



ENGL 2917 WDE: Children's Literature

Winter 2023 Jan 9 - Apr 11

Course Location: D2L

Prerequisites: One FCE in English at the first-year level or second-year standing, or permission of the Chair of the Department

To our Student: Should you require information or documents from our office in another format, please let us know. We are happy to help you. Contact your instructor or our Department of English Administrative Assistant.

Instructor Information

Professor: TBD

Graduate Assistant: TBD

Email: TBA

Office Hours: **by appointment**

Course Description/Overview

Children's literature includes some of the most beloved and influential texts written in English. Focusing on genres such as fairy tales, picture books, novels, and social media, and covering a variety of topics, we will study children's texts from a wide variety of historical periods.

Course Objectives and/or Learner Outcomes

Upon completion of the course, students should be able to:

- ✓ Think independently and critically about children's texts and cultural constructions of childhood and "the child"
- ✓ Identify and use key critical/theoretical concepts in their own writing
- ✓ Read texts from a variety of forms critically, and assess their rhetorical, ideological, and aesthetic strategies.
- ✓ Explain how a text is produced by, and produces, its historical and/or cultural contexts.
- ✓ Identify and assess the social, environmental, and ethical themes presented in texts.
- ✓ Explain how form, genre, media, and context produce meaning.
- ✓ Write with precision, clarity, and competence.
- ✓ Use library resources to research a topic and use what is discovered to illuminate a text/problem/concept.
- ✓ Actively participate in class discussion.

Course Resources



Course Website

- ✓ Lectures will be posted on the Desire2Learn course website, which students can log into from the Lakehead University website by clicking on [mycourselinki](#).
- ✓ All readings on D2L in each section are required readings.

Required Course Texts

Coolidge, Susan. *What Katy Did*.

Richler, Mordecai. *Jacob Two Two Meets the Hooded Fang*.

Sendak, Maurice. *Where the Wild Things Are*.

Taylor, Mildred. *Roll of Thunder, Hear My Cry*.

Avatar: The Last Airbender. Season 3, Episode 2.

Course Schedule

Week One (Jan. 9-13): Introductions: Early Children's Literature and Close Reading

READ: "Little Sarah Howley" (D2L, "Readings")

VIEW: "Children's Literature: A Very Short Introduction" (D2L)

Week Two (Jan. 16-20): Folk and Fairy Tales

READ: "Little Red Cap" and "Little Red Riding Hood" (D2L, "Readings")

Jan 20 Last day to register for Winter courses

Week Three (Jan. 23-27): Instruction and Delight

READ: "The Purple Jar" (D2L, "Readings")

VIEW: "Shock-Headed Peter" (D2L)

Week Four (Jan. 30- Feb.3): Childhood and the "Golden Age of Children's Literature"

READ: *What Katy Did*, Chapters 1-7

VIEW: "The Golden Age of Children's Literature" (D2L)

Week Five (Feb. 6-10): The Embodied Child

READ: *What Katy Did*, Chapters 1-7

REVIEW: "Exercise for Women in the 19th Century"

Week Six (Feb.13-17): The Child, Race, and Stereotypes

READ: *I am a Pueblo Indian Girl* (D2L, "Readings")

VIEW: "The Brownies' Book" "Tipi Tales: Tree of Love"

MID-TERM ASSESSMENT DUE DATES:

- ◆ Complete at least 2 Reading Logs by Friday, Feb. 17th
- ◆ First half of Group Discussion Forum Participation assessed up to Friday, Feb. 17th



Feb. 20-24: Reading Week!

Week Seven (Feb. 27- Mar.3): The Child and Power Relations (Care-givers)

READ: *Where the Wild Things Are*

REVIEW: “Representation in Picture Books” (“Readings” on D2L)

Week Eight (Mar. 6 -10): The Child and Power Relations, II (The External World)

READ: *Jacob Two Two and the Hooded Fang*

Mar. 10

Final day to drop

Courses Week Nine (Mar. 13-17): The Child and Politics

READ: *Roll of Thunder, Hear My Cry*, Chapters 1-6 (pp. 3-139)

VIEW: “History of Jim Crow”

Week Ten (Mar. 20-24): The Child and Violence

READ: *Roll of Thunder, Hear My Cry*, Chapters 7-12 (pp. 140-276)

Week Eleven (Mar. 27-31): Children’s Animation and the New Millennium

WATCH: *Avatar the Last Airbender*

Week Twelve (Apr. 3-7): Overview of Major Concepts and Themes

READ: “Frequently Challenged Children’s Books” and “Challenged Picture Books”

FINAL ASSESSMENT DUE DATE:

- ◆ **Second half of Group Discussion Forum Participation assessed up to Friday, April 7th**
- ◆ **Due: Final 2 Reading Log(s) by April 7th**
- ◆ **April 11th or TBA: Final Project Due**

Assignments and Evaluation

Table of Assignments

| Assignment | Due date | Value | Length |
|--|---|--------------------|--------------------|
| Reading Logs – based on primary texts read throughout the course | TBA; can submit one extra one to replace lowest graded log | 10% each x 4 = 40% | 500-600 words each |

| | | | |
|--|-------------------------------|---------------------------------|---|
| Group Discussion Forum Participation – based on course material (D2L lectures) | TBA | 15% x 2 assessment periods =30% | Shorter posts and replies (150 words max.) are encouraged, with preference for multiple posts on topics |
| Final Project | April 11 th Or TBA | 30% | 1650-1800 words |

