



***School of English, Journalism  
and European Languages***

**Faculty of Arts**

**HEA275  
Children's Literature**

**Semester 2, 2010**

**Unit Outline**

**Unit coordinator: Dr Narelle Shaw**

CRICOS Provider Code: 00586B

# Contact details

## Unit coordinator

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## Unit description

The unit examines classical, popular, and controversial texts across a range of genres and cultures and from a selection of critical and theoretical perspectives. It pays specific attention to definition, ideology (including the conception of childhood), narrative, the implied reader, intertextuality, and multi-media communication.

## Intended learning outcomes

On completion of this unit on children's literature, you should be able to:

1. Demonstrate knowledge of the canonical status, generic attributes, and cultural significance of selected texts;
2. Demonstrate knowledge of critical approaches and theory unique to this category of literature;
3. Develop arguments on specified topics, utilizing evidence from primary and secondary sources;
4. Communicate ideas by writing different types of structured essays.

## Generic graduate attributes

The University has defined a set of generic graduate attributes (GGAs) that can be expected of all graduates (see <http://www.utas.edu.au/tl/policies/index.htm>). By undertaking this unit you should make progress in attaining the following attributes:

***Knowledge: Students will develop knowledge of the autonomous body of children's literature.***

***Communication skills: Students will consolidate written communication skills through essay writing.***

***Problem-solving skills: Students will systematically use primary and secondary sources to address literary problems.***

***Global perspective: Students will demonstrate awareness of a field of literature that has developed internationally over a number of centuries.***

## Alterations to the unit as a result of student feedback

This unit is offered for the first time in 2010.

## Prior knowledge &/or skills

Completion of introductory English (25% at HEA100 level) is a prerequisite for this unit and acquisition of relevant skills is assumed.

# Learning expectations and teaching strategies/approaches

## ***Expectations***

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

The University's Code of Conduct for Teaching and Learning states:

*Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.*

## ***Teaching and learning strategies***

The unit's programme of complementary lectures and tutorials is designed to introduce students to the field of children's literature. Lectures introduce texts in terms of key terms, concepts and methodologies; tutorials involve development of topics introduced in lectures and provide opportunities to discuss assessment.

# Learning resources required

## ***Requisite texts***

Note: Texts are available for purchase from Coop and Library Reserve borrowing. If you wish to use other editions that you already own rather than buy these new ones, that's fine. However, referencing in essays must be to these editions.

Baum, Frank L. *The Wonderful Wizard of Oz*. Oxford: Oxford UP, 2008.

Collodi, Carlo. *Pinocchio*. London: Puffin, 1996.

Carroll, Lewis. *Through the Looking Glass*. London: Vintage Books, 2007.

Dahl, Roald. *Charlie and the Chocolate Factory*. London: Puffin, 2007.

Grahame, Kenneth. *The Wind in the Willows*. Ware: Wordsworth Classics, 1993.

Lee, Harper, *To Kill a Mockingbird*. London: Arrow, 2006.

Le Guin, Ursula. *A Wizard of Earthsea. The Earthsea Quartet*. London: Penguin, 1993.

Marchetta, Melina. *Looking for Alibrandi*, Camberwell: Puffin, 1992.

Pullman, Philip. *Northern Lights*. London: Scholastic, 2007.

Rowling, J.K. *Harry Potter and the Philosopher's Stone*. London: Bloomsbury, 1997.

Salinger, J.D. *The Catcher in the Rye*. London: Penguin, 1993.

Thiele, Colin. *Storm Boy*. Sydney: New Holland, 2002.

## **Recommended Reading**

Lists of recommended critical readings will be progressively available.

## **E- (electronic) resources**

### **MyLO**

The unit will be MyLO supported. Log-in to MyLO at <http://www.utas.edu.au/coursesonline/> and then select HEA275 Children's Literature in the Course List.

## **Computer hardware & software**

### **For MyLO**

To access MyLO from your own computer you will need the appropriate software, and hardware to run that software. Please see UConnect at <http://uconnect.utas.edu.au/> for information about computer software you will need.

**Note:** Older computers may not have the hardware to run some of the required software applications. Contact your local IT support person or the Service Desk on 1818 if you experience difficulties.

See *MyLO: Information for Students* for further information about accessing MyLO.

## **Details of teaching arrangements**

The timetable for this unit can be viewed online at:  
<http://student.admin.utas.edu.au/coursesenrolment/timetable/>

### **Lectures**

Lectures are held on Mondays at 3.10-4.00pm in Room L142.

