ENGLISH 607-S02	**Winter 2018**
The Virtual Child	**M 10am-12:45pm|TI Studio D**

Instructor: Dr. Derritt Mason

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Office hours: M. 1:00-2:00pm, or by appointment

Course Description:

Now over 30 years old, Jacqueline Rose's *The Case of Peter Pan* remains influential for the way it encourages scholars of children's literature to consider how imagined, figural children profoundly influence the way we, as adults, read, produce, and think about texts for young people. This course will bring Rose into the digital age and ask: who is the virtual child behind the exploding genre of digital texts for children? How is this child constructed through online literature, apps, and interactive forms of storytelling, and what characteristics does this child seem to possess? How might we think through children's literature, children, and adolescents alongside critical theories of virtuality and new media? How can we theorize a virtual child in relation to the material creative practices of real-life children who participate in online fandom communities like "Let's Play," *fanfiction.net*, *Archive of Our Own*, and *Pottermore*? And what does the virtual child tell us about our contemporary fantasies, desires, and anxieties about children, childhood, and pedagogy in an increasingly digital world?

Required Readings (available for purchase at the University Bookstore):

Theory:
Wendy Hui Kyong Chun, *Updating to Remain the Same: Habitual New Media* (2016)
Shaka McGlotten, *Virtual Intimacies: Media, Affect, and Queer Sociality* (2013)
+ An assortment of critical readings and articles (see reading schedule for details)

Fiction/Poetry:
J.M. Barrie, *Peter Pan* (1911) (recommended edition: Broadview Press, ed. Anne H. Alton, 2011)
Ernest Cline, *Ready Player One* (2011)
Maureen Daly, *Seventeenth Summer* (1946)
Martin Hallet and Barbara Karasek, eds. *Folk and Fairy Tales: Concise Edition* (Broadview Press 4th Ed., 2008)
Rainbow Rowell, *Carry On* (2015)
Joshua Whitehead, *Full-Metal Indigiqueer* (2017)

Please note that this class will also involve the study of a variety of apps. You will be loaned a university-owned iPad for the duration of the term, but you will be responsible for purchasing all required apps.

Assignments & Evaluation:

The Virtual Child is structured as a term-long **inquiry project**, which consists of the following components:
1. Reading & Research Journal/SoTL Blog (20%)
2. "Let's Play" Videos & Reflections (20%)
3. Seminar Presentation & Critical Text Overview (15%)
4. Inquiry Project Synthesis & Digital Exhibit (35%)

This project will culminate in a **digital exhibit** that the class will collectively curate and stage at the Taylor Institute. You will select the topic for your inquiry project from a list provided by the instructor.

Reading & Research Journal (20%)
Throughout the term, you will log your responses to and reflections on our course texts, in-class discussions, and inquiry project progress. Your entries should be informal, written in the first person, and focused on making observations, raising questions, and proposing avenues of inquiry instead of offering formal arguments. You are encouraged to include photos (screencaps and hand-written marginal notes, for example), collect article links and PDFs, and gather any other objects of interest for your research and writing. This journal will be invaluable to the completion of your inquiry project synthesis, so you are encouraged to maintain a regular, consistent journal-writing schedule!

All weekly entries must be shared 24 hours *before* the start of class (i.e. Sunday at 10am), and the instructor will grade three of them without prior notice. Your final grade will reflect the quality and consistency of these entries, as well as the overall completeness of the journal, which will be worth 5%. One half percentage will be deducted from this total per missing entry. Late entries (i.e. those submitted after 10am on Sunday) will result in an automatic deduction of a half point. Extensions will be permitted only under exceptional/emergency circumstances.

"Let's Play" Videos & Reflections (2 x 10%)
You will create two "Let's Play"-style videos that engage with a text related to your inquiry topic. You will make the first video *during your first-ever encounter with the text*. The second video will be an "expert"-style video, that you will plan and narrate according to a strategy of your choice (e.g. strategy? Humour? Subversion?).

Seminar Presentation & Critical Text Overview (Max. 1250 words, 15%)
In advance of your seminar presentation, you will select and discuss **two peer-reviewed sources** related to your inquiry project text (i.e. scholarly journal articles or book chapters; *not* reviews, dissertations/theses, or magazine/newspaper/web articles). This is *not* an annotated bibliography, in which you would focus on summarizing these texts. Instead, I'm asking you to put these sources into conversation with one another, thinking about how they fit (or don't fit) together and shed (or don't shed) new light on your primary text. What are the key themes and issues described in these sources? Do they seem to agree or disagree with one another? How do they engage (or invite engagement) with your inquiry project text? Have they altered the way you read and understand this text? If so, how?

