



THE UNIVERSITY OF BRITISH COLUMBIA

School of Information
Faculty of Arts

We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmiñəm speaking Musqueam people.

iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.

CHIL 500 Research in Children's and Young Adult Literature– Course Syllabus (3)

Program:	MACL/MLIS/MASLIS
Year:	2022-2023
Course Schedule:	Wednesdays 2pm-5pm
Location:	IKBLC 461
Instructor:	Dr. Tess Prendergast
Office location:	iSchool Room 494
Office phone:	604-822-5007
Office hours:	Wednesdays 11am-12pm and other times by appointment
E-mail address:	tess.prendergast@ubc.ca
Learning Management Site:	https://canvas.ubc.ca/courses/101379

Course Goal: By taking multidisciplinary approaches to principles, practice, and current trends in academic research in children's literature, this course invites students to map — and begin participating in — the ecosystem that shapes, sustains, and critiques the perceived canon of children's and young adult literature in the English-speaking world: the prizes and best-seller lists that confer prestige and accelerate sales, the professional organizations and conferences that support research, the processes through which scholarship is produced and disseminated, and the forums where scholarly work ultimately appears in print. Through seminar activities and scaffolded assignments, members of this seminar will first familiarize themselves with the field and then enter an apprenticeship as researchers. By pursuing a project that entails reviewing relevant scholarship, developing a research question, proposing and delivering a conference-style paper, and writing an article-length manuscript, participants will practice the discipline's most frequently used scholarly genres with the goal of producing some original scholarship.

FNCC specialization: The assignments in this course can serve the requirements of the First Nations Curriculum Concentration (FNCC). If students would like to take this course for FNCC credit, they are invited to contact me to discuss this option.

Learning Outcomes:

Upon completion of this course students will be able to:

1. Describe the awards and scholarly systems that contribute to and help to reshape the perceived canon of children's and young adult literature [LO 1]
2. Identify major venues for publication of research on children's and young adult literature, their relative prestige, and their editorial and theoretical orientations [LO 2]



3. Identify supports for scholarship available to early-career researchers in children's and young adult literature [LO 3]
4. Describe the role of the peer review system in disciplinary gatekeeping and knowledge construction [LO 4]
5. Conduct and respond to scholarly peer review [LO 5]
6. Identify circumstances under which ethics approval is necessary for conducting research in children's and young adult literature [LO6]
7. Gauge the suitability of different venues — e.g., academic conferences, journals, edited collections — for the dissemination of their own research [LO 7]
8. Apply the disciplinary knowledge-making practices and academic genres that characterize scholarly research in children's and young adult literature [LO 8]

Course Topics:

- Exploring and critiquing the canon of children’s literature
- Prizing in children’s literature
- Children’s literature organizations and journals
- Theory and methodology in children’s literature research
- Responding to calls for papers
- Scholarly writing in children’s literature
- Conducting and responding to peer review

Prerequisites: There are no prerequisites for MACL students. MLIS/MASLIS students should have completed the MLIS core and have significant familiarity with children’s literature (i.e., previous course work) or permission of course instructor.

Format of the course: Lectures, guest speakers, in-class exercises and student-led presentations.

Estimated number of weekly hours students should dedicate to this class (preparation activities + class activities): 10-12 hours

Required and Recommended Reading:

All required and recommended readings will be posted to the Canvas site. Students must come to class prepared to discuss readings in small seminar groups and class-wide discussions.

Course Assignments:

Assignment Name	Due Date	Weight	Learning outcome
Award/Prize in-class presentation	Sept 21, 2022	10%	LO 1
Article review	Oct 23, 2022	15%	LO8
Conference paper proposal	Oct 30, 2022	N/A	LO7, LO8
Conference paper presentation	Nov 23-Dec 7	25%	LO5, LO8
Article manuscript / Article & resource	Dec 16, 2022	40%	LO2, LO8, LO5
Participation & written reflection	Dec 7, 2022	10%	LO5



Course Schedule [week-by-week]:

Topic	Date
Surveying the children's literature canon	Sept 7, 2022
Critiquing the children's literature canon	Sept 14, 2022
Prizing in children's literature	Sept 21, 2022
Children's literature organizations	Sept 28, 2022
Children's literature journals	Oct 5, 2022
Theories in children's literature research	Oct 12, 2022
Methodologies in children's literature research	Oct 19, 2022
Calls for papers / Writing research questions	Oct 26, 2022
Writing literature reviews	Nov 2, 2022
<i>SEMESTER BREAK NO CLASS</i>	Nov 9, 2022
Presentation skills	Nov 16, 2022
Class conference / peer reviews	Nov 23, 2022
Class conference / peer reviews	Nov 30, 2022
Class conference / peer reviews	Dec 7, 2022

Attendance: Punctuality and in-person attendance is required in this class. You will be excused for illness and family emergencies only. Please contact me immediately if you are going to be late or miss class for any reason.

