

Module Specification: EA300 A & B (Children's Literature)

1. Factual information			
Module title	EA300A&B: Children's Literature	Level	6
Module tutor	Dr. Chekra Allani	Credit value	16 credit hours
Module type	taught	Notional learning hours	2 hours / week

2. Rationale for the module and its links with other modules	
<p>This module provides a broad introduction to the vibrant and growing field of children's literature studies. You will study children's literature in English ranging from its beginnings in eighteenth-century chapbooks and fairy tales, through seminal nineteenth-century novels, to contemporary examples of fiction illustrating current trends. The module also includes the study of picture books, stage performance and film, young adult fiction, storytelling and poetry. You will learn about the distinctiveness and purposes of children's literature, its prestigious and popular modes and its different representations of children's worlds.</p> <p>EA300 Children's Literature will be an elective module within: BA English Language and Literature. EA300 will contribute to specific learning outcomes within those qualifications where it is offered. For the BA in English Language and Literature, for example, it will help the students to 'critically engage with different theoretical and analytic approaches to children's literature, to acquire the necessary concepts, theories, knowledge, terminology and skills base to understand its nature, scope and development and to critically analyse and interpret a range of texts, positions and ideas. Students will also be expected to synthesise information and ideas from a variety of sources and to evaluate critically opposing positions. Within the BA in English Language and Literature EA300 will require students to engage with different interpretations of texts, read a range of literary texts and secondary texts analytically and engage with literary texts from the past and from other cultures. EA300 will further students' understanding of the central role of language and genre in the creation of meaning, develop students' skills of analysis and interpretation of both literary texts and critical literature, and increase their understanding of how literature and language both reflect and impact on cultural change and difference. EA300 will consolidate and develop the skills and knowledge acquired by students on level 4 & 5 modules in Literature, in particular through:</p> <p>a. The development of students' specialist knowledge, conceptual frameworks and terminology</p>	

2. Rationale for the module and its links with other modules

- b. The introduction of a more meta-level focus on approaches and discourses, via key critical and theoretical debates in the field
 - c. The development of students' critical and analytic skills in relation to primary and secondary texts, including critical research literature
 - d. The further development of students' ability to critically evaluate and synthesise ideas from a range of sources.
 - e. Further development of students' ability to present clearly evidenced and constructed arguments in writing.
- It will contribute to further development of key skills from level 4 modules and enhance students' personal and career development through helping them to recognise and manage their skills and knowledge in support of their own goals.

3. Aims of the module

The module aims to provide students with a broad understanding of the field of children's literature, including its conceptualisation and development and key issues and debates in the area. It also aims to equip students with skills for literary, stylistic and multimodal analysis and to support their in-depth study of a range of specified texts from different periods and genres of children's literature. Children's books and the critical material collected in the Readers are therefore a core academic resource for student study of the field of children's literature and these are supplemented with a Study Guide, and some audio material (DVD), providing interviews with academics, authors and illustrators, publishers, librarians and children themselves, performances of children's literature and story-telling, film clips, facsimiles and images. Specific analytic skills are introduced via the 3 interactive tutorials on a DVD-Rom and students may develop their academic and personal response to specific texts through class discussions and assignments. The structured guidance and activities for each week in the Study Guide will enable students to coordinate their work on other elements as they progress through the module.

4. Pre-requisite modules or specified entry requirements

EA300A: A230B Reading and Studying Literature (II)
EA00B: EA300B Children's Literature (I)

