Department of English & Writing Studies

English 2033E (002) – Children’s Literature
Fall/Winter 2015-16
Thursday 7:00-9:00pm Middlesex College 105B

Instructor: Dr. Gabrielle Ceraldi
Office: AHB 2G20
Email: gceraldi@uwo.ca

Office Hours:
T/Th. 2:30-3:30 or by appointment

Tutorials 9:00-10:00:

<table>
<thead>
<tr>
<th>Time</th>
<th>Room</th>
<th>Tutors</th>
</tr>
</thead>
<tbody>
<tr>
<td>013</td>
<td>AHB 2B04</td>
<td>Jeremy Fairall, <a href="mailto:jfairall@uwo.ca">jfairall@uwo.ca</a></td>
</tr>
<tr>
<td>014</td>
<td>AHB 1B06</td>
<td>Sofia Herrarte, <a href="mailto:sherrart@uwo.ca">sherrart@uwo.ca</a></td>
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<tr>
<td>015</td>
<td>MC 105B</td>
<td>Jonathan Zarola, <a href="mailto:jzarola@uwo.ca">jzarola@uwo.ca</a></td>
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Sept. 10    Introduction to the Course

Fairy Tales
Sept. 17    Traditional Fairy Tales, Folk and Fairy Tales (see list on p. 4)
Sept. 24    Robert Munsch, The Paper Bag Princess
Revisionist Fairy Tales, Folk and Fairy Tales (see list on p. 4)

Moralistic Literature
Oct. 1      Louisa May Alcott, Little Women
Oct. 8      Little Women (cont’d.); Cautionary Tales (coursepack)

Nursery Rhymes and Nonsense
Oct. 15     Nursery Rhymes (coursepack)
            Dennis Lee, Alligator Pie
Oct. 22     Lewis Carroll, Alice’s Adventures in Wonderland and Through the Looking Glass
            FALL STUDY BREAK (no class)
Nov. 5      Edward Lear, Nonsense Poems and Stories (coursepack)

Girls and Boys
Nov. 12     L. M. Montgomery, Anne of Green Gables
            ESSAY #1 Due Nov. 12
Nov. 19     J.K. Rowling, Harry Potter and the Philosopher’s Stone
Nov. 26     Frances Hodgson Burnett, The Secret Garden
Dec. 3      John Boyne, The Boy in the Striped Pajamas

Adventure
Jan. 7      Robert Louis Stevenson, Treasure Island
Jan. 14     Beatrix Potter, The Tale of Peter Rabbit; J.M. Barrie, Peter Pan
Jan. 21     Neil Gaiman, Coraline
Jan. 28     Laura Ingalls Wilder, Little House on the Prairie
            TEST (written in tutorial)

Fantasy
Feb. 4      George MacDonald, The Princess and the Goblin
**Children’s Literature - English 2033E (002)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Author and Title</th>
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<tbody>
<tr>
<td>Feb. 11</td>
<td>J.R.R. Tolkien, <em>The Hobbit</em></td>
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<td>Feb. 15-19</td>
<td>READING WEEK (no classes)</td>
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<td>Feb. 25</td>
<td>C.S. Lewis, <em>The Lion, the Witch and the Wardrobe</em></td>
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<td>Mar. 3</td>
<td>E. Nesbit, <em>The Story of the Treasure Seekers</em></td>
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<td>Mar. 10</td>
<td>Louise Fitzhugh, <em>Harriet the Spy</em></td>
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<td>ESSAY #2 Due Mar. 10</td>
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<td>Mar. 17</td>
<td>Mark Haddon, <em>The Curious Incident of the Dog in the Night-time</em></td>
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<td>Mar. 24</td>
<td>Orson Scott Card, <em>Ender’s Game</em></td>
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<td>Mar. 31</td>
<td>Suzanne Collins, <em>The Hunger Games</em> review</td>
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**Marking**

<table>
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<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Essay #1 (2000 words, due Nov. 12)</td>
<td>20%</td>
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<tr>
<td>Test (Jan. 28 in tutorial)</td>
<td>10%</td>
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<tr>
<td>Essay #2 (3000 words, due Mar. 10)</td>
<td>25%</td>
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<tr>
<td>Tutorial</td>
<td>10%</td>
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<tr>
<td>Final Exam</td>
<td>35%</td>
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**NOTE:** As in all courses in the Department of English, students must pass BOTH the term work and the final examination in order to pass the course.

