

EDUCATION 5210 A
CANADIAN LITERATURE FOR GLOBALIZED CLASSROOMS
Summer Session II, 2013

July 3 – 23, 2013
Monday to Friday: 9:00 a.m. – 11:50 a.m. Room: L1168

Instructor:	Robin M. Bright , Ph.D.	Secretary:	Margaret Beintema/ Jean Mankee
Office:	TH 309	Office:	TH 321
Telephone:	403-329-2443	Telephone:	403-329-2732 / 403-329-2260
Email:	brightr@uleth.ca	Fax:	403-332-4400
Co-Instructor:	Amy Bright , B.A., M.A. (English)		
Office:	TH 158		
Telephone:	403-329-2104		
Email:	albright@mta.ca		

We hope to offer a vision of Canadian literature that explores teacher's experiences, background, and disciplinary affiliation in order to examine how these variables affect intercultural sensitivity, geographical understanding, and world-mindedness; at the same time, offer opportunities for conversations regarding how these traits translate into classroom practice.

Course Description

Students will develop an understanding of the depth and breadth of Canadian literature for adults, young adults and children with an emphasis on meeting the needs of students and teachers in globalized classrooms.

Course Readings

In addition to reading articles and literature that will be available on moodle and in class, please purchase the following:

Donowa, W. & Fowler, L. (2013). *Reading Canada: Teaching Canadian Fiction in Secondary Schools*. Don Mills, ON: Oxford University Press.

One of:

1. Hayden Taylor, D. (2010). *Motorcycles and sweetgrass*. Toronto: Vintage Canada.
2. Juby, S. (2003). *Alice I think*. Toronto: Harper Collins Publishers.
3. Lemire, J. (2009). *Essex county*. Marietta, GA: Top Shelf Productions.
4. Grant, J. (2010). *Come, Thou tortoise*. London, UK: Old Street Publishing Ltd.
5. Toews, M. (2008). *The flying Troutmans*. Toronto: Alfred Knopf Canada.

How to Read Course Readings

When you read, consider keeping a pencil in your hand in order to make annotations to help with close readings of the texts. Look for patterns in the things you have noticed in the texts. Ask and record questions about what you have noticed. Look back in the texts to answer the questions you have. You are encouraged to do “second- and third-draft” reading (Mackey, 1993).

Intended Learning Outcomes

- Participants will increase their knowledge of a range of high-quality contemporary Canadian literature for adults, young adults, and children.
- Participants will gain familiarity with Canadian authors and literature that is representative of a variety of social, cultural, and geographical backgrounds and experiences.
- Participants will extend their general knowledge of genres, categories, and formats of Canadian literature.
- Participants will understand that “all texts advance a particular point of view” and “appreciate the cultural impact and aesthetic power of texts” (Donowa & Fowler, 2013, p. 223).
- Participants will demonstrate effective communication through proficient writing and effective and confident oral skills.

Participants Responsibilities

Participants will:

- attend and participate in, all classes and scheduled events.
- be punctual (at class beginning and returning from breaks).
- write regularly (daily or at least five days a week) both inside and outside of classes, and be prepared to read their writing aloud when appropriate.
- read regularly (daily or at least five days a week), respond to readings in writing, and come to class prepared to dialogue about the readings.
- dialogue extensively with peers and instructors about what they are learning.

NB: You are expected to attend **all** classes during this course. Please phone and email us regarding any emergency which may affect your attendance.

Course Requirements

Students are required to complete all assignments to receive course credit.

1. Course Journal and Response Log (25 marks)

You are asked to submit three journal (“having engaged in close readings and reflections”) responses (worth 5, 10, 10) throughout the 3-week course. These responses will relate to having engaged in readings and class work. In order to deepen your understanding of experiences and readings, you will have the opportunity to work in small groups for discussions about your responses each Friday and then hand in your journal entry the following Monday (Monday, July 8; Monday, July 15; and, Wednesday, July 24). Length of each entry: 5-8 pages.

The journal responses you hand in should reflect “connoisseurship” which involves the ability to “see, not merely look” (Eisner, 1998, p. 6). Your responses will show evidence of you having “harvested” your journal writing for key ideas, themes and questions to pursue. What you hand in should reflect having reread, revised and edited your writing for an external audience. Please follow the guidelines in the handout, *Writing and Keeping Journals*, on moodle.

Criteria for Journal: Your work will be assessed according to the following:

1. Your ability to answer and discuss guiding questions and/or pose your own to respond to.
2. The extent to which you build meaningful connections between the readings and experiences in class with course content and your teaching experiences.
3. The quality of your writing and the extent to which you attend to visual modes of expression.
4. The manner in which you indicate your learning through your discussion with others.

