



FACULTY OF ARTS  
Department Of English

COURSE OUTLINE

ENGL 396: Young People's Literature  
Fall 2022  
Mon/Wed, 5-6:15pm (Online Course)

<b>Instructor:</b>	Dr. Derritt Mason (they/he)
<b>Email:</b>	<a href="mailto:derritt.mason@ucalgary.ca">derritt.mason@ucalgary.ca</a>
<b>Web Page:</b>	D2L (access via MyUofC portal)
<b>Office Hours:</b>	W 3:30-4:30pm, or by appointment (on Zoom)

<b>Teaching Asst.:</b>	Jamie Michaels (he/him)
<b>Email:</b>	<a href="mailto:jamie.michaels@ucalgary.ca">jamie.michaels@ucalgary.ca</a>
<b>Office Hours:</b>	W 9-10am, or by appointment (on Zoom)

\* Please allow 48 hours for a reply to any emails. We answer emails M-F during business hours.

**Course description:**

This class is a critical and historical study of children's and young adult literature. Students will consider the terms through which critics have sought to define (or not define) children's literature, the expectations that surround the genre, how children's literature and its adaptations may subvert and/or bolster these expectations, and how contemporary queer, trans, Black, and Indigenous authors and authors of colour have reshaped the contours of the genre. Students will depart the class having cultivated critical tools for approaching a range of texts for young people, in addition to developing a heightened awareness of the fraught relationship between children's and young adult literature and its authors, critics and audiences. This class has no prerequisites and is not open to students with credit in English 398.

This course is a **hybrid** synchronous/asynchronous class that will take place **online** via D2L and Zoom. To best succeed in the course, you are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous sessions on Zoom. Although I encourage you to attend all scheduled synchronous classes, each session will be recorded and posted online in case you are unable to make it. There will be **six synchronous sessions** throughout the term. They will be held on the following dates during scheduled class time (5-6:15pm MST): **Wed. Sept. 7; Wed. Sept. 14; Wed. Oct. 12; Mon. Oct. 24; Mon. Nov. 21; and Wed. Nov. 30.**

### **Course learning outcomes:**

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

1. Summarize and describe various critical and historical perspectives on children's and young adult literature and the cultural categories of "childhood" and "adolescence"
2. Describe and analyze the conventions of children's and young adult literature according to different theoretical perspectives
3. Critically read and analyze a range of texts for young people, including fairy tales and illustrated material
4. Describe and discuss the influence of contemporary social, political, and cultural issues on children's and young adult literature
5. Demonstrate metacognitive thinking about course material and their own approaches to learning

### **Primary texts** (available in ebook or print formats):

#### Textbook:

1. Carrie Hintz & Eric L. Tribunella, *Reading Children's Literature: A Critical Introduction* (2<sup>nd</sup> Edition, Broadview Press, 2019)

#### Fiction:

1. J.M. Barrie, *Peter Pan* (1911) (recommended edition: Broadview Press, ed. Anne H. Alton, 2011)
2. Akwaeke Emezi, *Pet* (2019)
3. Thomas King, *Coyote Tales* (2017)
4. Vivek Shraya, *God Loves Hair* (10th Anniversary Edition, 2020)

\* Additional readings will be made available online. Please see the reading schedule for more information.

### **Learning technology requirements:**

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

To successfully engage in learning experiences 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.

**Assessments and Evaluation:**

This class follows the principles of “ungrading” (Blum, 2020), a movement that aims to decentre the instructor in goal-setting and evaluation, and provide you with transparency and flexibility in how you navigate the course; my expectations; and your own strengths, interests, and goals as a learner. Specifically, the “grading contract” for this class has been designed using a combination of “labour-based” (Inoue, 2019) and “engagement-based” (Carillo, 2021) strategies. For more information on ungrading, please see the embedded link above, or feel free to come chat with me during my office hours!

Here are the four primary course components and the way they will be scored:

<b>Course Component</b>	<b>Exceeds Expectations (3 points)</b>	<b>Meets Expectations (2 points)</b>	<b>Below Expectations (1 point)</b>	<b>Incomplete/Unsatisfactory (0 points)</b>
<b>End-of-Module Quizzes</b> (6 quizzes, scored /10)	Average quiz score of 8.5-10	Average quiz score of 7.0-8.4	Average quiz score of 5.0-6.9	Average quiz score of 4.9 or less
<b>Sway Journal</b> (5 entries, scored /3)	Total score of 12-15	Total score of 8-11	Total score of 4-7	Total score of 3 or less
<b>Term Portfolio</b>	Rubric score of “exceeds expectations”	Rubric score of “meets expectations”	Rubric score of “below expectations”	Rubric score of “incomplete/unsatisfactory”
<b>Attendance, Engagement and Participation</b>	Rubric score of “exceeds expectations”	Rubric score of “meets expectations”	Rubric score of “below expectations”	Rubric score of “incomplete/unsatisfactory”

## Final grades & calculation logic:

A+: 12 points (exceeds expectations in all components)  
A: 11 points (exceeds expectations in most components; meets expectations in one)  
A-: 10 points (exceeds expectations in two components; meets expectations in two)  
B+: 9 points (exceeds expectations in one component, meets expectations in three)  
B: 8 points (meets expectations in all components)  
B-: 7 points (meets expectations in most components, below in one)  
C+: 6 points (meets/below expectations evenly across components)  
C: 5 points (below expectations in all components except one)  
C-: 4 points (below expectations in all components)  
D: 3 points (below expectations in most components, incomplete/unsatisfactory in one)  
F: 0-2 points (below expectations or incomplete across components OR term portfolio is incomplete/unsatisfactory)

