Course Title: ENGE2360 / UGED 2194 Children's Literature

Description:
This course provides a framework for understanding the themes and motifs of children's literature. It also looks at representations of children in literature. We will analyse some essential, central texts as well as contemporary popular books for children. The uses of fantasy and the educational aspects of books for children will be discussed, along with notions of childhood and adulthood. Through close reading of set texts, students will be able to engage in critical techniques applicable to most literature. This is because the best texts for children satisfy sensitive adult readers too.

Learning outcomes:
1. To understand the pedagogical and cultural values of children's literature.
2. To detect the techniques employed in writing children's literature and in representations of children.
3. To explore the social, historical and political background of the themes and motifs in children's literature.
4. To critically evaluate the ideas and values embedded in children's literature.

Task nature	Description	Weight
Class Participation	Discussion in tutorials.	5%
Class Presentation + Handout	Oral presentation followed by facilitating of class discussions. (incl. 2-4pg handout as e-copy)	15%
Term Paper	6-8 pages, font size 12, double-spaced essay.	30%
Final Centralized Exam (Open Book/Note)	2-hr Examination. Choose 2 essay questions out of several. You must answer each question with reference to at least 2 texts. You are allowed to bring: (i) lecture and tutorial handouts; (ii) required texts; and (iii) your own notes into the examination hall.	50%

Required Texts:
1) Jacob and Wilhelm Grimm. *Grimms' Fairy Tales*. (see #1)
   [https://www.surlalunefairytales.com/book.php?id=33]

2) Hans Christian Andersen. *Andersen's Fairy Tales*. (see #2)
   [http://www.gutenberg.org/etext/1597]

3) William Blake. *Songs of Innocence and Experience*. (see #3)
   [http://www.gutenberg.org/ebooks/1934]

4) Lewis Carroll. *Alice's Adventures in Wonderland*.

5) J. M. Barrie. *Peter Pan*.

6) J.K. Rowling. *Harry Potter and the Philosopher's Stone*.

7) Mark Haddon. *The Curious Incident of the Dog in the Night-time*.

#1 *Grimms' Fairy Tales*. The course will focus on the following: "12 Rapunzel", "15 Hansel and

Grethel", "26 Little Red-Cap" (a.k.a "Little Red Riding Hood"), and "136 Iron John".

#2 *Andersen's Fairy Tales*. The course will focus on the following: "The Emperor's New Clothes", "The Real Princess", and "The Snow Queen".

#3 SONGS OF INNOCENCE: "The Lamb", "The Little Black Boy", "The Chimney-Sweeper"
   SONGS OF EXPERIENCE: "The Little Girl Lost", "The Little Girl Found", "The Little
     Vagabond", "A Little Girl Lost", "The Schoolboy"

References:
Bruno Bettelheim. *The Uses of Enchantment*.
Peter Hunt. *Children's Literature*.
Karín Lesnik-Oberstein, ed. *Children's Literature: New Approaches*.
Murray Knowles and Kirsten Malmkjær. *Language and Control in Children's Literature*.
John Rowe Townsend. *Written for Children: An Outline of English-language Children's Literature*.

	Order of Texts/Topics
	Introduction: "Childhood is the Kingdom where Nobody Dies"
	Approaches to Reading Fairy Tales
	Approaches to Reading Fairy Tales / Blake's *Songs of Innocence and Experience*
	Romantic Notions of Childhood: *Songs of Innocence and Experience*
	Representations of Childhood in Victorian Literature: *Jane Eyre* (extract provided)
	Representations of Childhood in Victorian Literature: *Great Expectations* (extract provided)
	A Child's Journey: *Alice's Adventures in Wonderland*
	A Child's Journey: *Alice's Adventures in Wonderland / Peter Pan*
	A Child's Journey: *Peter Pan*
	Children as Heroic Figures: *Harry Potter and the Philosopher's Stone*
	Illusion vs Reality: *Harry Potter* and the *Curious Incident*
	Narrating the Real World: *The Curious Incident of the Dog in the Night-time*
	Conclusion and Exam Brief

Unless there are matters to be addressed directly to the course instructor, your tutor should be your first port of call. If you have questions or if you wish to set up individual/group consultations, we prefer to be first contacted by e-mail. Please provide your full name and tutorial group in your e-mail.

Professor/Lecturer/Instructor:	
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Teaching Assistants:
TBA

Please read carefully the information regarding academic honesty on the following website: http://www.cuhk.edu.hk/policy/academichonesty/.

GRADE DESCRIPTORS

Grade A / Excellent : Outstanding performance on <u>ALL</u> learning outcomes.
Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The 'A' grade should be reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority

Grade A- / Very Good : Generally outstanding performance on <u>ALMOST ALL</u> learning outcomes.
Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

Grade B+ / Good (Plus): <u>HIGH</u> performance on all learning outcomes, OR <u>HIGH</u> performance on some learning outcomes which compensates <u>WELL</u> for slightly less satisfactory performance on others, resulting in overall substantial performance.
Demonstrates the ability to apply <u>WELL</u> the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level <u>WELL</u>.

Grade B / Good: <u>SUBSTANTIAL</u> performance on all learning outcomes, OR <u>SUBSTANTIAL</u> performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.
Demonstrates the ability to apply the principles or skills learned in the course in a <u>MORE COMPREHENSIVE</u> manner that would sufficiently fulfill the normal expectations at this level.

Grade B- / Good (Minus): <u>GOOD</u> performance on all learning outcomes, OR <u>GOOD</u> performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.
Demonstrates the ability to apply the principles or skills learned in the course in a <u>COMPREHENSIVE</u> manner that would sufficiently fulfill the normal expectations at this level.

Grade C+ / Adequate (Plus): <u>VERY ADEQUATE</u> performance on the majority of learning outcomes.
Demonstrates the ability to apply the principles or skills learned in the course in a <u>SOMEWHAT SUSTAINED</u> manner that would meet the basic requirement at this level.

Grade C / Adequate: <u>ADEQUATE</u> performance on the majority of learning outcomes.
Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

Grade C- / Adequate (Minus): <u>SOMEWHAT ADEQUATE</u> performance on <u>A NUMBER OF</u> learning outcomes.
Demonstrates the ability to <u>SOMEWHAT</u> apply the principles or skills learned in the course in a manner that would meet the <u>BARE</u> basic requirement at this level.

Grade D / Pass : <u>BARELY SATISFACTORY</u> performance on a <u>A FEW</u> learning outcomes.
Addresses the task inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.

Grade D- / Pass (Minus): <u>ALMOST BARELY SATISFACTORY</u> performance on <u>VERY FEW</u> learning outcomes.
Addresses the task inadequately by meeting the basic requirement at this level only in <u>very few</u> areas while responding <u>very</u> minimally with possibly tangential content in others.

Grade F / Failure : Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.
Fails to address the task and likely does not understand what the task requires. In other words, the work completely misses the point.