

**DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES**
<https://uofa.ualberta.ca/modern-languages-and-cultural-studies>

**2015-2016 SPANISH 326 B1:
HISPANIC CHILDREN'S LITERATURE
(Winter 2016)**

Instructor: Dr. M. Bortolussi
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Office Hours: M W F 10:00 to 13:00 or by appointment

Time: T Th 2:00 to 3:20
Place: HC 2 25

Course Prerequisite: SPAN 300 or 306 or consent of the Department

Course-based Ethics Approval

Not needed.

Community Service Learning component

None

Past or Representative Evaluative Course Material Available

Exam registry – Students' Union
<http://www.su.ualberta.ca/services/infolink/exam/>

Additional mandatory Instructional fees (approved by Board of Governors)

No

Course Description and Objectives:

Children's literature occupies a very privileged role in Hispanic society. A booming industry, it has attracted even the most prominent writers of adult fiction. In this course we explore children's and youth literature in Spain and Latin America. We begin with a reflection on the nature of the genre, an overview of its history in Hispanic contexts, a review of available on-line resources. We then examine some of the most prominent critical and theoretical approaches to children's literature with a view to identifying predominant issues. The rest of the course will be dedicated to analyzing these issues in a selection of prize-winning contemporary works. Issues include: differing and polemical views of childhood and the function of children's fiction, institutional pressures and the politics of publishing for children, and the role of various agents in the assessment and promotion of children's literature.

Upon completion of the course, students will have the knowledge base required to: a) produce informed evaluations of both literature written for children and the critical assessments of such works, b) make selections of new publications for educational and recreational usage. Students should notice a marked improvement in all levels of their Spanish language skills.

Texts: (Items marked * are available in Reserve Room, Rutherford Library)

- Argueta, Manlio – *Los Perros Mágicos de los Volcanes* 1990 (in e-class; pdf downloaded from web)
- Gaite, Carmen Martín – *Caperucita en Manhattan* 1990
- *Kurusa, Monika Doppert - *La Calle es Libre* 1981/2014
- Lindo, Elvira - *Manolito Gafotas* 1994
- Matute – “El Verdadero Final de la Bella Durmiente” 1995 (in e-class; pdf downloaded from web)
- Martí, José – “Nené Traviesa”; “Bebé y el Señor don Pomposo” (in e-class, pdf downloaded from web)
- Moure, Gonzalo - *El Síndrome Mozart* 2003 (can be borrowed from Spanish Resource Center, Woodcroft School)
- *Rohmer, Chow, Viduare - *The Invisible Hunters/Los Cazadores Invisibles*
- Skármeta, Antonio - *La Composición* 1979/1999/2014 (in e-class; pdf downloaded from web)
- * Tafolla, Carmen & Teneyuca, Sharyll - *That’s Not Fair! / ¡No es Justo!* 2008
- Walsh, Elena María. *El Reino del revés* 1965/ 2013
- Vargas Llosa, Mario. *Fonchito y la Luna* 2010/2015
- *Winter, Jonah - *Sonia Sotomayor: A Judge Grows in the Bronx/ La Juez que Creció en el Bronx* 2009

Grade Distribution (see “Explanatory Notes”):

Writing Assignment 1 (Theory)	- 15% (Jan. 26)
Book Review	- 10% (Feb. 11)
Writing Assignment 2 (Analysis)	- 15% (Mar. 8)
Final Essay	- 20% (Mar. 31)
Final Exam	- 30% (April 19)
Class Participation	<u>- 10%</u>
	100%

Date of Deferred Final Exam (if applicable):

[http://www.registrar.ualberta.ca/calendar/Regulations-and-Information/Academic-Regulation/23.5.html#23.5.6\(3\)](http://www.registrar.ualberta.ca/calendar/Regulations-and-Information/Academic-Regulation/23.5.html#23.5.6(3))

Explanatory Notes on Writing Assignments:

A list of guidelines for the writing and grading of all written assignments is provided in e-class in the folder “Tareas”.

Theory Assignment

For this assignment students are to provide a critical review of one of the eligible theoretical texts that we will be discussing in class. A list of eligible texts is provided in the guidelines for this assignment. Approximate length is 500 words.