- I include my grading logic here to explain how I determined each calculation. However, as you can see in the chart, it is possible to arrive at a particular final grade through several different pathways. For example, if you receive low scores on your quizzes but perform above expectations in all other course components, you can still earn a B+ in the course overall.
- In order to receive a passing grade in the class, you *must* submit the term portfolio/final reflection and have it meet basic requirements (i.e. a final score of 1 or more).
- Due to the way I have designed this grading system, I will not be rounding grades up or down.
- Details on the undergraduate grading system are available here:  
<https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>
- There is no final exam in this course, and no extra credit assignments will be available.

## Overview of Assignments:

(For more information, please see the detailed assignment sheets available on D2L)

### **End-of-Module Quizzes (x6)**

Each module will culminate in a short, open book, ten question multiple-choice quiz based on course readings, lectures, and class discussions. These quizzes will not be timed. You must complete your quizzes individually, but you are free to refer to your notes and course readings during the quiz.

### **Sway Journal (x5)**

Using Microsoft Sway, you will create and maintain a journal in which you'll make **five** short, informal entries about course material and questions throughout the term (300-400 words/entry). These journal entries are an opportunity to share your thoughts on what you've learned from the current module. The primary skill I would like you to practice and demonstrate in these entries is metacognition, or thinking critically about your own thinking and learning.

### **Term Portfolio**

You will curate and discuss three “objects” from our course that you feel best represent what you learned this term. You will be able to pick a portfolio format that will best highlight your choices: you can collect them in a Word document, create a new Sway, make a PowerPoint slideshow, or use other software like Padlet or Canva. If you want to get really creative, you could record a podcast, edit a short film, or even make a video game (using [Twine](#) or [Bitsy](#), for example) about your objects. You will also write a short reflection (250 words) for each object, as well as a reflection on the entire course.

### **Attendance, Engagement, and Participation Self-Assessment**

You will have an opportunity to set goals and, at the end of term, assess your overall level of class attendance, engagement and participation.

- Unless specified otherwise on the assignment sheet, all assignments will be submitted electronically on D2L.
- All students can take two extensions (of under one week) and still meet course engagement/participation expectations. No assignments will be accepted one week past the assignment deadline without the prior consent of the instructor.

For **attendance and participation expectations**, please see the separate assignment sheet on D2L.

### **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>

### **Internet and Email Use:**

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>

### **Guidelines for Online Sessions:**

Zoom and D2L are video conferencing and online learning programs that will allow us to meet at specific times for a live video conference, so that we can have the opportunity to gather virtually and discuss relevant course topics as a learning community.

To help ensure sessions are private, please do not share conferencing links or passwords with others, or on any social media platforms. Course links and passwords are only intended for students registered in the class. Zoom recordings and materials presented on Zoom/D2L, 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 video conferencing sessions, 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/>

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 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.

### **Academic Integrity:**

This course, like all courses at the University of Calgary, holds students to high standards of honest and responsible scholarship. Please consult the [Academic Integrity website](#) for a detailed description of university policies, which will be enforced in this course. Cases of suspected academic misconduct will be referred to the Associate Dean of Arts for a ruling.

Plagiarism is a type of academic misconduct. Plagiarism occurs when a student presents the ideas, expression of ideas, or work of another person as their own. Another equally serious form of plagiarism occurs when a student submits something they have written themselves for credit in two or more courses without first securing written permission from all those course instructors. Consequences for plagiarism include failure on the assignment, failure in the

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

**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](#) must be completed. It is the student's responsibility to initiate this process with the instructor. The University also has regulations governing the [deferral of final examinations](#).

**Grade appeals:**

To pursue a Reassessment of Graded Term Work or a Reappraisal of an Academic Assessment, Consult the [University Calendar](#) and request advice from the English Department at [engl@ucalgary.ca](mailto:engl@ucalgary.ca). Please note that mere dissatisfaction with a grade is not sufficient grounds for an appeal.

**[English Department Website:](#)**

For more information about courses, programs, policies, events and contacts in the Department of English.

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

The [Scribe and Muse Reading and Writing Club](#) fosters and champions reading and writing through community service, leadership, and engagement. Our email address is [smecuofc@gmail.com](mailto:smecuofc@gmail.com).

**Writing support:**

[The Student Success Centre](#) offers both online and workshop writing support for U of C students.

**[Academic regulations and schedules](#)****Student Academic Accommodations:**

The Student Accessibility Services website is available [here](#). University accommodation policies can be found at the following links:

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

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

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

**Program Advising and Student Information Resources** is done through the Faculty of Arts Students' Centre. Office location: SS102; phone: 403-220-3580; email: [ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca)  
Website: <http://arts.ucalgary.ca/undergraduate>

**Instructor's Intellectual Property**

Course materials created by instructors, including presentations, 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 usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

### **Sexual violence policy:**

<https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Sexual-and-Gender-Based-Violence-Policy.pdf>

### **Other important information:**

- [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):**

Please participate in [USRI Surveys](#) toward the end of the course. The feedback they provide helps us evaluate teaching, enhance student learning, and guide students as they select courses.