ENGL209
Children's Literature
S2 Day 2013

English

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**Unit guide ENGL209 Children's Literature**

## General Information

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<th>Unit convenor and teaching staff</th>
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<tr>
<td>Unit Convenor</td>
</tr>
<tr>
<td>Robyn McCallum</td>
</tr>
<tr>
<td><a href="mailto:robyn.mccallum@mq.edu.au">robyn.mccallum@mq.edu.au</a></td>
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<tr>
<td>Contact via <a href="mailto:robyn.mccallum@mq.edu.au">robyn.mccallum@mq.edu.au</a></td>
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<table>
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<tr>
<th>Credit points</th>
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<tr>
<td>3</td>
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<table>
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<tr>
<th>Prerequisites</th>
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**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://students.mq.edu.au/important-dates](https://students.mq.edu.au/important-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**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tbody>
<tr>
<td>Task 1</td>
<td>20%</td>
<td>Internals: wk5 Externals: wk6</td>
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<tr>
<td>Task 2</td>
<td>30%</td>
<td>Week 12</td>
</tr>
<tr>
<td>Task 3</td>
<td>10%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Task 4</td>
<td>40%</td>
<td>Examination period</td>
</tr>
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</table>

**Task 1**

*Due: Internals: wk5 Externals: wk6*

*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 12**
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
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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
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
One lecture and one tutorial per week. All set texts are available from the University Bookshop. Additional primary readings and poems are available on iLearn and secondary readings are available on e-reserve.

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://www.mq.edu.au/policy/docs/academic_honesty/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.
Assignment submission

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

Examination

*Important:* The University Examination period in Second Half of **2012** is from 11th November to 29th November.

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](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 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 Enquiry Service

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

Equity 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.

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

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

- 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

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
- 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 3
- Task 4

**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 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

**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.
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

**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 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

**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
- 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 task**

- Task 3

**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**

- 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
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
- 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

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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Changes since First Published

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<th>Date</th>
<th>Description</th>
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<td>17/11/2012</td>
<td>The Description was updated.</td>
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