2. Canada Reads: Response Log (to be contained in the Journal) and Presentation/Pamphlet

A. Response Log

You are asked to submit a Response Log as part of your Journal documenting your reading of one of the self-selected Canadian titles. In the log, you will demonstrate your (and your group's) interaction with the text. The reading log can focus on:

- questions you have while reading
- aspects of culture and geography reflected in the story
- memories provoked by the reading
- connections to other texts, ideas, and courses
- what the characters are like; reactions to them; character maps or webs
- predictions
- how you felt reading specific parts; feelings and emotions
- what causes you difficulty
- author's style, theme, message
- information gaps

Please consider including a variety of multi-modal responses to include (i.e. photos of you and/or your group engaged in reading, maps, webs, and other graphics that support and deepen your understanding of the text, and ideas for teaching the text if appropriate). See pinterest for visual ideas for responding (Reading Notebooks and Logs, for example).

The final entry in the Response Log part of the Journal should include an individual self-assessment in which you reflect on your reading by responding to, in particular:

- What have you learned about reading through this assignment?
- How do you feel about reading?
- How will this affect your teaching of reading in your professional context?
- What goals do you have for yourself as a reader/a teacher of reading?

Criteria for Response Log: Your work will be assessed according to the following:

1. Your ability to demonstrate engagement with the text in an easy to read style (informal but not casual or sloppy).
2. Your awareness of connections within the text and between the text and other sources.
3. Your identification of important themes, and ideas that connect to knowledge of Canadian literature, culture, and/or geography.
4. Your ability to offer accurate/appropriate practical application of ideas to your teaching context.
5. The extent to which you self-assess your own reading process in a personal and meaningful way to inform and guide further reading.

B. Presentation (20 marks) and Pamphlet (10 marks)

This assignment is a group “Canada Reads” presentation on Monday, July 15, 2013. Following a week of group and individual reading and writing response logs, each group prepares a 30-minute presentation to “sell” their book and author to the class. The presentation should include elements to “hook” readers into the content of the book and help them connect with the author, his/her background and experiences, and in particular, create interest in fellow participants to read the book selected! Please include a one-page pamphlet to distribute to course participants that includes: annotation (title, author, publication info and brief summary) and additional information about the book, its author, themes, and reviews (can include photos, diagrams, etc.). It should include: Canada Reads, Faculty of Education, University of Lethbridge, July 2013.

Criteria for Presentation: Your group work will be assessed according to the following:

1. Ability to engage and involve course participants in your presentation.
2. Shows all members of the group’s contributions.
3. Shows research from reputable sources into author background, geographical affiliation, intercultural sensitivity, and world-mindedness.
4. Shows attention to group members’ reactions and feelings about the book.
5. Takes into consideration published reviews of the book.
6. Offers substantial argumentation for having this book suggested as a “good read” for all Canadians.

Criteria for Pamphlet: Your group work will be assess according to the following:

1. Being able to share pertinent and well-researched information with an audience of readers about your book, its author, and contextual background.
2. Use of visual elements to enhance written communication.
3. Ability to “sell” your book to others with attention to sensitivity with regards to culture, history and geography.

3. Critical Essay (20 marks) and Presentation (25 marks) (Highlighting a Canadian Author)

Presentations: July 22, 23, and 24 Critical Essay Due: July 24

You are asked to choose one living Canadian author – children’s, young adult, new adult or adult – to research and present an argument for highlighting their importance to the CanLit landscape. Please support your argument using current online and print articles and reviews, author personal websites, blogs, twitter and Facebook, as well as projects, initiatives, and presentations. This is a three-page paper plus references and will be used to support your individual presentation to the class about the selected author.

Criteria for Critical Paper: Your work will be assessed according to the following:

1. Depth and breadth of research about your selected author.
2. Ability to argue for his/her importance as a Canadian writer in today’s context.
3. Quality of writing including organization, sentence structure and vocabulary, and mechanics.

Criteria for Individual Presentation: Your work will be assessed according to the following:

1. Your ability to create interest in and attention to your selected author.
2. An interactive session for participants.
3. Use of technology, if appropriate, to widen the audience’s experience with the author.
4. Ability to argue cogently for including this author in the CanLit landscape.
5. Demonstration of research to support your argument.
6. Ability to appear confident as a presenter and observes time frame.

Summary of Requirements

1. Journal and Response Log.....	25
Due: Mon., July 8 (5); Mon., July 15 (10); Wed., July 24 (10)	
2. Canada Reads Presentation.....	20
Date: Monday, July 15	
3. Canada Reads Pamphlet	10
Date: Monday, July 15	
4. Critical Essay: Highlighting One Author	20
Date: Wednesday, July 24	
5. Individual Presentation	25
Date: Monday - Wednesday, July 22-24	
Total:	100

Graduate Course Grading Scheme

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
100	96	92	89	86	82	79	73	72	69	66	62 or
97	93	90	87	83	80	77	76	70	67	63	less

Any course with a grade of less than B- cannot be considered for credit in a Graduate Studies and Research in Education graduate program.

Students are expected to produce original work for this course. All materials and ideas used in class and in assignments that are from other sources must be properly acknowledged. This includes all resources whether quoted or copied from print resources, Internet, media, or personal consultations. Assistance with documentation is available from the Education Librarian or the Reference Desk at the Library. If violations are suspected, students may be required to submit an electronic version of their work and the work may be subsequently subjected to author-detection processes.

