



<b>Course Title: <i>Literature for Young People</i></b>			
<b>Course Number</b>	English 396-01	<b>FALL 2021</b>	
<b>Faculty / Department</b>	<b>Faculty of Arts/Department of English</b>		
<b>Instructor Name</b>	Dr. Eden Lackner	<b>Email</b>	eden.lackner@ucalgary.ca
<b>Instructor Email Policy</b>	48 hour response during business hours (i.e. Mon.-Fri., 8:30am to 4:30pm).		
<b>Office Location</b>	Virtual only for the semester's duration.	<b>Telephone No:</b>	N/A
<b>Office Hours</b>	Monday/Wednesday 11:00-12:30 (via Zoom), or by appointment.		
<b>Class Dates/Times/Location</b>	Monday/Wednesday 9:30-10:45 via Zoom (accessed via D2L)		

**Course Description:** This course is a critical and historical exploration of children's and young adult literature. Throughout the semester, we will consider the strangeness of children's literature, as a genre that is named for its intended audience; is difficult to precisely define; provokes strong debate amongst critics and readers regarding the content of its texts; inspires endless adaptations, transformations, and appropriations; and often challenges popular understandings of what, precisely, childhood is. Through lectures, group discussions, and a variety of assignments, we will consider the ways in which we define children's and young adult literature, grapple with the expectations that surround the genre, and conceptualize writing for children or reading children's literature as adults. This course emphasizes engaged, considered readings of these works, and focuses on how children's and young adult literature navigate the division between escapism and education.

### **Texts and Readings:**

#### Available in University Bookstore:

- *Reading Children's Literature: A Critical Introduction (Second Edition)* by Carrie Hintz and Eric L. Tribunella\*
- *Peter Pan* by J.M. Barrie\*
- *The Last Unicorn* by Peter S. Beagle
- *The Snowy Day* by Ezra Jack Keats
- *Pat the Bunny* by Dorothy Kunhardt
- *The Paper Bag Princess* by Robert Munsch
- *Where the Wild Things Are* by Maurice Sendak
- *Far From You* by Tess Sharpe
- *The Broadview Pocket Guide to Writing: Revised Fourth Canadian Edition* by Doug Babington, Don LePan, and Maureen Okun (Recommended)

\*Available bundled together or singly in the bookstore.

Available Online, via D2L Course Forum:

- Additional critical & fictional sources

**Online/Remote Learning:** This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in all synchronous Zoom sessions and asynchronous learning tasks (assignments) using the D2L learning environment. When unable to participate live due to time zone differences or unforeseen circumstances, students are responsible for implementing an alternative participation activity (e.g., watching the relevant lecture recordings, and actively contributing to any follow-up online discussion).

This course is primarily presented in a synchronous form, with classes occurring in real-time on Mondays and Wednesday from 9:30am to 10:45am Mountain Time. Each session will be recorded. Students are expected to complete assignment-related objectives asynchronously.

There is a D2L site for this course which contains additional required readings and other relevant class resources and materials (see [D2L.ucalgary.ca](https://d2l.ucalgary.ca)).

In order to successfully engage in the learning experience at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

### **Course Learning Outcomes:**

Upon successful completion of this course, students will be able to:

1. Read texts accurately and critically;
2. Write logically, clearly, and persuasively;
3. Apply critical theory to literature;
4. Appropriately evaluate and use secondary sources in persuasive and argumentative writing;
5. Situate their own scholarly analysis within larger academic discourse, both in relation to other students' ideas, and the wider academic world;
6. Articulate the conventions of children's literature, and identify the genre's varying forms;
7. Articulate and explore the tension between children's literature as escapism and education.

### **Assignments and Evaluation:**

#### **Reading Quizzes (10%):**

Keeping current with course materials allows for a stronger understanding of the ideas and concepts under discussion in the class. On five to seven occasions, short reading quizzes will be administered on a surprise basis during the 24 hours before some classes. These quizzes will test students on their

reading comprehension regarding the texts and ideas relevant to the next lecture. Failing to complete the quiz before the lecture will result in a grade of zero for the missed quiz; quizzes cannot be rescheduled or deferred. Each student's lowest grade will be dropped to mitigate unavoidable absences.

