

# HONG KONG BAPTIST UNIVERSITY

## COURSE OUTLINE

### 1. COURSE TITLE

The Child and Literature

### 2. COURSE CODE

ENGL3096

### 3. NO. OF UNITS

3 Units

### 4. OFFERING DEPARTMENT

Department of English Language and Literature

### 5. PREREQUISITES

ENGL2007 Literary and Comparative Studies

### 6. MEDIUM OF INSTRUCTION

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### 7. AIMS & OBJECTIVES

- 1) To introduce students to a wide variety of literature for and about children;
- 2) To enable students to identify and articulate currents of thought in the texts they encounter, to explore the manner of their expression, and to make comparisons where appropriate;
- 3) To encourage students to view the study of literature from an educational point of view, regarding literature not only as literature but as a medium of instruction as well.

### 8. COURSE CONTENT

- I. Background to Literatures for and about Children: Definitions, Considerations, and Historical Developments
- II. Theoretical Standpoints for the Evaluation of Literatures for Children
- III. The Application of Theories to Specific Texts
- IV. The Role of Illustrations and Formatting in Children's Texts
- V. Filmic representations of literatures for young people
- VI. Issues of Creativity and Audience in Writings for and by Children

## 9. COURSE INTENDED LEARNING OUTCOMES (CILOs)

<u>CILO</u>	<u>By the end of the course, students should be able to:</u>
CILO 1	Analyze the development of children's literature as a genre
CILO 2	Specify the social, political, literary and cultural events impinging on writing for and about children from the nineteenth century up to the present
CILO 3	Assess currents of thought in course texts and to explore the manner of their expression
CILO 4	Demonstrate a working knowledge of how to examine a variety of literatures for and about children and, where appropriate, to compare literary texts in an informed and coherent manner
CILO 5	Evaluate the importance of children's literature for (school) educational purposes
CILO 6	Differentiate children's literature from other literary types

## 10. TEACHING & LEARNING ACTIVITIES (TLAs)

<u>CILO alignment</u>	<u>Type of TLA</u>
CILO 1	<ul style="list-style-type: none"><li>- Play an active role in interactive lectures to analyze the development of children's literature</li><li>- Work in teams to identify and examine the universal elements in children's literature, and how it becomes a genre</li></ul>
CILO 2	<ul style="list-style-type: none"><li>- Access the library catalogue, the MLA database, and the internet to investigate different social, political, literary, cultural events and their impacts on the messages conveyed in children's literature</li><li>- Collect evidence from books and other documentary sources to show how these events influence the writers of children's literature</li><li>- Maintain a journal and formulate their critical views on the significances of these events</li><li>- Complete group projects, initiate in-class and online discussions</li></ul>
CILO 3	<ul style="list-style-type: none"><li>- Read and analyze course texts in relation to history and currents of thoughts</li><li>- Do group projects, give oral and written presentations and assess how the changing themes and manners of expression in children's literature create or react to new currents of thought</li></ul>
CILO 4	<ul style="list-style-type: none"><li>- Form reading groups, do extensive reading, juxtapose different texts in order to examine a wide variety of literatures for and about children</li><li>- Write short essays, blog entries and/or give an oral presentation on the representation of children in these texts</li><li>- Collect literary data and argue how, in children's stories, the concept of "childhood" changes across time and space</li><li>- Take quizzes and produce a research essay to systematize their</li></ul>

	understanding of children's stories
CILO 5	- Do cumulative projects, and collect information on what children's stories have been selected in local schools and for what pedagogical purposes - Evaluate the themes of children's stories and relate them to classroom pedagogy
CILO 6	- Chart and categorize the unique characteristics of children's literature and how it differs from other genres - Present their research findings in oral and written reports

## 11. **ASSESSMENT METHODS (AMs)**

<u>Type of Assessment Methods</u>	<u>Weighting</u>	<u>CILOs to be addressed</u>	<u>Description of Assessment Tasks</u>
Coursework	65 %	1, 3, 4, 6	<p>Coursework may consist of short and/or long response papers, oral reports, journal logs, quizzes, projects, in-class and online discussions. Students will write a paper that is intended for an educated readership.</p> <p>Students will be assessed on the basis of their understanding of children's literature as a genre, their analysis of a selected set of children's stories in light of socio-political contexts, their critical evaluation of the themes in children's literature, their ability to compare stories, and their evaluation on the significance of children's literature to the society.</p>
Examination	35 %	2, 4, 5, 6	<p>The exam will test the students' knowledge of children's literature as a unique genre, their ability to situate children's stories in contexts, their analysis of texts, their critical comparison between texts, and their evaluation of representative texts for educational purposes.</p>

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