

English 2917WA: Children's Literature

Course Location: Ryan Building 2042
Class Times: MW 10:00-11:30

Instructor Information

- Instructor: Dr. Chris Parkes
- Office: Ryan Building 3035
- Telephone: 343-8375
- Email: cparkes@lakeheadu.ca
- Office Hours: MW 1:00-2:00

Course Description/Overview

The course will provide an overview of the various kinds of children's literature made popular in the nineteenth and twentieth centuries. It will focus on the recurring characters, themes, images and patterns found in classic children's texts.

Course Resources

Required Course Text(s)

- M. Hallett and B. Karasek, Folk and Fairy Tales (concise edition)
- F. H. Burnett, Secret Garden.
- R.L. Stevenson, Treasure Island.
- J.K. Rowling, Harry Potter and the Philosopher's Stone.
- Dr. Seuss, Cat in the Hat
- R. Munsch, Good Families Don't

Course Schedule

Jan	6:	Introduction
	8:	Perrault , "Little Red Riding-hood" (FFT 26); "Little Red Cap" Grimm (FFT 29)
	13:	Grimm , "Hansel and Gretel" (FFT 111); Perrault , "Hop 'o my Thumb" (FFT 104)
	15:	Perrault , "Cinderella" (FFT 74); Jacobs , "Cap o' Rushes" (FFT 85)
	20:	Grimm , "Snow White" (FFT 116)
	22:	Jacobs , "Jack and the Beanstalk" (FFT 125); Grimm, "Rapunzel" (FFT 123)
	27:	Andersen , "Ugly Duckling" (FFT 130)
	29:	Essay Writing
Feb	3:	In-class Test

5: **Burnett, Secret Garden**

10: Secret Garden

12: Secret Garden

READING WEEK

24: **Stevenson, Treasure Island**

26: Treasure Island

Mar 2: Treasure Island

4: Essay writing

9: In-Class Test

11: **Potter, Peter Rabbit** (power point)

16: **Seuss, Cat in the Hat**

18: **Munsch, Good Families Don't**

23: **Rowling, Harry Potter**

25: Harry Potter

30: Harry Potter

Apr 1: **PICTURE BOOK OR ESSAY DUE**

Assignments and Evaluation

Assignment	Due date	Value	Length
In-Class Essay Test 1	Feb 3	30%	75 minutes
In-Class Essay Test 2	March 9	30%	75 minutes
Picture Book or Formal essay	Apr 1	30%	800-1000 words and four illustrations
Attendance		10%	

Assignment Policies

- All assignments are individual assignments and cannot be completed collaboratively.
- Assignments are due by midnight on the dates indicated. If you do not hand in your paper in class, hand it in to the English dept. secretary (RB 3029) who will date stamp it.
- If you require an extension, you must ask for one BEFORE the due date.

- Unless you ask for (and receive) an extension, late essays will be penalized by 2% per day (to a maximum of 20%), and will not be accepted after midnight on April 17.
- All essays must be in MLA format, double spaced, with 1" margins, and in 12-point font.
- Exceptions to these policies are allowed only with a doctor's note or other appropriate documentation.

In-Class Essay Test 1 DUE: Feb 3 75 minutes

1. The questions will be distributed prior to the test on Feb 3.
2. You will be given a choice of 2 questions on fairytales.
3. You must compose a well-organized essay with a clear thesis that is supported by well-chosen quotations from the text.
4. You may bring in the fairytales from *FFT*. You may bring in a 100-word point-form outline on the back of the question sheet.

In-Class Essay Test 2 DUE: March 9 75 minutes

1. The questions will be distributed prior to the test on Mar 9.
2. You will be given a choice of 2 questions on *Secret Garden* or *Treasure Island*.
3. You must compose a well-organized essay with a clear thesis that is supported by well-chosen quotations from the text.
4. You may bring in the novel. You may bring in a 100 word point-form outline on the back of the question sheet.

PICTURE BOOK or ESSAY DUE: April 1

1. Write an illustrated children's book. (see marking criteria sheet for more details).

OR

2. Write a **1500 word** essay on one of the following topics:
 1. Discuss the representation of Harry in Harry Potter.
 2. Discuss the representation of Dudley in Harry Potter.

