



LIT 846

Retelling Stories: Sources of Children's Literature

S1 External 2013

English

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Policies and Procedures</u>	6
<u>Graduate Capabilities</u>	7
<u>Requirements and Expectations</u>	9

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General Information

Unit convenor and teaching staff

Unit Convenor

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W6A 627

Credit points

4

Prerequisites

Admission to MA in (English Literature or Children's Literature or Creative Writing) or PGDipArts in Children's Literature or MEChild in Multiliteracies or PGDipEChild in Multiliteracies

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.

Synthesise and analyse 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.

Develop a conceptual language with which to discuss the processes of "retold stories" and adaptations.

Understand how readers are positioned by the interplay of the known and the new in the process of retelling stories.

Assessment Tasks

Name	Weighting	Due
<u>Participation</u>	10%	Evaluated at end of session
<u>Seminar Paper</u>	40%	1 week after relevant seminar
<u>Final Essay</u>	50%	10 June 2013

Participation

Due: **Evaluated at end of session**

Weighting: **10%**

Students will be graded on their participation in the LIT 846 iLearn Discussion Forum. You must make a minimum of 8 posts during the teaching period.

In order to participate effectively, you need to read the weekly texts and prepare the seminar discussion topics in advance, then post responses to the seminar questions and respond to the posts of other students, to facilitate an active discussion such as would occur in a face-to-face seminar. Students are also encouraged to raise other relevant points of interest in their online discussions. Be prepared to question the opinions of others, to have your opinions challenged and to participate actively in discussion.

Students are expected to make at least 8 posts* over the semester. Please make sure that your postings do not exceed 500 words, as it is harder for others to respond to postings that are excessively long and detailed.

A rubric which outlines how this participation will be graded is available in the LIT 846 Weekly Guide.

*A "post" is defined as a discursive response relevant to unit interests of at least 50 words: a short paragraph of at least 4 sentences.

On successful completion you will be able to:

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

- Develop a conceptual language with which to discuss the processes of “retold stories” and adaptations.
- Understand how readers are positioned by the interplay of the known and the new in the process of retelling stories.

Seminar Paper

Due: **1 week after relevant seminar**

Weighting: **40%**

Choose one of the seminar topics from Weeks 2-12 and write an essay that discusses the issues relevant to this topic. Your seminar paper must address the discussion question(s) listed for that topic in the Weekly Guide. You may also like to consider the following:

- What are the major issues that arise in relation to this particular group of retellings?
- What similarities and differences are evident in this particular group of retellings?
- What do these retellings of traditional texts reveal about the modern cultural construction of childhood and adolescence?

Your paper will be evaluated according to the rubric provided in the LIT 846 Weekly Guide.

On successful completion you will be able to:

- Synthesise and analyse 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.
- Develop a conceptual language with which to discuss the processes of “retold stories” and adaptations.
- Understand how readers are positioned by the interplay of the known and the new in the process of retelling stories.

Final Essay

Due: **10 June 2013**

Weighting: **50%**

Please write a final essay based on the topics listed for weeks 2-12. You **MAY NOT** write a final essay on the same topic as your seminar paper. The essay should be approximately 3,500 words in length.

Further guidance about how you may want to shape your critical analysis of the primary texts in this essay is provided in the LIT 846 Weekly Guide.

Your essay will be evaluated according to the rubric provided in the LIT 846 Weekly Guide.

On successful completion you will be able to:

- Acquire a coherent and advanced knowledge of the range and types of retellings produced for children.
- Synthesise and analyse 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.
- Develop a conceptual language with which to discuss the processes of “retold stories” and adaptations.
- Understand how readers are positioned by the interplay of the known and the new in the process of retelling stories.

Delivery and Resources

REQUIRED READING:

Stephens, John and Robyn McCallum, *Retelling Stories, Framing Culture: Traditional Story and Metanarratives in Children's Literature*, New York and London: Routledge, 1998. *The hardcopy edition of this book is extremely expensive. Routledge are releasing a paperback edition for \$39.95 on February 27, 2013 and students will need to purchase a copy directly from the Routledge website: <http://www.routledge.com/books/details/9780415836142/> Photocopied excerpts from this book will be provided for the first few weeks, to make up for the fact that delivery might take some time.