Inquiry Project Synthesis & Curated Exhibit (35%)
(Synthesis: max. 5000 words, 25%; Exhibit: 10%)
Unlike a standard end-of-term research paper, the inquiry project synthesis (25%) asks you to reflect on how your thinking about and approaches to your selected inquiry topic shifted throughout the course of our term together, as we read and discussed a series of digital texts, novels, theory, and criticism. Although you are still engaging with and referencing secondary sources and material in addition to your primary text, you are

not writing an "essay" in the traditional sense; think of the inquiry project as an "exploration." Instead of offering a polished thesis, you may wish to consider questions such as: how has our term-long interrogation of the "virtual child" shaped your interactions with your inquiry topic? What analytical strategies, developed through your research, proved most fruitful? Did you reach any conclusions about this topic, and/or hit any dead ends? If you had the time, what other avenues of inquiry might you next pursue?

Alongside this 5000-word (max) paper, our class will collectively curate an interactive, digital exhibit that foregrounds some of the most noteworthy and productive findings and artifacts from the term. The exhibit will be built using an online platform (to be determined). Your exhibit might include: images from your (digital/print) texts, your "Let's Play" videos, highlights from your journal entries, and anything else you feel best illustrates the progress you've made throughout the term.

A final note: the inquiry project is designed to evenly distribute your workload throughout the term instead of backloading it, as research papers tend to do. In other words, the raw material for this project should already exist prior to the end of term; your labour should be more about assembly and polish than building from scratch. You are welcome (and encouraged) to insert and/or adapt material from your journal, research overview, and poster presentation.

Additionally, **class participation** will make up **10%** of your final grade. This will reflect your overall level of engagement with the class and course materials. When determining your grade, I will ask myself the following questions: did you regularly attend class and participate in discussions? Did you meet with me during office hours if you had questions or concerns about course content? In-class, did you demonstrate a good level of preparedness—having completed and engaged with the readings, putting them into conversation with other course texts and themes? Although regular attendance is crucial to success in a graduate seminar, I recognize that illness, emergencies, and personal situations occasionally arise. If you must miss class, please inform me as soon as possible. Three unexplained absences will result in the forfeiture of your participation grade.

- There is no final exam in this class, and no assignments will be given for extra credit.
- Assignments are to be submitted via D2L unless otherwise specified.
- Assignments submitted after the deadline will be penalized with the loss of a third of a grade (an A- to B+) for each day that the assignment is overdue. No assignments will be accepted one week past the assignment deadline without the prior consent of the instructor.

Grading System:

In this course, your assignments will be marked on the University of Calgary's Graduate Grading System, as described in the Calendar: **https://www.ucalgary.ca/pubs/calendar/grad/current/gs-h-1.html**

Grade	Grade Point Value	Graduate Description
A+	4.00	Outstanding
A	4.00	Excellent - superior performance showing comprehensive understanding of the subject matter.
A-	3.70	Very good performance
B+	3.30	Good performance
B	3.00	Satisfactory performance
B-	2.70	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	All grades below "B-" are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. Individual programs may require a higher passing grade.
C	2.00	
C-	1.70	
D+	1.30	
D	1.00	
F	0.00	

Although the A+ is solely an honorific that entails no additional points in the four-point system, the course instructor will employ this mark to distinguish superlative work that exceeds expectations in style, correctness, intellectual depth and breadth, sophistication, and originality.

Note: This class includes an **option** to participate in a Taylor Institute for Teaching and Learning-funded study called "The Virtual Child: Teaching and Learning with Texts for Young People." You may elect to participate in this study by sharing your "Let's Play" videos and written term work beyond the scope of this class. Consent forms will be distributed at the end of the term, at which time you can indicate whether or not you'd like to participate in all, part, or none of this study. Participation in this study will have no bearing on your assessment, and the instructor will not know who has elected to participate or opt out until after final grades have been submitted.

Plagiarism:
Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possible suspension or expulsion from the university. Please refer to the following information and make sure you are familiar with the statement below on plagiarism.
http://www.ucalgary.ca/pubs/calendar/current/k-5.html

English Department Website:
For more information about courses, programs, policies, events and contacts in the Department of English, please go to our website at **http://english.ucalgary.ca/graduate**. Please note that the course outlines posted on the English Department website constitute the official course outline for purposes of appeals. Students should verify any hard copies against this posted version. For courses which employ numerical

grades, the official departmental percentage to letter grade conversion scale is also posted on the department website.