5. Intended learning outcomes

A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to display:</i></p> <p>A1: Knowledge and understanding of key critical and theoretical debates in the field of children’s literature.</p> <p>A2: Knowledge and understanding of different theoretical and analytical approaches to children’s literature</p> <p>A3: Knowledge and understanding of the relationships between the historical development of children’s literature and changing conceptions of childhood and of literature.</p> <p>A4: Knowledge and understanding of the nature of children’s literature as a site for ideological indoctrination and struggle.</p> <p>A5: Knowledge and understanding of the importance of material conditions of production, circulation and consumption of children’s literature.</p> <p>A6: Knowledge and understanding of the changing construct of childhood reflected in children’s literature.</p>	<p>The module is delivered through a blended open learning system, which – according to the AOU regulations – consists of two complementary modes:</p> <ol style="list-style-type: none"> 1. face-to-face interactive tutorials, constituting 25% of course credit hours, and; 2. interactive online learning delivered through specially designed teaching and support materials that are conducive to self-learning, constituting 75% of course credit hours. <p>Learning and teaching strategies</p> <ul style="list-style-type: none"> - Pre-class preparation and reading of assigned texts - In-class discussion by making inter-textual connections. - Analysing texts from different theoretical point of views - Reading critical articles pertinent to the literary work under discussion - Post-reading activities to allow students to deepen and expand their understanding - Researching some relevant material through the e-library, the internet, etc. - Giving short presentations expressing their views on the work studied. - Taking a mid-term exam (MTA) to show their knowledge and understanding of the key concepts discussed in the module. - Writing essays (TMAs) to engage further with the relevant argument, and develop a synthesis of the concepts, theories, and literary works discussed in the module.

A. Knowledge and understanding	Learning and teaching strategy
	<p>Students will be assessed through</p> <ul style="list-style-type: none"> • TMA • Midterm assessment • Final exam

B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B1: Analyse and critically evaluate arguments and evidence, from a variety of sources, relating to particular theoretical and analytical approaches to the study of children’s literature.</p> <p>B2: Recognise the implicit and explicit assumptions within children’s literature about different discourses on childhood.</p> <p>B3: Demonstrate the ability to compare and contrast children’s books from both thematic and critical perspectives.</p> <p>B4: Use appropriate literary, critical and linguistic terminology to describe and discuss specific theories, concepts and evidence.</p> <p>B5: Synthesise information and ideas from different sources, including personal experience, in order to reach your own conclusions.</p>	<p>The module is delivered through a blended open learning system, which – according to the AOU regulations – consists of two complementary modes:</p> <ol style="list-style-type: none"> 3. face-to-face interactive tutorials, constituting 25% of course credit hours, and; 4. interactive online learning delivered through specially designed teaching and support materials that are conducive to self-learning, constituting 75% of course credit hours. <p>Learning and teaching strategies</p> <ul style="list-style-type: none"> - Pre-class preparation and reading of assigned texts - In-class discussion by making inter-textual connections. - Analysing texts from different theoretical point of views - Reading critical articles pertinent to the literary work under discussion - Post-reading activities to allow students to deepen and expand their understanding - Researching some relevant material through the e-library, the internet, etc.

B. Cognitive skills	Learning and teaching strategy
	<ul style="list-style-type: none"> - Giving short presentations expressing their views on the work studied. - Taking a mid-term exam (MTA) to show their knowledge and understanding of the key concepts discussed in the module. - Writing essays (TMAs) to engage further with the relevant argument, and develop a synthesis of the concepts, theories, and literary works discussed in the module. <p>Students will be assessed through</p> <ul style="list-style-type: none"> • TMA • Midterm assessment • Final exam

C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Carry out literary, stylistic and multimodal analysis of children’s literature.</p> <p>C2: Articulate arguments and develop a synthesis.</p> <p>C3: Plan and undertake research, abstracting and synthesising information from a variety of sources.</p> <p>C4: Evaluate social, political and ethical issues relevant to children’s literature.</p>	<p>The module is delivered through a blended open learning system, which – according to the AOU regulations – consists of two complementary modes:</p> <ol style="list-style-type: none"> 5. face-to-face interactive tutorials, constituting 25% of course credit hours, and; 6. interactive online learning delivered through specially designed teaching and support materials that are conducive to self-learning, constituting 75% of course credit hours. <p>Learning and teaching strategies</p> <ul style="list-style-type: none"> - Pre-class preparation and reading of assigned texts - In-class discussion by making inter-textual connections.

