

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 (651) Fall/Winter 2013-14

Instructor: Dr. Mark Stephenson

Antirequisite(s): English 2730F/G (King's).

Course Description

This course covers the major genres of children's literature including the fairytale, nonsense, adventure fiction, the domestic novel, fantasy, and animal stories.

Objectives:

Successful students who complete the course will be better 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.

Methods of Evaluation

Essay 1 (1000 words)	10%
Essay 2 (1500 words)	15%
Essay 3 (2500 words)	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>.

How to Proceed

For each unit in this course, you should begin by reading the assigned text(s) (see “Reading Schedule,” below, beginning on page 6).

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.

Timetable:

You should complete one unit for each full week of the term. Note the corresponding dates for each of the units/weeks of the course (and note, to that effect, the holiday break after unit/week 12 and the Reading Week in February).

PART I: FAIRY TALES

Unit 1: September 9-15

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” - Jacob and Wilhelm Grimm

"The Chinese Red Riding Hoods" - Isabelle C. Chang

"Sun, Moon, and Talia" - 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 Beaumont

"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

Also, read the Grimm brothers' "Cinderella," available at <http://www.pitt.edu/~dash/grimmo2l.html>

Unit 2: September 16-22

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

Unit 3: September 23-29

George MacDonald, *The Princess and the Goblin*

PART II: NONSENSE

Unit 4: September 30-October 6

This Little Puffin

Dennis Lee, *Alligator Pie*

Read Perry Nodelman, "The Nursery Rhymes of Mother Goose: A World Without Glasses"
(coursepack)

Unit 5: October 7-October 13

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: October 14-October 20

Lewis Carroll, *Alice's Adventures in Wonderland and Through the Looking-Glass*

*****Essay #1 Due, Sunday, October 20*****

PART III: ADVENTURE

Unit 7: October 21- October 27

Robert Louis Stevenson, *Treasure Island*

Unit 8: October 28-November 3

Beatrix Potter, *The Tale of Peter Rabbit*

Read Jackie F. Eastman, "Beatrix Potter's *The Tale of Peter Rabbit*: A Small Masterpiece" (coursepack)

Unit 9: November 4-November 10

J.M. Barrie, *Peter Pan*

PART IV: REALISM

Unit 10: November 11-November 17

E. Nesbit, *The Story of the Treasure Seekers*

Unit 11: November 18-November 24

John Boyne, *The Boy in the Striped Pajamas*

Unit 12: November 25-December 1

Louise Fitzhugh, *Harriet the Spy*

Read Lissa Paul, "Feminist Writer as Heroine in *Harriet the Spy*" (coursepack)

*****Essay #2 Due, Sunday, December 1*****

HOLIDAY BREAK

PART V: THE DOMESTIC NOVEL

Unit 13: January 6-January 12

Louisa May Alcott, *Little Women*

Unit 14: January 13-January 19

L.M. Montgomery, *Anne of Green Gables*

Read the following articles from the coursepack: Perry Nodelman, "Progressive Utopia, or How to Grow Up without Growing Up"; Susan Drain, "Community and the Individual in *Anne of Green Gables* The Meaning of Belonging"; Eve Kornfeld and Susan Jackson, "The Female Bildungsroman in Nineteenth-Century America: Parameters of a Vision"

Unit 15: January 20-January 26

Frances Hodgson Burnett, *The Secret Garden*

Unit 16: January 27-February 2

Laura Ingalls Wilder, *Little House on the Prairie*

PART VI: ANIMALS

Unit 17: February 3-February 9

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: February 10-February 16

EB. White, *Charlotte's Web*

Read Perry Nodelman, "Text as Teacher: The Beginning of *Charlotte's Web*" (coursepack)

(Reading Week: February 17-21)

PART VII: FANTASY

Unit 19: February 24-March 2

J.R.R. Tolkien, *The Hobbit*

Unit 20: March 3-March 9

C.S. Lewis, *The Lion, the Witch and the Wardrobe*

*****Essay #3 Due, Sunday, March 9*****

Unit 21: March 10-March 16

J.K. Rowling, *Harry Potter and the Philosopher's Stone*

Read Alexandra Mullen, "Harry Potter's Schooldays" (coursepack)

Unit 22: March 17-March 23

Lois Lowry, *The Giver*

Unit 23: March 24-March 30

Neil Gaiman, *Coraline*

Unit 24: March 31-April 6

Roald Dahl, *Matilda*

Assignments:

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.

Exam Format

The examination has three parts (A,B,C), all of which are weighted equally; 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. In Part A, you will discuss four texts, and in each of Parts B and C, you will discuss three texts, for a total of ten 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: Identifications

Identify the author (first and last name) and title of the following ten quotations (20 marks); choose four of the quotations and for each one (a) discuss its context in the original work (who is speaking, who is being spoken to, under what circumstances, etc.), (b) comment on any key words or images in the passage, and (c) analyze its significance to the work as a whole and/or to other works or trends in children's literature (4 x 20 = 80 marks).

PARTS B & C: Essay

Choose **one** of the following three topics and write a fully developed essay making an argument about at least **three** texts that we have studied on this course. Be sure to include an introduction, a thesis statement, and specific textual evidence in support of your argument. Remember to compare and contrast the three texts throughout your paper.

The instructions for Parts B & C are identical; however, in Part C you will be able to discuss any three texts of your choice, whereas in Part B, one of those texts will be chosen for you.

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.