**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, both through speech (in oral presentations) and in writing (through persuasive essays)
- offer independent insights, beyond those outlined in class
- develop a specific, focused argument and support it with textual evidence

**General Information**

1. Regular attendance at lectures is essential. Absenteeism can result in debarment from writing the final examination, which in the Department of English results in failure of the course.
2. Essays are due on the dates specified above, but each student will be allowed a total of FIVE grace days to be used at his/her discretion. Two percent per day (including
weekends) will be deducted from late essays once the 5 grace days have been used up. No paper will be accepted later than three weeks after the due date.

3. All essays should be double-spaced and typewritten or printed in a standard font. Please follow MLA format (see attached guidelines). Essays should be handed in during class or dropped off in the Department of English Essay Drop-Off Boxes (across from AHB 2G02). Do not leave essays under office doors.

4. Plagiarism: 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.

5. Plagiarism Checking: The University of Western Ontario uses software for plagiarism checking. Students may be required to submit their written work in electronic form for plagiarism checking.

6. The Tutorial Grade, which will be assigned by your tutorial leader, will reflect your presence in tutorial and your lively participation in discussions, exercises, and other marked work.

7. All grades, once assigned and/or posted, are final. While formal appeal processes do exist in the Department of English and Writing Studies, grades will not be changed after the fact in response to emailed requests and/or GPA requirements, nor will the weighting of assignments be altered for individual students.
Traditional 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
“Ashputtle,” Jacob and Wilhelm Grimm (coursepack)
“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 Frog King, or Iron Heinrich,” Jacob and Wilhelm Grimm
“The Brave Little Tailor,” Jacob and Wilhelm Grimm
“Molly Whuppie,” Joseph Jacobs
“Puss in Boots,” Charles Perrault
“Bluebeard,” Charles Perrault
“Rumpelstiltskin,” Jacob and Wilhelm Grimm
“The Goose Girl,” Jacob and Wilhelm Grimm

“The Struggle for Meaning,” Bruno Bettelheim
“Feminism and Fairy Tales,” Karen Rowe

Revisionist Fairy Tales
*The Paper Bag Princess*, Robert Munsch
The Merseyside Snow White (coursepack)
“The Tale of the Handkerchief,” Emma Donoghue
“The Company of Wolves,” Angela Carter
“The Wicked Stepmother’s Lament,” Sara Maitland
### Grading Rubric:

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<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Poor</th>
<th>Inadequate</th>
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<tbody>
<tr>
<td><strong>Thesis</strong></td>
<td>Forceful, fresh and challenging</td>
<td>Clear development of a specific thesis</td>
<td>Reasonably clear thesis</td>
<td>Unclear, overgeneral</td>
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<tr>
<td><strong>Argument (ideas)</strong></td>
<td>Original, analytical, persuasive, depth of insight</td>
<td>Analytical, persuasive, with some originality and depth</td>
<td>More descriptive than analytical, not fully persuasive</td>
<td>Plot summary or lengthy paraphrase, general observations</td>
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<tr>
<td><strong>Organization</strong></td>
<td>Paragraphs focus on clearly articulated, meaningful topics</td>
<td>Paragraphs support thesis adequately</td>
<td>Most paragraphs support thesis; some problems with coherent paragraphing</td>
<td>Significant problems with paragraphing</td>
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<tr>
<td><strong>Use of Sources (quotations)</strong></td>
<td>Detailed engagement with text, seamless integration, proper documentation</td>
<td>Adequately detailed reference to text, proper documentation</td>
<td>Effort to support points with reference to text and proper documentation</td>
<td>Overgeneralization with inadequate support, little effort at documentation</td>
<td></td>
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<tr>
<td><strong>Style</strong></td>
<td>Graceful, rhetorically impressive, few if any errors</td>
<td>Clear writing style, errors relatively few and minor</td>
<td>Some problems with clarity, grammar, punctuation, or wordiness</td>
<td>Errors serious enough to interfere with understanding</td>
<td></td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Score</th>
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<tbody>
<tr>
<td>A+</td>
<td>Outstanding</td>
<td>90+</td>
</tr>
<tr>
<td>A</td>
<td>Excellent</td>
<td>80-89</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>70-79</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>60-69</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>50-59</td>
</tr>
<tr>
<td>F</td>
<td>Inadequate</td>
<td></td>
</tr>
</tbody>
</table>