Assignment Policies

- ✓ All assignments are individual assignments and cannot be completed collaboratively.
- ✓ Assignments will be submitted online via the appropriate folders or forums set up on D2L.
- ✓ Assignments are due by 10:00 p.m. on the dates indicated. If you require **an extension you must ask for one BEFORE the due date.**
- ✓ Unless you ask for (and receive) an extension, late work will be penalized by 2% per day (to a maximum of 20%).
- ✓ All submitted assignments, where applicable, must be in MLA 2016 format, double spaced, with 1” margins, and in 12-point font, with the first page and works cited formatted according to MLA.
- ✓ All overdue work must be submitted by April 11th, 2023.

Details of Assignments:

1) Reading Logs

Weight: 40% total (10% per each x 4)

Due date: throughout term: TBA– 1 extra log can be submitted to replace lowest grade

Length: 500-600 words each

Rather than a final exam, this course is going to evaluate students throughout the term to encourage continual engagement. These reading logs are meant to give students an opportunity to produce **close readings and analysis of the assigned primary texts**, and to gain **feedback on writing** throughout the term.

2) Group Discussion Forum Participation

Weight: 15% for first half of term; 15% for second half of term = 30%

Due date: Throughout term; TBA

The discussion forum is intended to give students a chance to share their ideas **on course content** with each other. Unlike the reading logs, the major focus of these discussion forums will be the **lectures on D2L**. Students will be assigned to one group for the first half of the course, and to another group in the second half.

This rubric will be used to grade your postings (which includes posts and replies):

| | Superior (5 points) | Excellent (4 points) | Good (3 points) | Fair (2 points) | Poor (1 point) | |
|---|--|--|--|--|---|----|
| Timeliness and quantity of discussion responses | 7 or more postings and replies, well distributed throughout the assessment period, on all of the topics. | 5-6 postings and replies, distributed throughout the assessment period, on a majority of the topics. | 4-5 postings or replies, distributed throughout the assessment period. | 3-4 postings and/or not well distributed throughout the assessment period. | 1-2 postings. | /5 |
| Responsiveness to discussion topic and demonstration of knowledge and understanding from assigned readings (use citations and references) | Readings were understood and directly incorporated into discussion in relation to topic (quotations and references where appropriate). | Readings were understood and incorporated into discussion as relates to topic (incomplete citations and references). | Readings were often integrated into discussion, but only in general. | Little use made of readings. | Readings clearly misunderstood and/or posts and replies largely do not relate to topic. | /5 |
| Writing | Post and replies were focused, concise, well-written, and free of grammatical errors. | Posts and replies were generally written well, with few grammatical errors. | Posts and replies were generally clear and focused, with some clarity issues as a result of grammar errors and/or disorganization. | Posts and replies had numerous issues with grammar, concision, and /or clarity that somewhat hampered the clear expression of ideas. | Posts and replies had significant errors in grammar and style throughout. | /5 |

3) Final Project

Weight: 30%

Due date: Apr.11 or TBA Length: 1650-1800 words

Students will choose a topic of their own, **based either on the texts** assigned in this course and/or **on a text of their choosing, so long as that text is closely related to the topics** covered in this course.

This project can take a number of forms: you can write a formal essay, a personal essay,



or a children's book. You can also produce a YouTube video, a podcast, or a website. Whatever format you choose, you will need to situate your analysis within secondary research on your chosen topic, and you will have to carefully cite and acknowledge those sources throughout. If you choose to do a short-form format (listicle, TikTok, Prezi, etc.), you must accompany this with a formal 2-3 page write-up that explains how this form critically engages with your topic, and demonstrate (and cite) how secondary research was incorporated into your project.

Marking Standards

All assignments will be marked in accordance with the English Department Marking Standardsⁱⁱ.

Collaboration/Plagiarism Rules

Plagiarism is the unacknowledged use of someone else's words and/or ideas. Not acknowledging your debt to the ideas of a secondary source, failing to use quotation marks when you are quoting directly, buying essays from essay banks, copying another student's work, or working together on an individual assignment, all constitute plagiarism. Resubmitting material you've submitted to another course is also academic dishonesty. All plagiarized work (in whole or in part) and other forms of academic dishonesty will be dealt with according to the Student Code of Conductⁱⁱⁱ

University Policies

Students in this course are expected to conform to the Code of Student Behaviour.^{iv}

Accommodations: Lakehead University is committed to achieving full accessibility for persons with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the course. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS)^{vi} and register as early as possible.

This course outline is available online through the English Department homepage^{vii} and/or the (D2L) MyCourseLinki site for the course.

ⁱ <https://mycourselink.lakeheadu.ca/d2l/home>

ⁱⁱ <https://www.lakeheadu.ca/academics/departments/english/marking-standards>

ⁱⁱⁱ <https://www.lakeheadu.ca/students/student-life/student-conduct/academic-integrity>

^{iv} <https://www.lakeheadu.ca/students/student-life/student-conduct>

^v <http://www.ohrc.on.ca/en/ontario-human-rights-code>

^{vi} <https://www.lakeheadu.ca/students/academic-success/student-success-centre>

^{vii} <https://www.lakeheadu.ca/academics/departments/english>