



We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmi̓ñəm 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 – Course Syllabus (3)

Program:	MLIS, MASLIS, MACL
Year:	20192-2020
Course Schedule:	Tuesdays, 8am-11am
Location:	SOWK 222
Instructor:	Dr. Tess Prendergast
Office location:	494 IKBLC
Office phone:	604-822-5007
Office hours:	Mondays 1-2pm; Wednesdays 10-11am and by appointment
E-mail address:	tess.prendergast@ubc.ca
Learning Management Site:	http://lthub.ubc.ca/guides/canvas/

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 / MASLIS Core/ MACL program

Format of the course: Lectures, guest speakers, in-class activities, reading circles, and discussions.

Required and Recommended Reading:

There will be required reading each week and recommended optional readings. All 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

Assignment Name	Due Date	Weight	Graduate Competencies
Assignment 1: Reading portfolio Canadian Children's Literature	Feb 23, 2020	25%	1.2, 1.4, 2.1
Assignment 2: Group Novel Study	Mar 31, 2020	25%	1.2, 1.4, 3.1
Assignment 3: Class-Wide Indigenous Books Published in Canada	Apr 6, 2020	N/A	4.1, 3.1
Assignment 4: Final Paper	Apr 17, 2020	40%	4.1, 5.3
Participation	Apr 8, 2020	10%	3.1, 4.1

Course Schedule [week-by-week]:

Topic	Date
Week 1: Course introduction	Jan 7, 2020
Week 2: History of Canadian children’s books	Jan 14, 2020
Week 3: National identity in Canada’s books for children	Jan 21, 2020
Week 4: Canadian children’s novels	Jan 28, 2020
Week 5: Canadian children’s picture books	Feb 4, 2020



Week 6: Indigenous books for children, Part 1	Feb 11, 2020
<i>READING WEEK NO CLASS</i>	<i>Feb 18, 2020</i>
Week 7: Indigenous books for children, Part 2	Feb 25, 2020
Week 8: Non-fiction/Information books	Mar 3, 2020
Week 9: No class meeting: Activity and discussion on Canvas only	Mar 10, 2020
Week 10: Children’s librarians/Social justice Part 1	Mar 17, 2020
Week 11:Censorship/Social justice Part 2	Mar 24, 2020
Week 12: Non-print & digital media	Mar 31, 2020
Week 13 Current trends and research	Apr 7, 2020

Attendance: Regular attendance and punctuality with are required in this class. If you know you will be more than a few minutes late or absent please notify me by email to explain your situation. All unexplained absences or lateness will result in a lowered participation grade.

Evaluation: All assignments will be marked using the evaluative criteria given on the [iSchool web site](#).

Required Materials: There is no required textbook in this class. However, you will be required to make extensive use of the UBC library and, if possible, a public library too. You can expect to make one trip to either the UBC Education library or a public library each week outside of class time.

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>)

Centre for Accessibility: Centre for Accessibility 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 Centre for Accessibility unit: <https://students.ubc.ca/about-student-services/centre-for-accessibility>. You must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions.

Religious Accommodation: The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor 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 family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss with the instructor before the course drop date. UBC policy on Religious Holidays: <http://equity.ubc.ca/days-of-significance-calendar/>

Academic Integrity
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



THE UNIVERSITY OF BRITISH COLUMBIA

iSchool (Library, Archival & Information Studies)
Faculty of Arts

somebody else's words or ideas in one's work. The UBC policy on Academic Misconduct is available here: <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959>.

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." The UBC Learning Commons has a resource page on how to avoid plagiarism, with policies on academic integrity and misconduct found here: <http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/>

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