THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	:	Bachelor of Education (Honours) (English Language)
Programme QF Level	:	5
Course Title	:	Children's and Adolescent Literature
Course Code	:	LIT3051
Department	:	Department of Literature and Cultural Studies (LCS)
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Course Level	:	3

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. **Course Synopsis**

In this course students will be guided towards a critical study and enjoyment of children's and adolescent literature through literary appreciation techniques and reader response theory. Students will study a range of texts, including stories, fairy tales, picture books, poetry, plays and the mass media, and will be asked to respond to and critique these texts considering their relative literary merits. We will look at issues such as the appropriation and transformation of traditional fairy tales, the ideological positioning behind children's literature, reading images in picture books, and controversial issues in adolescent literature. We will read children's and adolescent literature both as works of literary art in their own right and as mirrors of an age, especially its attitudes towards children, gender stereotypes and historical processes such as imperialism.

2. **Course Intended Learning Outcomes (CILOs)**

Upon completion of this course, students will be able to:

CILO$_1$ Develop literary appreciation of and an ability to critically respond to children's and adolescent literature;

CILO$_2$ Analyze linguistic and visual features of children's and adolescent literature;

CILO$_3$ Demonstrate a good understanding of the history and development of children's literature and its changes and appropriations in more recent times; and

CILO$_4$ Demonstrate a critical understanding of the theoretical approaches to children's and adolescent literature.

3. **Course Intended Language Learning Outcomes (CILLOs)**

Upon completion of this course, students will be able to:

CILLO$_1$ Write thoughtful critical and literary analyses using appropriate terminology and conventions.

4. **Content, CILOs, CILLOs and Teaching & Learning Activities**

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
• Defining children's and adolescent literature.	*CILO$_1$* *CILLO$_1$*	Lecture, seminar, group work, readings.
• Discussing literary aspects of selected works.	*CILO$_{1,2}$* *CILLO$_1$*	Lecture, seminar, group work, readings.
• Identifying and explaining connections between the literature and the ideology of the age in which it was produced.	*CILO$_{3,4}$* *CILLO$_1$ (etc.)*	Lecture, seminar, group work, readings.

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) An oral presentation of 20-25 minutes on the selected sub-genres (e.g. fantasy literature, graphic novels) of children's and adolescent literature focusing on the literary, linguistic, socio-cultural, and visual features of the genres	20%	$CILO_{1,2,3,4}$
(b) Class participation through informal formative assessments (such as reading responses, on-line post and response, oral discussion, and final paper outline)	20%	$CILO_{3,4}$ $CILLO_1$
(c) A researched and critical essay of 1,800 words on a self-selected or suggested topic which requires students to critically analyze one or two texts of their choice and to explore issues related to children's and adolescent literature.	60%	$CILO_{1,2,3,4}$ *(etc.)*

6. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ *Not Permitted*: In this course, the use of generative AI tools is not allowed for any assessment tasks.

☑ *Permitted*: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

7. Required Text(s)

A reading packet comprising of text selections and articles will be provided.

8. Recommended Readings

Bang, M. (1991). *Picture this: Perception and composition*. Boston: Bulfinch/Little, Brown.

Bearne, E., & Watson, V. (Eds.) (2000). *Where texts and children meet*. London: Routledge.

Carpenter, H. & Prichard, M. (1999). *The Oxford Companion to Children's Literature*, Oxford: University Press.

Cart, M. (2011). Young adult literature: from romance to realism. Chicago: American Library Association.

Grenby, M. O. (2014). *Children's literature*. (2nd edition). Edinburgh: Edinburgh University Press.

Hunt, P. (1990). *Children's literature: the development of criticism*. London and New

York: Routledge.

Hunt, P. (2001). *Children's literature*. Oxford: Blackwell.

Hunt, P. & Lenz, M. (2001). *Alternative worlds in fantasy fiction*. London: Continuum International.

Lüthi, M. (1976). *Once upon a Time: On the nature of fairy tales*. Bloomington: Indiana University.

Nikolajeva, Maria. (2005). *Aesthetic approaches to children's literature: An introduction.* Lanham, Maryland: Scarecrow Press, Inc. 2005.

Windham, S. (1991). *The Orchard book of nursery stories*. London: Orchard Books.

9. Related Web Resources

http://en.childrenslibrary.org/
http://www.fairrosa.info/
http://www.carolhurst.com/

10. Related Journals

Children's Literature Journal
Journal of Children's Literature
The Lion and the Unicorn
The Horn Book
The Bulletin of the Center for Children's Books
The Looking Glass: New Perspectives on Children's Literature

11. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5). Students should familiarize themselves with the Policy.

12. Others

Nil

14 August 2025