**Group Presentation (15%):**

Researching the literary roots of a work can help us to better understand its social and cultural context. For this project, each group will choose one topic related to the course readings and discuss it in terms of how it helps us understand literature for young people, and how that exploration fits with related criticism. The group will also be required to integrate one appropriate critical secondary source into their analysis. Students may optionally use visual materials, such as PowerPoint, but they must support and highlight the group's central argument. The presentation must be 8 to 10 minutes in length (no longer). There will likely be 4 to 5 students per group. Students in each group will be assigned a common grade. However, to ensure that the presentation grade reflects the equal efforts of all members, the instructor will consult with each group periodically.

**Close Reading (20%):**

Understanding the detailed forms, figures and themes of a work is as important to understanding that work as considering its larger cultural context. This short essay of 750 words will focus on a close reading of one or more texts by an author covered in the course. Students will engage with their chosen texts by examining their content and forms. Each essay will be accompanied by an MLA formatted bibliography listing the texts consulted.

**Picture Book Project (25%):**

Engaging creatively with a text is a way to facilitate alternate forms of literary criticism. For this project, students are encouraged to explore intertextuality by examining a course-assigned text in a creative form. Students will create a picture book (with accompanying critical commentary) which will exist in dialogue with a course text, identifying and emphasizing the themes, tropes, and critical concerns at work in the assigned story. For this assignment, students may work independently or in groups (maximum of 3 people).

Students choosing to work in a group will be assigned a common grade. Groups will need to inform the instructor of the composition of the group within a week of assignment distribution, and will submit a document alongside the project detailing each student's contributions. Students choosing to work as a group are expected to contribute equally; students who fail to contribute equally to the project will be assigned a separate grade based on available evidence of their individual work.

**Close Reading Research Essay (30%):**

Considering our own interpretations in the context of larger academic and critical conversations is an important step in formulating strong arguments. For this essay, students will pursue their chosen lines of inquiry with reference to texts and authors covered in the course and related academic criticism. This essay of 750-1000 words will incorporate 2 secondary scholarly sources which will support and help build the student's own argument. Each essay will be accompanied by an MLA formatted bibliography listing both the primary and secondary texts consulted. (Essays will be submitted online, via D2L.)

**TOTAL: 100%**

**Additional Regulations:**

- Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions.
- Unless otherwise indicated, all assignments are due at the beginning of class on their corresponding due dates. Please make every effort to hand in assignments as directed, which will primarily be online through our Desire2Learn course website. Your assignments must have both your name *and* Dr. Lackner's on the first page. All assignments must be typed, double-spaced and submitted online as instructed.
- Late assignments will lose a fraction of a grade per day (not per class) unless an extension has been granted. (Ex: An assignment submitted two days late that would have earned a B will instead receive a C+.) Late assignments can be submitted via D2L, in the same manner as assignments submitted on time. No assignments will be accepted one week past the assignment deadline without the prior consent of the instructor.
- While you are not required to complete all assignments in order to pass the course, you are *strongly* encouraged to do so; even one missed assignment will significantly impact a student's final grade.
- Students are responsible for keeping copies of all assignments in case of loss of any kind. Only the instructor is able to return assignments to students.
- **There will be no extra credit assignments or opportunities to redo and resubmit your work. Do the best work you can on each assignment before you submit it.**
- English 396 does not have a Registrar-scheduled exam.
- In order to facilitate smooth email communications, when emailing your instructor, please begin your subject with "**ENGL 396-01**" and then include the reason for your email. For example: "ENGL 396-01: Citation Question." By including your course number, you are helping your instructor to sort through and answer class-related emails far more efficiently.

**Preparation for Class:** Always bring the text(s) listed on the weekly reading schedule to class with you unless otherwise instructed by the professor. Consult the schedule well before every class and listen carefully to additional instructions given at the end of each lecture so that you know which materials we will be using during the next class.

It is critically important that you have the texts we are scheduled to discuss with you, as close and detailed readings of each work under discussion are the cornerstones of studying literature. Similarly, you are expected to have read and engaged with each text *before* the corresponding lecture on that

work. As with all courses, preparation is the key to understanding. Relying on getting a general sense of a book or lecture from class discussion without putting in the time to read and consider the material we are covering will not serve you well in this course or any other.

**Class Participation:** Regularly attending classes, arriving prepared, participating respectfully in discussions and making an effort to intellectually engage with the material, instructor and your fellow students will enhance your learning process and contribute to a positive classroom environment. Students are expected to be active participants in the formulation of knowledge in this course, rather than passive consumers. These steps will also help develop your ability to articulate your ideas and shape your arguments, which will serve you well across the various facets of your life.