References

- Bainbridge, J., Carbonara, M., & Green, N. (2005). Canadian children's literature: An Alberta survey. *The Alberta Journal of Educational Research, Vol. 51(4)*, 311-327.
- Bainbridge, J., Oberg, D., & Carbonaro, M. (2005). "No text is innocent": Canadian children's books in the classroom. *Journal of Teaching and Learning, Vol. 3(2)*, 1-14.
- Costigan, C., Su, T., & Hua, J. (2009). Ethnic identity among Chinese Canadian youth: A review of the Canadian literature. *Canadian Psychology, Vol. 50(4)*, 261-272.
- Duckworth, R., Walker Levy, L., & Levy, J. (2005). Present and future teachers of the world's children: How internationally-minded are they? *Journal of Research in International Education, Vol. 4(3)*, 279-311.
- Lecker, R. (1990). The canonization of Canadian literature: An inquiry into value. *Critical Inquiry, Vol. 18(3)*, 656-671.
- Mackey, M. (1993). Many spaces: Some limitations of single readings. *Children's Literature in Education, Vol. 24 (3)*, 147-163.
- Moss, L. (2006). Playing the Monster Blind? The practical limitations of updating the Canadian canon. *Canadian Literature, Vol. 191*, 7-11.
- Soper-Jones, E. (2009). The fate of the Oolichan: Prospects of eco-cultural restoration in Eden Robinson's Monkey Beach. *Journal of Commonwealth literature, Vol. 44(2)*, 15-33. DOI: 10.1177/0021989409105116
- Taber, N. & Woloshyn, V. (2011). Dumb Dorky Girls and wimpy boys: Gendered themes in diary cartoon novels. *Children's Literature in Education, Vol. 42(3)*, 226-242.

Taber, N. & Woloshyn, V. (2011). Issues of exceptionality, gender, and power: Exploring Canadian children's award-winning literature. *Gender & Education, Vol. 23(7)*, 889-902.

Ward, D. (2006). I didn't know that was Canadian. *School Libraries in Canada, Vol. 25(4)*, 49-54.

Weisman, K. (2010). Canada 101: Books about growing up Canadian. *Book Links, Vol. 19(2)*, 26-31.

Wytenbroek, L. (2005). Harry Potter and the Canadian fantasy. *Canadian Literature, 186*, 197-199.

Schedule

Week 1			July 3	July 4	July 5
<p><i>Questions-at-Issue:</i> What is international mindedness? What is CanLit? Why does it matter? What issues face teachers?</p>			<ul style="list-style-type: none"> • Introduction to the course "Elements for Study"-on moodle • Read "Present and Future Teachers of the World's Children"-on moodle • Begin journal 	<ul style="list-style-type: none"> • Take Literature Survey • Read "Canadian Children's Literature: An Alberta Survey"-on moodle • Graduate studies BBQ 	<ul style="list-style-type: none"> • Introduction of "Canada Reads" selections • Crossover Literature • Discuss Journal entries • Choose books for Literature Circles
Week 2	July 8	July 9	July 10	July 11	July 12
<p><i>Questions-at-Issue:</i> What books represent a Canadian landscape? What genres, themes, and formats matter? What role does visual literacy play?</p>	<ul style="list-style-type: none"> • Begin Literature Circles • <i>Reading Canada</i> (Chapter 1) • Hand in Journal 	<ul style="list-style-type: none"> • Literature Circles • <i>Reading Canada</i> (Realism) 	<ul style="list-style-type: none"> • Literature Circles • <i>Reading Canada</i> (Historical Fiction) 	<ul style="list-style-type: none"> • Literature Circles • <i>Reading Canada</i> (Speculative Fiction) 	<ul style="list-style-type: none"> • Discuss journal entries • Group work-preparing for the Canada Reads presentations • <i>Reading Canada</i> (Visual, Hybrid Texts)
Week 3	July 15	July 16	July 17	July 18	July 19
<p><i>Questions-at-Issue:</i> Who are the Canadian writers of today? What does contemporary YA Lit. look like? How can teachers celebrate Canadian writing?</p>	<ul style="list-style-type: none"> • Canada Reads: Group Presentations • Hand in Response Log and Journal 	<ul style="list-style-type: none"> • Remembering first Canadian books • Sources for Finding and Using books in Canadian Schools • YA Canadian Literature 	<ul style="list-style-type: none"> • Curriculum-related use of Canadian literature. • Read "<i>No Text is innocent: Canadian children's books in the classroom</i>" 	<ul style="list-style-type: none"> • Open 	<ul style="list-style-type: none"> • Discuss journal entries

Week 4	July 22	July 23	July 24		
<i>Questions-at-Issue:</i> How	Individual Presentations: Canadian Authors	Individual Presentations: Canadian Authors	Individual Presentations: Canadian Authors <ul style="list-style-type: none"> • Hand in Critical Essay • Hand in Journal • Celebrate! 		