This syllabus has been provided as a reference tool for students considering this course. It has been modified to follow Senate regulations. Current students enrolled in any undergraduate course must obtain the most recent syllabus from their course instructor or from their course website. This is not the latest version.

Department of English & Writing Studies

Children’s Literature
English 2033E (652)
Summer 2014

Instructor: Dr. Cristina Ionica

Prerequisites
Antirequisite(s): English 2730F/G (King’s).
Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this 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.

Objectives:
Successful students who complete the course will be able to:

- Place individual texts in their context within the historical development of children’s literature;
- Recognize and understand the features of genres such as the fairytale, the cautionary tale, nonsense, adventure, domestic fiction, and fantasy;
- Display a knowledge of several classic children’s novels, as well as more recent contributions to the genre;
- Analyze texts employing the skills of literary analysis, considering features such as narrative technique, symbolism, rhyme and rhythm, layout and illustrations, etc.;
- Understand the political, religious, moral, and philosophical underpinnings of the books on the course;
- Communicate ideas effectively in writing (through discussion posts and persuasive essays);
- Develop a specific, focused argument and support it with textual evidence;
- Approach children’s literature as readers, critics, and perhaps creators.

Methods of Evaluation
Response Paper (1000 words) Due by the end of Unit 6 10%
Creative Assignment (1500 words) Due by the end of Unit 12 15%
Research Essay (2500 words) Due by the end of Unit 20 25%
Quizzes 5%
Participation 10%
Final exam 35%
A student must receive a passing grade for both term work and the final examination in order to receive a passing grade for the course. This applies to all courses in all programs offered by the department. Students whose term and final exam grades average 50% or above, even though one of the two is a failure, shall receive a default grade of 48%. **Please note:** The department of English & Writing Studies does not release final grades. All undergraduate grade reports will be available online from the Office of the Registrar.

Students are fully responsible for looking at and being familiar with the information posted on the department website at [http://www.uwo.ca/english/undergraduate/info%20for%20students.html#grade](http://www.uwo.ca/english/undergraduate/info%20for%20students.html#grade).

**Timetable:**
You should complete **two units per week.**

**May 5-11: Units 1 & 2**

**Unit 1: Introduction / Traditional Fairy Tales**
Read the following fairy tales from *Folk and Fairy Tales:*
- “The Story of Grandmother” - Paul Delarue
- “Little Red Riding Hood” - Charles Perrault
- “Little Red Cap” w Jacob and Wilhelm Grimm
- “The Chinese Red Riding Hoods” - Isabelle C. Chang
- “Sun, Moon, and Talia” a Giambattista Basile
- “The Sleeping Beauty in the Wood” - Charles Perrault
- “Brier Rose” - Jacob and Wilhelm Grimm
- “Cinderella: Or the Glass Slipper” - Charles Perrault
- “Cap O’ Rushes” - Joseph Jacobs
- “Hansel and Gretel” - Jacob and Wilhelm Grimm
- “Snow White” - Jacob and Wilhelm Grimm
- “Rapunzel” - Jacob and Wilhelm Grimm
- “Jack and the Beanstalk” - Joseph Jacobs
- “Beauty and the Beast” - Madame Leprince de Beaumon
- “The Brave Little Tailor” - Jacob and Wilhelm Grimm
- “Puss in Boots” - Charles Perrault
- “Bluebeard” - Charles Perrault
- “Rumpelstiltskin” - Jacob and Wilhelm Grimm
- “The Goose Girl” - Jacob and Wilhelm Grimm


**Unit 2: Revisionist Fairy Tales**
Robert Munsch, *The Paper Bag Princess*
Read the following stories from *Folk and Fairy Tales:*
- “The Company of Wolves” - Angela Carter
- “When the Clock Strikes” - Tanith Lee
- “The Tale of the Handkerchief” - Emma Donoghue

**May 12-18: Units 3 & 4**

**Unit 3: George MacDonald, The Princess and the Goblin**

**Nonsense**

**Unit 4: This Little Puffin**
Dennis Lee, *Alligator Pie*
Read Perry Nodelman, “The Nursery Rhymes of Mother Goose: A World Without Glasses” (coursepack)
May 19-25: Units 5 & 6

Unit 5: Edward Lear, *The Complete Nonsense of Edward Lear*
Read the following poems and stories:
“Self-Portrait of the Laureate of Nonsense”
all limericks
“The Owl and the Pussy-Cat”
“The Jumblies”
“The Story of the Four Little Children Who Went Round the World” “The Dong with the Luminous Nose”
“The Pobble Who Has No Toes”

Unit 6: Lewis Carroll, *Alice’s Adventures in Wonderland* and *Through the Looking-Glass Adventure*

RESPONSE PAPER DUE MAY 25. The corresponding assignments folder will start marking your papers as late after 11:55 pm.
A DETAILED DESCRIPTION OF THE CREATIVE ASSIGNMENT WILL BE PROVIDED THIS WEEK.

