

Summer Term 2014
English 2033E (Children's Literature) – Online (Section 652)
May 5 – July 25
Exam Period: July 28-31

Instructor: Cristina Ionica

cionica2@uwo.ca

E-mail Policy: Students can **e-mail** me for any concerns; I will reply within 24 hours (except perhaps over week-ends). If the matter cannot be resolved over email, we can make an appointment to **chat** online. After July 1, I will also be available for **consultations on campus**, in case you are in London.

Learning Objectives

By the end of the course, the successful student 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 fairy tale, 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.

Assignments and Grade Distribution

Response Paper	Due by the end of Unit 6	1000 words	10%
Creative Assignment	Due by the end of Unit 12	1500 words	15%
Research Essay	Due by the end of Unit 20	2500 words	25%
Quizzes			5%
Participation			10%
Final exam			35%

STUDENTS MUST PASS BOTH THEIR TERM WORK AND THE FINAL EXAMINATION IN ORDER TO PASS THE COURSE. STUDENTS WHO FAIL THE FINAL EXAM (REGARDLESS OF THEIR TERM MARK) AUTOMATICALLY FAIL THE COURSE.

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.

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 Student Medical Certificate (SMC) can be found at <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf>.

The full policy is set out here:

http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

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.

E 2033E Summer Online: Readings and 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.

Citing Sources

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 offense (see Scholastic Offence Policy in the Western Academic Calendar).** Any student who commits this or any other act of academic dishonesty will receive a grade of zero and a note will be placed on his or her academic record.

Here are some **steps to follow to avoid plagiarism:**

- 1) Do as much work as possible *before* beginning your secondary research – read the novel(s), think of a thesis statement, and sketch out your argument. Write down your own ideas before reading any criticism.
- 2) Develop a note-taking style that clearly indicates what ideas are your own and what ideas are taken from another source. You can use different coloured pens, cue cards, or any other method that helps you distinguish your own ideas from those of other critics.
- 3) Feel free to disagree with any critic you read; don't simply regurgitate somebody else's argument.
- 4) When you are incorporating someone else's ideas into your essay, acknowledge that within the essay itself using
 - (a) quotations marks (whenever you have even part of a sentence that is the same as the original)
 - (b) introductory tag phrases – *e.g.* According to John Smith...
 - As Smith points out...
 - Smith observes that...
 - (c) a reference in parentheses that indicates the source of the idea (often just the page number, if you've already used a tag phrase)
- 5) Cite the source in full in your Works Cited list (see guidelines below).

MLA Guidelines

Your essays should follow the MLA format:

- 1) In the top left-hand corner of the first page, put your name, the name of your professor, the name of the course, and the date.
- 2) Number your pages in the top right-hand corner.
- 3) Double space.
- 4) If you use a snappy, attention-grabbing title, follow it up with an informative sub-title that indicates your topic and the works you will be discussing (i.e. Touching Pitch: Moral Ambiguity in R. L. Stevenson's *Treasure Island*).
- 5) Titles of books should be *italicized*. Titles of short poems, articles, and short stories should be put in quotation marks.
- 6) Introduce quotations in your own words, identifying the speaker and context: i.e. Bettelheim argues that "The fairy tale ... confronts the child squarely with the basic human predicaments" (311). Use ellipses to indicate where you have omitted material.
- 7) If the quotation is longer than four lines, do not use quotation marks; instead, indent the passage ten spaces from the left and continue to double space.
- 8) For short quotations, indicate the page number(s) in parentheses after the quotation marks and before the end punctuation. For long, indented quotations, place the parentheses after the end punctuation. Do not use abbreviations such as p. or pp. or include the author's name if the identity of the author is clear from the context.
- 9) List all the works you have referred to in a Works Cited list at the end of your paper. For stories or essays from book collections, use the following format in your Works Cited list: Author's last name, Author's first name. "Title of article or short story." Title of Book. City of publication: Publisher, date of publication.

Please note that the exact format depends on the type of source. There is a useful online guide to the MLA format at the following address: <http://owl.english.purdue.edu/owl/resource/747/01/>

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.

E 2033E Reading Schedule

(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” – 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/grimm021.html>

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

A DETAILED DESCRIPTION OF THE RESPONSE PAPER WILL BE PROVIDED THIS WEEK.

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 p.m.*

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*

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”

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 (WITH PEALTIES): 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 p.m.

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.