



### MODULE SPECIFICATION

Part 1: Information			
Module Title	Children's Fiction since 1900		
Module Code	UPGPPR-30-3	Level	3
For implementation from	September 2018		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Arts, Creative Industries and Education	Field	English
Department	Arts and Cultural Industries		
Contributes towards	BA Hons English Literature BA Hons English and Journalism BA Hons English and History BA Hons English and Drama BA Hons English Language and Literature		
Module type:	Standard		
Pre-requisites	UPGPPH-30-2 Forms of Reading/Reading Forms		
Excluded Combinations	UPGPTD-30-3 Children's Fantasy Fiction since 1900		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>The syllabus will integrate the study of individual texts (considered broadly chronologically and/or in generic terms) with the exploration of key critical and theoretical questions related to children's literature. Topics likely to be covered include: defining children and childhood; innocence and the <i>locus amoenus</i>; children's books and ideology; didacticism and power; narration and the implied readership(s); censorship – internal and external; theories and taxonomies of the fantastic; forms and plots of children's literature; language and style; genre conventions and series fiction; the interactions of text, picture and paritext; children's literature as a cultural phenomenon.</p>
Part 3: Assessment
<p>Assessment will be in three parts, including a seen examination and two pieces of assessed coursework (the Essay and the Portfolio). These are designed to test various learning outcomes and areas of the module curriculum.</p> <p>The seen exam will require students to research a particular critical question, or a generic or contextual aspect of children's literature, before recording their findings in controlled conditions.</p> <p>The Portfolio will challenge students to look at the ways at which children's texts operate in wider culture, and will require them to write in a variety of formats: e.g. a review of an adaptation; an editing exercise; a report on a text in terms of its market and possible promotional strategy; a piece of "fan fiction".</p>

The Essay will be a more traditional exercise, focusing critically on the analysis of particular texts		
Identify final timetabled piece of assessment (component and element)	A1	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>25%</b>	<b>75%</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Two hour seen exam.	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. 1,500 word Essay	35%	
2. 2,500 - 3,000 word Portfolio	65%	
<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
2. Two hour seen exam.	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
2. 1,500 word Essay	35%	
2. 2,500 - 3,000 word Portfolio	65%	
<b>Part 4: Learning Outcomes &amp; KIS Data</b>		
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a detailed understanding of the history and major genres of modern children's fiction, such as fantasy, social realism, adventure story, school story, picture books, and Young Adult and crossover titles. (Component A, Component B Element 1)</li> <li>• Apply critical insights to the in-depth study of these texts, both through exercises in close/comparative reading (Component A) and extended discussion (Component A, Component B, Element 1).</li> <li>• Investigate and analyse the theoretical and practical issues raised by the study of children's literature, including questions of definition, subject matter, focalization, the relationship of narrator and author to audience, and attitudes to children's literature within the academy, publishing and the media. (Component A, Component B, Elements 1 and 2)</li> <li>• Demonstrate a nuanced understanding of the wider cultural and professional contexts of children's literature, including questions of production (commissioning, writing, editing, marketing, multi-media aspects, promotion) and reception (censorship, awards, reviews, relations with other forms of literature, canonicity). (Component B, Element 2)</li> <li>• Demonstrate an ability to discuss children's fiction in a variety of modes, such as academic essays, reviews, critical fictions, production of marketing publicity material, interviews, etc. (Component A, Component B, Elements 1</li> </ul>	

	and 2)																									
Key Information Sets Information (KIS)	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.																									
Contact Hours	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5">Number of credits for this module</td> </tr> <tr> <td colspan="4"></td> <td style="border: 2px solid black;">30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> </tbody> </table>	Key Information Set - Module data					Number of credits for this module									30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300
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Total Assessment	<p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table border="1"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>25%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>75%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Total assessment of the module:		Written exam assessment percentage	25%	Coursework assessment percentage	75%	Practical exam assessment percentage	0%		100%															
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Reading List	<p>Indicative Reading List:  Additional digital materials are made available through Blackboard.</p> <p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</p> <p><a href="https://uwe.rl.talis.com/lists/F072FF60-6365-4CBE-F1B2-C64097F0111B.html">https://uwe.rl.talis.com/lists/F072FF60-6365-4CBE-F1B2-C64097F0111B.html</a></p>																									

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First CAP Approval Date	6 February 2013			
Revision CAP Approval Date	28 <sup>th</sup> May 2017	Version	4	<a href="#">Link to MIA 10693</a>