

ANG – 2006 CHILDREN’S LITERATURE
Fall 2020

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General Course Description

This course offers a historic overview of the development of children’s literature in English from its beginnings in the oral tradition to the present day with a particular emphasis on classics of children’s literature.

Objectives

- survey a variety of literature for children and teens (including fairy tales, poetry, contemporary realistic fiction, modern fantasy and science fiction);
- consider the historical and social issues of the genre;
- reflect on the links between the themes and relate to contemporary issues
- help students perfect their ability to independently interpret the wide range of children’s literature in English using close readings, broader analyses, and comparisons
- work in small groups to improve communication skills; practice in leading discussions;
- improve written and spoken English, enhance vocabulary, acquire precision in written work, improve comprehension

Pedagogical Approach

The course will combine lectures with class and small group discussions and student presentations. Students are required to have read the assigned secondary texts or readings before each class. Familiarity with the works will enable students to participate in class and small group discussions and more fully enjoy the class. Readings, power point presentations and film clips will be employed and analyzed to show the range and diversity of children’s literature.

Evaluation

- Assignments/Quizzes (In-class and homework) -- 25%
- Midterm Exam --25%
- Term Project -- 25%
- Final exam (cumulative) -- 25%

Note: students must complete *all* the above assignments and exams to fulfill the requirements for the course

Evaluation will be determined by the **quality of language** and the level of engagement with the material. Grades of the term project, exams, and assignments will be assigned in relation to content, organization and grammar: (1) content: mastery of subject matter, originality, and clarity of ideas (60%), (2) argumentation (20%), and (3) mastery of language, quality of style, mechanics, and referencing (20%). Failure in any of these main categories may result in a failing grade.

Assignments may include in-class exercises/pop quizzes and other graded class work such as reading responses. Students who miss any in-class graded work because of absence will forfeit that part of their grade. The term project and assignments must be handed in on time and adhere to MLA guidelines. Penalties may apply to late projects and assignments.

Exams may include short analyses, such as the discussion of passages, development questions, as well as short in-class essays that demonstrate the ability of students to do independent interpretations of literary texts. Factual knowledge may be tested either in specific fact-based questions or in the required incorporation of facts, such as authors' names, into short analyses or development or short in-class essays. **A failure on the final exam may result in a failure for the course. Please see page 7 for the university's official guidelines for online exams.**

Class Attendance

Students are **required to attend and actively participate** in classes. Attendance is therefore mandatory for students to succeed. By registering for this class, students are in effect agreeing to be available during the weekly time period in which class is scheduled. Accepting contracts to teach or work in some other capacity during class time will not contribute to student success and students who miss any in-class graded work because of absence will forfeit that part of their grade.

Required Texts

1. *Children's Literature, Briefly 7th Edition*. 2020. -- e-textbook (\$37.49) available at Pearson Education <https://www.pearson.com/store/p/children-s-literature-briefly/P100001148115>

2. Halse Anderson, Laurie. *Speak*. 1999. -- available at La Maison Anglaise, Place de la Cité.

Critically acclaimed contemporary realistic fiction, a multiple award winner (including 1999 National Book Award Finalist, 2000 Horn Book Fanfare Best Book of the Year, and 2000 ALA Best Book for Young Adults), *Speak* is "a grittily realistic portrait of events in high school."

3. Gaiman, Neil. *The Graveyard Book*. 2008. -- available at La Maison Anglaise. *The Graveyard Book* is a fantasy/horror novel, which was inspired by *The Jungle Book*, and won both the 2010 British Carnegie Medal and the 2009 American Newbery Medal, the 2009 Hugo Award, 2009 Locus Award, and was short-listed for the Kate Greenaway Medal.

4. Applegate, Katherine. *The One and Only Ivan*. 2012. -- available at La Maison Anglaise. This 2013 Newbery Award winner and an ALA Notable Children's book portrays the fictionalized account of Ivan, a silverback gorilla and his life in a mall in Washington state.

Consult our Maison Anglaise course

link: https://lamaisonanglaise.com/?q=h.tvviewer&e_def_id=SdFILTOyaO4

Supplementary Material on the Portal

Students will be advised of any material placed on the Portal; each week there will assigned readings, articles, and videos on the Portal. Click on each week for the readings for that week.

