	ORIGINAL COURSE IMPLEMENTATION DATE:	January 2011
	REVISED COURSE IMPLEMENTATION DATE:	September 2025
	COURSE TO BE REVIEWED (six years after UEC approval)**:**	March 2031

Course outline form version: 09/08/2021

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ENGL 388	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Special Topics in Children's Literature
Course Short Title: Sp Topics in Children's Lit

Faculty: Faculty of Humanities	**Department (or program if no department):** English

Calendar Description:

Examines a significant genre, period, theme, author, or national tradition in children's literature. Examples may include the animal story, the "problem novel," Victorian children's literature, twenty-first century bestsellers, war or the Holocaust, Kit Pearson or Michael Morpurgo, or Canadian or Australian children's literature.

Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs.

Prerequisites (or NONE):	Any two 200-level English courses. ENGL 280 is recommended.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses	Course Details

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Course Details

Special Topics course: **Yes**
  (If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
  (See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every other year**

Maximum enrolment (for information only)**: 25**

Typical Structure of Instructional Hours

Lecture/seminar	45
Tutorials/workshops	15
Total hours	**60**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **No**
  (If yes, fill in transfer credit form.)

Department approval		**Date of meeting:**	May 6, 2024
Faculty Council approval		**Date of meeting:**	May 31, 2024
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	March 28, 2025

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. Relate central features associated with the topic under consideration (e.g. narrative structure, character representation, point of view, theme).
2. Apply appropriate critical frames and appropriate diversity strategies to the works being discussed (e.g., didacticism, anthropomorphism, presentism).
3. Examine the development of children's literature, discussing changes in taste, intention, and children's experience that have affected our understanding of what is appropriate for young readers.
4. Apply knowledge of relevant social, cultural, and historical context to course materials (e.g. developments in printing technology, puritanism, WW 2 and Nazi propaganada, civil rights and gay rights movements).
5. Examine Indigenous and/or colonial motifs and value systems in works for children.
6. Synthesize secondary sources in written/oral/visual work.
7. Analyze personal and affective responses to literature.
8. Articulate their own views about literature and respect those of others.

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

Portfolio:	50%	Assignments:	35%	Project:	15%
	%		%		%

Details:

Portfolio: research essay with scaffolded process pieces (proposal, annotated bibliography, draft, final essay, presentation)

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

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	Gregory Younging	Elements of Indigenous Style: A Guide for Writing By and About Indigenous Peoples	2018
Animal Stories:				
2.	Book	Noor Khan	Twenty Jataka Tales	1985
3.	Book	Dick King-Smith	Titus Rules	2004
4.	Indigenous knowledge	Various	Mousewoman series (via Strong Nations)	various
5.	Book	Rudyard Kipling	The Jungle Book	1894
6.	Book	Michael Morpurgo	Born to Run	2022
7.	Book	Katherine Applegate	The One and Only Ivan	2012
8.	Book	Farley Mowat	Owls in the Family	1961
9.	Book	Ernest Thompson Seton	Wild Animals I Have Known	1898
10.	Book	E.B. White	The Trumpet of the Swan	1970
11.	Other	Coursepack with selected Aesop's Fables; excerpts from Fabulous Histories by Sarah Trimmer; and Charlotte Tucker's Rambles of a Rat		
Canadian Children's Literature:				
12.	Book	Sarah Ellis	Pick-up Sticks	1991
13.	Book	Martine Leavitt	Keturah and Lord Death	2012
14.	Book	Jean Little	Willow and Twig	1998
15.	Book	Cherie Dimaline	The Marrow Thieves	2017
16.	Book	Kevin Major	Ann and Seamus	2003
17.	Book	Jen Ferguson	The Summer of Bitter and Sweet	2022
18.	Book	Kit Pearson	The Sky Is Falling	1989
19.	Book	Arthur Slade	Dust	2003
20.	Other	Course pack with excerpts from early writers for children such as R.M. Ballantyne and Agnes Laut; material from early children's magazines; excerpts from critical sources such as Egoff and Saltman, New Republic of Childhood, and Galway's From Nursery Rhymes to Nationhood		

Course Content and Topics

Animal Stories:
- Introduction to course (Aesop's Fables; theoretical approaches to the animal story)
- Victorian animal stories (Trimmer and Tucker)
- Wild Canada—Settler animal stories (Seton, Grey Owl, Mowat)
- Wild Canada—Indigenous animal stories
- Animal Tales from far away (Kipling and Khan)
- Animal Heroes (Morpurgo)
- Smart animals (White, King-Smith)

Canadian Children's Literature:
- Introduction to course (excerpts from nineteenth-century works and from critical sources)
- Colonialism, Indigeneity, and children's literature (coursepack excerpts)
- Historical fiction (Ann and Seamus, Orphan at My Door, The Sky Is Falling)
- Fantasy (Dust; Keturah and Lord Death)
- Problem novels (Pick-up Sticks; Mama's Going to Buy you a Mockingbird, Will's Garden)
- Today and Tomorrow (The Marrow Thieves)