UNIVERSITY OF CALGARY

FACULTY OF ARTS
Department of English

COURSE OUTLINE

ENGLISH 396 L01: *Literature for Young People*
WINTER 2022
Tuesdays & Thursdays 14:00-15:15, Web Based (Zoom via D2L)

Instructor:	Dr. Eden Lackner
Email:	eden.lackner@ucalgary.ca
Web Page:	D2L (access via MyUofC portal)
Office Hours:	In Office/In Person: Tuesdays & Thursdays, 9:30-10:30 (SS 1020) Online/Via Zoom: Tuesdays, 15:30-16:30 (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.

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.

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

Learning Technology Requirements: 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 Tuesdays and Thursdays from 14:00 to 15:15 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).

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.

Assessments 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 (10%):
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 (25%):
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.

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 essay assignments and projects are due by 23:59 on their corresponding due dates. All quizzes, group presentations and accompanying documentation are due at the beginning of class on their corresponding due dates. Please make every effort to hand in assignments as directed, which will be online through our Desire2Learn course website. Your written assignments must have both your name *and* Dr. Lackner's on the first page, and must be typed, double-spaced and submitted online/as instructed. Submit your files in .doc, docx, or .pdf form only.

- 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.

Attendance and Participation Expectations:

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 attending 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 also 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

Policy on Use of Electronic Devices: As this is an online course, classes are held via Zoom, and office hours are available both in person and via Zoom (see "Office Hours" at the top of this document). 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. Please refrain from accessing websites and resources that may be distracting to you or other learners during class time. Students are responsible for being aware of the University's Internet and email use policy.

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

Students must reach the minimum percentage threshold for the grade range to receive that letter grade (e.g., to receive an A- a student will have surpassed the minimum threshold of 80.00% in the course)

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.

The interpretation of the undergraduate university grading system can be found at: https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html

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. Please note that mere dissatisfaction with a grade is not sufficient grounds for an appeal.

English Department Website:
Consult the 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.

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 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/policies/files/policies/sexual-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.