Writing support:
The Student Success Centre offers both online and workshop writing support for U of C students.
http://www.ucalgary.ca/ssc/writing-support

Library and Research Support:
Melanie Boyd Librarian for English, offers research support to students, including strategies for finding articles, books, and other library materials. Contact: maboyd@ucalgary.ca.
Find The English Pages research guide here: **https://library.ucalgary.ca/sb.php?subject_id=52619**

Follow the Department of English on Facebook & Twitter:

Academic regulations and schedules:
Consult the Department of English's graduate website for courses, departmental deadlines, and other related program information at **http://english.ucalgary.ca/node/245.** Consult the Faculty of Graduate Studies Calendar for university and faculty regulations, dates, deadline, fees, and schedules, student, faculty and university rights and responsibilities. The homepage for the Faculty of Graduate Studies Calendar is **http://grad.ucalgary.ca.**

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact the Graduate Office at 403 220 5484 or visit us in Social Sciences Tower 1148 in the first instance.

For program planning and advice, contact the Graduate Program Administrator at **enggrad@ucalgary.ca** to make an appointment with Dr. Suzette Mayr, Graduate Program Director.

Grade appeals:
Consult the following University Calendar link and request advice from the English Department office, SS 1152. Please note that "mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision."
http://www.ucalgary.ca/pubs/calendar/current/i.html

Deferral of term work and final examinations:
Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, an Application of Deferment of Term Work form must be completed. The University also has regulations governing the deferral of final examinations. See Calendar:
http://www.ucalgary.ca/pubs/calendar/current/g-6.html,
http://www.ucalgary.ca/pubs/calendar/current/g-7.html.

Student Accommodations:
ACADEMIC ACCOMMODATIONS
The student accommodation policy can be found at: **ucalgary.ca/access/accommodations/policy**.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities **http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf**.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor**.**

The full policy on Student Accommodations is available at **http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf**

Emergency Evacuation/Assembly Points:
http://www.ucalgary.ca/emergencyplan/assemblypoints;

Freedom of Information and Protection of Privacy Act:
http://www.ucalgary.ca/legalservices/foip/

"Safewalk" Program:
Campus Security will escort individuals day or night: call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.
http://www.ucalgary.ca/security/safewalk/

Contact for the Graduate Student Association: http://gsa.ucalgary.ca/

Contact for Students Ombudsman's Office: **http://www.ucalgary.ca/provost/students/ombuds**

Universal Student Ratings of Instruction (USRI):
"At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (**www.ucalgary.ca/usri**). Your responses make a difference - please participate in USRI Surveys."

PLAGIARISM

Plagiarism is an extremely serious offence. Please read the following information carefully. The penalty routinely recommended by the English Department for documented plagiarism is failure of the course in which the offence occurred; academic probation is also routinely applied at the Faculty level. Suspension or expulsion can result from severe or repeated plagiarism.

The University Calendar states:

1. Plagiarism - Essentially plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:
(a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
(b) parts of the work are taken from another source without reference to the original author,
(c) the whole work (e.g., an essay) is copied from another source, and/or,
(d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs when direct quotations are taken from a source without specific acknowledgement, or when original ideas or data from the source are not acknowledged. Citing your sources in a bibliography is not enough, because a bibliography does not establish which parts of a student's work are taken from other sources. MLA (Modern Language Association) documentation or other recognized forms of citation must be used for this purpose. Advice on adequate documentation can be found at the following web sites:
http://www.dianahacker.com/resdoc/
http://owl.english.purdue.edu/owl/resource/747/01/

DEPARTMENT OF ENGLISH STATEMENT ON PRINCIPLES OF CONDUCT

According to the University Calendar, **http://www.ucalgary.ca/pubs/calendar/current/j.html**
"The University of Calgary community has undertaken to be guided by the following statements of purpose and values: to promote free inquiry and debate, to act as a community of scholars, …, to respect, appreciate, and encourage diversity, [and] to display care and concern for community". The Department of English, like the university as a whole, is committed to a "positive and productive learning and working environment." This environment is characterized by appreciation and encouragement of diversity and respect for the dignity of all persons: students, support staff, and faculty. The department will not tolerate unacceptable behaviour, such as threatening gestures, threatening or abusive verbal or written communication (including e-mails), or any conduct that "seriously disrupts the lawful education and related activities of students and/or university staff". Any cases of such misconduct should be reported immediately to the department Head, who, depending on the nature and severity of the incident, may then take further appropriate action.