



**DEPARTMENT OF ARTS AND EDUCATION**

**COURSE OUTLINE – WINTER 2011**

**EN 3890 (A3/TC): STUDIES IN CHILDREN'S LITERATURE – (3-0-0) UT 45 HOURS**

**INSTRUCTOR:** Dr. Louise Saldanha      **PHONE:** 780.539.2869  
**OFFICE:** C308      **EMAIL:** lsaldanha@gprc.ab.ca

**OFFICE HOURS:** Tues/Thurs: 10:30 a.m. – 12:00 p.m. or by appointment

**PREREQUISITE(S)/COREQUISITE:** Six credits of Junior English

**REQUIRED TEXT/RESOURCE MATERIALS:**

J.D. Stahl, Tina Hanlon, Elizabeth Keyser, eds. *Crosscurrents of Children's Literature: An Anthology of Texts and Criticism*

Munsch, Robert. *The Paperbag Princess*

Potter, Beatrix. *Peter Rabbit*

Brown, Margaret Wise. *Goodnight Moon*

Seuss, Theodore, Dr. *The Cat in the Hat*

Gilmore, Rachna. *Lights for Gita*

Tamaki, Mariko. *Skim*

Philip, Marlene Nourbese. *Harriet's Daughter*

Bouchard, David. *Nokum is my Teacher*

Loyie, Larry. *As Long as the Rivers Flow*

Collins, Suzanne. *The Hunger Games*

**CALENDAR DESCRIPTION:** This course examines children's literature in English in historical and contemporary contexts.

**CREDIT/CONTACT HOURS: (3-0-0) UT 45 Hours**

**DELIVERY MODE(S):** The course work includes videoconference, lectures, class discussions, group work, student presentations, and written assignments.

**TRANSFERABILITY:**

- Athabasca University: ENGL 3xx (3)
- University of Alberta: ENGL 389 (3)
- University of Calgary: Sr. ENGL (3)
- The University of Lethbridge: ENGL 2610 (3)

**\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions.**

**Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

**OBJECTIVES:** This course aims to develop an adult understanding of and appreciation for the texts children read. We will do so by focusing on the dynamics of race, gender, class, and cultural difference in relation to writing/reading/teaching practices, within the context of our assumptions and attitudes about children and culture. The course will foreground the ways children's literature "teaches" children about being and living in the world and is therefore always political and non-neutral. *Because this is an English class rather than a course in Education, the emphasis is on literary critical skills rather than on methods or curriculum development.*

**GRADING CRITERIA:** The following grading scheme will be used in this course:

Alpha Grade	4-Point Equivalence	Percentage	Designation
A+	4.0	96 – 100	Excellent
A	4.0	95 – 90	Excellent
A-	3.7	85 – 89	First Class Standing
B+	3.3	80 – 84	First Class Standing
B	3.0	75 – 79	Good
B-	2.7	70 – 74	Good
C+	2.3	67 – 69	Satisfactory
C	2.0	64 – 66	Satisfactory
C-	1.7	60 – 63	Satisfactory
D+	1.3	55 – 59	Poor
D	1	50 – 54	Minimal Pass
F	0.0	0 – 49	Failure

**EVALUATION:**

Weekly Oral Responses	10%
Class Presentation	20%
Writing Assignment One	5%
Writing Assignment Two	15%
Writing Assignment Three	15%
Final Project	25%
Class Participation	10%

**STUDENT RESPONSIBILITIES:**

1. **Laptops and other electronic devices, including cellular phones, MUST be turned off during class.**
2. **Work submitted for evaluation must be typed and double-spaced.**
3. **All work must be submitted personally to me. It is the student's responsibility to retain a photocopy or electronic back-up copy of ALL assignments submitted for grading; in the event of loss or theft, a duplicate copy is required.**
4. **Late assignments will not be accepted unless arrangements for late submissions have been made with me at least two days prior to the date on which the assignment is due.**
5. **Attendance: You are expected to attend all classes and are responsible for obtaining information given in classes you miss. You must check to make sure you received all handouts as this material may be covered on exams as well. I am not able to keep track of who did not receive handouts so be responsible for yourself.**
6. **Attendance Policy: You are allowed two unexcused absences. These absences require no explanation on your part—they are “freebies.” An excused absence needs to be cleared with me and usually requires documentation. Any unexcused absences beyond two will lower your grade, and your participation grade will be affected.**
7. **Moodle: Students are expected to check the Moodle site for this course before each meeting to stay apprised of course updates, announcements, etc.**

