

UNIVERSITY OF WESTERN ONTARIO
BRESCIA UNIVERSITY COLLEGE
English 2033E Section 530: Children's Literature

Instructor: Dr. Dominick M. Grace
Telephone: 432-8353 ext. 28244
Class time: W 8:30-10:30, F 9:30-10:30
Office Hours TBA

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Course Description

English 2033E explores forms of and approaches to literature for children and young adults. A core of required texts by nineteenth- and early twentieth-century authors of significance to the historical development of children's literature will be supplemented by more contemporary classics and popular writings. Works may be considered from historical, cultural, generic, multicultural and/or theoretical perspectives. Attention will also be given to Canadian children's literature.

Texts

Adams, Richard. *Watership Down*. Puffin.
Burnett, Frances Hodgson. *The Secret Garden*. Signet.
Fitzhugh, Louise. *Harriet the Spy*. Dell.
Griffith, John W., and Charles Frey, eds. *Classics of Children's Literature*. 6th ed.
Prentice Hall.
Le Guin, Ursula K. *A Wizard of Earthsea*. Puffin.
Lewis, C. S. *The Lion, The Witch, and the Wardrobe*. HarperCollins.
Macdonald, George. *The Princess and the Goblin*. Puffin.
Munsch, Robert. *The Paper-Bag Princess*. Annick.
Rathmann, Peggy. *Goodnight Gorilla*. Puffin.
Sendak, Maurice. *Outside Over There*.
Tolkien, J. R. R. *The Hobbit*. UK General Books.

Methods of Evaluation

Quizzes:	10%
Essay One:	10% (1000 words)
Essay Two/Seminar:	10% (1500 words)
Essay Three:	20% (2500 words)
Midterm (Feb.):	15%
Final Exam:	35%

Note: You must pass the written term work AND the final exam to pass the course. A passing grade is 50% or higher

Course Objectives

By the end of the course, successful students will

1. Have a grounding in the roots, history and development of children's literature as a genre;
2. Have a basic understanding of the competing theories of childhood that inform children's literature;
3. Recognize and understand the conventions of the various classes/categories/genres of children's literature, such as picture books, fairy tales, nonsense literature, fantasy, anthropomorphic literature, the quest narrative, the boy's book, the girl's book, the bildungsroman, etc.;
4. Develop a knowledge and understanding of several classic and contemporary works of children's literature;
5. Be able to express that knowledge and understanding in different ways, such as in responding to quiz and test questions, analyzing specific passages, and writing essays;
6. Be able to communicate their ideas clearly and effectively in written form, using correct grammar and logical essay structure;
7. Understand and be able to apply literary terms and concepts to the texts studied;
8. Be able to develop and express their own ideas and interpretations of the texts studied;
9. Be able to impress me with the level of their understanding.

English 2033: Class Schedule

NOTE: the abbreviation GF is used to identify works found in the Griffith and Frey anthology.

Sept. 11	Introduction
Sept. 13	Selections from Newbery (GF 30ff);
Sept. 18	Edward Lear selections (GF 171ff); Perreault, "Little Red Riding-hood" (GF 10-11)
Sept. 20	Perreault, "The Sleeping Beauty in the Woods" (GF 5ff), "Cinderella" (GF 17ff)
Sept. 25	Brothers Grimm, "Hansel and Grethel" (GF 46ff), "Aschenputtel" (GF 56ff), "The Sleeping Beauty" (GF 83ff)
Sept. 27	Mme de Beaumont, "Beauty and the Beast" (GF 21ff)
Sept. 29	Andersen, "The Little Mermaid" (GF 105ff), "The Snow Queen" (GF 86ff)
Oct. 2	Munsch, <i>The Paper-Bag Princess</i> ; Rathmann, <i>Goodnight Gorilla</i>
Oct. 4	Potter, "The Tale of Peter Rabbit" (GF 883ff)
Oct. 9	Bianco, "The Velveteen Rabbit" (GF 1073 ff); Sendak, <i>Outside over There</i> *****ESSAY ONE DUE*****
Oct. 11	Adams, <i>Watership Down</i>
Oct. 16	continued
Oct. 18	continued
Oct. 23	continued
Oct. 25	Grahame, "The Wind in the Willows" (GF 635ff)
Oct. 30	continued
Nov. 1	Macdonald, <i>The Princess and the Goblin</i>
Nov. 6	continued
Nov. 8	continued
Nov. 13	Lewis, <i>The Lion, the Witch, and the Wardrobe</i>
Nov. 15	continued
Nov. 20	Tolkien, <i>The Hobbit</i>
Nov. 22	continued
Nov. 27	continued
Nov. 29	Barrie, "Peter Pan" (GF 725ff)
Dec. 4	continued
Dec. 6	continued

