant to each week. Links to relevant weekly readings are provided in the Weekly tabs on iLearn, just above the weekly discussion forum links.

In the Weekly Schedule (see Unit Handbook), wider example texts are also given, some of which you may own or have access to through university and civic libraries. These will be referred to contextually, but are not required reading.

## **Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)

- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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/](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 show an awareness of the various ways in which the literature is oriented by cultural assumptions, practices and ideologies.
- Develop skills in textual and cultural analysis, especially the ability to analyse the extent to which texts attempt to intervene in cultural formations.

#### **Assessment tasks**

- Participation
- 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 show an awareness of the various ways in which the literature is oriented by cultural assumptions, practices and ideologies.
- Develop skills in textual and cultural analysis, especially the ability to analyse the extent to which texts attempt to intervene in cultural formations.
- Understand how readers are positioned by the interplay of the known and the new in the

process of retelling stories.

## **Assessment tasks**

- Participation
- Early Feedback Lit Review
- 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 show an awareness of the various ways in which the literature is oriented by cultural assumptions, practices and ideologies.
- Develop skills in textual and cultural analysis, especially the ability to analyse the extent to which texts attempt to intervene in cultural formations.
- Understand how readers are positioned by the interplay of the known and the new in the process of retelling stories.

## **Assessment tasks**

- Participation
- Early Feedback Lit Review
- 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 outcome**

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

## **Assessment tasks**

- Participation
- 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 show an awareness of the various ways in which the literature is oriented by cultural assumptions, practices and ideologies.
- Develop skills in textual and cultural analysis, especially the ability to analyse the extent to which texts attempt to intervene in cultural formations.

## **Assessment tasks**

- Participation
- Early Feedback Lit Review
- 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:

## **Assessment tasks**

- Participation
- Major Essay