University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: Children's Literature			
Code: UGED08001	**SCQF Level: 8 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Education and Social Sciences		
Module Co-ordinator:	Jennifer Ellis		

Summary of Module

Recognising that books for children reflect aspects of the culture, society and age in which they are written, students study children's literature not only as a literary field in itself but also in terms of its social, cultural, and historical constructions. In this module, students explore the ways in which children are introduced, through text (novels, graphic novels and picture books), to messages, value systems, and sensitive topics, thereby developing critical debate and enquiry in the field of children's literature. In addition, they consider ways in which issues of marginalisation, exclusion and conflict are explored in children's literature. Students have the opportunity to examine different modes of narrative in picture and verbal text and decode visual elements in picture books.

As this module is offered not only to students on the B.A. Education programme, but to other students on a range of programmes, it is not exclusively designed to support students towards meeting the GTC Scotland Standard for Provisional Registration (2021). Through studying this module, however, students know how to access and apply relevant findings from educational research (SPR 2.1.2) and work collaboratively to share their professional learning and development with colleagues (SPR 3.3.2).

In relation to learning for sustainability, students engage in critical reflection and use enquiring/critical approaches. They also explore global citizenship.

Students develop UWS Graduate Attributes and demonstrate, in particular, that they are critical thinkers, effective communicators, collaborative, research-minded, emotionally intelligent, and culturally aware.

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☒	☐	☐	☐	☐	☐

See Guidance Note for details.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☐	☒	☐	☐	☐	☐	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	☐	Term 2	☒	Term 3	☐

Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.
At the end of this module the student will be able to:

L1	Analyse the ways in which contemporary children's literature relates to the social, cultural and historical contexts of its production.
L2	Identify and evaluate the kinds of messages and value systems encoded in books for child readers.
L3	Make informed readings of contemporary children's literature.
L4	Examine in detail the work of a range of author-illustrators.
L5	Click or tap here to enter text.

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level **8** Demonstrate and/or work with A knowledge of the scope, defining features and main areas of contemporary children's literature A discerning understanding of a defined range of theories, concepts, principles and terminology

Practice: Applied Knowledge and Understanding	SCQF Level **8** Apply knowledge, skills and understanding in using a range of skills, techniques, practices and materials associated with children's literature in analysing examples of contemporary children's literature
Generic Cognitive skills	SCQF Level **8** Undertake critical analysis, evaluation and synthesis of ideas, concepts, information and issues in contemporary children's literature
Communication, ICT and Numeracy Skills	SCQF Level **8** Convey complex information to a range of audiences and for a range of purposes
Autonomy, Accountability and Working with others	SCQF Level **8** Exercise autonomy and initiative in carrying out discussion about/research on children's literature Take the lead on planning in the context of discussing children's texts Practise in ways that show awareness of own and others' roles and responsibilities when carrying out group tasks

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

*Indicates that module descriptor is not published.

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	28

Tutorial/Synchronous Support Activity	0
Independent Study	172
	Hours Total 200

**Indicative Resources: (eg. Core text, journals, internet access)
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Butts, D. (2010). Children's Literature and Social Change. Cambridge: Lutterworth Press. Gamble, N. (2019). Exploring Children's Literature 4th edition. London: Sage Gopalakrishnan, A. (2011). Multicultural Children's Literature: A Critical Issues Approach. Los Angeles: Sage. Smidt, S. (2012). Reading the World: What Young Children Learn From Literature. Stoke on Trent: Trentham. Children's novels and picture books are also required reading. These change on a regular basis. Details are shared with students at the end of term preceding the start of the module. Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE. Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.
(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)
Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure: Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. For the purposes of this module, academic engagement equates to the following: All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/

In accordance with module and programme handbooks, any student whose attendance has fallen below the 75% minimum requirement for a module could be withdrawn from and given a re-attend decision for that module. To assure placement partners that students are appropriately prepared to undertake periods of school experience, unsatisfactory attendance across academic modules may prevent progress to placement, or result in withdrawal from the programme, as a student would be deemed not to have met the professional requirements of the programme as accredited by the GTC Scotland.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code.](#) Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics.. Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using the VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/ Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Education
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	Education
Moderator	Julie Stewart
External Examiner	F. Hendry

Accreditation Details	General Teaching Council for Scotland
Changes/Version Number	2.07

Assessment: (also refer to Assessment Outcomes Grids below)
This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). **NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.** Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.
Assessment 1 Students choose and study a children's novel that explores a theme. They produce and share a group presentation, outlining their response to the text. The oral presentation comprises 40% of the total module assessment.
Assessment 2 Students produce a written assignment (2000 words) in which they compare the book chosen for the group presentation with another book that addresses a comparable theme. They consider techniques used by authors and illustrators for different audiences. The written assignment comprises 60% of the total module assessment. To pass the module, students are required to pass both assessment components. The module handbook contains an outline of the assessment components and the marking criteria.
(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
	x	x	x	x		60	0.5

Component 2							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
	x	x	x			40	0.5

Component 3							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Combined Total for All Components						**100%**	**1 hour**

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)