Jan. 8 Carroll, "Alice's Adventures in Wonderland" (GF 322ff)
Jan. 10 continued
Jan. 15 continued
Jan. 17 Le Guin, *A Wizard of Earthsea*
Jan. 22 continued
*****ESSAY TWO DUE*****
Jan. 24 continued
Jan. 29 White, "Charlotte's Web" (GF 1093ff)
Jan. 31 continued
Feb. 5 Burnett, *The Secret Garden*
Feb. 7 continued
Feb. 12 in-class test
Feb. 14 Alcott, "Little Women" (GF 181ff)
Feb. 9 continued
Feb. 26 Montgomery, "Anne of Green Gables" (GF 912ff)
Feb. 28 continued
Mar. 5 continued
Mar. 7 Nesbit, *The Story of the Treasure Seekers*
Mar.12 continued
*****ESSAY THREE DUE*****
Mar. 14 Fitzhugh, *Harriet the Spy*
Mar. 19 continued
Mar. 21 Twain, "Tom Sawyer" (GF 375ff)
Mar. 26 continued
Mar. 28 Stevenson, "Treasure Island" (GF 494ff)
Apr. 2 continued
Apr. 4 Conclusion, exam preparation

CLASS POLICIES: ENGLISH 2033

Literary Studies

Literature is by its nature exploratory. It pushes against conventions, assumptions, limits, and even good taste. Literary texts may be culturally, morally, politically, racially, socially, religiously, ideologically, and/or linguistically or otherwise offensive to some. In taking this course, you agree to expose yourself to material that you may find offensive and agree to read all required work and do all required assignments, even if the materials involved are offensive to you. It is understood that literary analysis and evaluation can include consideration of what is offensive and why, within the context of reasoned discussion and civil debate.

General Requirements

You may from time to time during the course receive direction to avail yourselves of University services and resources, or to engage in activities and pursuits outside the confines of the university, as part of the requirements for this course. Failure to follow such direction will be taken into account and may have a detrimental impact on your grade. It is understood that such requirements will be directly relevant to the materials being studied or to your progress as a student and that such directions will not be unduly onerous or burdensome.

Attendance

The academic calendar states that frequent absence from class can lead to students being “debarred from taking the regular examination in the course.” In other words, you may fail a course for missing classes. I take attendance, and I take absenteeism into account when calculating final grades. Students arriving after or leaving before I have taken attendance will be marked absent for that day; attending class means attending the whole class. Attendance is expected.

Academic Accommodation

See the attached document on Brescia policies for the rules governing academic accommodation for illness. Situations not covered by that policy (e.g. assignments worth less than 10%, or late or non-submission without academic accommodation) are covered as appropriate below.

Essays

Due dates for essays are included on the course schedule. Assignment topics will be provided well in advance of the due date. Consequently, you are expected to be aware of deadlines and to observe them; few excuses for lateness are acceptable under these circumstances. The pressure of other work is not an acceptable excuse for lateness, as the point of giving you your deadlines in advance is to allow you to plan your schedule accordingly.

Late assignments will be accepted but will be penalized 2% per day, including weekends, unless academic accommodation has been granted (this applies to the essay worth 5% as well). Apologizing for lateness or asking if you can submit the essay a day or two late will in no way affect this policy. **Essays MUST be written to conform to the MLA guidelines for research papers. Failure to conform to the MLA guidelines will be penalized.** Essays must have their pages held together by a paper clip or staple; loose sheets will not be accepted. Do not submit essays in duotangs, binders, plastic folders, or any other kind of folder. All essays submitted on time will be returned promptly (usually within three weeks of submission) and will include, on return, written annotations throughout and a general commentary following the essay. Late essays will be returned eventually; in addition to having grades deducted, late papers will receive little or no written commentary. Where research requirements are specified, failure to observe them will be penalized; it is incumbent on you to begin work sufficiently in advance of the due date to meet the assignment requirements.

Seminars

A seminar presentation is not required for this course. However, you may opt to do a seminar instead of the second essay. If you wish to do so, you should consult with me about possible topics and dates. I'm pretty open about what you might do; you can design your own topic if you wish, as long as you discuss it with me first. I would prefer not to have more than one seminar per class, so if you want to take this option, you should come up with two or three alternate works/dates to suggest. Works/dates will be made available on a first come/first served basis.