### **Tutorials**

Tutorials are held on Mondays at 4.10-5.00pm in Room L142 and Wednesdays at 12-12.30 in Room L131.

Tutorials begin in Week 2.

### **Occupational health and safety (OH&S)**

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University's policy at:  
[http://www.admin.utas.edu.au/hr/ohs/pol\\_proc/ohs.pdf](http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf)

## Specific attendance/performance requirements

It is expected that students attend class regularly, keep up with the scheduled reading, and undertake any required tutorial preparation.

Students who fail to attend class may be disadvantaged.

## Assessment

### *Assessment schedule*

<b>Assessment task</b>	<b>Task length</b>	<b>Date due</b>	<b>Percent weighting</b>	<b>Links to Intended Learning Outcomes</b>
Assessment Task 1	1000 words (including quotes)	Monday 16 August, 5pm	20%	1, 2, 3, & 4
Assessment Task 2	2000 words (including quotes)	Monday 27 September, 5pm	40%	1, 2, 3, & 4
Assessment task 3: Final Exam	2hrs	TBA	40%	1, 2, 3, & 4

## ***Assessment details***

### **Assessment task 1: Comparison and contrast essay**

#### ***Task description***

This task requires use of comparison-contrast for the purpose of identifying key similarities and differences in two works studied in Module 1. Topics will be distributed in class.

#### ***Assessment criteria***

To complete this task you should:

1. Critically analyse two texts demonstrating knowledge of subjects and methodologies relevant to the study of children's literature
2. Construct an argument on a specific topic utilizing evidence from both texts
3. Communicate ideas in the form of a written essay that:
  - a. Uses an essay structure that meets the question requirements
  - b. Adheres to conventions of written English (word choice, grammar, punctuation and spelling)
  - c. Conforms to MLA style for presentation and referencing

#### ***Date due***

Monday 16 August, 5.00pm

## Assessment task 2: Research Essay

### **Task description**

This task requires the systematic use of primary and secondary texts studied in Module 2 to investigate a specified topic. Topics will be distributed in class.

### **Assessment criteria**

Please refer to the criteria sheet for this task included in this unit outline.

### **Date due**

Monday 27 September, 5.00pm

## Assessment task 3: Exam

### **Description / conditions**

2-hour, closed book exam

The paper will consist of two sections.

The first section will examine your understanding of key terms, concepts, criticism and theory relevant to the study of children's literature. You may write on texts from any Module, excluding those on which you have written as part of your continuous assessment and excluding the text you choose to write on in the second section of this exam.

The second section will examine texts studied in Module 3.

Further information about the exam will be provided towards the end of semester.

### **Assessment criteria**

Please refer to assessment criteria information to be provided by your lecturer or tutor.

### **Date**

***The exam is conducted by the University Registrar in the formal examination period. See the Current Students homepage (>Examinations and Results) on the University's website.***

## Submission of assignments

Students are required to submit a signed assignment cover sheet with every assignment. The cover sheet includes a declaration that all material submitted is your own work except where there is clear acknowledgement or reference to the work of others. Assignment cover sheets are available from the School office and the School website. **Assignments submitted without a completed, signed cover sheet will not be marked.** Students who submit assignments without a signed cover sheet will be contacted once via their UTAS email address; in such instances the cover sheet should be completed within two weeks of the assignment due date.

Assignments must be submitted in hard copy (not by email) via the assignment box at the Faculty of Arts office. If there are additional submission requirements (eg the use of Turnitin) this will be specified in your unit outline. Students are required to keep copies of all submitted assignments.

Assignment cover sheets can be downloaded from  
[http://www.utas.edu.au/ejel/student\\_resources/student\\_resources.htm](http://www.utas.edu.au/ejel/student_resources/student_resources.htm)

Assignments submitted on time will be returned within three weeks of the due date; once on time assignments have been returned no further late assignments will be accepted. All marked assignments will be returned in tutorials unless otherwise advised.

## Penalties

### Undergraduate units (100, 200 and 300 level)

Late submissions will be penalised as follows: 5% of the available marks for the first day, and then 2% per working day thereafter.

### Honours and postgraduate coursework units (400, 500 and 600 level)

Late submissions will be penalised as follows: 10% of the available marks per day for the first five (5) working days and 50% on the following day.

### Honours and postgraduate research project units (400 and 700 level)

Honours and postgraduate research project submission due dates are treated as the equivalent of exam dates and therefore, late submissions will not be accepted.