A+ Outstanding, 90+  
A Excellent, 80-89  
B Good, 70-79  
C Satisfactory, 60-69  
D Poor, 50-59  
F Inadequate across several areas
Sample of MLA Format

Your Name
Dr. Gabrielle Ceraldi (OR T.A.’s name)
English 2033E
15 November 2011

Moral Ambiguity in R. L. Stevenson’s *Treasure Island*
and Emma Donohue’s “The Tale of the Handkerchief”

Your title should indicate your topic and the works you will be discussing.
Titles of books should be *italicized*. Titles of short poems, articles, and short stories
(including fairy tales) should be put in quotation marks.

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” (328). Use ellipses to indicate where you have omitted material.
If you are using an online version of a novel which has no page numbers, you may use
chapter numbers instead (ch. 13). 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. i.e. MacDonald uses Darwin’s theory of evolution to explain the goblins’
origin:

Those who had caught sight of them said that they had greatly altered
in the course of generations … both in face and form. (ch. 1)

Do not include the author’s name in the parenthetical reference if the identity of
the author is already clear from the context. List all the works you have referred to in a
Works Cited list at the end of your paper.

Works Cited
Hallett and Barbara Karasek. 4th ed. Peterborough, Ontario: Broadview,

Scholastic Offences, including Plagiarism
The University Senate requires the following statements, and Web site references, to appear on course outlines:

“Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf.”

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text 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 (see Scholastic Offence Policy as above).

“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).”

Prerequisites
The University Senate requires the following statement to appear on course outlines:

“Students are responsible for ensuring that their selection of courses is appropriate and accurately recorded and that all course prerequisites have been successfully completed, and that they are aware of any antirequisite course(s) that they have taken. If the student does not have the requisites for a course, the University reserves the right to remove the student from the course and to delete it from the student’s record. This decision may not be appealed. A student will receive no adjustment to his or her fees in the event that he or she is dropped from a course for failing to have the necessary prerequisites.”

Medical Accommodation Policy
For UWO Policy on Accommodation For Medical Illness, see:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf

(downloadable Student Medical Certificate (SMC): https://studentservices.uwo.ca under the Medical Documentation heading)

Students seeking academic accommodation on medical or other 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 on medical grounds cannot be granted by the instructor or the Program in Writing, Rhetoric, and Professional Communication, and the Program requires students in these circumstances to follow the
same procedure when seeking academic accommodation on non-medical (i.e. non-medical compassionate or other) grounds.

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth less than 10% of their final grade must also apply to the Academic Counselling office of their home Faculty and provide documentation. Where in these circumstances the accommodation is being sought on non-medical grounds, students should consult in the first instance with their instructor, who may elect to make a decision on the request directly, or refer the student to the Academic Counselling office of their home Faculty.

Students should also note that individual instructors are not permitted to receive medical documentation directly from a student, whether in support of an application for accommodation on medical grounds, or for other reasons (e.g. to explain an absence from class which may result in a grade penalty under an ‘Attendance’ policy in the course). All medical documentation must be submitted to the Academic Counselling office of a student’s home Faculty.

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.