

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

2019-2020
SPAN 326 A1: HISPANIC CHILDREN'S LITERATURE
(Fall 2019)

Instructor: Dr. M. Bortolussi

Time: M W F 12:00 - 12:50

Office: 242-D

Place: HC 2-22

E-mail: marisa.bortolussi@ualberta.ca

Office Hours: M W F 9:00 - 9:30, 11:00 to 11:30, or by appointment

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

It is your responsibility as a student to ensure that you have the appropriate prerequisites for the course.

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, Objectives and Expected Learning Outcomes:

Children's and young adult literature occupy a privileged role in the Hispanic world, attracting both seminal authors and world-class illustrators. In this course we explore a selection of award winning, mostly contemporary children's albums, short stories, novellas, and poems from Spain and Latin America. Texts will be examined in relation to: a) major international literary trends, and b) evolving conceptions of childhood and corresponding functions of children's literature. Where relevant, we will discuss prominent theories that have marked the field.

This course offers students an excellent opportunity to develop their Spanish language proficiency. Aural, oral, and written assignments have been designed to hone each of these communication skills. Students will listen to prominent authors' oral discussions and debates in YouTube videos, communicate their ideas orally in a seminar and group discussions, and produce three pieces of written work. The writing assignments will help them master the art of writing book reviews, as well as proficiency in describing pictorial conventions.

By the end of the course, students will notice a marked improvement in all levels of their

Spanish proficiency. Furthermore, they will have both the knowledge to relate the selected works to the broader international literary context, and the vocabulary and analytical skills to competently assess a variety of children's texts. Education students will become familiar with a wide variety of quality literary materials for classroom use.

Course Format

The objectives of this course will be achieved from a combination of formal lectures with slide shows, seminars, and a discussion of assigned readings.

Texts: (Items marked * are available in Reserve Room, Rutherford Library. Walsh's book, and young adult novels must be purchased. All other materials are available in the public domain; PDFs downloaded from the web are available in e-class).

Short Stories:

Martí, José. "Nené Traviesa"; "Bebé y el Señor don Pomposo" (in e-class)

Poetry:

Folklore español y latinoamericano (in e-class)

Walsh, Elena María. *El Reino del revés* 1965/ 2013 (must purchase)

Albums:

Argueta, Manlio. 1990. *Los Perros Mágicos de los Volcanes* (in e-class)

*Buitrago, Jairo. 2008. *Camino a Casa*

*Campanari, José. 2008. *¿Y yo, qué puedo hacer?*

*Gómez Cerdá-Teo Puebla, Alfredo. 1988. *La Princesa y el Pirata*

*Kurusa, Monika Doppert. *La Calle es Libre* 1981/2014

*Rohmer, Chow, Viduare. *The Invisible Hunters/Los Cazadores Invisibles*

*Skármeta, Antonio. *La Composición* 1979/1999/2014 (in e-class; pdf downloaded from web)

*Schujer, Silvia y Weiss, Mónica. 2006. *Hugo Tiene Hambre*

* Tafolla, Carmen & Teneyuca, Sharyll. *That's Not Fair! / ¡No es Justo!* 2008

*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

Young Adult Novels: (must be purchased)

Lindo, Elvira. *Manolito Gafotas* 1994

Martín Gaité, Carmen. *Caperucita en Manhattan* 1990

Moure, Gonzalo. *El Síndrome Mozart* 2003 (can also be borrowed from Spanish Resource Center, Woodcroft School)

Additional Course Fees

No

Course Requirements

Aural & Writing Assignment 1	- 10% (Sept. 16)
Unit Test	- 10% (Sept. 30)
Writing Assignment 2	- 15% (see e-class schedule)
Writing Assignment 3	- 15% (Nov. 29)
Seminar	- 10% (see e-class schedule)
Novella Quiz (1 X 5%)	- 5% (unannounced)
Final Exam	- 25% (Dec. 11)
Class Participation	- 10%
	<u>100%</u>

Important Dates: [See Academic Schedule in current Calendar](#)

First Day of Class: September 3, 2019
 Add/Delete Date: September 16, 2019
 50% Withdrawal Date: October 3, 2019
 Withdrawal Date: November 29, 2019
 Last Day of Class: December 6, 2019
 Final Exam Date: Dec. 11

Date of Deferred Final Exam (if applicable): Please consult the following site:
[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))

Deferred Final Examination: For information on how to apply for a deferred exam see [“I Missed my Final Exam, Now What?”](#)

Explanatory Notes on Course Requirements:

Double-space, type, and corner staple all written assignments. Download prepared cover page for each assignment (in e-class) and include with essay. Hard copies only, no e-submissions.