Academic Offenses

For marks to be valid, they must reflect students' true abilities. It is strictly prohibited, therefore, for students to fail to document the sources for either the ideas or the written or oral work that students submit for evaluation. Such actions misrepresent the students' skill and knowledge levels. Academic offenses include plagiarism or the unacknowledged use of the ideas or words of another. This is a serious form of intellectual dishonesty. It includes copying or paraphrasing the words of another and passing them off as one's own as well as using written assignments or parts of written assignments prepared by other persons, including fellow students, and presenting them as one's own work. Having one's work substantially edited or rewritten by a third party also results in the falsification of skill levels and is not acceptable for work evaluated in this class. Please consult the MLA Handbook for Writers of Research Papers for a discussion of plagiarism and for guidelines on proper academic referencing. Please refer to the *Règlement des études* for further details on academic offenses and disciplinary measures.

Grading Scale for the Département des littératures (see your *Guide de l'étudiant*)

Excellent	A+ = 94-100	A = 89-93	A- = 85-88
Very Good	B+ = 82-84	B = 78-81	B- = 75-77
Good	C+ = 72-74	C = 68-71	C- = 65-67
Fair	D+ = 61-64	D = 55-60	
Inadequate	E = 0-54		

Tentative Class Schedule**

September 1: Introductory Class

Introduction to the course. Explanation of various assignments and evaluations. Brief history of children's literature and the different types. *Children's Literature, Briefly 7th Edition. (CLB) Ch.1*

September 8: History of children's literature continued.

Introduction to **traditional literature: CLB Chs. 5+7**

THE FAIRY TALE AND ITS CHARACTERISTICS.

THE ROLE OF WOMEN, the importance of **THE SETTING**, AND **symbolism** in fairy tales.

Analysis of a selection of Grimm's and Perrault's fairy tales,

including *Snow White* and *Little Red Cap*, *Rapunzel*, *Hansel and Gretel*, and *Bluebeard*

September 15

MORE FAIRY TALES:

Analysis and discussion of a selection of fairy tales

by the Grimm brothers/ Hans Christian Andersen/Charles Perrault.
The controversy in fairy tales: should children read original versions?

Modern/Fractured Versions of Classic Fairy tales:

Snow White In New York (1986), *Rapunzel: A Groovy Fairy Tale* (2003),
The Paperbag Princess (1980), *Hoodwinked* (2005-film trailer), *Reading Beauty* (2019-youtube)

ASSIGNMENT #1**

September 22

LITERATURE FOR BEGINNERS. CLB CHS. 2, 4, +8

CATEGORIES OF CHILDREN’S BOOKS:

In-class reading of some classics for young children: *Peter Rabbit* (1902)
by Beatrix Potter, *Where the Wild Things Are* (1963) by Maurice Sendak ;
Chicka Chicka Boom Boom (1989) by Bill Martin Jr. and John Archambault.
Discussion of older favourites: *The Runaway Bunny* (1942) and *Goodnight Moon*
(1947) by Margaret Wise Brown and *The Very Hungry Caterpillar* (1969) by Eric Carle.

September 29:

PICTURE STORYBOOKS:

The importance of illustrations and text for young readers.

Author/Illustrator : Marianne Dubuc Zoom conference

The Giving Tree (1964) by Shel Silverstein and the modern classics:
If You Give a Mouse a Cookie (1985) by Laura Joffe Numeroff and *Olivia* (2000) by
Ian Falconer.