Presentation: Seminars **MUST** be presented on the day scheduled. Keeping on schedule is challenging enough without having to juggle seminar presentations. You should be prepared to lead the class for at least 20 minutes in an exploration of your subject, but how you do so is up to you. You may make a formal presentation; you may require participation by asking questions, designing some kind of interactive exercise, having students act out short scenes, or in other ways; you may use visual aids such as audio or video clips, overheads, PowerPoint (equipment must be booked in advance), or handouts (if you get me materials in advance of class, I can make copies); you may present a skit, etc. In short, the format for the presentation is open, as long as the presentation addresses the topic in a useful and interesting way. It should be anchored to the work and address specifics, but it can be exploratory rather than conclusive, as long as you have clear ideas about what you are doing and where you are going.

Follow-up: Within seven days of your presentation (see me for exceptions such as end of term, before Reading Week, etc.), you must submit a written self-evaluation in which you summarize (at least; you may provide the actual text of what you said, if you take that approach) what you did, provide a commentary on why you chose the approach you did, and provide a commentary on how you think the presentation went (did you achieve your ends? what worked? what did not? what would you do differently next time? etc.). Include a works

cited list detailing any secondary sources used for the presentation (including visual resources such as film clips). The written report need not take the form of a formal essay or conform to MLA guidelines, except insofar as it provides a works cited list. This report should be approximately 1500 words (e.g. 5 typed pages).

Submission of Work

Submit work to me IN PERSON or through the main office for placement in my mailbox, which guarantees that the date of submission will be recorded. Essays placed under my office door are, in the first instance, likely to get lost (students have claimed they placed essays I never received under my door) and therefore subject to a grade of zero, as unsubmitted; furthermore, essays I find on my floor are considered received when I find them, NOT when they are dated by the student. For example, an essay due on Thursday and placed under my door on Friday might not be found until Monday. That essay is considered to have been submitted the day I found it--that is, four days late, not one day late. It is your responsibility to get your essay in on time. When you submit written work, you should keep a copy, so that you have it should something happen to your original (I have never lost a student paper, but work may go astray in other ways). If you are unable to get to campus on the due date, you may submit an electronic copy, via e-mail, to confirm date of submission, but you **MUST** subsequently and at the first opportunity (e.g. the next class) hand in a hard copy of your essay.

Quizzes

Quizzes, approximately 5 per term, will be scheduled randomly. These will consist either of short factual questions or multiple choice questions on the works studied in the classes prior to the quiz and since the preceding quiz. You may miss one quiz without penalty, as I will base your quiz grade on your best 9/10, or 8/9, or best one less than the total number of quizzes actually given. **There will be no make-ups for missed quizzes; if you miss the class, you miss the quiz.**

Examinations

The midterm test will be written in class. Final examinations are held during the examination period and are scheduled through the Registrar's office. You are expected to acquaint yourself with the examination schedule when it is posted and to attend the examination. If you miss an examination without academic accommodation, you will receive a grade of 0 on it. Consider the examination period as part of your academic year; do not make plans to be unavailable until you know your examination schedule. Remember: you must pass both the examination and term work to pass the course.

Academic Standards

As a university student, you are expected to meet certain requirements in your work. First, you are expected to use the English language clearly and correctly (see the Academic Calendar for University policies on English language proficiency). Grammatical errors or

infelicities in your writing will have a significant impact on your grade. You are expected to use formal language, not colloquial language. Second, as an English student you are expected to follow MLA guidelines for essay writing; matters of format will be referred to as the "mechanics" of writing in class and in comments on essays. Third, you are expected to have a thesis and to build an argument that will provide reasonable evidence and analysis sufficient to convince the sceptical reader of the validity of your position. You are not expected to summarize the plot of the work you are discussing, to repeat what we have done in class, or to toe a particular line. Overall, there are three broad areas in which you must show competence: grammar, mechanics, and analysis. A guide to how work is evaluated follows.

A: "A" work is exceptional. To earn an "A" you must handle the mechanics of essay writing perfectly or nearly so; work must conform to MLA requirements and must be grammatically correct (or nearly so), clear, formal, and elegant. "A" work has a well-defined thesis, is carefully and clearly structured, makes excellent use of evidence from primary and secondary sources, and provides an argument that goes significantly beyond the information provided in class: you cannot earn an "A" by telling me what I have told you.

