



CHRISTIAN HERITAGE COLLEGE

**EL266**

## **CHILDREN'S AND ADOLESCENT LITERATURE**

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

<b>Unit code</b>	EL266						
<b>Unit name</b>	Children's and Adolescent Literature						
<b>Associated higher education awards</b>	Bachelor of Education (Primary) Bachelor of Education (Secondary) Bachelor of Arts/Bachelor of Education (Secondary)						
<b>Duration</b>	One semester						
<b>Level</b>	Intermediate						
<b>Core/Elective</b>	Elective						
<b>Weighting</b>	Unit credit points: 10 Course credit points: <table> <tr> <td>Bachelor of Education (Primary)</td><td>320</td></tr> <tr> <td>Bachelor of Education (Secondary)</td><td>320</td></tr> <tr> <td>Bachelor of Arts/Bachelor of Education (Secondary)</td><td>320</td></tr> </table>	Bachelor of Education (Primary)	320	Bachelor of Education (Secondary)	320	Bachelor of Arts/Bachelor of Education (Secondary)	320
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Bachelor of Arts/Bachelor of Education (Secondary)	320						
<b>Delivery mode</b>	Face-to-face on-site						
<b>Student workload</b>	<i>Face-to-face on site</i> Contact hours 30 hours Reading, study and assignment preparation 120 hours <b>TOTAL 150 hours</b> Students requiring additional English language support are expected to undertake an additional one hour per week.						
<b>Prerequisites/ co-requisites/ restrictions</b>	<i>Prerequisite:</i> 20 credit points of 100-level English units						
<b>Rationale</b>	<p>Children and young people experience a series of profound changes: they must contend with the physical changes of puberty, with more complex cognitive abilities, with a new focus on the centrality of friendship and other peer relationships, with the beginnings of the search for self, and with a growing questioning of who they are, who God is, and where they stand in relation to various philosophical positions. Literature written for these age groups is of the utmost importance in assisting children and adolescents to navigate the challenges that accompany their development, increasing their understanding of who they are and the world in which they live.</p> <p>Through the processes of reading, creative writing, and class discussion, students will develop a deeper understanding of the literary genres available to children and young adults, and to appreciate how younger people learn through the reading of literature. This unit will provide opportunities for students to evaluate the literary merit of children's, adolescent and young adult literature, which has customarily been marginalised in terms of the Western literary canon, and to situate them in their historical, cultural, and gender contexts. Students will also examine the relevance of a variety of issues to the reading and teaching of such literature, such as: theory and practice, literacy, literary criticism, and the relation of adolescent and young adult literature to 'classic' literature.</p>						
<b>Prescribed text(s)</b>	Sawyer, W. (2012). <i>Growing up with literature</i> . (6th ed.). New York, NY: Wadsworth, Cengage Learning.						

<b>Recommended readings</b>	<p><b>Books</b></p> <p>Bradford, C. (2001). <i>Reading race: Aboriginality in Australian children's literature</i>. Carlton South, VIC: Melbourne University Press.</p> <p>Bucher, K. T., &amp; Hinton, K. M. (2014). <i>Young adult literature: Exploration, evaluation and appreciation</i> (3rd ed.). Boston, MA: Pearson.</p> <p>Cart, M. (2011). <i>Young adult literature: From romance to realism</i>. Chicago, IL: American Library Association.</p> <p>James, K. (2009). <i>Death, gender and sexuality in contemporary adolescent literature</i>. New York, NY: Routledge.</p> <p>Nunn, C. (Ed). (2000). <i>Unreal books for real kids: A Christian perspective of children's literature</i>. Blacktown, NSW: Christian Parent Controlled Schools Ltd.</p> <p>Stahl, J.D., Hanlon, T.L. &amp; Keyser, E.L. (2007). <i>Crosscurrents of children's literature: An anthology of texts and criticism</i>. New York, UK: Oxford University Press.</p> <p>Wolf, S. A., Coats, K., Enciso, P. A., &amp; Jenkins, C. (Eds.) (2011). <i>Handbook of research on children's and young adult literature</i>. New York, NY: Routledge.</p> <p>Zipes, J. (Ed.) (2006). <i>The Oxford encyclopedia of children's literature</i>. New York, UK: Oxford University Press.</p> <p>Selected books by: Mem Fox; Shaun Tan; John Marsden (<i>The Tomorrow Series</i>); Suzanne Collins (<i>The Hunger Games</i>)</p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<b>Specialist resource requirements</b>	<p>Nil</p>
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Definitions of childhood, adolescence and young adulthood</li> <li>2. History of children's, adolescent and young adult literature</li> <li>3. The process of reading: critical approaches to children's, adolescent and young adult literature</li> <li>4. Effects of gender, class and race on the selection of literature</li> <li>5. Picture books</li> <li>6. The Australian childhood, adolescent and young adult novel</li> <li>7. Genres in children's, adolescent and young adult literature, e.g. fantasy, science fiction, romance, historical fiction, humour, adventure, mystery</li> <li>8. Christian fiction</li> <li>9. Creating an environment for the reading of children's, adolescent and young adult literature</li> </ol>
<b>Learning outcomes</b>	<p>On completion of this unit, students will have provided evidence that they have:</p> <ol style="list-style-type: none"> <li>1. Identified and analysed the nature and needs of children, and/or the adolescents as readers;</li> <li>2. Identified and analysed the contributions of notable authors in these areas of literature;</li> <li>3. Reflected on the wide variety of children's, adolescent and young adult texts, and their inherent literary qualities;</li> <li>4. Analysed and discussed issues involved in these types of texts, e.g. censorship of certain texts, cultural diversity, gender considerations;</li> <li>5. Evaluated the importance of these texts in promoting personal and social growth, and moral and spiritual values; and</li> <li>6. Communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.</li> </ol>

<b>Assessment tasks</b>	<p><b>Task 1: Annotated Bibliography</b></p> <p>Word Length/Duration: 1500 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1, 2, 4-6</p> <p>Assessed: Week 8</p> <p><b>Task 2: Term Paper</b></p> <p>Word Length/Duration: 2500 words</p> <p>Weighting: 60%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 14</p>
<b>Unit summary</b>	<p>Through reading, writing, and class discussion, students will come to a better understanding of the literary genres that are available to children and young adults, and to appreciate how younger people learn and develop as individuals through the reading of literature.</p>

SAMPLE