## Requests for extensions

Late work will be accepted without penalty if accompanied by a medical certificate for the relevant period or equivalent documentation in the case of a serious non-medical reason but you must contact the unit coordinator prior to the assignment due date.

## How your final result is determined

### Undergraduate and Postgraduate Coursework units

The following distribution of marks and grades is applied in assessing your work:

- High Distinction (HD)—80-100%
- Distinction (DN)—70-79%
- Pass (PP)—50-59%
- Credit (CR)—60-69%
- Fail (NN)—0-49%

### Honours

The following distribution of marks and grades is applied in assessing your work:

- First Class (HF)—80-100%
- Second Class upper division (HU)—70-79%
- Second Class lower division (HL)—60-69%
- Third Class (HT)—50-59%
- Fail (HN)—0-49%

All marks are subject to moderation.

## Review of results and appeals

Please refer to the **Student Resources** page on the School's website for information that addresses how to apply for a review of assessment, make an appeal or seek clarification regarding any assessment practices in this unit:

[http://www.utas.edu.au/ejel/student\\_resources/studnet\\_resouces.htm](http://www.utas.edu.au/ejel/student_resources/studnet_resouces.htm)

## Academic referencing

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

The English, French and German disciplines use MLA Style. The Journalism, Media and Communications discipline uses the Harvard style of referencing. For more information about referencing, and brief introductory guides for each of these styles, please refer to:

<http://www.utas.edu.au/ejel/referencing.html>

For general information on presentation of assignments, including referencing styles:

<http://utas.libguides.com/referencing>

Please read the following statements on academic misconduct and plagiarism. Should you require clarification please see your unit coordinator or lecturer.

## Academic misconduct

**Academic misconduct** includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination and any other conduct by which a student:

- a) seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or
- b) improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline, and this can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline – Part 3 Academic Misconduct, see <http://www.utas.edu.au/universitycouncil/legislation/>

### Plagiarism

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work. If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at:

<http://www.academicintegrity.utas.edu.au/>

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University.

**The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.**

For further information on this statement and general referencing guidelines, see <http://www.utas.edu.au/plagiarism/> or follow the link under 'Policy, Procedures and Feedback' on the **Current Students** homepage.

## Further information and assistance

If you are experiencing difficulties with your studies or assignments, have personal or life-planning issues, disability or illness which may affect your course of study, you are advised to raise these with your lecturer in the first instance.

There is a range of University-wide support services available to you including Teaching & Learning, Student Services, International Services. Please refer to the **Current Students** homepage at: <http://www.utas.edu.au/students/>

Should you require assistance in accessing the Library visit their website for more information at <http://www.utas.edu.au/library/>

You are also welcome to contact the School of English, Journalism and European Languages with any enquiries:

Room 557, Humanities Building  
Sandy Bay campus, Hobart

Tel: (03) 6226 2347  
Fax: (03) 6226 7631  
Email: [SEJEL.admin@utas.edu.au](mailto:SEJEL.admin@utas.edu.au)  
<http://www.utas.edu.au/ejel>

## Unit schedule

Week	Date beginning	Topic	Assignments due
14	12 July	Orientation	
15	19 July	Module 1: Fantasy <i>Through the Looking Glass</i>	
16	26 July	Module 1: Fantasy <i>Pinocchio</i>	
17	2 Aug.	Module 1: Fantasy <i>The Wind in the Willows</i>	
18	9 Aug.	Module 1: Fantasy <i>Charlie and the Chocolate Factory</i>	
19	16 Aug.	Module 2: Reality <i>The Catcher in the Rye</i>	<b>Assignment 1: Monday 16 August, 5pm</b>
20	23 Aug.	Module 2: Reality <i>To Kill a Mockingbird</i>	
<b>Mid-semester break: 30 August – 5 September 2010</b>			
21	6 Sept.	Module 2: Reality <i>Storm Boy</i>	
22	13 Sept.	Module 2: Reality <i>Looking for Alibrandi</i>	
23	20 Sept.	Module 3: Wizardry <i>The Wizard of Oz</i>	
24	27 Sept.	Module 3: Wizardry <i>A Wizard of Earthsea</i>	<b>Assignment 2: Monday 27 September, 5pm</b>
25	4 Oct.	Module 3: Wizardry <i>Northern Lights</i>	
26	11 Oct.	Module 3: Wizardry <i>Harry Potter and the Philosopher's Stone</i>	
<b>Study Period: 18-22 October Examination Period: 23 October-9 November</b>			

