



ORIGINAL COURSE IMPLEMENTATION DATE: September 2001  
 REVISED COURSE IMPLEMENTATION DATE: September 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2030  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> ENGL 280		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Children's Literature <b>Course Short Title:</b> Children's Literature															
<b>Faculty:</b> Faculty of Humanities		<b>Department (or program if no department):</b> English													
<b>Calendar Description:</b> Covers the major periods and genres of children's literature from folk and fairy tales to the present day. Focuses on major authors and themes in children's literature, including images of childhood.															
<b>Prerequisites (or NONE):</b>		(Any two 100-level English courses numbered 105 or higher) or (B or better in ENGL 108 or ENGL 170).													
<b>Corequisites (if applicable, or NONE):</b>		NONE													
<b>Pre/corequisites (if applicable, or NONE):</b>		NONE													
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> ) Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every other year</b> Maximum enrolment (for information only): <b>36</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	30	Tutorials/workshops	15							<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
Lecture/seminar	30														
Tutorials/workshops	15														
<b>Total hours</b>	<b>45</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
<b>Department approval</b>		<b>Date of meeting:</b> May 6, 2024													
<b>Faculty Council approval</b>		<b>Date of meeting:</b> May 31, 2024													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> October 25, 2024													

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Identify major authors and works in the history of children's literature and stories from the year 1000 through the present.
2. Identify the attitudes toward childhood presented in various works.
3. Analyze the plots and motifs of works of early children's literature published prior to the "Golden Age" (1865), especially folk and fairy tales, as they reappear in later works.
4. Compare children's fantasy writing and realistic works for children.
5. Analyze literature using appropriate critical methods.
6. Connect the themes of children's literature to the social and political concerns of their historical context.
7. Describe colonial motifs and value systems in both fantasy and realistic works for children.
8. Describe Indigenous value systems and ways of knowing in both fantasy and realistic works for children.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Portfolio:	50%	Assignments:	20%	%
Holistic assessment:	15%	Project:	15%	%

**Details:**

Portfolio to include the research essay with scaffolded process pieces (proposal, annotated bibliography, draft, and final essay).

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Patricia Demers, ed.	<a href="#">From Instruction to Delight</a>	2015
2. Online resource	Heidi Anne Heiner	<a href="#">Sur La Lune Fairy Tales</a>	2023
3. Online resource	UBC Education Library	<a href="#">Indigenous Children's Literature library guide</a>	2023
4. Textbook	George Macdonald	<i>The Princess and the Goblin</i>	1872
5. Textbook	Louisa May Alcott	<i>Little Women</i>	1868
6. Textbook	L. M. Montgomery	<i>Anne of Green Gables</i>	1908
7. Textbook	Kit Pearson	<i>Awake and Dreaming</i>	1996
8. Textbook	Anjali Bannerji	<i>Maya Running</i>	2005
9. Textbook	Hiromi Goto	<i>Half World</i>	2009

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

- What is children's literature? What is children's literature for?
- Images of the child: a whirlwind historical overview, Aesop to Newbery
- A whirlwind historical overview: the ladies of the 18th and 19th centuries
- The great migration: once upon a time, fairy tales became children's literature
- Colonialism and children's literature; "natives", "others", and Indigeneity
- The child at home: the domestic tradition
- The child as (dis)obedient: the fantastic tradition
- The child as imaginative: the romantic tradition
- The child as participatory learner: Indigenous traditions
- The child enmeshed in social class: "isms" in realistic children's literature
- The child as clown: children's literature as a (dangerously?) entertaining enterprise
- The child as empowered: contemporary, child-centered children's literature