

WESTERN UNIVERSITY
Department of English and Writing Studies
English 2033E, Intersession 2014 M-F 11:00-1:30 UC 30

Instructor: Dr. Gabrielle Ceraldi
Office: UC 370
Email: gceraldi@uwo.ca

Office Hours:
T., Th. 1:30-2:30 or
by appointment

Schedule of Classes

May 12	Introduction to the Course	
May 13	Fairy Tales and Nursery Rhymes	
	Traditional Fairy Tales,	(see list on reverse)
May 14	Revisionist Fairy Tales,	(see list on reverse)
	Robert Munsch,	
May 15	Nursery Rhymes (coursepack)	
	Dennis Lee,	
	Cautionary tales (coursepack)	
May 16	C.S. Lewis,	
May 19	Victoria Day (no class)	
	Nonsense	
May 20	Edward Lear,	(coursepack)
May 21	Lewis Carroll,	and
	Identity	
May 22	L. Frank Baum,	
May 23	Suzanne Collins,	
May 26	Adventure	
	Robert Louis Stevenson,	
May 27	Beatrix Potter,	
	J.M. Barrie,	
May 28	John Boyne,	
May 29		(film viewing and discussion)
May 30	J.R.R. Tolkien,	
June 2	The Domestic Novel	
	Louisa May Alcott,	
June 3		(film viewing and discussion)
June 4	L.M. Montgomery,	
June 5	Frances Hodgson Burnett,	
June 6	Laura Ingalls Wilder,	
June 9	Innocence	
	E. Nesbit,	

June 10	Louise Fitzhugh,
June 11	(film viewing and discussion)
June 12	Animals
	Kenneth Grahame,
June 13	E.B. White,
June 16	Fantasy
	George MacDonald,
June 17	J.K. Rowling,
June 18	Neil Gaiman,
June 19	Roald Dahl,
June 20	review

6. The day after we watch a film, students are required to hand in a 250-word discussion of a single change that was made in the translation from text to film, analyzing its impact on the meaning of the story. If time permits, there will be an opportunity to brainstorm ideas with other students after we have finished watching the film as a preparation for this assignment.
7. The Participation Grade will reflect your presence in class and your lively participation in discussions.
8. All grades, once assigned and/or posted, are final. While formal appeal processes do exist in the Department of English and Writing Studies, grades will not be changed after the fact in response to emailed requests and/or GPA requirements, nor will the weighting of assignments be altered for individual students.

Grading Rubric:

Thesis	<p>Excellent</p> <p>Good</p> <p>Satisfactory</p> <p>Poor Inadequate</p>	<p>Forceful, fresh and challenging</p> <p>Clear development of a specific thesis</p> <p>Reasonably clear thesis</p> <p>Unclear, overgeneral</p>
Argument (ideas)	<p>Excellent</p> <p>Good</p> <p>Satisfactory</p> <p>Poor Inadequate</p>	<p>Original, analytical, persuasive, depth of insight</p> <p>Analytical, persuasive, with some originality and depth</p> <p>More descriptive than analytical, not fully persuasive</p> <p>Plot summary or lengthy paraphrase, general observations</p>
Organization	<p>Excellent</p> <p>Good</p> <p>Satisfactory</p> <p>Poor Inadequate</p>	<p>Paragraphs focus on clearly articulated, meaningful topics</p> <p>Paragraphs support thesis adequately</p> <p>Most paragraphs support thesis; some problems with coherent paragraphing</p> <p>Significant problems with paragraphing</p>

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