**8. Email messages: Feel free to send me email messages regarding course related matters.**

**Because of the large number of emails I receive daily, please allow approx. 48 hours for a reply, and please follow these requirements:**

- **Please include your name, course, and section number in the message, as this is not always clear from your email address.**
- **Remember that your communications with me are occurring in an academic environment. Messages can be written informally—but do pay attention to correct grammar and spelling (especially since you are corresponding with an English professor!)**

**9. Email attachments: Should you need to send me an assignment as an attachment, please follow these requirements:**

- **I can only open attachments if these are sent as a Word document (.doc or .docx) or in Rich Text Format (.rtf).**
- **I will only open attachments if these are accompanied by a note from you in the email message indicating the name of the assignment, its length, and its formatting. I will not open attachments simply sent without a note from you.**
- **I will always inform you upon successful receipt of an attachment.**

#### **STATEMENT ON PLAGIARISM AND CHEATING:**

Refer to the Student Conduct section of the College Admission Guide at

<http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at [www.gprc.ab.ca/about/administration/policies/\\*\\*](http://www.gprc.ab.ca/about/administration/policies/**)

**\*\*Note:** all Academic and Administrative policies are available on the same page.

## COURSE SCHEDULE/TENTATIVE TIMELINE:

Dates	Class Discussion	Written Assignments Due	Group Presentation
<b>Week One:</b> 5 January	Introduction (no readings due)		
<b>Week Two:</b> 10 – 12 January	<b>History</b> <ul style="list-style-type: none"> <li>Nodelman and Reimer, “Common Assumptions about Childhood”</li> </ul>		
<b>Week Three:</b> 17 – 19 January	<b>Folk &amp; Fairy Tales</b> <ul style="list-style-type: none"> <li>Perrault, “The Sleeping Beauty in the Woods,” “Little Red Riding Hood,” “Blue Beard,” “Puss in Boots,” “Cinderella”</li> <li>Grimm, “Aschenputtel,” “Rapunzel”</li> <li>Bettleheim, “Reflections: The Uses of Enchantment”</li> </ul>	17 January: Response to Perrault/Grimm/Bettleheim	
<b>Week Four:</b> 24 – 26 January	<b>Folk &amp; Fairy Tales(cont’d)</b> <ul style="list-style-type: none"> <li>Jacobs, “Jack and the Beanstalk,” “The Story of the Three Little Pigs,” “The Story of the Three Bears,” “Molly Whuppie”</li> <li>Anderson, “The Little Mermaid,” “The Ugly Duckling”</li> <li>Hastings, “Moral Simplification in Disney’s <i>The Little Mermaid</i>”</li> <li>Munsch, <i>The Paperbag Princess</i></li> </ul>	24 January: Response to Anderson/Jacobs/Munsch/Hastings	24 January: Representations of Fairy Tales in Contemporary Literature and Culture
<b>Week Five:</b> 31 January – 2 February	<b>“Classic” Fantasy</b> <ul style="list-style-type: none"> <li>Carroll, <i>Alice’s Adventures in Wonderland</i> (Chapters 1, 2, 5, 10 and excerpt from 12)</li> <li>Lewis. “On Three Ways of Writing for Children”</li> </ul>	31 January: Response to Carroll/Lewis  2 February: Writing Assignment One Due	
<b>Week Six:</b> 7 – 9 February	<b>“Classic” Fiction</b> <ul style="list-style-type: none"> <li>Lurie, “A Child’s Garden of Subversion”</li> <li>White, from <i>Charlotte’s Web</i> (Chapters 13, 14)</li> <li>Baum, from <i>The Wonderful Wizard of Oz</i> (Introduction, Chapters 3, 5)</li> <li>Cleary, from <i>Ramona the Pest</i> (Chapter 1)</li> </ul>	7 February: Response to Lurie/White/Baum/Cleary	7 February: Representations of “The Child” in Contemporary Culture

