



CAMOSUN COLLEGE
School of Arts & Science
Department of English

ENGL-266-D01
Literature for Children & Youth
FALL 2020

COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/engl.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Kari Jones	
(b) Office hours	Wednesday 6-7 pm	
(c) Location	On-line through Blackboard Collaborate	
(d) Phone	250-370-3346	Alternative: _____
(e) E-mail	jonesk@camosun.bc.ca	
(f) Website		

2. Intended Learning Outcomes

(If any changes are made to this part, then the Approved Course Description must also be changed and sent through the approval process.)

Upon completion of this course a student will be able to:

1. Explain children's and youth literature as a broad concept for an audience including children, youth and adults.
2. Describe the socio-cultural and historical context shaping children's and youth literature.
3. Identify the purpose and/or theme(s) of texts, e.g., moral, entertainment and educational values.
4. Analyze the power dynamics within these texts, such as coming of age, abandonment, and loss of innocence.
5. Identify differences and similarities among texts written for children and youth in different cultures.

Writing and representing:

Upon completion of this course a student will be able to:

1. Identify literary techniques specific to children's/youth literature (e.g., repetition, narrative looping, diction, syntax, concrete imagery, rhythm/rhyme, direct characterization, and humour).
2. Develop clear, coherent interpretations of texts.
3. Clarify one's position for interpretation, while acknowledging other possible interpretations.
4. Demonstrate close readings of texts.
5. Analyze the interplay of visual and textual imagery in texts.
6. Identify common themes in children's/youth literature.
7. Use a scholarly academic essay form when writing about texts
8. Write clear, concise, effective prose, and identify as well as correct common mechanical and grammatical errors.

Informational literacy:

Upon completion of this course a student will be able to:

1. Determine the nature and extent of the information needed for critically analyzing texts.
2. Incorporate and integrate research through correct use of summary, paraphrase and quotation.

3. Document sources fully and ethically, according to specified bibliographic conventions.

Discussion/Reflection:

Upon completion of this course a student will be able to:

1. Demonstrate an ability to discuss and analyze literature in class.
2. Articulate one’s position in a critical debate of ideas.
3. Engage respectfully with different interpretations.
4. Reflect on one’s own writing for continuous improvement.

3. Required Materials

Anne of Green Gables by L.M. Montgomery,
 the graphic novel version of The Giver by Lois Lowry, adapted and
 illustrated by P. Craig Russell, and
 The Hate You Give by Angie Thomas.

All other texts are available on-line through our D2L site.

It is also important that you have

- Consistent computer and internet access sufficient for streaming audio/video and for reading online— please contact me as soon as possible if this will be a problem for you.
- Recommended: access to a printer for printing occasional reading, rough drafts, etc

4. Course Content and Schedule

Week	Topic	Readings	Assignment Due
1 September 8-13	Introductions and Figuring out the D2L site		Discussion Forum
2 September 14-20	What Is Children’s Literature?	-Storytelling As A Foundation to Literacy Development In Aboriginal Children by Ann McKeough et. All -Genesis 2	Discussion Forum
3 September 21-27	Historicizing Childhood	- Historicizing Childhood -The Origins of Children’s -Literature by M.O. Grenby -The New England Primer -The Horn Book	Discussion Forum
4 September 28-October 4	Innocence and Coming of Age	-chapters 1-3 of Anne of Green Gables by L.M. Montgomery -Little Red Riding Hood -The Little Mermaid -William Blake Songs of Innocence	Discussion Forum
5 October 5-11	Innocence and Coming of Age Con’t	-Winnie the Pooh Invents a Game and Eeyore Joins In by A.A. Milne -Chapter 1 of The Lion the Witch and The Wardrobe by C.S. Lewis	Discussion Forum Essay #1 Due on Sunday October 11
6 October 12-18	Utopia and Dystopia in Children’s Literature	-The Mad Hatter’s Tea Party from Alice in Wonderland by Lewis Carroll -The Tale of Peter Rabbit by Beatrix Potter	Discussion Forum
7 October 19-25	Utopia and Dystopia Con’t	The Giver by Lois Lowry	Discussion Forum
8 October 26-November 1	Representations of Gender in Children’s Literature	-Toad’s Adventures in The Wind In The Willows by Kenneth Grahame	Discussion Forum

9 November 2-8	Representations of Gender in Children's Literature Con't	-The rest of Anne Of Green Gables by L.M. Montgomery	Discussion Forum
10 November 9-15	Take a Break	No Readings	Essay #2 Due on Sunday November 15
11 November 16-22	The Hate You Give	-The Hate You Give by Angie Thomas	Discussion Forum
12 November 23-29	Naming and Sorting in Children's Literature	The Tale of Peter Rabbit by Beatrix Potter Anne of Green Gables by L.M. Montgomery The Giver by Lois Lowry The Hate You Give by Angie Thomas	Discussion Forum
13 November 30-December 6	Contemporary Canadian Children's Literature	Red: A Haida Manga by <u>Michael Yahgulanaas</u>	
14 December 7-13	Review for Exam		Creative Response to Readings Due on December 13

5. Basis of Student Assessment (Weighting)

Assignment	Value
Discussion Forums	20%
Creative Assignment and Report	20%
Essay #1	20%
Essay #2	20%
Exam	20%
Total	100%

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

The college has several services that will be useful to you over the term. I hope you will take advantage of them.

- **English Help Centre,**
For college-level EAL students <http://camosun.ca/help-centres>
- **The Writing Centre,**
Help for ENGL 151 and above <http://camosun.ca/services/writing-centre/index.html>

- **Student Success Centre,**
Schedule one-on-one appointment online
- **Skills for studying, time management, writing, etc.**
<http://camosun.ca/services/writing-centre/learning-skills.html>

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

Important Class Guidelines

1. This is a strange term! For all of us. I'm sad that we won't be in a class together, but I hope we will still find ways to get to know each other, to enjoy the class, and to learn lots. If there is anything impeding your happiness or health that I can help with, please let me know. This might include:
 - a. Guidance in understanding what services are available to you at the college
 - b. Assistance contacting someone for help (such as a counsellor, a librarian, a tech person, etc.)
 - c. Help navigating our class
2. Use respectful language. Camosun College, and our class in particular, should be a safe place for people to express their opinions, and also a safe space to read each other's writing. Don't be afraid to disagree with others, but ensure that the language you use respects the diversity in the class.

3. Post assignments on-time. Getting your assignments in on-time helps you keep on top of the work and helps me get comments back to you in a timely fashion. There are no late penalties in this class, but please respect the fact that I am a human. I reserve the right to refuse any assignment that is more than a week late without a reasonable explanation.
4. Submit assignments by uploading them to the appropriate Assignments folder on D2L. Do not email me assignments. It's your responsibility to make certain you have uploaded your file on time, and that it is the correct version.
5. **BE HERE NOW.** If you miss more than 25% of the discussions (four weeks, for any reason), I reserve the right to refuse to accept any subsequent assignments.
6. Plagiarism: Don't do it (I am better at it than you and I will catch you). Plagiarized assignments get an automatic zero. You also place yourself in danger of getting a zero for the course.
7. At the college level, we assume basic literacy and mechanical polish in all assignments. This means that a paper with significant grammatical errors will not pass no matter how wonderful the ideas are. Also, please note that "re-writes" are not accepted except under extraordinary circumstances.