



# LIT 856

## Picture Books

S1 Evening 2013

*English*

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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

A broad aim of this unit is to survey the range of picture books produced for children and, in doing so, to examine the range of possible ways in which words and pictures can be combined to create narrative and to generate meaning. The unit examines the different ways in which pictures and words represent reality, construct narrative and communicate ideology, as well as focussing in more detail on aspects such as textual layout and composition, visual and verbal point of view strategies, strategies for depicting time, space, movement and stasis, style and genre.

## 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 broad overview of the different types of picture books produced for children.

Attain a conceptual language with which to analyse and discuss pictorial and verbal codes used in picture books to communicate meanings and ideologies.

Gain an understanding of some aspects of literary theory currently used in discussions of

picture books, especially narrative theory, metafiction, intertextuality and postmodernism. Develop skills in analysing the pictorial and verbal codes used to construct thematic significance in picture books.

## Assessment Tasks

Name	Weighting	Due
<u>Seminar Paper</u>	30%	15 March 2013
<u>Self-assessment</u>	5%	15 March 2013
<u>Annotated Bibliography</u>	25%	10 May 2013
<u>Final Essay</u>	40%	15 June 2013

### Seminar Paper

Due: **15 March 2013**

Weighting: **30%**

Students must submit a seminar paper on the Week 2 discussion topic:

*Words, pictures and picture books are merely parts of a vast and complex system of significance that define our reality for us.*

*In a comparison/contrast of two different picture books, examine the functions of modality in the production of meaningful worlds.*

This paper should be approximately 2500 words in length.

In conjunction with this seminar paper, students must submit a self-evaluation of their performance in this task.

On successful completion you will be able to:

- Attain a conceptual language with which to analyse and discuss pictorial and verbal codes used in picture books to communicate meanings and ideologies.
- Gain an understanding of some aspects of literary theory currently used in discussions of picture books, especially narrative theory, metafiction, intertextuality and postmodernism.
- Develop skills in analysing the pictorial and verbal codes used to construct thematic significance in picture books.

### Self-assessment

Due: **15 March 2013**

Weighting: **5%**

In conjunction with their seminar paper, students must submit a self-evaluation of this paper.

They must use the Assessment Rubric document (listed in the Weekly Guide, which is available from the iLearn site) to grade their own performance in this paper. Students must evaluate their performance in each individual assessment criterion (please do so by highlighting the relevant box on the rubric).

The purpose of this task is to ensure that students are fully aware of and engage with the set of criteria used to grade their essays.

Students who generally evaluate themselves correctly (i.e. they evaluate their performance similarly to the examiner) will receive 5 marks. Students who are generally incorrect in their self-evaluation will receive no marks for this exercise.

On successful completion you will be able to:

- Attain a conceptual language with which to analyse and discuss pictorial and verbal codes used in picture books to communicate meanings and ideologies.
- Gain an understanding of some aspects of literary theory currently used in discussions of picture books, especially narrative theory, metafiction, intertextuality and postmodernism.
- Develop skills in analysing the pictorial and verbal codes used to construct thematic significance in picture books.

## Annotated Bibliography

Due: **10 May 2013**

Weighting: **25%**

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.

Please list the complete bibliographic details for each source (author, title, date of publication, place of publication, publisher and page numbers) and then write a brief annotation which details the main arguments of this source and explains why such arguments are relevant to your chosen essay topic.

The criteria used to assess this assessment task are:

1. Ability to locate relevant secondary sources.
2. Ability to provide a concise summary of the article/book's main arguments.
3. Ability to relate the secondary source to the essay topic and your chosen texts.

On successful completion you will be able to:

- Attain a conceptual language with which to analyse and discuss pictorial and verbal

codes used in picture books to communicate meanings and ideologies.

- Gain an understanding of some aspects of literary theory currently used in discussions of picture books, especially narrative theory, metafiction, intertextuality and postmodernism.
- Develop skills in analysing the pictorial and verbal codes used to construct thematic significance in picture books.

