ENGLISH 289A: Children’s Literature in English

3 credits, 3 hours lecture
This three-credit senior English course will trace the history of children's literature and explore its evolution from didacticism to delight. A survey of its rich variety will include analysis of animal stories, literary fantasy, adventure, and realism. Through the study of classic and contemporary works, students will develop an understanding of literary theory and criticism.

Prerequisite: 6 credits of junior English

Instructor
Jane Jacques
S211-D
780-791-4836
jane.jacques@keyano.ca

Office Hours
Monday 2:00-2:50 p.m.
Tuesday 2:00-2:50 p.m.
Wednesday 11-11:50 a.m.
Thursday 10:00-10:50 a.m.
Friday 11:00-11:50 a.m.

Hours of Instruction
Wednesday 12:30-1:50 p.m.
Friday 12:30-1:50 p.m.

Required Resources
Carroll, Lewis. Alice’s Adventures in Wonderland and Through the Looking-Glass.
Ellis, Deborah. No Ordinary Day.
Hicks, Faith Erin. The Nameless City.
Montgomery, L.M. Anne of Green Gables.
Rowling, J.K. Harry Potter and the Philosopher’s Stone.
Stevenson, Robert Louis. Treasure Island.
White, E.B. Charlotte’s Web.

Any unabridged version of the novels is acceptable. Additional critical readings will be assigned throughout the course.
Course Outcomes

Upon successful completion of this course, the student shall be able to:

- identify the major trends of literature for children since 1500
- interpret selected texts using standard tools of literary analysis and criticism
- explain the historical, literary, cultural, and psychological implications of children’s literature

Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Date Assigned</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay One</td>
<td>10%</td>
<td>January 12</td>
<td>February 7</td>
</tr>
<tr>
<td>Essay Two</td>
<td>15%</td>
<td>February 9</td>
<td>March 14</td>
</tr>
<tr>
<td>Children’s Book Project</td>
<td>10%</td>
<td>January 17</td>
<td>April 11</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>10%</td>
<td>February 28</td>
<td>April 4-6</td>
</tr>
<tr>
<td>Midterm Examination</td>
<td>15%</td>
<td>n/a</td>
<td>February 28</td>
</tr>
<tr>
<td>In-class writing/quizzes</td>
<td>10%</td>
<td>Ongoing</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Final Examination</td>
<td>30%</td>
<td>n/a</td>
<td>TBA</td>
</tr>
</tbody>
</table>

A grade of C- is required for progression or transfer.

Throughout the course, you will complete a total of twelve informal writing assignments. Informal writing may involve responding to questions in paragraph form in class; researching and writing responses to questions outside class; writing a personal or creative response to an assigned reading; or responding to questions on a quiz. I will grade the informal writing on a scale of 5, and at the end of the term, I will drop your two lowest grades. Informal writing is always completed in class.

Essays and the children’s book project must be submitted on the due date, which is always a Wednesday. Essays and projects handed in on Thursday will be graded without additional comments and will also lose 10% up to 3 p.m., when they will be REFUSED. NO essays or projects will be accepted after 3 p.m. on Thursday. Extensions will NOT be granted except under circumstances of bereavement or serious illness. Computer or printer failure is seldom an acceptable reason for granting an extension, and a conflict of deadlines is NEVER an acceptable reason. Essays must be typed in 12-pt Times New Roman, double spaced, and submitted with proper MLA documentation. Do NOT submit essays to me by e-mail or through Moodle. It is always preferable to hand work to me directly. Be sure to keep a copy of any essay that you hand in.

Students who do not complete all the required work will not pass the course.
Grading System