May 26-June 1: Units 7 & 8

Unit 7: Robert Louis Stevenson, *Treasure Island*

Unit 8: Beatrix Potter, *The Tale of Peter Rabbit*
Read Jackie F. Eastman, “Beatrix Potter’s *The Tale of Peter Rabbit*: A Small Masterpiece” (coursepack)

June 2-8: Units 9 & 10

Unit 9: J.M. Barrie, *Peter Pan*

Realism

Unit 10: E. Nesbit, *The Story of the Treasure Seekers*

LAST DAY TO SUBMIT RESPONSE PAPER (WITH PENALTIES): JUNE 8.

June 9-15: Units 11 & 12

Unit 11: John Boyne, *The Boy in the Striped Pajamas*

Unit 12: Louise Fitzhugh, *Harriet the Spy*
Read Lissa Paul, “Feminist Writer as Heroine in *Harriet the Spy*” (coursepack)

The Domestic Novel

CREATIVE ASSIGNMENT DUE JUNE 15. The corresponding assignments folder will start marking your papers as late after 11:55 p.m.
A DETAILED DESCRIPTION OF THE RESEARCH ESSAY WILL BE PROVIDED THIS WEEK.

June 16-22: Units 13 & 14

Unit 13: Louisa May Alcott, *Little Women*

Unit 14: L.M. Montgomery, *Anne of Green Gables*

June 23-29: Units 15 & 16

Unit 15: Frances Hodgson Burnett, *The Secret Garden*

Unit 16: Laura Ingalls Wilder, *Little House on the Prairie*

LAST DAY TO SUBMIT CREATIVE ASSIGNMENT (WITHOUT PENALTIES): JUNE 30.
June 30-July 6: Units 17 & 18

**Animals**
**Unit 17:** Kenneth Grahame, *The Wind in the Willows*
Read Jane Darcy, “The Representation of Nature in *The Wind in the Willows* and *The Secret Garden*** (coursepack)

**Unit 18:** E.B. White, *Charlotte’s Web*
Read Perry Nodelman, “Text as Teacher: The Beginning of *Charlotte’s Web*** (coursepack)

July 7-13: Units 19 & 20

**Fantasy**
**Unit 19:** J.R.R. Tolkien, *The Hobbit*
**Unit 20:** C.S. Lewis, *The Lion, the Witch and the Wardrobe*

**RESEARCH ESSAY DUE JULY 14.** The corresponding assignments folder will start marking your papers as late after 11:55 pm.

**DETAILED DESCRIPTION OF FINAL EXAM FORMAT (WITH EXAMPLES OF TOPICS AS THEY WILL BE FORMULATED ON THE FINAL EXAM) WILL BE PROVIDED THIS WEEK**

July 14-20: Units 21 & 22

**Unit 21:** J.K. Rowling, *Harry Potter and the Philosopher’s Stone*
Read Alexandra Mullen, “Harry Potter’s Schooldays” (coursepack)

**Unit 22:** Lois Lowry, *The Giver*

July 21-25: Units 23 & 24

**Unit 23:** Neil Gaiman, *Coraline*
**Unit 24:** Roald Dahl, *Matilda*

**LAST DAY TO SUBMIT RESEARCH ESSAY (WITH PENALTIES): JULY 25.**

Assignments:
For each unit in this course, you should begin by reading the assigned text(s) (listed above). When you have finished the book (or the stories/poems), you should click on the learning module for that unit (these can be found on the left-hand side of the course page). Within the learning module, you’ll find a document containing notes on the assigned readings. These notes are designed to play the role that a lecture would play in an on-campus course.

At the end of the course notes for each unit, you will find several self-testing questions. These questions are designed to help you assess your grasp of the lecture material. In some cases, the answer can be found explicitly in the course notes; in other cases, the questions prompt you to think more deeply about the ideas presented in the notes.

You will also find several discussion questions listed below the self-testing questions. You may post your responses to these questions on the forums; these can be found within the learning module, and all the forums are also available from the left-hand menu. The Participation mark of 10% will be based primarily on your activity in the forums, reflecting both the quality and the quantity of your responses.

Additional optional readings can be found at the end of each unit. For each unit, I have provided a link to a relevant article or website that provides additional information about the author and/or text. While these readings are not required, you may find them helpful, especially for books on which you are writing an essay. (If you use information from these sites, be sure to cite the
source using MLA format!) Many of these articles contain controversial ideas; if you’d like to respond to or discuss these articles (or other issues arising from your reading), you can use the “Comment” button at the bottom of each learning module.