Aural/Writing Assignment 1

To enhance aural comprehension and written expression while becoming familiar with contemporary issues in children’s literature, this assignment requires listening to a short video and writing a brief summary of the main arguments. Approximate length- 750 words. See e-class for video URLs, assignment and grading specifications (Tareas-Resumen Video).

Writing Assignment 2: Book Review

Following the model learned in class, students are to write a book review on one of the picture books (“album”). Approximate length -1,000 words. Due the first day in which the selected work is studied in class. See e-class for dates, specifications and grading criteria (Tareas-“Reseñas”). **Book selected for book not eligible for seminar.**

Writing Assignment 3: Novella Directed Reading

For this assignment, answer the directed reading questions for the novella *El Síndrome de Mozart*. It is intended to help students: a) retrieve from the text specific content and style details that would otherwise be missed in a hasty plot-focused reading, and b) engage in

deeper reflection. Approximate length, 1,750 words. See e-class for assignment questions and grading criteria (Tareas-Lectura Dirigida).

Unit test

Will cover the 19th century, folklore, and poetry sections. Use only pen, no pencils.

Seminar

In e-class, select one of the topics and corresponding text (Selección Temas Seminario); no more than 2 students per topic. **Book selected for book review not eligible.** Topic selection is on a first come first-serve basis. Once selected, prepare a 10-minute power point presentation following specifications and grading criteria in e-class (Tareas-Seminario). Rough draft must be submitted 1 week prior to presentation. All students are strongly encouraged to ask questions of the presenters; this is a good way to earn participation marks.

Novella Quiz

An unannounced, 5-minute quiz on one of the first two young adult novels listed above will be given at the beginning of the first day in which the work is to be taken. See e-class schedule for dates.

Final Exam

Exam prep will take place on last day of class. Use only pen, no pencils.

Class Participation

Attendance to class is not included in the class participation component of the grade. Only active, positive engagement will count, therefore students are encouraged to take notes on the readings and come prepared to make their oral contribution. To obtain the full 10%, students must participate in 100% of the classes. 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 is given for late assignments, half of the mark assigned for this particular work will be deducted. Any assignment not handed-in on 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 individual concerns during the instructor's office hours. Please reread the course syllable and e-class materials before e-mailing instructor.

Grading:

Assessment of the individual course components may be in the form of numerical marks or

letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

“MLCS Undergraduate Grading Scale”

Descriptor	Letter Grade	Grade Point Value	%
Excellent. A+, A or A- is earned by work which is superior in content and form and demonstrates an exceptional grasp of the subject matter. The grade of A+ designates work that far exceeds course expectations. Grades in the A range are normally achieved by a small number of students.	A+	4.0	97-100
	A	4.0	93-96
	A-	3.7	90-92
Good. B+, B or B- is earned by work that demonstrates a thorough comprehension of the course material and a good command of relevant skills. Grades in the B range are normally achieved by the largest number of students.	B+	3.3	87-89
	B	3.0	83-86
	B-	2.7	80-82
Satisfactory. C+, C or C- is earned by work that demonstrates an adequate grasp of the course material and relevant skills. Grades in the C range designate work that has met the basic requirements of the course.	C+	2.3	77-79
	C	2.0	73-76
	C-	1.7	70-72
Poor/Minimal Pass. D+ or D is earned by work that demonstrates minimal familiarity with the course material. Grades in the D range generally indicate insufficient preparation for subsequent courses in the subject matter.	D+	1.3	65-69
	D	1.0	60-64
Failure.	F	0.0	0-59

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Required Notes:

“Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) 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](#) and avoid any behaviour that 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.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor.

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](#).

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 that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that 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 direct 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 [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

It is the policy of the University of Alberta that sexual violence committed by any member of the University community is prohibited and constitutes misconduct.

Resources and more information can be found at <https://www.ualberta.ca/campus-life/sexual-violence>.

Territorial Statement:

“The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.”

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 content author(s) 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 [Attendance](#) and [Examinations](#) 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.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the Code of Student Behaviour.

Policy for Late Assignments:

Students who consult in advance with an instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension just one time throughout the course with no penalty. However, if a second excuse is given 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 on time or unexcused late assignments will not be given any marks. Late excuses will not be accepted for any reason.

Disclaimer:

Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

Student Resources:

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

Accessibility Resources: (1 – 80 SUB)

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage.

The Academic Success Centre: (1-80 SUB)

[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

The Centre for Writers: (1-42 Assiniboia Hall)

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds:

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.