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Alpha Grade</th>
<th>4.0 Scale</th>
<th>Percent</th>
<th>Rubric for Letter Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A+</td>
<td>4.0</td>
<td>&gt; 92.9</td>
<td>Work shows in-depth and critical analysis, well developed ideas, creativity, excellent writing, clarity and proper format.</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>4.0</td>
<td>85 – 92.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>3.7</td>
<td>80 – 84.9</td>
<td></td>
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<tr>
<td>Good</td>
<td>B+</td>
<td>3.3</td>
<td>77 – 79.9</td>
<td>Work is generally of high quality, well developed, well written, has clarity, and uses proper format.</td>
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<tr>
<td></td>
<td>B</td>
<td>3.0</td>
<td>74 – 76.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>2.7</td>
<td>70 – 73.9</td>
<td></td>
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<tr>
<td>Satisfactory Progression</td>
<td>C+</td>
<td>2.3</td>
<td>67 – 69.9</td>
<td>Work has some developed ideas but needs more attention to clarity, style and formatting.</td>
</tr>
<tr>
<td>Poor</td>
<td>D+</td>
<td>1.3</td>
<td>55 – 59.9</td>
<td>Work is completed in a general way with minimal support, or is poorly written or did not use proper format.</td>
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<tr>
<td>Minimum Pass</td>
<td>D</td>
<td>1.0</td>
<td>50 – 54.9</td>
<td></td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>0.0</td>
<td>&lt; 50</td>
<td>Responses fail to demonstrate appropriate understanding or are fundamentally incomplete.</td>
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Proposed Schedule of Topics

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENTS</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 10</td>
<td>Introduction to course</td>
<td></td>
<td>Informal in-class writing: What children’s books did you enjoy as a child?</td>
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<tr>
<td>January 12</td>
<td>Introduction to the History of Childhood</td>
<td></td>
<td>Essay One assigned Jan. 12 (due February 7)</td>
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<tr>
<td>January 24-26</td>
<td></td>
<td>Readings from Demers (posted on Moodle)</td>
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<tr>
<td>January 31-February 2</td>
<td>Subversive Fantasy</td>
<td>Carroll, Alice in Wonderland</td>
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<tr>
<td>February 7-9</td>
<td>Boys’ Adventures: Conquering the World</td>
<td>Stevenson, Treasure Island</td>
<td>Essay Two assigned February 9 (due March 14)</td>
<td>Essay One due February 7</td>
</tr>
<tr>
<td>February 14-16</td>
<td>Girls’ Adventures: Conquering Personal Desires</td>
<td>Montgomery, Anne of Green Gables</td>
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</tbody>
</table>
February 19 | FAMILY | FAMILY DAY | COLLEGE CLOSED
---|---|---|---
February 20-23 | READING | READING DAYS NO CLASSES
February 28 | MIDTERM | MIDTERM IN CLASS 1 HOUR

March 2 | Children’s Bulk Reading

MARCH 3 | KEYANO UNIVERSITY STUDIES CONFERENCE
March 7-9 | Talking Animals in Children’s Fiction White, Charlotte’s Web
March 14-16 | Wizards, Wands, and Wish-Fulfillment: Late 20th c. Fantasy Rowling, Harry Potter and the Philosopher’s Stone Essay Two due March 14
March 21-23 | Children’s Graphic Novels Hicks, The Nameless City
March 28 | Globalism in Children’s Literature Ellis, No Ordinary Day
March 30 | GOOD FRIDAY COLLEGE CLOSED
April 4-6 | ORAL PRESENTATIONS
April 11-13 | Censorship and Current Trends Children’s book project due April 11

APRIL 16-20 | FINAL EXAM PERIOD

**Please Note:**

Date and time allotted to each topic is subject to change.

**Performance Requirements**

**Student Responsibilities**

It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College credit calendar.

More specific details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

**Student Attendance**

Class attendance is useful for two reasons. First, class attendance maximizes a students’ learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and / or notes that may be due.
**Academic Misconduct**

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person’s work as one’s own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on ilearn.keyano.ca. Then print the certificate, sign it, and show it to each of your instructors. Your course work will not be graded until you show this signed certificate.

**Specialized Supports**

**Counselling and Accessibility Services**

Counselling Services provides a wide range of specialized counselling services to prospective and registered students, including personal, career and academic counselling.

**SKILL Centre**

The SKILL Centre is a learning space in the Clearwater Campus at Keyano College where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff.

The SKILL Centre, through a variety of delivery methods, provides assistance in skill development to Keyano students. Assistance is provided by instructors, staff and student tutors. Individuals wishing to improve their mathematics, writing, grammar, study, or other skills, can take advantage of this unique service.
Authorization
This course outline has been reviewed and approved by the Program Chair.

Jane Jacques, Instructor

Louis Dingley, Chair  Date Authorized

Vincella Thompson, Dean  Date Authorized

Signed copies to be delivered to:
Instructor
Registrar’s Office