Analytical Assignment

Productive engagement with literary texts requires the ability to retrieve precise kinds of information and engage in higher-order thinking by making relevant associations and

drawing corresponding inferences. To enhance textual analytical skills, focused reading questions have been developed for each of the longer prose texts. Students are to select one, and answer the questions as thoroughly as possible. Approximate length, 1,000 words. Questions and guidelines are available in e-class.

Book Review

The book review is to be on one of the children's albums on the reading list. Approximate length is 500 words. It must conform to the guidelines for this assignment.

Essay

Only the longer prose works (not albums) are eligible texts for the final essay. A list of possible topics is provided in the guidelines for this assignment. Approximate length is 1,500 words. The essay may **not** be on the same topic as the analytical assignment.

Final Exam

The final exam will be cumulative, and cover everything we have discussed throughout the semester.

Class Participation

Attendance to class is not included in the class participation component of the grade. Only active, positive contributions to class discussions will count. Therefore students are encouraged to take notes on the readings and come prepared to make their oral contribution by answering questions on the readings and sharing their ideas and opinions with the class. Disruptive or disrespectful behavior will lead to a reduction in the class participation grade.

Policy for Late Assignments

The penalty for late assignments is 1 mark per day. Students who notify the instructor in advance of the due date regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension with no penalty. However, if a second excuse will be granted for late assignments, half of the mark assigned for this particular work will be deducted. Otherwise, all assignments should be handed in on the stated deadline. Any assignment not handed-in in time or unexcused late assignments will not be given any marks. Late excuses will **not** be accepted for any reason.

E-mail Policy

Students are encouraged to ask their questions during class, and to discuss concerns during the instructor's office hours. Please do not e-mail instructor for which answers have either been answered in class or are available in the course syllabus or e-class materials.

Grading:

Marks for assignments, tests, and exams are given in percentages, to which letter grades are also assigned, according to the table below ("**MLCS Undergraduate Grading Scale**"). The percentage mark resulting from the entire term work and examination then produces the final

letter grade for the course.

“MLCS Undergraduate Grading Scale”

Letter	%	Pts	Descriptor
A+	95-100%	4.0	Excellent: Superior performance showing understanding and knowledge of the subject matter far exceeding expectations.
A	90-94%	4.0	Excellent: Superior performance showing comprehensive understanding of subject matter.
A-	86-89%	3.7	Excellent: Clearly above average performance with complete knowledge of subject matter.
B+	82-85%	3.3	Good
B	75-81%	3.0	Good: average performance with knowledge of subject matter generally complete.
B-	70-74%	2.7	Good
C+	66-69%	2.3	Satisfactory: Basic understanding of the subject matter
C	61-65%	2.0	Satisfactory
C-	58-60%	1.7	Satisfactory
D+	55-57%	1.3	Poor: Marginal performance; generally insufficient preparation for subsequent courses in the subject matter.
D	50-54%	1.0	Minimal Pass: Marginal performance; generally insufficient preparation for subsequent courses in the subject matter.
F	0-49%	0.0	Failure: Unsatisfactory performance or failure to meet course requirements.

Required Notes:

“Policy about course outlines can be found in Section 23.4(2) of the University calendar.”

Academic Integrity:

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx>) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

Learning and Working Environment:

The Faculty of Arts is committed to ensuring all students; faculty and staff are able to study and work in an environment safe and free of discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels this policy has been or is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that directs discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the student ombudservice (<http://www.ombudservice.ualberta.ca/>).

Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL at <https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110>

Academic Honesty:

All students should consult the information provided by the [Office of Judicial Affairs](#) regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the [Academic Integrity Undergraduate Handbook](#) and [Information for Students](#)). If in doubt about what is permitted in this class, ask the instructor.

Students involved in language courses and translation courses should be aware that on-line “translation engines” produce very dubious and unreliable “translations.” **Students in languages courses** should be aware that, while seeking the advice of native or expert speakers is often helpful, **excessive editorial and creative help** in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

Recording of Lectures:

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Attendance, Absences, and Missed Grade Components:

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.3(1) and 23.5.6 of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

Student Accessibility Services:

If you have special needs that could affect your performance in this class, please inform your instructor during the first week of the term so that appropriate arrangements can be made. If

you are not already registered with Specialized Support & Disability Services, contact their office immediately (2-800 SUB; email ssdsrec@ualberta.ca; phone 780-492-3381; WEB www.ssd.s.ualberta.ca).