



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 hən̓q̓əmi̓n̓əm̓ 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.

LIBR 523 Canadian literature and other materials for children – 2022 Course Syllabus (3).

Program: MLIS/MASLIS/MACL

Year: 2021-2022 Winter Session, term 2

Course Schedule: Thursdays, 2pm-5pm

Location: [Jack Bell Building for the School of Social Work \(SOWK\) Rm 224](#)

Instructor: Dr. Tess Prendergast

Office location: 2nd hallway in the iSchool, Room IBLC 494

Office phone: 604-822-5007

Office hours: Tuesdays 11am to 12pm (office). Other times/Zoom/Phone by appointment

E-mail address: tess.prendergast@ubc.ca

Course Goal:

The goal of this course is to provide students with the knowledge and appreciation of Canadian children's literature and critical and professional resources in this field. This knowledge will be a required foundation for a range of programs and services that public libraries offer children, young adults, their families, caregivers and teachers, including: collection development and management; information services; and programming.

Course Objectives:

Upon completion of this course students will be able to:

1. Demonstrate knowledge of Canadian children's literature: its historical development, genres, formats, and content [2.1]*
2. Categorize a wide range of Canadian authors, illustrators, texts, and publishers [2.1]*
3. Identify and demonstrate a familiarity with associations, organizations, and other agencies involved in the creation and promotion of Canadian children's books [2.1]*



4. Explain the development of publishing for children in Canada [2.1]*
5. Interpret trends, issues, and themes such as cultural identity in Canadian children's literature and publishing [2.1]*
6. Discuss the development and current state of Canadian children's literature [2.1]*
7. Analyze issues relating to censorship of Canadian children's books in schools and libraries [1.4]*
8. Explain the role of the children's library and other adults in promoting Canadian children's literature [1.4]*
9. Demonstrate knowledge of professional and academic resources in the field [4.1]*
10. Assess critical and professional resources in print and electronic format in the study and use of Canadian children's literature [2.2]*

Course Topics:

- History and current state of Canadian children's literature
- Publishing for children in Canada
- Associations, organizations, and agencies involved in the creation and promotion of Canadian children's books
- Genres of Canadian children's literature
- Significant texts, authors and illustrators
- Canadian children's media
- Trends and issues in Canadian children's books and publishing
- Themes of cultural identity in Canadian children's literature
- The role of the children's librarian and other adults in promoting Canadian children's literature and mediating the relationship of child and text
- Censorship of Canadian children's books in schools and libraries
- Professional and academic resources in Canadian children's literature

Prerequisites: MLIS and Dual MASLIS: Completion of the MLIS core courses; No prerequisites for MACL students who are welcome to take this course at any point in their programs. Other graduate students (e.g., MA, or M.Ed. or Ph.D.) may seek permission from the instructor to register for this course.

Format of the course: Lectures, guest speakers, readings, in-class discussions, activities and student presentations, some asynchronous activities, field work, and assignments.

Required and Recommended Reading:



Each student will need to pick one book from the *Dear Canada* series to read and discuss in class. These are widely available at UBC and public libraries in print and e-book format.

Additionally, in groups of 5 students, you will choose one of the following books to discuss together and informally share your discussion summaries with the rest of the class.

- Historical fiction:** *The sky is falling* by Kit Pearson
- Fantasy:** *Silverwing* by Kenneth Oppel
- Realistic:** *No fixed address* by Susan Neilsen
- Biography:** *Fatty legs* by Christy Jordan-Fenton
- Non-fiction:** *Speaking our truth* by Monique Gray Smith

All of these are available at Vancouver Public Library and UBC library. E-book and audiobook formats are available for some of these titles too.

You will be reading *many other books* written for children all term. Some will be brought to class by the instructor to read during class time. Others will be selected by students for assignments on their own. A public library card will be very useful. Alternately, you could use the UBC library to find material for this class. You may read print, e-book, or listen to audiobooks as available.

In addition to reading many children's books, there will be required reading from the scholarly and professional literature each week along with recommended optional readings. These readings will be posted in the Canvas weekly modules and available from the course Library Online Course Reserves link on the Canvas site. Required readings will be discussed in class each week. There is no course textbook for this class.

Course Assignments

Please use APA (either 6th or 7th is fine) citation style in your written work.

Assignment Name	Due Date	Weight	Competencies
Reading Portfolio: Canadian Children's Literature	Feb 24, 2022	25%	1.1, 1.2, 1.4, 2.1
Novel Study / Book Club Program Design Group Project	Mar 24, 2022	25%	1.2, 1.4, 3.1, 4.2, 5.3
Final Project: 1 of 3 options: 1. Write a chapter for a proposed open-source e-book about Canadian children's literature & media 2. Present a conference style paper in an in-class symposium (hand in slideshow and speaking notes) 3. Hybrid: Academic/Creative project	Apr 7 Symposium April 14 Chapter/Hybrid	40%	2.1, 2.2, 4.1, 5.3



Participation: Dear Canada, Genre groups, etc.	Throughout the term	10%	3.1, 4.1
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FNCC specialization: All the assignments in this course can fulfill 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.