Primary Texts:

1. Cadnum, Michael. (Cadnum is the author of two retellings of *Robin Hood: In a Dark Wood* AND *Forbidden Forest*. Both are out of print, but copies are still available from Amazon and online booksellers.)
2. Gaiman, Neil. *Odd and the Frost Giants*. London: Bloomsbury, 2008.
3. Maguire, Gregory. *Wicked: The Life and Times of The Wicked Witch of the West*. New York: Harper Collins, 1995.
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.

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. Core primary texts will be provided in a document available on the LIT 846 iLearn site. As is the way with children's books, not all the texts listed in the LIT 846 Weekly Guide are readily available, so do use your

municipal/school library where possible. You are welcome to introduce other relevant readings, and to write about these in your presentation and final essay. The one topic for which no readings have been provided is "Stories of Robin Hood". Please view the list of recommended texts and see if you can locate at least one. Otherwise you might want to watch the Disney animated film of Robin Hood, or episodes from the 2006 BBC TV series.

UNIT WEBPAGE AND TECHNOLOGY USED AND REQUIRED

This unit can be accessed at: <http://ilearn.mq.edu.au> PC and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement.

Please consult teaching staff for any further, more specific requirements.

Changes to this unit from when it was last taught in 2011:

- Addition of new text and new topic for the Week 12 session (Neil Gaiman's *Odd and The Frost Giants*.)
- Session previously titled "Medievalism 3" deleted.

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://www.mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://www.mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://www.mq.edu.au/policy/docs/grading/policy.html>

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

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

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

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: <http://students.mq.edu.au/support/>

UniWISE provides:

- Online learning resources and academic skills workshops http://www.students.mq.edu.au/support/learning_skills/
- Personal assistance with your learning & study related questions.

- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

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

Details of these services can be accessed at <http://www.student.mq.edu.au/ses/>.

IT Help

If you wish to receive IT help, we would be glad to assist you at <http://informatics.mq.edu.au/help/>.

When using the university's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students and it outlines what can be done.

Graduate Capabilities

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.
- Synthesise and analyse 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.
- Develop a conceptual language with which to discuss the processes of “retold stories” and adaptations.
- Understand how readers are positioned by the interplay of the known and the new in the process of retelling stories.

Assessment tasks

- Participation
- Seminar Paper
- Final 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

- Synthesise and analyse 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.
- Understand how readers are positioned by the interplay of the known and the new in the process of retelling stories.

Assessment tasks

- Participation
- Seminar Paper
- Final 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

- Synthesise and analyse 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.

Assessment tasks

- Participation
- Seminar Paper
- Final 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 outcome

- Develop a conceptual language with which to discuss the processes of “retold stories” and adaptations.

Assessment tasks

- Participation
- Seminar Paper
- Final 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 task

- Participation

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:

Assessment task

- Participation

Requirements and Expectations

To complete LIT 846 students must:

- Attend and participate in seminars (if internal)
- Participate in online discussions by making at least 8 posts over the duration of the teaching period (if external)

- Complete all prescribed assessment tasks
- Reach a satisfactory level of achievement in the prescribed assessment tasks.

*Absence from more than two seminars without written explanation (medical or counselling certificate) will disqualify a student from passing the unit. University regulations also stipulate that a student must attempt every part of assessment in order to be eligible to pass a unit of study.

Notes on Participation for External Students: External students must participate in online discussions via the LIT 846 iLearn site. External students should read the weekly texts and prepare the seminar discussion topics in advance, then post responses to the seminar questions and respond to the posts of other students, to facilitate an active discussion such as would occur in a face-to-face seminar. Students are also encouraged to raise other relevant points of interest in their online discussions. Be prepared to question the opinions of others, to have your opinions challenged and to participate actively in discussion. Students are expected to make at least 8 posts* over the semester. Please make sure that your postings do not exceed 500 words, as it is harder for others to respond to postings that are excessively long and detailed.