

## ENGL2011: Children's Literature

Callaghan

Semester 1 - 2024



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

*The School of Humanities, Creative Industries and Social Sciences is committed to providing an inclusive environment in which all cultures are accorded respect and all students and staff are expected to act with honesty, fairness, trustworthiness and accountability in dealings with others. The School recognises and respects the unique histories and cultures of Aboriginal and Torres Strait Islander peoples, their unbroken relationship with the lands and the waters of Australia over millennia, and the validity of Aboriginal ways of knowing. We are dedicated to reconciliation and to offering opportunities for Aboriginal and Torres Strait Islander peoples to access and succeed in higher education.*

## OVERVIEW

<b>Course Description</b>	This course provides a representative survey of children's literature. Topics investigated will include the nature and social context of children's literature, the relationship between text and illustration, the presentation of social issues in writing for children, the role of imagination and fantasy, and the representation of Australian childhood.
<b>Academic Progress Requirements</b>	Nil
<b>Assumed Knowledge</b>	20 units of English at 1000 level
<b>Contact Hours</b>	<b>Callaghan</b>  <b>Seminar</b> Face to Face On Campus 2 hour(s) per week(s) for 12 week(s)
<b>Unit Weighting</b>	10
<b>Workload</b>	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

# COURSE OUTLINE

# CONTACTS

<b>Course Coordinator</b>	<b>Callaghan</b> Dr Brooke Collins-Gearing <a href="mailto:Brooke.Collins-Gearing@newcastle.edu.au">Brooke.Collins-Gearing@newcastle.edu.au</a> (02) 4921 5178 Consultation: Thursday 1-2pm or by appointment
<b>Teaching Staff</b>	Other teaching staff will be advised on the course Canvas site.
<b>School Office</b>	<b>School of Humanities Creative Industries and Social Sciences</b> Social Sciences Building Callaghan <a href="mailto:HCISS@newcastle.edu.au">HCISS@newcastle.edu.au</a> +61 4985 4500

# SYLLABUS

<b>Course Content</b>	The course will cover a range of topics relating to current children's literature, including: <ul style="list-style-type: none"><li>• Social and cognitive contexts of children's literature: fantasy and realism; constructions of the child; innocence and experience; censorship; entertainment and education</li><li>• The role of illustrations in children's books</li><li>• Themes in current children's literature: growing up in Australia; multicultural backgrounds; humour and imagination; human relationships; social issues</li><li>• The idea of the classic</li><li>• Engaging with Aboriginal knowledges in Australian children's literature</li></ul>
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<b>Course Learning Outcomes</b>	<b>On successful completion of this course, students will be able to:</b> <ol style="list-style-type: none"><li>1. Identify different genres of children's literature.</li><li>2. Discuss linguistic and literary properties common in literature written for children.</li><li>3. Evaluate the inter-relationship of text and illustrations.</li><li>4. Interpret the presentation of cultural variation, human relationships and social tensions in children's literature.</li><li>5. Apply reading and critical analysis skills at an intermediate level.</li></ol>
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<b>Course Materials</b>	See required weekly readings in Schedule.
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# COMPULSORY REQUIREMENTS

In order to pass this course, each student must complete ALL of the following compulsory requirements:

## Course Assessment Requirements:

- Assessment 1 - Podcast: Submit assessment item - Must submit this assessment to pass the course.
- Assessment 2 - Final Essay: Submit assessment item - Must submit this assessment to pass the course.
- Assessment 3 - 5 reading journal entries: Submit assessment item - Must submit this assessment to pass the course.

# SCHEDULE

Week	Week Begins	Topic	Readings	Assessment Due
1	26 Feb	Introduction to Children's Literature	Serafini, Frank, and Stephanie F. Reid.	

		- course expectations, requirements & assessments. - your expectations - text and reading requirements Module 1: Playful Texts Storying the World through Pictures	"Analyzing picturebooks: semiotic, literary, and artistic frameworks." Visual Communication (2022):	
2	4 Mar	Module 1: Playful Texts Fragmenting the world: Postmodern stories	Pantaleo, Sylvia. "The metafictional nature of postmodern picturebooks." The Reading Teacher 67.5 (2014): 324-332.	1st Journal due 8th March via turnitin by 11.59pm.
3	11 Mar	Module 1: Playful texts The Graphic Novel and Radical Change Theory	Dresang, Eliza T. "Radical change revisited: Dynamic digital age books for youth." Contemporary issues in technology and teacher education 8.3 (2008): 294-304.	2nd Journal due 15th March via turnitin by 11.59pm
4	18 Mar	Module 2: Rethinking the traditional The female hero: fantastic and true	Webb, Caroline. "'Change the story, change the world': witches/crones as heroes in novels by Terry Pratchett and Diana Wynne Jones." Papers: Explorations into Children's Literature 16.2 (2006): 156.	
5	25 Mar	Module 2: Rethinking the traditional The non-heteronormative norm.	Bedford, Alison, et al. "Just how radical is radical: Children's picture books and trans youth." Children's Literature in Education (2023): 1-17.	
6	1 Apr	Module 2: Rethinking the traditional Destabilizing the disability/ability binary.	Pennell, Ashley E., Barbara Wollak, and David A. Koppenhaver. "Respectful representations of disability in picture books." The Reading Teacher 71.4 (2018): 411-419.	3rd Journal 5th April via turnitin by 11.59pm
7	8 Apr	Module 3: Cultural Contexts Australian Classics	Johnston, Rosemary Ross. "The Sense of 'Before-Us': Landscape and the Making of Mindscapes in Recent Australian Children's Books." Canadian Children's Literature/Littérature canadienne pour la jeunesse (2001): 27-46.	
<b>Mid-Semester Recess</b>				
<b>Mid-Semester Recess</b>				
8	29 Apr	Module 3: Cultural Contexts Humour and Imagination	Serafini, Frank, and Richard Coles. "Humor in children's picture books." The Reading Teacher 68.8 (2015): 636-638.	Podcast project Due 3rd May via Canvas
9	6 May	Module 3: Cultural Contexts Multiculturalism	Dudek, Debra. "Seeing the human face: Refugee and asylum seeker narratives and an ethics of care in	4th Journal due 10th May via turnitin by 11.59pm

