

Course Title	: Children Literature: Study and Writing 兒童文學研究與寫作
Course Code	: CHI 3202
Year of Study	: Second to Fourth
No. of Credits/Term	: 3
Mode of Tuition	: Lecture and tutorial
Teaching Hours	: 2 hours lecture per week 1 hour tutorial per week
Category in Major Programme	: Elective
Prerequisite	: Nil

Brief Course Description:

This course introduces students to the study of selected special topics in children literature and requires students to practice writing children's literary works.

The scheme enables students to transform knowledge from the university program to the community, as well as to create their own literary works. The scheme aims at enabling children to practice literature writing as the basic for training creative thinking and writing through community engagement and other related activities. Students will work with the parents to create stories for children.

*The Service-Learning scheme will be implemented depending on the availability of resources.

When the course is with Service-Learning element, **the full class will join the SL.

Aims:

This course aims at examining a series of selected topics related to children literature offered under the present curriculum. This course also aims at training students to create their own children literary works.

Learning Outcomes:

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

1. evaluate and analyse children's literary works using a variety of critical perspectives;

2. understand the writing skills involved in creating various kinds of children's literary works;
3. demonstrate effective analytical skills and critical thinking ability;
4. conduct research in the area of Children Literature;

Indicative Content:

This course requires the students to recognise the characteristics of children: they are full of curiosity. The SL activities are planned for the students to contact children in different age groups in order to gain more ideas to create the children stories.

The stories will be shared with the involved children as well as their parents. The students are required to read a series of stories that the reading would help them to explore their writings in different genres such as fiction, drama, poem.

Teaching Method:

Without Service Learning

2 hours of lecture and 1 hour of tutorial per week. Selected readings will be discussed and analyzed in mass lectures. Presentations, discussions and report/ creative writing-submissions would be incorporated in tutorial teaching.

With Service Learning

The activities of Service Learning will be integrated with the content of the lectures/tutorials. For example, after reading the selected interesting and famous work in children literature writing, working group activities with service partners will be arranged for students either during tutorials or outside class hours to transform their knowledge and experience of working group discussion into literary works of their own. The lectures with a SL scheme are mostly the same as classes without SL, but with tutorials being more dynamic. It means while the course with SL that the students will work with other service partners, therefore, the course will be more "dynamic" rather than without SL. The plan for the activities will be well prepared for meeting the learning outcomes of the course. Beyond the activities, appreciations, discussions and experience sharing will be incorporated in the tutorials. There will be a progressive approach in developing a final creative writing project.

Measurement of Learning Outcomes:

Without Service Learning

The learning outcomes could be shown on the continuous assessment such as the essay, tutorial presentation and the creative writing. (LO1, LO2, LO3, LO4)

Students are required to show abilities of integration, critical and analytical thinking in their tutorial presentation. (LO3, LO4)

They should also facilitate fruitful discussions and share in writing experience in tutorials. (LO3)

With Service Learning

The learning outcomes could be shown on the continuous assessment such as the essay, interview report, presentation, and the creative writing. (LO1, LO2, LO3, LO4)

For their creative writing, students should demonstrate their knowledge of the topic selected. (LO3, LO4)

In addition, they are required to show abilities of integration, critical and analytical thinking in their skill in story-telling. (LO1, LO2, LO3, LO4)

Assessment:

Due to the different weights of the workload, the course with/ without service learning shows different distribution (shown in a percentage form). When the course is with SL, students should spend more time to plan and work out the projects, and the percentage of the continuous assessment would be lifted up (from 40% to 60 %). The course with/ without SL has different focuses though they share the same theme.

Without Service Learning

Examination: 60%

One 2-hour paper

Students should demonstrate their knowledge of the topic selected. In addition, they are required to show abilities of integration, critical and analytical thinking in answering essay type of questions.

Continuous assessment: 40%

Students can apply the knowledge in their children literary writings. 2-3 pieces of writings

for assessment are required.

~Survey report / Presentation 5%

~Short story 10%

~Full story 15%

~Participation 10%

With Service Learning

Examination: 40%

One 2-hour paper

Students should demonstrate their knowledge of the topic selected. In addition, they are required to show abilities of integration, critical and analytical thinking in answering essay type of questions.

Continuous assessment: 60%

Students can apply the knowledge in their children literary writings. 2-3 pieces of writings for assessment are required. One of the assignments required to produce a creative works in selected genre, such as story, script, fiction, etc. Those works will be shared with the partner communities.

~Survey report / Presentation 5%

~Performance in service 15%

~Short story 10%

~Full story 15%

~Participation 15%

References:

Requires/ Essential Readings:

1. 布魯諾. 貝特罕 (Bruno Bettelheim)著，王翎譯：《童話的魅力》，台北：漫遊者文化事業股份有限公司，2017。
2. 方衛平：《中國兒童文學理論發展史》，上海：少年兒童出版社，2007。
3. 馬輝洪編：《香港兒童文學作家書目》，香港：香港中文大學大學圖書館系統，2006。
4. 邱各容：《臺灣兒童文學史》，臺北市：五南圖書出版股份有限公司，2005。
5. 張美妮主編：《二十世紀外國兒童文學經典》，北京：北京師範大學出版社，2004。

Recommended/ Supplementary Readings:

1. 葉嘉瑩選編：《給孩子的詩詞》，香港：牛津大學出版社，2015。
2. 方麗娟：《被發現的兒童：中國近代兒童文學拓荒史》，臺北：秀威資訊科技，2015。
3. 何紫：《何紫兒童小說精選集》，香港：山邊出版社有限公司，2011。
4. 劉鳳鸞、李佩珈：《當代世界著名兒童文學家專訪》，香港：楊老師出版社，2006。
5. 何紫：《兒童小說又集》，香港，山邊出版社，2003。
6. 何紫：《40 兒童小說集》，香港，山邊出版社，1999。
7. 周慶華：《兒童文學新論》，臺北市：生智文化事業有限公司，1998。
8. 何紫：《何紫談兒童文學》，香港：山邊出版社，1997。
9. 張天翼：《張天翼兒童文學作品全集》，長沙：湖南少年兒童，1996。
10. 劉文剛主編：《20 世紀世界兒童文學名著精粹·兒童詩卷》，長沙市：湖南少年兒童，1992。
11. 張黛芬、文秀明編：《陳伯吹研究專集》，上海：少年兒童，1990。
12. 皮亞傑(Jean Piaget)著，吳福元譯：《兒童心理學》，臺北市：唐山，1987。

Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.