Dates	Class Discussion	Written Assignments Due	Group Presentation
<b>Week Seven:</b> 14 – 16 February	<b>“Classic” Fiction for Girls</b> <ul style="list-style-type: none"> <li>Segal. “‘As the Twig is Bent . . .’: Gender and Childhood Reading”</li> <li>Alcott, from <i>Little Women</i> <ul style="list-style-type: none"> <li>Chapter 8 (p.82-87)</li> <li>Chapters 7, 9, 34 (p.560-578)</li> </ul> </li> </ul>	14 February: Response to Segal/Alcott	14 February: Representations of Gender in Children’s Literature
<b>Week Eight:</b> 21 – 23 February (Reading Week: No Classes)			
<b>Week Nine:</b> 28 February – 1 March	<b>“Classic” Fiction for Boys</b> <ul style="list-style-type: none"> <li>Warner. “Boys Will Be Boys; The Making of the Male”</li> <li>Twain, from <i>The Adventures of Tom Sawyer</i> <ul style="list-style-type: none"> <li>Chapter 12 (p. 88- 90)</li> <li>Chapters 6, 20 (p.579-585)</li> </ul> </li> </ul>	28 February: Response to Warner/Twain  28 February: Writing Assignment Two Due	
<b>Week Ten:</b> 6 – 8 March	<b>Picturebooks/Graphic Novels</b> <ul style="list-style-type: none"> <li>Nodelman. “The Relationship of Pictures and Words”</li> <li>Potter, <i>Peter Rabbit</i></li> <li>Brown, <i>Goodnight Moon</i></li> <li>Seuss, <i>The Cat in the Hat</i></li> </ul>	6 March: Response to Nodelman/Potter/Brown/Seuss/	6 March: Representations of Class (Working Class, Poverty, Homelessness, etc.) in Children’s Literature and Culture
<b>Week Eleven:</b> 13 – 15 March	<ul style="list-style-type: none"> <li>Gilmore. <i>Lights for Gita</i></li> <li>Tamaki, <i>Skim</i></li> </ul>	13 March: Response to Gilmore/Tamaki	
<b>Week Twelve:</b> 20 – 22 March	<b>“Classic” Canadian Children’s Literature</b> <ul style="list-style-type: none"> <li>Montgomery, <ul style="list-style-type: none"> <li>from <i>Anne of Green Gables</i> (Chapter 10)</li> <li>from <i>Emily of New Moon</i> (Chapter 29)</li> <li>from <i>Emily’s Quest</i></li> </ul> </li> </ul>	20 March: Response to Montgomery	20 March: Representations of Canada in Canadian Children’s Literature and Culture
<b>Week Thirteen:</b> 27 – 29 March	<b>Contemporary Canadian Children’s Literature</b> <ul style="list-style-type: none"> <li>Philip, <i>Harriet’s Daughter</i></li> </ul>	27 March: Response to Philip	27 March: Representations of Race in Children’s Literature and Culture

Dates	Class Discussion	Written Assignments Due	Group Presentation
<b>Week Fourteen:</b> 3 – 5 April	<b><i>Aboriginal Children's Literature</i></b> <ul style="list-style-type: none"> <li>Dorris. "Trusting The Words"</li> <li>Bouchard. <i>Nokum is My Teacher</i></li> <li>Loyie. <i>As Long As The Rivers Flow</i></li> </ul>	3 April: Response to Dorris. Bouchard, Loyie  5 April: Writing Assignment Three Due	3 April: Representations of Aboriginality in Children's Literature and Culture  3 April: Proposal for Final Examination Due
<b>Week Thirteen:</b> 10– 12 April	<b><i>Contemporary Contexts</i></b> <ul style="list-style-type: none"> <li>Collins. <i>Hunger Games</i></li> </ul>	10 April: Response to Collins	

**Final Examination Due: 16 April 2012**