Quizzes: By the end of every even-numbered unit, you will be required to complete a quiz containing ten multiple-choice questions testing your knowledge of the texts covered in those two units. (For exact due dates, consult the Schedule section of the website or the welcome message on the Course Information forum.) The questions will focus on content rather than interpretation; if you have read the material, you should have no difficulty answering the questions. You may keep your books handy and consult them freely, but you will be limited to ten minutes to complete the quiz.

Participation: Active engagement on forums will ensure a high participation grade. Participation marks will be updated every week and a feedback file will be posted in the Resources section each time the marks have been updated.

Response Paper: A formal critical discussion of one of the works studied until that point in the course. Each essay must have a clear, argumentative, and analytical thesis statement that will be developed over the course of the essay. Suggested topics will be circulated in advance of the due date. All students who wish to choose a topic that is not on the list should send me a short description of their topic for approval. Secondary research is required (at least 1 material - essay/article from a collection of essays/academic journal). Advanced essay-writing tips, as well as research tips (finding/evaluating materials), will be provided early on. MLA citation style is required.

Creative Assignment (Choose One): A story/ poem/ series of poems for children, with or without accompanying drawings. OR A discussion of a film adaptation of one of the literary works studied this term in which the student criticizes some of the filmmaker’s choices and proposes better alternatives. (For this option, please email me in advance to let me know what film you have in mind.)

Research Essay: A formal, extended discussion of a theme/ ideological issue as it is reflected in the works of two of the authors studied throughout the course. Write a clear, argumentative, and analytical thesis statement that will be developed over the course of the essay. Go beyond mere comparison and provide an in-depth discussion of the ideological implications of the literary text(s). Secondary research is required (at least 2 materials - essays/articles from books/academic journals). MLA citation style is required. A list of suggested essay topics will be provided in due time. All students who wish to choose a topic that is not on the list should send me a short description of their topic for approval.
Exam Format: The final examination has three parts (A,B,C) weighed 20-40-40. You will need to budget your time carefully. Read the whole exam first, taking time to choose your texts and plan your answers. To demonstrate both the breadth and depth of your knowledge of Children’s Literature, you must discuss different texts in all three parts of the exam - you may not use any text more than once. You will discuss four texts in part A, two in Part B, and three in part C, for a total of nine different texts altogether. Each of the following will be considered equivalent to “ONE TEXT” in Parts B and C:
   a) any five nursery rhymes
   b) any three fairy tales
   c) any two poems or stories by Edward Lear (the limericks count, collectively, as one poem)
      *Alice’s Adventures in Wonderland* and *Through the Looking-Glass* can be used together as one work, or you may focus solely on one rather than the other, but you may not use Alice twice in different parts of the exam.

PART A: TERMS
You will be asked to briefly define (2-3 lines) TWO terms (chosen from a list of six) and illustrate EACH with references to TWO of the works studied (5-6 lines).

PART B: SHORT ESSAYS
You will be asked to choose TWO fragments (from a list of six) and write responses in essay format. All the fragments will be from works studied throughout the term. This is not an identification exercise (you will be provided with the name of the author and the title of the work), but a close reading exercise.

PART C: COMPARATIVE ESSAY
You will be asked to answer ONE question (from a list of 3) in essay format, with reference to works by at least THREE authors discussed throughout the year. Your essay should include a clear thesis statement, logical arguments, and relevant examples.

Late Policy: Unless a student presents a valid excuse prior to the assignment due date, essays will incur a late penalty of 2% per day, up to a maximum of 28% (or 2 weeks). Assignments submitted after the due date late will not receive comments. After the two-week period, the dropbox will close and no assignments will be accepted.

Missed Assignments Policy: Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department.
Accommodation
Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department. Documentation shall be submitted, as soon as possible, to the Office of the Dean of the student’s Faculty of registration, together with a request for relief specifying the nature of the accommodation being requested. The UWO Policy on Accommodation for Medical Illness and further information regarding this policy can be found at http://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf.

Downloadable Student Medical Certificate (SMC):
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Academic Offences
Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism:
Students must write their essays and assignments in their own words. Whenever students take an idea or 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.

Plagiarism Checking:
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 http://www.turnitin.com.

Support Services
Registrarial Services http://www.registrar.uwo.ca
Student Support Services https://student.uwo.ca/psp/heprdweb/?cmd=login
Services provided by the USC http://westernusc.ca/services/
Student Development Centre http://www.sdc.uwo.ca/

Students who are in emotional/mental distress should refer to MentalHealth@Western: http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.