

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	CHILDREN'S FICTION
<b>Unit ID:</b>	BALIT3002
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(BATCC1001 or BATCC1002 or LITCI1000 or LITCI1001) (At least 30 credit points from BALIT or BATCC or BAXDC or LITCI subject-area at 2000-2999 level)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(BALIT2002 and LITCI2201 and LITCI3301)
<b>ASCED:</b>	091523

## Description of the Unit:

This unit examines the way children's literature has developed over time and across a variety of genres. Focusing primarily on the Western tradition, students will engage with a range of examples which may include picture books, animal stories, fairy tales, fantasy, adventure stories and young adult fiction. The texts will be situated in their historical and cultural contexts in order to demonstrate how changing ideas of the child and childhood inform both the content and reception of texts aimed at a child or young adult audience. Relevant literary and cultural theory will inform a discussion of adults' and children's perceptions of the purposes and value of children's literature, and an investigation of some of the key themes of children's literature: gender, race, class, family, education, and sexuality.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of

supplementary assessment

### Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Learning Outcomes:

On successful completion of the unit the students are expected to be able to:

#### Knowledge:

- K1.** Critique ideologies of the child and childhood which have informed the development of children's literature
- K2.** Define some of the most significant sub-genres of children's literature
- K3.** Evaluate advanced critical and theoretical approaches to children's literature
- K4.** Explore key issues and themes related to children's literature such as gender, race, class, family, education and sexuality.

#### Skills:

- S1.** Demonstrate critical reading practices
- S2.** Articulate an informed perspective
- S3.** Analyse children's literature in relation to its historical, cultural, political and/or critical contexts
- S4.** Undertake independent research to deepen understanding of children's literature texts, key concepts and issues
- S5.** Design a research question, drawing on knowledge of theoretical and critical approaches to children's literature

#### Application of knowledge and skills:

- A1.** Construct and communicate a clear and coherent argument in verbal, written or visual form, making appropriate use of evidence from primary texts
- A2.** Recognise and reflect on the social and cultural significance of children's literature
- A3.** Critically review, analyse, consolidate and synthesise knowledge of literary texts and relevant scholarship
- A4.** Reflect critically on knowledge and skills developed in this course

#### Unit Content:

Topics may include:

- Ideologies of the child and childhood
- The purposes of children's literature
- Adventure fiction
- Picture books
- Fairy and folk tales
- Animal and toy stories
- Children's fantasy fiction
- Young adult fiction

- Gender, class, race and sexuality
- Identity and growing up
- Education
- Religion
- Parents, family and adult-child relationships
- Power
- Childhood spaces

### Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression.

**One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course**

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K3, K4, S1, S2, S3, S4, S5, A1, A2, A3, A4	AT1, AT2, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K1, K3, S1, S4, A1 S5	AT2, AT3
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, K4, S3, A2	AT2
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S1, S2, A1, A2, A3, A4	AT1, AT2, AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K1, K3, S2, S4	AT2

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, A1	Demonstrate knowledge of primary texts, key concepts and advanced theoretical readings through short written responses to discussion questions throughout the semester	Short written responses	20-30%
K3, K4, S1, S2, S4, A1, A2, A3, A4	Research a key issue or theme in a children's text and present an argument as an oral/visual presentation, then write a reflective critical analysis of the activity	Presentation	30-40%
K3, K4, S1, S2, S3, S4, S5, A1, A3	Research and apply appropriate theory to an analysis of children's literature in relation to a topic developed by the student in consultation with the course coordinator	Research essay	40-50%

**Adopted Reference Style:**

MLA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)