Take notes. Do not rely on merely viewing the lecture or saving copies of course materials and nothing more. Memory is faulty, and attempting to recall the details of a class discussion held weeks ago without notes to refer to is a losing proposition.

**Conduct:** Students, employees, and academic staff are expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment. As members of the University community, students, employees, and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at:  
<http://www.ucalgary.ca/pubs/calendar/current/k.html>

**Technology and the Classroom:** As this is an online course, both classes and office hours will be held via Zoom. You are strongly encouraged to attend classes during their assigned dates and times, barring unavoidable issues. Additionally, students are encouraged to participate in live classes verbally, or through Zoom's chat feature. Just as during an in-person class, students are expected to restrict the use of electronic and mobile devices to course-related functions during lectures. Students are responsible for being aware of the University's Internet and email use policy, which can be found at <https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf>

While you are welcome to participate verbally during our live classes, in order to minimize disruptions, please make sure your microphone is muted when you are not actively contributing. Although we are not all in the same room, the same expectations that students will be as focused and engaged as in a more traditional classroom hold true.

The instructor reserves the right to eject anyone causing any kind of disruption from the classroom.

**Guidelines for Zoom Sessions:** Zoom is a video conferencing program that allows us to meet at specific times for "live" video conferencing, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please arrange an alternative activity for the missed session (e.g., watch the relevant lecture recordings, and active contribute to any follow-up online discussion). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

**Grading System:** Course grades are based on the University of Calgary four-point Undergraduate Grading System and the standard percentage conversion chart of the Department of English:

90 + %	A+	4.0	67 – 69 %	C+	2.3
85 – 89 %	A	4.0	64 – 66 %	C	2.0
80 – 84 %	A–	3.7	60 – 63 %	C–	1.7
77 – 79 %	B+	3.3	55 – 59 %	D+	1.3
74 – 76 %	B	3.0	50 – 54 %	D	1.0
70 – 73 %	B–	2.7	0 – 49 %	F	0

Please note that, according to the University Calendar ([www.ucalgary.ca/pubs/calendar/current/f-1-1.html](http://www.ucalgary.ca/pubs/calendar/current/f-1-1.html)), instructors may use their discretion when rounding upwards or downwards when the average of term work and exams is between two letter grades. Final grades that are within 0.5% of the next letter grade will be automatically rounded upwards (e.g. 76.5% would receive a B+, while 76.4% would remain a B).

Although the A+ is solely an honorific that entails no additional points in the four-point system, the course instructor will employ this mark to distinguish superlative work that exceeds expectations in style, correctness, intellectual depth and breadth, sophistication, and originality. There is no D- grade.

**Plagiarism:**

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possible suspension or expulsion from the university.

“Plagiarism” occurs when a Student presents the ideas, expression of ideas or work of another individual as the Student’s own. Work may include algorithms, code, composition, data, methods, design, formulae, images, indigenous oral teachings, art and ceremonies, organization of ideas, and scientific and mathematical concepts.

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>

**Scribe and Muse Club for English Students:**

The Scribe and Muse Reading and Writing Club (SMRWC) fosters and champions reading and writing through community service, leadership, and engagement. We strive to enhance the academic and social experience of undergraduate students by promoting academic excellence and interaction between students, faculty, and the community, through social, cultural, and academic events

<http://english.ucalgary.ca/scribe-and-muse-english-club>.

Our email address is [smecuofc@gmail.com](mailto:smecuofc@gmail.com).

**English Department Website:**

For more information about courses, programs, policies, events and contacts in the Department of English, please go to our website at <https://arts.ucalgary.ca/english>. Please note that the course outlines posted on the English Department website constitute the official course outline for purposes of appeals. Students should verify any hard copies against this posted version. For courses which employ numerical grades, the official departmental percentage to letter grade conversion scale is also posted on the department website.

**Writing Support:**

The Student Success Centre offers both online and workshop writing support for U of C students.

<http://www.ucalgary.ca/ssc/writing-support>

**Library and Research Support:**

Melanie Boyd, Librarian for English, offers research support to students, including strategies for finding articles, books, and other library materials. Contact: [maboym@ucalgary.ca](mailto:maboym@ucalgary.ca).

