

**English 2033E (Children's Literature) – Online Summer 2014
Section 651 Professor J. Venn**

Reading Schedule

During the Summer term, you should complete two units per week.

WEEK ONE (May 5 - 10)

Unit 1: Introduction / Traditional Fairy Tales

Read the following fairy tales from *Folk and Fairy Tales*:

- “The Story of Grandmother” – Paul Delarue
- “Little Red Riding Hood” – Charles Perrault
- “Little Red Cap” – Jacob and Wilhelm Grimm
- “The Chinese Red Riding Hoods” – Isabelle C. Chang
- “Sun, Moon, and Talia” – Giambattista Basile
- “The Sleeping Beauty in the Wood” – Charles Perrault
- “Brier Rose” – Jacob and Wilhelm Grimm
- “Cinderella: Or the Glass Slipper” – Charles Perrault
- “Cap o’ Rushes” – Joseph Jacobs
- “Hansel and Gretel” – Jacob and Wilhelm Grimm
- “Snow White” – Jacob and Wilhelm Grimm
- “Rapunzel” – Jacob and Wilhelm Grimm
- “Jack and the Beanstalk” – Joseph Jacobs
- “Beauty and the Beast” –

Eve Kornfeld , Susan Jackson, “The Female Bildungsroman in 19th-Century America: Parameters of a Vision”

WEEK EIGHT (June 23-28)

Unit 15: Domestic Novel

Frances Hodgson Burnett, *The Secret Garden*

Unit 16: Domestic Novel

Laura Ingalls Wilder, *Little House on the Prairie*

WEEK NINE (June 30-July 5)

Unit 17: Animals

Kenneth Grahame, *The Wind in the Willows*

*** Read Jane Darcy, “Representation of Nature in *The Wind in the Willows* & *The Secret Garden*” (coursepack)

Unit 18: Animals

E.B. White, *Charlotte’s Web*

*** Read Perry Nodelman, “Text as Teacher: The Beginning of *Charlotte’s Web*” (coursepack)

WEEK TEN (July 7-12)

Unit 19: Fantasy

J.R.R. Tolkien, *The Hobbit*

Unit 20: Fantasy

C.S. Lewis, *The Lion, the Witch and the Wardrobe*

WEEK ELEVEN (July 14-19)

Unit 21: Fantasy

J.K. Rowling, *Harry Potter and the Philosopher’s Stone*

*** Read Alexandra Mullen, “Harry Potter’s Schooldays” (coursepack)

Unit 22: Fantasy

Lois Lowry, *The Giver*

WEEK TWELVE

Unit 23: Fantasy (July 21-25)

Neil Gaiman, *Coraline*

Unit 24: Fantasy

Roald Dahl, *Matilda*

Assignments and Grade Distribution

Task 1 Due by the end of Week 3 (May 24) about 1000 words 15%

Task 2 Due by the end of Week 6 (June 14) about 1500 words 20%

Task 3 Due by the end of Week 11 (July 19) about 2000 words 20%

Participation in weekly discussions with classmates 2 posts weekly 10%

Final exam (last week of July or first week of August) 35%

How to Proceed

READING LIST: For each unit in this course, you should begin by reading the assigned text(s).

LECTURES: When you have finished the book (or the stories/poems), click on the learning module for that unit (these can be found on the left-hand side of the course page). Within the learning module, you'll find a document containing notes on the assigned readings. These notes are designed to play the role that a lecture would play in an on-campus course.

NO QUIZZES FOR US: At the end of the course notes there are several self-testing questions. These questions are designed to help you assess your grasp of the lecture material. In some cases, the answer can be found explicitly in the course notes; in other cases, the questions prompt you to think more deeply about the ideas presented in the notes. I ask students to do the questions in the full-year course. Us? We're just too busy ! **DO NOT BOTHER WITH THESE :**)

DISCUSSION FORUMS: You will also find several discussion questions listed below the self-testing questions. Have a think about these ideas. They are very similar to the formal questions on the FORUMS tab on the left hand tool bar. The Participation mark of 10% will be based primarily on your activity in the forums, reflecting both the quality and the quantity of your responses.

WANT MORE? Additional optional readings can be found at the end of each unit. For several units, I have provided a link to a relevant article or website that provides additional information about the author and/or text. While these readings are not required, you may find them helpful, especially for books on which you are writing an essay. (If you use information from these sites, be sure to cite the source using MLA format!)

Citing Sources

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major offense (see Scholastic Offence Policy in the Western Academic Calendar). Any student who commits this or any other act of academic dishonesty will receive a grade of zero and a note will be placed on his or her academic record.

Here are some steps to follow to avoid plagiarism

- 1) Do as much work as possible *before* beginning your written assignments – read the novel(s), think of a thesis statement, sketch out your argument. Write down your own ideas before reading any criticism.
- 2) Develop a note-taking style that clearly indicates what ideas are your own and what ideas are taken from another source. You can use different coloured pens, cue cards, or any other method that helps you distinguish your own ideas from those of other critics.
- 3) Feel free to disagree with any critic you may be reading – don't simply regurgitate somebody else's argument.
- 4) When you are incorporating someone else's ideas into your essay, acknowledge them within the essay itself using
 - (a) quotations marks (whenever you have even part of a sentence that's the same as the original)
 - (b) introductory tag phrases – i.e. According to John Smith...

5) Cite the source in full in your Works Cited list (see guidelines below). REMEMBER TO CITE THE PRIMARY TEXTS TOO!

MLA Guidelines

Your essays should follow the MLA format:

- 1) In the top left-hand corner of the first page, put your name, the name of your professor, the name of the course, and the date.
- 2) Number your pages in the top right-hand corner.
- 3) Double space.
- 4) If you use a snappy, attention-grabbing title, follow it up with an informative sub-title that indicates your topic and the works you will be discussing (i.e. Touching Pitch: Moral Ambiguity in R. L. Stevenson's Treasure Island).
- 5) Titles of books should be underlined or *italicized*. Titles of short poems, articles, and short stories should be put in quotation marks.
- 6) Introduce quotations in your own words, identifying the speaker and context: i.e. Bettelheim argues that "The fairy tale ... confronts the child squarely with the basic human predicaments" (311). Use ellipses to indicate where you have omitted material.
- 7) If the quotation is longer than four lines, do not use quotation marks; instead, indent the passage ten spaces from the left and continue to double space.
- 8) For short quotations, indicate the page number(s) in parentheses after the quotation marks and before the end punctuation. For long, indented quotations, place the parentheses after the end punctuation. Do not use abbreviations such as p. or pp. or include the author's name if the identity of the author is clear from the context.
- 9) List all the works you have referred to in a Works Cited list at the end of your paper. Use the following format in your Works Cited list:

Author's last name, Author's first name. "Title of article or short story." Title of Book.

City of publication: Publisher, date of publication.

There is a useful online guide to MLA format at the following address:

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

Learning Objectives

By the end of the course, the successful student will be able to

place individual texts in their context within the historical development of children's literature

recognize and understand the features of genres such as the fairy tale, the cautionary tale, nonsense, adventure, domestic fiction, and fantasy

display a knowledge of several classic children's novels, as well as more recent contributions to the genre

analyze texts employing the skills of literary analysis, considering features such as narrative technique, symbolism, rhyme and rhythm, layout and illustrations, etc.

understand the political, religious, moral, and philosophical underpinnings of the books on the course

communicate ideas effectively in writing (through discussion posts and persuasive essays)

develop a specific, focused argument and support it with textual evidence