B: "B" work is above average/average. To earn a "B" you must write well, making few grammatical errors; you may slip occasionally, but infrequently. Major errors, such as sentence fragments, dangling participles, misplaced modifiers, etc., are not acceptable and will pull your grade down to, at best, low "B" range. "B" work will be fairly well-organized and argued but will probably miss some important aspect of its case. Overall, it will make good use of evidence from the primary text, and perhaps from secondary materials, but will not fully capitalize on the best material available to prove its case. It will be less adventurous than "A" work, closer in theme and content to the "safe" material (e.g. perspectives explored in class or readily available in the bulk of the critical material).

C: "C" work is average/below average. "C" work will probably suffer from numerous writing problems, both grammatical and mechanical, which will probably affect clarity. The structure of the argument will probably be unclear, due to an insufficient introduction, an illogical linking of arguments, or a loose linking of points. When your argument consists of a sequence of points treated more as a list than as a coherent structure, you are likely working in the "C" range. "C" work tends not to use evidence well, either because it integrates evidence poorly into the essay, because it misinterprets the evidence in some way, or because it does not use any direct evidence at all. The thesis in "C" work will probably be overly general, vague, or simplistic; the argument will be similar.

D: "D" work is below average/poor. "D" work will be weak grammatically and mechanically. Numerous major and minor grammatical errors will occur. Clarity will be a problem in the essay. Evidence, if used at all, will be poorly integrated and poorly evaluated, though it may be of some relevance to the topic. The argument will be poorly structured and/or unclear; links between ideas will not be evident, and the ideas themselves may not seem related to the central topic. Important arguments will be missed, as will important evidence; the interpretation may be based in a misreading of the text under discussion.

F: "F" work is very poor. "F" work will suffer from severe writing limitations. What is meant will often be difficult or impossible to determine. The mechanics will be nonexistent, or so poorly handled as to be incoherent. The thesis will be vague to the point of banality, or simply wrong. Evidence will not appear or will be misused significantly; "F" work will show a fundamental lack of understanding of the topic and/or work under discussion. The argument will probably be poorly structured; elements of it will seem to be irrelevant to the topic. Significant evidence will be missed, or misused if it appears. Significant errors will probably occur with evidence use, including the misquotation or even misrepresentation of your text. Clear conclusions will be lacking, or will be so self-evident as to be meaningless (e.g. "Therefore, if Ida hadn't gone out the window, everything would have been different").

English 2033E: Topics for Essay One

Write an essay of approximately 1000 words (3-4 typed pages) on one of the following topics. Follow the conventions of MLA style; failure to do so will result in a penalty of 10%. This essay is due in class on October 9, 2013. Late papers will be penalized **2% per DAY and will be returned without written commentary.**

1. Select one Grimm fairy tale in *Classics of Children's Literature* that we did not discuss in class, find another version of it (e.g. a modern retelling, such as Richard Scarry writes), and discuss the different assumptions made by the different versions, about the audience for the tale, social order, narrative structure, *or* any other basis of significant difference between the two versions (do not try to discuss more than one or two significant points). If your alternative telling is unavailable in our library system, please provide me with a copy, which I will return to you with your essay.
2. Select one of the myths or stories recounted within *Watership Down* and explore its importance to the book.
3. Consider two or three of the poems from Stevenson's "A Child's Garden of Verses" (excerpts are in GF) in relation to the conventions of nursery rhymes as discussed in class.
4. Select two or three pictures in *Outside over There* and discuss how they contribute to the narrative (that is, how they include information we need to understand the story but that is not included in the words).
5. M. Sarah Smedman argues that "Hope is a vital dimension of a children's book, for it recognizes, at least implicitly, that readers are at the beginning of life, in crucial areas still uncommitted, even to their own personalities, and that for such readers growth and change are still to come" ("Springs of Hope: Recovery of Primordial Time in 'Mythic' Novels for Young Readers," *Children's Literature* 16, p. 92). Discuss the implications of this statement, in relation to one story studied so far on this course.
6. In consultation with me, formulate your own topic. Essays on topics not approved in advance will be refused and will be assigned a grade of zero.

BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm> . If it is not possible to have an SMC completed by the attending physician/nurse practitioner, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2013/pg117.html>

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not

missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at http://www.brescia.uwo.ca/academics/registrar_services/index.html . The Western Registrar's website is at <http://www.registrar.uwo.ca/index.cfm> . The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/> . Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.