			recent Australian picture books." Children's Literature Association Quarterly 43.4 (2018): 363-376	
10	13 May	Module 4: First Nations & Eco-Criticism Narratives of social and environmental justice	Gaard, Greta. "Toward an ecopedagogy of children's environmental literature." Green Theory & Praxis: The Journal of Ecopedagogy 4.2 (2008): 11-24.	
11	20 May	Module 4: First Nations & Eco-Criticism Connecting with Country; stories of transformative hope	Kwaymullina, Blaze, et al. "Growing Up the Future: Children's Stories and Aboriginal Ecology." M/C Journal 15.3 (2012).	
12	27 May	Module 4: First Nations & Eco-Criticism Posthuman and More-than-Human	García-González, Macarena, and Justyna Deszcz-Tryhubczak. "New materialist openings to children's literature studies." International research in children's literature 13.1 (2020): 45-60.	5th Journal due 31st May via turnitin by 11.59pm.
13	3 Jun			
<b>Examination Period</b>				Final Essay due Monday 14th June via turnitin by 11.59pm
<b>Examination Period</b>				

## ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Podcast*	3rd May 2024 11.59pm	Individual	30%	2, 3, 4, 5
2	Final Essay*	14th June 2024 11.59pm	Individual	30%	1, 2, 3, 4, 5
3	5 reading journal entries*	11.59pm: 1st Journal due 8th March 2024 2nd Journal due 15th March 2024 3rd journal due 5th April 2024 4th Journal due 10th May 2024 5th Journal due 31st May 2024	Individual	40% (5x8%)	1, 3, 4, 5

\* This assessment has a compulsory requirement.

### Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

### Assessment 1 - Podcast

#### Assessment Type Purpose

Project

This podcast assessment is a self-reflexive critical analysis about your chosen texts and how you are thinking about using them to develop your final essay topic. The podcast will outline and explain how you are thinking about using, and developing, your core chosen texts. So you will identify your area of interest and explain why you think these texts will support your idea. You will present this thinking as a 5 minute podcast.

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<b>Description</b>	Think of this assessment as your response to me asking you what your essay topic is and how you would explain your main ideas, the texts you want to use and your research and references. It's like an oral draft outline of your formal written essay.
<b>Weighting</b>	30%
<b>Compulsory Requirements</b>	Submit assessment item - Must submit this assessment to pass the course.
<b>Length</b>	5-6 minutes
<b>Due Date</b>	3rd May 2024 11.59pm
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	Available on the course website Canvas
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - Within two weeks.
<b>Opportunity to Reattempt</b>	Students WILL NOT be given the opportunity to reattempt this assessment.

## Assessment 2 - Final Essay

<b>Assessment Type</b>	Essay
<b>Purpose</b>	This final formal academic English essay is intended to show your ability to create, develop and argue a particular idea/topic that you conceive of from your analysis of your chosen texts and related scholarly articles and concepts that you have identified in your podcast and with my feedback, have narrowed and refined.
<b>Description</b>	This is a 2000 word paper that will be submitted via turnitin as a formally written, using MLA referencing (with a thesis statement, introduction, body, conclusion and works cited list), essay.
<b>Weighting</b>	30%
<b>Compulsory Requirements</b>	Submit assessment item - Must submit this assessment to pass the course.
<b>Length</b>	2000 words
<b>Due Date</b>	14th June 2024 11.59pm
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	Available on the course website Canvas
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - Within two weeks.
<b>Opportunity to Reattempt</b>	Students WILL NOT be given the opportunity to reattempt this assessment.

## Assessment 3 - 5 reading journal entries

<b>Assessment Type</b>	Journal
<b>Purpose</b>	Throughout the semester you will submit 5 reading journals. The 1st journal is of a different format to the remaining 4. The purpose of the remaining 4 journals is to choose one of the required scholarly readings from each of the four modules and write a 400 word summary and critical reflection about it.
<b>Description</b>	For each Module on the course, you will pick one of your chosen texts and one of the module's required scholarly readings. You will write a summary of what you think the article's main ideas are that capture your attention and thinking. Each Journal is worth 8 marks
<b>Weighting</b>	40% (5x8%)
<b>Compulsory Requirements</b>	Submit assessment item - Must submit this assessment to pass the course.
<b>Length</b>	2000 words (5 x 400 words)
<b>Due Date</b>	1st Journal due 11.59pm 8th March 2024 11:59pm 2nd Journal due 11.59pm 15th March 2024 11:59pm 3rd Journal due 11.59pm 5th April 2024 11:59pm 4th Journal due 11.59pm 10th May 2024 11:59pm 5th Journal due 11.59pm 31st May 2024 11:59pm
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	Available on the course website Canvas
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - Within two weeks.

**Opportunity to Reattempt**

Students WILL NOT be given the opportunity to reattempt this assessment.

# ADDITIONAL INFORMATION

## Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

\*Skills are those identified for the purposes of assessment task(s).

## Communication Methods

Communication methods used in this course include:

- Face to Face: Communication will be provided via face-to-face meetings or supervision.
- Email: Students will receive communications via their student email account.
- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.

## Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

## Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

## Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

## Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the

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online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

### **Important Policy Information**

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/respect-at-uni/policies-and-procedures> that support a safe and respectful environment at the University.

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

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