## Final Essay

Due: **15 June 2013**

Weighting: **40%**

Please select one of the topics listed in the Weekly Guide (available from the iLearn site) for your final essay of approximately 3000 words. For your primary corpus, focus on no more than three picture books. Do not use any of the picture books that you referred to in your seminar paper.

On successful completion you will be able to:

- Acquire a broad overview of the different types of picture books produced for children.
- Attain a conceptual language with which to analyse and discuss pictorial and verbal codes used in picture books to communicate meanings and ideologies.
- Gain an understanding of some aspects of literary theory currently used in discussions of picture books, especially narrative theory, metafiction, intertextuality and postmodernism.
- Develop skills in analysing the pictorial and verbal codes used to construct thematic significance in picture books.

## Delivery and Resources

### REQUIRED READING

1. Kress, Gunther and Theo van Leeuwen, *Reading Images: The Grammar of Visual Design*
2. Nodelman, Perry, *Words About Pictures: The Narrative Art of Children's Picture Books*

### RECOMMENDED TEXTS

(If you are an external student, the four picture books listed below are a basic selection that you can refer to each week. It is also expected that you use your local library to locate some of the others listed under each topic):

1. Carle, Eric, *The Very Hungry Caterpillar*
2. Jeffers, Oliver, *Lost and Found*
3. Rosen, Michael, *We're Going on a Bear Hunt*
4. Tan, Shaun, *The Red Tree*

### WEEKLY READING

A number of picture book texts are listed each week. In addition to the four books mentioned above, you will also need to access at least one additional text out of books listed for each weekly topic (for the purpose of making comparisons). You can source your texts from good online second-hand booksellers or public libraries.

## **UNIT WEBPAGE AND TECHNOLOGY USED AND REQUIRED**

Online units 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.

## **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](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](http://mq.edu.au/policy/docs/grievance_management/policy.html)

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)

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/](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 broad overview of the different types of picture books produced for children.
- Attain a conceptual language with which to analyse and discuss pictorial and verbal codes used in picture books to communicate meanings and ideologies.
- Gain an understanding of some aspects of literary theory currently used in discussions of picture books, especially narrative theory, metafiction, intertextuality and postmodernism.
- Develop skills in analysing the pictorial and verbal codes used to construct thematic significance in picture books.

#### Assessment tasks

- Seminar Paper
- Annotated Bibliography
- 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

- Attain a conceptual language with which to analyse and discuss pictorial and verbal codes used in picture books to communicate meanings and ideologies.
- Gain an understanding of some aspects of literary theory currently used in discussions of picture books, especially narrative theory, metafiction, intertextuality and postmodernism.
- Develop skills in analysing the pictorial and verbal codes used to construct thematic significance in picture books.

## Assessment tasks

- Seminar Paper
- Self-assessment
- Annotated Bibliography
- 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

- Develop skills in analysing the pictorial and verbal codes used to construct thematic significance in picture books.

## Assessment tasks

- Seminar Paper
- Annotated Bibliography
- 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 outcomes

- Attain a conceptual language with which to analyse and discuss pictorial and verbal



codes used in picture books to communicate meanings and ideologies.

- Develop skills in analysing the pictorial and verbal codes used to construct thematic significance in picture books.

## **Assessment tasks**

- Seminar Paper
- Annotated Bibliography
- 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**

- Self-assessment

## **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 tasks**

- Self-assessment
- Annotated Bibliography

## **Requirements and Expectations**

To complete LIT 856 students must:

- Attend and participate in seminars (if internal)
- Participate in online discussions and make at least 6 posts over 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 Class Participation for External Students** External students must participate in online discussions via the LIT 856 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 postings 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 6 posts\* over the semester.

Please make sure that your posts do not exceed 500 words, as it is harder for others to respond to postings that are excessively long and detailed.

\*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.