ASSIGNMENT #2**

October 6:

CLASSICS FROM AROUND THE WORLD:

Little Women (1868) (U.S.A.) by Louisa May Alcott, *Pippi Longstocking* (1950)(Sweden) by
Astrid Lindgren, *The Hockey Sweater* (Canada/Québec) (1979) by Roch Carrier. *Faithful
Elephants* (1951) (Japan) by Yukio Tsuchiya, *Night* (1958, translation 2006) by Elie Wiesel, and
The Diary of a Young Girl (Netherlands) (1952) by Anne Frank. **A CANADIAN CLASSIC:** *Anne of
Green Gables* (1908) by Lucy Maud Montgomery

October 13

CONTEMPORARY REALISTIC FICTION: ANIMAL STORIES

Books for pre-teens: CLB Ch. 12

The importance of identifying with the characters in realistic books.
Judy Blume: her enduring popularity and her critics.
Presentation of *Are You There God, It’s Me, Margaret* (1970),
Tales of a Fourth Grade Nothing (1972), and *Blubber* (1974).
Discussion of *The One and Only Ivan* (2013) Katherine Applegate

October 20: mid-term exam

October 27: Reading week

November 3:

Questions of **CENSORSHIP** and its effects on children's/youth literature. **CLB Ch.16**

CONTEMPORARY REALISTIC FICTION: PROBLEM/SCHOOL STORIES

Books for teens: Discussion of *Speak* (1999) Laurie Halse Anderson

ASSIGNMENT #3**

November 10:

MULTICULTURAL AND INTERNATIONAL LITERATURE/Modern fantasy CLB Ch.6

The examples of *Charlie and the Chocolate Factory* (1964) by Roald Dahl, and Harry Potter (1997). Introduction to *The Graveyard Book* (2008) by Neil Gaiman

November 17:

MODERN FANTASY/SCIENCE FICTION/ HIGH FANTASY. CLB Ch.11

Why is fantasy the most popular genre of children's literature?

The power of fantasy and what children derive from reading it.

The examples of *Alice in Wonderland* (1865) by Lewis Carroll; *Charlotte's Web* (1952) by E.B. White; *Tuck Everlasting* (1975) by Natalie Babbitt

Gothic Fantasy: Discussion of *The Graveyard Book* (2008) by Neil Gaiman

ASSIGNMENT #4**

November 24:

Nursery Rhymes and Children's Poetry: CLB Ch.9

Selection of classic and contemporary verse.

AUTHOR: DR. SEUSS (Theodor Seuss Giesel).

The Cat in the Hat (1957), *Green Eggs and Ham* (1960), *Oh, the Places You'll Go* (1990), and *How the Grinch Stole Christmas* (1957).

December 8: University holiday

December 15: Final Exam

**** YOU WILL BE NOTIFIED OF ANY POSSIBLE CHANGES TO THE COURSE SCHEDULE.**

Partial Bibliography and list of websites

- Applegate, Katherine. (2013). *The One and Only Ivan*.
- Arbuthnot-Hill, M. (1976). *The Arbuthnot Anthology of Children's Literature*, 4th ed.
- Barrie, J.M. (1904). *Peter Pan*. Baronet.
- Blume, J. (1970). *Are You There God?, It's Me, Margaret*. Dell Publishing.
- Blume, J. (1974) *Blubber* Dell Publishing.
- Blume, J. (1979) *Tales of a Fourth Grade Nothing*. Dell Publishing.
- Brown, E. (2004). Using Children's Literature with Young Learners. *The Internet TESL Journal*, Vol. X, No.2. Retrieved June 3, 2020 from <http://itesl.org>
- Carle, E. (1969). *The Very Hungry Caterpillar*, (1977). *The Grouchy Ladybug*,
- Carle, E. (1984). *The Very Busy Spider*. (1990). *The Very Quiet Cricket*.
- Egoff, S. et al. (1996). *Only Connect : Readings on Children's Literature*. Toronto : Oxford University Press.
- Falconer, I. (2000). *Olivia*.
- Gaiman, Neil. (2008). *The Graveyard Book*.
- Ghosn, I. (2002). Four good reasons to use literature in primary school ELT. *ELT Journal*. Volume 56/2.
- Gibbs, N. (2003). The Real Magic of Harry Potter. *Time Magazine*. vol.161, no.25.
- Halse, Anderson, Laurie. (1999). *Speak*.
- Henkes, K. (1990). *Julius, the Baby of the World*.
- Landsberg, M. (1985). *Michele Landsberg's Guide to Children's Literature*. Penguin Books.
- Lindgren, A. (1997). *Pippi Longstocking*. Penguin-Puffin Books.
- Lowry, Lois. (1994). *The Giver*.
- Macleod-Scott. A. (1993). *American Childhood : Essays on Literature of the 19th and 20th Centuries*. University of Georgia Press.
- The Norton Anthology of Children's Literature*. (2005).
- Numeroff-Joffe. L. (1985). *If You Give a Mouse a Cookie*.
- O'Tunnell, M.& Jacobs, J. (2019). *Children's Literature, Briefly*. 7th Edition. Prentice-Hall.
- Rowling, J.K. (2000). *Harry Potter*. Raincoast Books.
- Stoodt-Hill, B. & Ampspough-Corson, L. (2001). *Children's Literature : Discovery for a Lifetime*. Prentice-Hall.