Evaluation: All assignments will be marked using the evaluative criteria given on the [iSchool web site](#). Given the timeline you have for researching and writing an article manuscript, late assignments will seriously impede your progress. Please ensure you submit all your work by the deadlines. Late penalties will apply to unexcused late work.

Required Materials:

All readings will be available from UBC library. Depending on what children's texts you are researching, you may have to look in other libraries for some of the items you need.

Academic Concession: If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, **speak with me immediately** to find a solution for your missed coursework. Any concessions that will result in a change to the student record (such as late withdrawal from the course) will be referred to the Faculty of Graduate and Postdoctoral Studies for evaluation. If this is not the first time you have requested concession or classes are over, please consult the [Faculty of Graduate and Postdoctoral Studies' webpage on academic concession](#), and then contact me where appropriate.

Policies and Resources to Support Student Success: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policies-resources-support-student-success>)



Academic Integrity: The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [UBC Calendar: Student Conduct and Discipline](#). Academic misconduct includes cheating, plagiarism, and self-plagiarism <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>

Academic Accommodation for Students with Disabilities: Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#) (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with [Policy LR7: Accommodation for Students with Disabilities \(Joint Senate and Board Policy\)](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

Assignment Descriptions:

Seminar presentation: profile of a children 's literature prize or award **10%**

You will prepare a ten-minute in-class presentation on the history, mandate, and criteria of an established prize or award (a list of choices will be provided and students will all select a different award or prize). Your presentation should include brief examinations of some sample texts (i.e., books that have received this award). You are encouraged to bring some awarded books to class for your classmates to examine afterwards. [LO 1]

Article review (800 words) **15%**

A critical review of an 20-25 page (approximately) academic article or book chapter. You will focus your review on the following aspects of your selected article/chapter:

- Theoretical underpinnings/framework employed
- Methodologies used to gather and analyze data
- Findings, discussion and implications.).

Your article reviews will also be shared in small group discussion circles in-class [LO 8]

Sample article reviews will be provided.



Conference paper proposal (300 words) **Complete/Incomplete**

You will write a conference paper proposal in response to a published call for papers (this may be a CFP for a conference that has already taken place). The proposal will construct a state of knowledge through a brief literature review, pose an original research question, and identify a means of addressing the question (e.g., through attention to formal or thematic features in one or two texts) [LO 7, 8]

Conference paper presentation: 20-minute oral presentation with slides **25%**

You will prepare and present a conference paper with visual aids (e.g., PowerPoint slides) that develops the conference proposal. [LO 8] As part of this assignment, each member of the seminar will conduct (and receive) three peer reviews [LO 5].

Article-length manuscript / Article and Resource (5000-6000 words) **40 %**

MACL students:

You will write an article aimed at a journal. This research paper will further develop the argument undertaken in the conference paper you presented in class. [LO 8]. This assignment will be accompanied by a 1-page (250 words) explanation of which journal or edited would be the most suitable publication venue for the paper as well as a 1-page (250 words) account of how you integrated the peer feedback you received on your conference paper into this manuscript. [LO 2, 5, 8]

MLIS students:

You may take the same option as MACL students above OR take the following hybrid option more suited to professional librarianship roles.

You will write a 2000-3000 words article [LO 8] aimed at a specified professional publication (i.e., Children & Libraries, Horn Book Magazine) on the same topic you presented your conference paper on. As a corollary to your article, you will develop a pedagogical tool of some sort aimed at practitioners on the same topic as your paper (e.g., a LibGuide, a Pro-D training module or an annotated bibliography). You will include a 1-page (250 words) justification for selecting this particular journal and your choice of pedagogical tool. You will also include a 1-page (250 words) account of how you integrated the peer feedback you received into this final project. [LO 2, 5, 8]

*NB if you are a visiting student and/or *not* in an MLIS program you must take the MACL option and prepare a manuscript for publication in a scholarly children's literature journal or volume.

Participation **10%**

Regular attendance and engaged participation in all class activities, along with formal peer review of three conference papers (see below). [LO 5]

In-class activities will include the following:

- Journal reviews (done as Jigsaw discussions)
- Organization reviews (done as Jigsaw discussions)