C. Practical and professional skills	Learning and teaching strategy
	<ul style="list-style-type: none"> - Analysing texts from different theoretical point of views - Reading critical articles pertinent to the literary work under discussion - Post-reading activities to allow students to deepen and expand their understanding - Researching some relevant material through the e-library, the internet, etc. - Giving short presentations expressing their views on the work studied. - Taking a mid-term exam (MTA) to show their knowledge and understanding of the key concepts discussed in the module. - Writing essays (TMAs) to engage further with the relevant argument, and develop a synthesis of the concepts, theories, and literary works discussed in the module. <p>Students will be assessed through</p> <ul style="list-style-type: none"> • TMA • Midterm assessment • Final exam

D Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Read academic and other texts critically, identifying and evaluating positions and arguments.</p>	<p>The module is delivered through a blended open learning system, which – according to the AOU regulations – consists of two complementary modes:</p> <ol style="list-style-type: none"> 7. face-to-face interactive tutorials, constituting 25% of course credit hours, and; 8. interactive online learning delivered through specially designed teaching and support materials that are conducive to

D Key transferable skills	Learning and teaching strategy
<p>D2: Communicate complex ideas effectively in writing, using the appropriate academic genre and style.</p> <p>D3: Construct a coherent argument, supported by evidence and clearly focussed on the topic under discussion.</p>	<p>self-learning, constituting 75% of course credit hours.</p> <p>Learning and teaching strategies</p> <ul style="list-style-type: none"> - Pre-class preparation and reading of assigned texts - In-class discussion by making inter-textual connections. - Analysing texts from different theoretical point of views - Reading critical articles pertinent to the literary work under discussion - Post-reading activities to allow students to deepen and expand their understanding - Researching some relevant material through the e-library, the internet, etc. - Giving short presentations expressing their views on the work studied. - Taking a mid-term exam (MTA) to show their knowledge and understanding of the key concepts discussed in the module. - Writing essays (TMAs) to engage further with the relevant argument, and develop a synthesis of the concepts, theories, and literary works discussed in the module. <p>Students will be assessed through</p> <ul style="list-style-type: none"> • TMA • Midterm assessment • Final exam

6. Indicative content.
<p>The module will comprise six blocks of study:</p> <p>EA300A</p>

6. Indicative content.

Block 1: *Instruction or delight?* Raises questions about the nature, significance and purposes of children's literature, examines different ways of conceptualising the field and its history, raises the issue of multi-modality, and, with special reference to the cross-cultural form of folk and fairy-tales, and to Kipling's *Just-So Stories*, addresses issues such as how oral forms become literate, how tales migrate across linguistic and national borders, and how adult literature has become children's literature.

Block 2: *Identities* addresses the production and policing of gender, class, sexuality, disability, ethnicity and nationality in relation 1) to the representation of identities within children's books (pairing *Little Women* and *Treasure Island* with recent books sharply differentiated for boys and girls) and 2) to authoring, illustration, publishing, marketing, and reading practices.

Block 3: *Poems, Plays, and Performance* examines the interconnections between children's live theatre, story-telling, and poems and verse written for children or assigned to them, with special reference to *Peter Pan; or the Boy Who Would Not Grow Up*, the Mowgli stories/poems from *The Jungle Book*, a live story-telling event, and Roger McGough's anthology, *100 Best Poems for Children, chosen by Children*, which ranges from Carroll, Belloc, and Allingham through to Agard, Dahl, Grace Nicols, Seuss, and Zephaniah.

EA300B

Block 4: *Twentieth Century Modes*: considers the realisms represented by *Swallows and Amazons* and Mildred Taylor's *Roll of Thunder Hear My Cry* before contrasting them with fantasy fiction in the shape of Philippa Pearce's *Tom's Midnight Garden*, *Harry Potter and the Philosopher's Stone*, and Pullman's *Northern Lights*.

Block 5: *Words and Pictures* focuses on picture-books, comics, cartoons, and animations, ranging across texts designed for different age-groups, also revisiting illustrations across the set books.