Dates	Week	Topics covered
Jan 13th, 2022	1	Course introduction/Book discussion group sign-ups
Jan 20th, 2022	2	History of Canadian children's literature
Jan 27th, 2022	3	National identity in Canadian children's books / <i>Dear Canada</i> series
Feb 3rd, 2022	4	Historical overview of Indigenous content in children's books
Feb 10th, 2022	5	Contemporary Indigenous books for children in Canada
Feb 17th, 2022	6	Curating contemporary Canadian children's picture books <i>Asynchronous activities and field work, no class meeting</i>
Feb 24th, 2022		Semester Break NO CLASS
Mar 3rd, 2022	7	Canadian children's novels
Mar 10th, 2022	8	Canadian non-fiction/information books
Mar 17th, 2022	9	Non-print & digital media for children in Canada
Mar 24nd, 2022	10	Novel study group presentations
Mar 31st, 2022	11	Censorship of media for children in Canada
Apr 7th, 2022	12	Social justice in Canadian materials for children / Symposium

Canvas modules remain open for review throughout the term, including reading lists, lecture PPTs and guest speaker and other helpful resources.

Attendance: As much as possible, attendance is *mandatory*. Unexplained absences, late assignments and lack of participation will impact your final grade. Your participation in the weekly activities and discussions with your peers are an important aspect of this course. Please get in touch if you know you will be missing from class for any reason. Please also get in touch with me if you are having trouble keeping up with attendance, readings, activities, and assignments due to illness or other family crisis.

Evaluation: All assignments will be marked using the evaluative criteria given on the [iSchool web site](#). Please contact me if you are unable to complete your assignments by their due dates or if you miss an activity so we can make alternate arrangements. Late assignments without prior arrangement may be penalized up to 1 point per day. Occasionally, in some



circumstances, I will offer to re-grade assignments that need substantial revisions however my expectation is that you will all prepare and submit thoroughly edited work at all times.

Required Materials:

See required and recommended readings information above for more information. There is no textbook for this course.

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> (§7)

Access & Diversity: Access & Diversity works with the University to create an inclusive living and learning environment in which all students can thrive. The University accommodates students with disabilities who have registered with the Access and Diversity unit found at <http://www.students.ubc.ca/access/drc.cfm>

Please let me know what I can do to best accommodate you in this class.



Religious Accommodation: The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. There are no exams in this class, but please let me know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the course drop date. UBC policy on Religious Holidays: <http://www.universitycounsel.ubc.ca/policies/policy65.pdf> .

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Plagiarism

The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or ideas in one's work. It also involves **re-submitting work that you have previously submitted for credit in another class** either at UBC or elsewhere. If you wish to *build* on a topic you have worked on in another class and extend that work into something new for this class, you must discuss this with me prior to beginning your project. I will need to have a copy of the assignment you wish to build on please. For example, if you did an assignment on censorship in another class that involved looking up the reasons why a book was challenged, you may *not* resubmit the same title for this class when we get to our challenged book activity. You may, however, choose to do your final paper on the author of the challenged book you previously looked at (assuming it is a children's book) and refer to the challenge that you have previously conducted research on. In general, I encourage students to follow their interests and passions with the caveat that you are ultimately responsible for making sure you are not plagiarizing yourself or anyone else in any of your work in this class.

It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls reckless plagiarism which is often the result of careless research, poor time management, and a lack of confidence in your own ability to think critically. Examples of reckless plagiarism include:

- Taking phrases, sentences, paragraphs, or statistical findings from a variety of sources and piecing them together into an essay (piecemeal plagiarism);
- Taking the words of another author and failing to note clearly that they are not your own. In other words, you have not put a direct quotation within quotation marks;



- Using statistical findings without acknowledging your source;
- Taking another author's idea, without your own critical analysis, and failing to acknowledge that this idea is not yours;
- Paraphrasing (i.e., rewording or rearranging words so that your work resembles, but does not copy, the original) without acknowledging your source;
- Using footnotes or material quoted in other sources as if they were the results of your own research; and
- Submitting a piece of work with inaccurate text references, sloppy footnotes, or incomplete source (bibliographic) information."

Bear in mind that this is only one example of the different forms of plagiarism. Before preparing for their written assignments, students are strongly encouraged to familiarize themselves with the following sources on plagiarism:

<https://learningcommons.ubc.ca/resource-guides/understand-academic-integrity/>

<https://www.grad.ubc.ca/current-students/dissertation-thesis-preparation/plagiarism>

If after reading these materials you still are unsure about how to properly use sources in your work, please ask me for clarification.

Students are held responsible for knowing and following all University regulations regarding academic dishonesty. If a student does not know how to properly cite a source or what constitutes proper use of a source it is the student's personal responsibility to obtain the needed information and to apply it within University guidelines and policies. If evidence of academic dishonesty is found in a course assignment, previously submitted work in this course may be reviewed for possible academic dishonesty and grades modified as appropriate. UBC policy requires that all suspected cases of academic dishonesty must be forwarded to the Dean for possible action.

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.