3. Discuss the representation of Hagrid in Harry Potter.
4. Discuss the representation of Hermione in Harry Potter.
5. Discuss the representation of Hogwarts Harry Potter.

Attendance 10%

If the student attends every class they will receive the full 10%. Less than complete attendance will result in a grade of less than 10% based on the instructor's discretion.

Collaboration/Plagiarism Rules

Plagiarism is the unacknowledged use of someone else's words and/or ideas. Not acknowledging your debt to the ideas of a secondary source, failing to use quotation marks when you are quoting directly, buying essays from essay banks, copying another student's work, or working together on an individual assignment, all constitute plagiarism. Resubmitting material you've submitted to another course is also academic dishonesty. All plagiarized work (in whole or in part) and other forms of academic dishonesty will be reported to the Dean, who is responsible for judging academic misconduct and imposing penalties. The minimum penalty for academic misconduct is a 0 on the assignment in question. It might also be subject to more severe academic penalties. See the Code of Student Behaviour.

University Policies

- Students in this course are expected to conform to the Code of Student Behaviour: <https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/code-of-student-behaviour-and-disciplinary-procedures>
- Lakehead University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the course.

This course outline is available online through the English Department homepage.

English 2917: Marking Standards for Creative Assignments

NOTE: The picture book is for those that choose not to do the Formal essay.

The picture book should be 800-1000 words and contain 4 illustrations (no photos). Computer art is acceptable if it is composed by the student (no clip art). Words and illustrations must be entirely those of the student. The following are the criteria that will be used to evaluate creative assignments. The student will be given a mark out of 25 for each of the following 4 areas:

1. **Use of the themes, structures and issues of the course.** 25 marks

There must be at least 1 significant element to the story that is connected to the themes, structures and issues of the course. The story must avoid stereotypes of race, class, gender, etc. (unless they are there to be argued against).

2. **Structure: Beginning, Middle, End** 25 marks

Stories must have a beginning, middle, and end. The beginning must properly establish setting, character, and action. The middle must contain an exciting action or event—one that is important enough to cause transformation. The ending must complete the story by resolving the plot, themes, issues, etc.

3. **Style** 25 marks

Writing problems must be non-existent, particularly in a picture book containing very few words. It is very important to set an example for young readers by making sure that your story is well-written and precise.

4. **Creativity** 25 marks

The story must be exciting and interesting. Certainly you may use tried and true structures and literary traditions, but you must breathe new life into them by creating unique characters and situations. Make sure to show, not tell. Use imagery. The pictures should support the text. The quality of the artistry is not as important as the thought that goes into them.

English 2917: Basics of Child Development

Sigmund Freud (1856-1939)

Stages

1. **Oral** (0-2 years): food, mother
2. **Anal** (2-4 years): active vs. passive; defecation as creative
3. **Phallic** (4-7 years): urination; fear of castration;
4. **Latency** (7-12): repression of sexuality
5. **Genital** (13 years onward): puberty leading to procreation

Id: primitive desires and impulses

Superego: internalized norms of behaviour; control; parent figure

Ego: mediates between id and superego giving rise to identity

Jean Piaget (1896-1980)

Stages of Cognitive Development

1. **Sensori-motor** (0-2 years): differentiates self from objects
2. **Pre-operational** (2-7 years): use of language; classifies objects by single feature
3. **Concrete Operational** (7-11): logical thinking
4. **Formal Operational** (11 years onward): abstract thinking

Erik Erikson (1902-1994)

Stages

1. **Trust vs. Mistrust** (0-2 years): feeding
2. **Autonomy vs. Shame and Doubt** (2-4 years): toilet training
3. **Initiative vs. Guilt** (4-6 years): independence
4. **Industry vs. Inferiority** (6-12 years): school
5. **Ego Identity vs. Role Confusion** (12-18 years): peer relationships
6. **Intimacy vs. Isolation** (18-30 years): love relationships
7. **Generativity vs. Stagnation** (30-60 years): parenting
8. **Ego Integrity vs. Despair** (60 years onward): acceptance