Helpful websites:

For free downloads of some classic children's books/tales/poems:

Project Gutenberg: <http://www.promo.net/pg/>

International Children's Digital Library: <http://www.icdlbooks.org>

<http://etext.lib.virginia.edu/subjects/Young-Readers.html>

<http://www.childrensbooksonline.org>

<http://www.classicreader.com>

<http://www.andersenfairytale.com/en/main>

Some on-line resources for teaching children's literature:

<http://www.carolhurst.com>

www.webenglishteacher.com

www.teachingenglish.org.uk

<http://www.ibby.org>

<http://www.cbcbooks.org>

www.hubbardscupboard.org

<http://eduscapes.com>

CONSIDÉRATIONS LIÉES À LA SURVEILLANCE D'ÉVALUATION EN LIGNE

De façon exceptionnelle, et selon certaines conditions, ce cours pourrait recourir à l'évaluation des apprentissages sous surveillance en ligne, notamment comme mesure d'accommodement pour les étudiantes et étudiants qui ne seront pas en mesure de se présenter sur le lieu d'examen pour cause de maladie ou de situation de vie exceptionnelle justifiées. Le cas échéant, les conditions suivantes s'appliqueront : Aux fins de cette surveillance, la caméra vidéo, l'audio de votre ordinateur et le partage d'écran seront utilisés uniquement par la personne responsable de la surveillance pour relever des cas potentiels de plagiat et d'infraction d'ordre académique pendant toute la durée de l'évaluation. La séance d'évaluation pourrait être enregistrée et des captures d'écran pourraient être réalisées par la personne responsable de la surveillance, auquel cas les captures d'écran et l'enregistrement vidéo et audio seront limités à la vue à distance de votre écran d'ordinateur et porteront uniquement sur la période allouée au test. Seuls les employés de l'Université Laval agissant dans le cadre de leurs fonctions ayant comme objet ces activités pourront y avoir accès. Cet enregistrement et ces captures d'écran seront conservés pour une période de quatre semaines ou pour la durée d'un processus disciplinaire, le cas échéant. Ils ne pourront être communiqués à des tiers sans votre autorisation, sauf dans le cas de certaines exceptions prévues par la loi. Ces conditions sont requises pour la réalisation de l'évaluation et doivent être obligatoirement respectées. Le défaut de permettre et de maintenir l'un ou plusieurs de ces accès pour la durée de l'évaluation suspendra ou rendra impossible la poursuite de l'évaluation et entraînera la reprise de l'activité d'évaluation ou l'attribution de la note 0 à l'évaluation.

Équipement obligatoire et configuration minimale requise

Aux fins de la surveillance en ligne, le logiciel ZOOM sera utilisé. Vous aurez besoin d'un ordinateur (le test ne pourra pas être réalisé sur une tablette ou un cellulaire), de haut-parleurs, d'un microphone, d'une webcam et d'une connexion Internet avec fil à large bande ou sans fil. Pour vérifier les paramètres de configuration minimaux selon le système d'exploitation, nous vous invitons à visiter cette page : <https://support.zoom.us/hc/fr/articles/201362023-System-requirements-forWindows-macOS-and-Linux>.

Environnement physique

Tout au long du test, vous devrez être seul, dans une pièce fermée et votre webcam devra en tout temps montrer l'arrière-plan physique réel. Il ne sera pas permis de quitter la pièce pendant le test

ni de discuter avec une autre personne, que ce soit verbalement ou par écrit. Aucun matériel ne sera permis.