Block 6: *Contemporary Trends* explores trends in the market and in the field since 1990, picking out for especial attention the emergence of social realist teen fiction, the continuing gender-specificity of fiction, the ongoing interest in the construction of alternative worlds, contemporary picture books for children, and the importance of series-fiction.

7. Assessment strategy, assessment methods and their relative weightings

EA300A and EA300B have ONE tutor marked assignment (TMA), ONE Mid-Term Assessment (MTA) and ONE 3-hour FINAL EXAM at the end of the module.

- **TMA** (related to Blocks that the students already covered and representing 20 per cent of the overall continuous assessment score [OCAS]) TMA will assess the students' ability to perform a close reading using genre-appropriate methodology in the analysis of a literary text as well as their skills of critical evaluation and argumentation.
- **One 2- hour Mid-Term Assessment (MTA)**
- **One 3-hour FINAL EXAM** at the end of the module.

7. Assessment strategy, assessment methods and their relative weightings

- The balance between components of assessment is shown in the following table:

Components	Form of Assessment & Marks		%
CONTINUOUS ASSESSMENT	TMA	20	50%
	MTA	30	
FINAL ASSESSMENT	FINAL EXAM	50	50%
GRAND TOTAL		100	100%

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes																		
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 4	D 1	D 2	D 3	
Assignments (TMA)	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Midterm assessment (MTA)	X	X	X	X	X	X	X	X	X	X	X	X	X		X		X	X	
Final exam	X	X	X	X		X	X	X	X	X	X	X	X		X		X	X	

Tutor's name and contact details	Email	Contact hours
Chekra Allani	callani@aou.edu.kw	Not available yet

10. Key reading list

Author	Year	Title	Publisher	Location / ISBN
2 module books	2012	<i>EA300 Children's Literature</i>	OU	Milton Keynes
1 Study Guide & 1 Course Guide assignment booklet	2012	<i>EA300 Children's Literature</i>	OU	Milton Keynes
two DVDs, one DVD-ROM, play text of <i>Peter Pan</i> .	2012	<i>EA300 Children's Literature</i>	OU	Milton Keynes
Arthur Ransome	2001	<i>Swallows and Amazons</i>	Vintage	9780099572794
Philip Reeve	2009	<i>Mortal Engines</i>	Scholastic	9781407152134
Mildred D. Taylor	2011	<i>Roll of Thunder, Hear my Cry</i>	Puffin	9780141354873

10. Key reading list				
Author	Year	Title	Publisher	Location / ISBN
Beatrix Potter	2002	<i>The Tale of Peter Rabbit</i>	Frederick Warne Publishers	9780723247708
J.K. Rowling.	2001	<i>Harry Potter and the Philosopher's Stone</i>	Bloomsbury	9781408855652
Phillip Pullman	2005	<i>Northern Lights</i>	Scholastic	9781407154169
Philippa Pearce	2008	<i>Tom's Midnight Garden</i>	Oxford University Press	9780192734501
Beverley Naidoo	2000	<i>The Other Side of Truth</i>	Puffin	9780141304762
Roger McGough	2002	<i>100 Best Poems for Children</i>	Puffin	9780141310589
Jamila Gavin	2000	<i>Coram Boy</i>	Egmont	9781405277037
Melvin Burgess	2011	<i>Junk</i>	Andersen Press	9781783440627
Anthony Browne	1999	<i>Voices in the Park</i>	Corgi	9780552545648
Louisa May Alcott	2008	<i>Little Women</i>	Oxford World's Classics	9780199538119
Robert Louis Stevenson	2011	<i>Treasure Island</i>	Oxford World's Classics	9780199560356

11. Other indicative text (e.g. websites)

DVD

Audio-visual material will be presented through a DVD video, with six blocks of material, each associated with its respective module block. Material will comprise, for example, theatre and storytelling performances, interviews with children, authors and publishers, extracts from radio and TV documentaries, lectures and discussions.

DVD-Rom

At key points during the module, students will work through an e-tutorial on DVD Rom, which will introduce them to literary, stylistic and multimodal analytic tools for their work on children's literature.