



# ENGL209

## Children's Literature

S2 Day 2019

*Dept of English*

### Contents

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<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>	5
<u>Policies and Procedures</u>	6
<u>Graduate Capabilities</u>	8

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## General Information

Unit convenor and teaching staff Convenor Ryan Twomey <a href="mailto:ryan.twomey@mq.edu.au">ryan.twomey@mq.edu.au</a>
Credit points 3
Prerequisites (12cp at 100 level or above) including ENGL120
Corequisites
Co-badged status
Unit description Focusing on a variety of realistic and fantastic fictions for younger readers and adolescents, this unit studies a range of narratives, both past and present, including novels, short stories, and poetry; picture books and graphic novels; and television series and film. Throughout the unit key literary concepts and themes are employed in discussing and analysing children's literature. Issues considered include: the idea of a literature for children; representations of children in contemporary adult narratives; visual and verbal textualities; notions of genre; ecocriticism; gender representation; and the function 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 and theories of visual representation and pictorial literacy
- Understand some aspects of literary theory currently used in discussions of children's literature, such as narrative theory, metafiction, intertextuality and adaptation, 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	Hurdle	Due
<a href="#">Task 1</a>	10%	No	29 August
<a href="#">Task 2</a>	30%	No	6 September 2019
<a href="#">Task 3</a>	40%	No	8 November 2019
<a href="#">Task 4</a>	20%	No	Weekly

### Task 1

Due: **29 August**

Weighting: **10%**

Online Quiz with 10 multiple choice questions

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

### Task 2

Due: **6 September 2019**

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 and theories of visual representation and pictorial literacy
- Understand some aspects of literary theory currently used in discussions of children's literature, such as narrative theory, metafiction, intertextuality and adaptation, 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 3

Due: **8 November 2019**

Weighting: **40%**

One 2000 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 and theories of visual representation and pictorial literacy
- 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: **Weekly**

Weighting: **20%**

Attendance and active participation in all tutorials.

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 and theories of visual representation and pictorial literacy
- Understand some aspects of literary theory currently used in discussions of children's literature, such as narrative theory, metafiction, intertextuality and adaptation, 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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## Delivery and Resources

### Delivery

One **lecture** and one **tutorial** per week (**tutorials start in week one**). All set texts are available from the University Bookshop. Additional primary readings and secondary readings are available on the library's e-reserve.

### Required Readings

Carroll, Lewis – *Alice's Adventures in Wonderland*

Child, Lauren – *Beware of Storybook Wolves*

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

Edgeworth, Maria – *The Double Disguise*

Herrick, Steven – *Pookie Aleera is Not My Boyfriend*

Almond, David – *May Malone*

Gaiman, Neil – *How to Talk to Girls at Parties*

Collins, Suzanne – *Hunger Games*

Ross, Gary (dir.), *The Hunger Games* (In week 10 we will be studying both the novel and film, but will not view the film during class time – it is available to be streamed on the iLearn site)

**Secondary Readings: There are weekly secondary readings available on the library's e-reserve and the unit's iLearn site - these should be read before each tutorial.**

## Unit Schedule

## 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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

## 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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

Assignment submission

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

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](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](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](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)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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

### 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 and theories of visual representation and pictorial literacy
- Understand some aspects of literary theory currently used in discussions of children's literature, such as narrative theory, metafiction, intertextuality and adaptation, and theoretical discussions of genre
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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
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## 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
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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 and theories of visual representation and pictorial literacy
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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 and theories of visual representation and pictorial literacy
- Understand some aspects of literary theory currently used in discussions of children's

literature, such as narrative theory, metafiction, intertextuality and adaptation, 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 adaptation, and theoretical discussions of genre
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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 and theories of visual representation and pictorial literacy
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### Assessment tasks

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- 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 and theories of visual representation and pictorial literacy
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## **Assessment tasks**

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- Task 2
- Task 3
- Task 4