

Last Revised: January 2022

Last Reviewed: January 2022

COURSE INFORMATION**Course Title:** Children's Literature**Course Number:** ENGL 208**Credits:** 3**Total Weeks:** 14 (Fall, Spring)
12 (Summer)**Total Hours:** 39**Course Level:** First Year Second Year
 New Revised Course
 Replacement Course**Department:** English **Department Head:** B. Lord**Former Course Code(s) and Number(s) (if applicable):** N/A**Pre-requisites (If there are no prerequisites, type NONE):** ENGL 101 and successful completion of one of ENGL 103, ENGL 111 or ENGL 121**Co-requisite Statement (List if applicable or type NONE):** NONE**Precluded Courses:** N/A**COURSE DESCRIPTION**

Sleeping spells and talking animals, not to mention the morally clear universe that often defies natural laws, are among the tropes of children's literature that provide us with our earliest images of human adventure. As readers of this genre, even as adult readers, we seek to share in the characters' enchantment and peril. This course will not only examine the archetypes of the deserving hero, the distressed damsel, and the conniving antagonist ("wicked stepmothers" as well as indisposed beasts) but will also consider the variations of narrative logic across different cultures and times. Reading both traditional and contemporary tales, poems, and short stories of children's literature, we will explore how this genre depicts children and adults within its narrative space, as well as what the genre reveals about its readers, such as our conception of the "adult" and the "child" and their capacity for self-awareness, discovery, and transformation.

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

- Participate in the critical analysis of children's literature based on how this genre functions as a site of both ideological and cultural expression, and literary and narrative invention.
- Explain how a given culture's ideals of children and childhood are (or are not) reflected in various course texts.
- Provide evidence to support your conclusions.
- Identify different figures of speech, tropes, and rhetorical devices that we encounter in course texts.
- Explain how these devices affect or contribute to the text's content.
- Articulate the social, political, and cultural contexts that inform course texts through written and verbal responses.
- Create a clear, thoughtful, and complex MLA-style research project based on one (or more) of the course texts that demonstrates critical close reading of both text and, where applicable, image.

INSTRUCTION AND GRADING

Instructional (Contact) Hours:

Type	Duration
Lecture	39
Seminars/Tutorials	
Laboratory	
Field Experience	
Other (<i>specify</i>):	
Total	39

Grading System: Letter Grades Percentage Pass/Fail Satisfactory/Unsatisfactory Other

Specify passing grade: 50%

Evaluation Activities and Weighting (total must equal 100%)

Assignments: 15% <i>Specify number of, variety, and nature of assignments: Reading Responses</i>	Lab Work: %	Participation: 10% <i>Specify nature of participation: Attendance and Participation</i>	Project: % <i>Specify nature of project:</i>
Quizzes/Test: %	Midterm Exam: 25%	Final Exam: 25%	Other: 25% <i>Specify: Research Paper</i>

TEXT(S) AND RESOURCE MATERIALS

Provide a full reference for each text and/or resource material and include whether required/not required.

- Where The Wild Things Are (Maurice Sendak)
- Goodnight Moon and Runaway Bunny (Margaret Wise Brown)
- The Tale of Peter Rabbit and The Tale of Samuel Whiskers (Beatrix Potter)
- The Classic Fairy Tales (Ed. Maria Tatar)
- Alice’s Adventures in Wonderland and Through The Looking Glass (Lewis Carroll)
- Unnatural Creatures: Stories Selected by Neil Gaiman (Neil Gaiman)

All other readings will be posted on MyCC; students will be responsible for printing and bringing them to class.

COURSE TOPICS

List topics and sequence covered.

Week	Topic	Reading
Week 1	Introduction to Children’s Literature	<i>Children’s Literature: Reader’s History from Aesop to Harry Potter</i> by Seth Lerer (selected readings available on MyCC)

Week 2	Early Children's Literature: Children's first exposure to narrative, and the partnership between text and illustration	<i>Goodnight Moon</i> and <i>Runaway Bunny</i> (Margaret Wise Brown)
Week 3	Early Children's Literature: An exploration of the primal themes of children's literature	<i>Where The Wild Things Are</i> (Maurice Sendak)
Week 4	Early Children's Literature: Analysis of the role of animals in children's literature	<i>The Tale of Peter Rabbit</i> and <i>The Tale of Samuel Whiskers</i> (Beatrix Potter)
Week 5	Fairy Tales: Variations and critical analysis of Little Red Riding Hood	<i>The Classic Fairy Tales</i> (Ed. Maria Tatar)
Week 6	Fairy Tales: Variations and critical analysis of Snow White	<i>The Classic Fairy Tales</i> (Ed. Maria Tatar)
Week 7	Fairy Tales: Variations and critical analysis of Cinderella	<i>The Classic Fairy Tales</i> (Ed. Maria Tatar)
Week 8	Fairy Tales: Variations and critical analysis of Bluebeard	<i>The Classic Fairy Tales</i> (Ed. Maria Tatar)
Week 9	Fantasy is Ontology: Applications of the absurd in children's literature	<i>Alice in Wonderland</i> (Lewis Carroll)
Week 10	Under the Aegis of Sense: The role of language games in children's literature	<i>Through The Looking Glass</i> (Lewis Carroll)
Week 11	The New Silly: Sources of comedy in contemporary children's literature	Selected readings from <i>Unnatural Creatures</i> (Neil Gaiman)
Week 12	In Terms of Innocence: Selecting and censoring content in contemporary children's literature	Selected readings from <i>Unnatural Creatures</i> (Neil Gaiman)
Week 13	Futurism for the Young: How children's literature conceives the future	Selected readings from PDFs
Week 14	Final Exam	

NOTES

1. Students are required to follow all College policies. Policies are available on the website at: [Coquitlam College Policies](#)
2. To find out how this course transfers, visit the BC Transfer Guide at: bctransferguide.ca