criteria	High Distinction (HD)	Distinction (DD)	Credit (CR)	Pass (PP)	Fail (NN)
	In this essay you:	In this essay you:	In this essay you:	In this essay you:	In this essay you:
<p><b>critterion 1</b></p> <p>Critically analyse your selected set text(s) demonstrating knowledge of key topics in intermediate study of children's literature relevant to your chosen question.</p>	<p>presented a <i>critical, thorough and incisive</i> analysis of the set text(s) that:</p> <ul style="list-style-type: none"> <li>identified <i>key concepts and issues</i> relevant to the question and explained their relevance</li> <li>demonstrated <i>comprehensive</i> knowledge of the set text(s)</li> <li>demonstrated <i>comprehensive</i> knowledge of key topics in intermediate study of children's literature relevant to the question.</li> </ul>	<p>presented a <i>critical and thorough</i> analysis of the set text(s) that:</p> <ul style="list-style-type: none"> <li>identified <i>key concepts and issues</i> relevant to the question and explained their relevance</li> <li>demonstrated <i>broad</i> knowledge of the set text(s)</li> <li>demonstrated <i>broad</i> knowledge of key topics in intermediate study of children's literature relevant to the question.</li> </ul>	<p>presented a <i>critical</i> analysis of the set text(s) that:</p> <ul style="list-style-type: none"> <li>identified <i>some key concepts and issues</i> relevant to the question</li> <li>demonstrated <i>some</i> knowledge of the set text(s)</li> <li>demonstrated <i>some</i> knowledge of key topics in intermediate study of children's literature relevant to the question.</li> </ul>	<p>presented <i>some</i> analysis of the set text(s) but may have focussed more on <i>textual summary</i> than analysis and:</p> <ul style="list-style-type: none"> <li>touched on <i>some key concepts and issues</i> relevant to the question</li> <li>demonstrated <i>partial</i> knowledge of the set text(s)</li> <li>demonstrated <i>partial</i> knowledge of key topics in intermediate study of children's literature relevant to the question.</li> </ul>	<p><i>described</i> some aspects of the set text(s), but provided insufficient analysis of them and:</p> <ul style="list-style-type: none"> <li>provided comments that were only loosely related to the question</li> <li>demonstrated <i>negligible</i> knowledge of the set text(s)</li> <li>demonstrated <i>negligible</i> knowledge of key topics in in intermediate study of children's literature relevant to the question.</li> </ul>
<p><b>critterion 2</b></p> <p>Construct an argument in response to the question, supported by:</p> <ol style="list-style-type: none"> <li>evidence from your chosen text(s)</li> <li>reference to secondary sources.</li> </ol>	<p>constructed a <i>coherent and very persuasive</i> argument by:</p> <ul style="list-style-type: none"> <li>supporting your ideas with <i>detailed and convincing</i> evidence from the texts</li> <li>identifying and engaging with <i>pertinent and authoritative secondary sources</i></li> <li><i>smoothly integrating</i> evidence from the texts and references to critics with your own <i>independent</i> line of argument</li> </ul>	<p>constructed a <i>coherent and persuasive</i> argument by:</p> <ul style="list-style-type: none"> <li>supporting your ideas with <i>convincing</i> evidence from the texts</li> <li>identifying and engaging with <i>pertinent and authoritative secondary sources</i></li> <li><i>integrating</i> evidence from the texts and references to critics with your own line of argument</li> </ul>	<p>constructed a <i>coherent</i> argument by:</p> <ul style="list-style-type: none"> <li>supporting your ideas with evidence from the texts</li> <li>identifying and engaging with <i>relevant secondary sources</i></li> <li><i>linking</i> evidence from the texts and references to critics to your own line of argument</li> </ul>	<p><i>partially constructed</i> an argument in response to the question and:</p> <ul style="list-style-type: none"> <li>supported your ideas with limited references to the texts</li> <li>mentioned some <i>relevant secondary sources</i>, but may have : <ol style="list-style-type: none"> <li>used these ineffectively to further your own argument <i>or</i></li> <li>presented an argument that was insufficiently researched</li> </ol> </li> </ul>	<p>presented a discussion that may have:</p> <ul style="list-style-type: none"> <li>presented personal opinion unsupported by evidence from the text <i>or</i></li> <li>failed to engage with secondary sources <i>or</i></li> <li>repeated simple ideas from crib notes or other non-academic secondary sources <i>or</i></li> <li>presented a series of paraphrases or quotations from critics in place of an argument</li> </ul>