Find The English Pages research guide here:

[https://library.ucalgary.ca/sb.php?subject\\_id=52619](https://library.ucalgary.ca/sb.php?subject_id=52619)

**Follow the Department of English on Facebook & Twitter:**



**Academic Regulations and Schedules:**

Consult the Calendar for course information, university and faculty regulations, dates, deadlines and schedules, student, faculty and university rights and responsibilities. The homepage for the University Calendar is <https://www.ucalgary.ca/pubs/calendar/current/welcome.html>

### **Grade Appeals:**

Consult the following University Calendar link and request advice from the English Department office, SS 1152 or email [adveng@ucalgary.ca](mailto:adveng@ucalgary.ca). Please note that “mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision.”

<http://www.ucalgary.ca/pubs/calendar/current/i.html>

### **Deferral of Term Work and Final Examinations:**

Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, an Application of Deferment of Term Work form must be completed. The University also has regulations governing the deferral of final examinations. See Calendar:

<http://www.ucalgary.ca/pubs/calendar/current/g-6.html>

<http://www.ucalgary.ca/pubs/calendar/current/g-7.html>

### **Student Accommodations:**

#### **ACADEMIC ACCOMMODATIONS**

The student accommodation policy can be found

at: <https://www.ucalgary.ca/pubs/calendar/current/b-6-1.html>

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities

<https://www.ucalgary.ca/pubs/calendar/current/b-6.html>

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

The full policy on Student Accommodations is available

at <https://www.ucalgary.ca/pubs/calendar/current/b-6-2.html>

### **Faculty of Arts Program Advising and Student Information Resources:**

Have a question, but not sure where to start? The new Arts Students' Centre (ASC) is your information resource for everything in Arts! Drop in at SS102, call us at 403-220-3580 or email us at

[ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca). You can also visit the Faculty of Arts website at

<http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

### **\*RESEARCH ETHICS (if applicable)**

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

### **\*INSTRUCTOR'S INTELLECTUAL PROPERTY**



Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

**\*FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

**\*COPYRIGHT LEGISLATION**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

**\*MEDIA RECORDING (if applicable)**

Please refer to the following statement on media recording of students:

[https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP\\_FINAL.pdf](https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf)

**\*Media recording for lesson capture**

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms.

**\*Media recording for self-assessment of teaching practices**

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. These recordings will be used for instructor self-assessment only and will not be used for any other purpose.

**\*Media recording for the assessment of student learning**

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during

the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

### **SEXUAL VIOLENCE POLICY**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at

<https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

### **\*OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

### **Universal Student Ratings of Instruction (USRI):**

"At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference – please participate in USRI Surveys."

### **PLAGIARISM**

Plagiarism is an extremely serious offence. Please read the following information carefully. The penalty routinely recommended by the English Department for documented plagiarism is failure of the course in which the offence occurred; academic probation is also routinely applied at the Faculty level. Suspension or expulsion can result from severe or repeated plagiarism.

The University Calendar states:

1. Plagiarism - Essentially plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:
  - a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),

- b) parts of the work are taken from another source without reference to the original author,
- c) the whole work (e.g., an essay) is copied from another source, and/or,
- d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs when direct quotations are taken from a source without specific acknowledgement, or when original ideas or data from the source are not acknowledged. Citing your sources in a bibliography is not enough, because a bibliography does not establish which parts of a student's work are taken from other sources. MLA (Modern Language Association) documentation or other recognized forms of citation must be used for this purpose. Advice on adequate documentation can be found at the following web sites:

<http://owl.english.purdue.edu/owl/resource/747/01/>

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test. For information on possible forms of documentation, including statutory declarations, please see

<https://www.ucalgary.ca/pubs/calendar/current/m-1.html>.

## **DEPARTMENT OF ENGLISH STATEMENT ON PRINCIPLES OF CONDUCT**

According to the University Calendar:

“The University of Calgary community has undertaken to be guided by the following statements of purpose and values: to promote free inquiry and debate, to act as a community of scholars, ..., to respect, appreciate, and encourage diversity, [and] to display care and concern for community”. The Department of English, like the university as a whole, is committed to a “positive and productive learning and working environment.” This environment is characterized by appreciation and encouragement of diversity and respect for the dignity of all persons: students, support staff, and faculty. The department will not tolerate unacceptable behaviour, such as threatening gestures, threatening or abusive verbal or written communication (including e-mails), or any conduct that “seriously disrupts the lawful education and related activities of students and/or university staff”. Any cases of such misconduct should be reported immediately to the department Head, who, depending on the nature and severity of the incident, may then take further appropriate action.