

Children's and Adolescent Literature

English 3311

Fall 2014

Don Walden, Ph.D.

dwalden@sulross.edu

Office B106; 758-5018

Office Hours: Wednesday, noon to 4:30

**Split
web**

**Meet in D113 on the days noted in the
schedule**

Goals

This course is about ways to get children and adolescents excited about reading. We will discuss what children and adolescents like, what they need from books, and how to present books. We will not read the books for their own sakes, but as representatives of various genres and styles.

After taking the course you should:

- know how children learn to enjoy reading
- know what books mean to children and how to make reading meaningful
- be able to develop a reading program for a particular level
- be able to develop your own way to evaluate and present children's books
- know children's books from a variety of cultures and times

Grading

Your grade will be based on how well you understand the principles of selecting books for children and presenting them. You will take quizzes, give reports, write essays, and prepare a reading program. A perfect score will be 1,000; if you get 900 or more, you will get an A and so on.

Reading program. 400 points (200 points for the final report and 100 points for preliminary work and 100 points for an oral report). You will develop a reading program for the age group you plan to teach. You will determine your goals and evaluate books according to those goals and finally decide, for example, which books you would use for certain activities.

Essay on children's responses or an adolescent's interests. 200 points. If you plan to teach young children, you will read a book to children and write a two-page essay on their responses, answering questions such as how the child showed that the book developed his or her imagination. If you plan to teach older children, you will interview an adolescent and write about how you could use his or her interests to get him interested in reading.

Analyses. 100 points. After reading a book, you will answer questions designed to help you analyze the book according to criteria dealing with the genre.

Teaching plans. 100 points. Besides answering questions about the book, you will submit a short plan about how you would teach the book. That does not mean you would necessarily teach the book, but you would need to know how to discuss books like it.

Class participation. 80 points. You will post two questions on Blackboard and answer two questions and will get 50 points for each posting and each answer.

Submitting assignments

Submit assignments to my e-mail: dwalden@sulross.edu. In the subject line, put English 3311 and something to identify which assignment you are submitting. Each assignment tells what you are supposed to put in the subject line.

Plagiarism

Plagiarized work will not be accepted. Plagiarism means turning in someone else's work for credit. We will discuss documentation and citation so you will know how to submit work without plagiarizing. If you plagiarize work, I shall drop you from the class with an F and turn your name over to the dean.

Texts

Babbitt, *Tuck Everlasting*

Cheney, *We the People*

Freedman, *Lincoln, a Photobiography*

Giblin, *When the Plague Strikes*

Connors, *The Hunger Games*

Prelutsky, *The Random House Book of Poetry for Children*

Sachar, *Holes*

Tafolla, *The Holy Tortilla and a Pot of Beans*

Twain, *The Adventures of Tom Sawyer*

Velásquez, *Maya's Divided World*

White, *Charlotte's Web*

Online:

Andersen, *The Little Mermaid*, http://hca.gilead.org.il/li_merma.html

In addition, the library has a shelf of children's books that you can use to plan your reading program.

You can use Huck and Kiefer to prepare your oral discussions.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. ***[If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.]*** The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

↓ schedule



August 26

Introduction to the course

Meet in Room D113

August 28

Introduction to poetry

September 2

Due: matching examples of poetic techniques to the technique

Submit the assignment to my e-mail, dwalden@sulross.edu. Subject line: matching poetic techniques

September 4

Due: finding examples of poetic techniques

Submit the assignment to my e-mail, dwalden@sulross.edu. Subject line: examples of techniques

September 9

The Little Mermaid, http://hca.gilead.org.il/li_merma.html

Due: Analysis of plot, character, etc. in *The Little Mermaid*

Submit the assignment to my e-mail, dwalden@sulross.edu. Subject line: Mermaid plot

September 11

Due: analysis of theme, symbolism, etc. in *The Little Mermaid*

Submit the assignment to my e-mail, dwalden@sulross.edu. Subject line: Mermaid theme

September 16

Due: analysis of Plot, character, theme, etc. in *Charlotte's Web*

Submit the assignment to my e-mail, dwalden@sulross.edu. Subject line: Charlotte's Web

September 18

Due: a plan for teaching *Charlotte's Web*

Submit the assignment to my e-mail, dwalden@sulross.edu. Subject line: Charlotte's Web plan

September 23

Due: essay

Submit the assignment to my e-mail, dwalden@sulross.edu. Subject line: essay

September 25

Due: your first online post

Due: Evaluation of *Tuck Everlasting* as a modern fantasy

Submit the assignment to my e-mail, dwalden@sulross.edu. Subject line: Tuck

September 30

Due: a plan for teaching *Tuck Everlasting*

Submit the assignment to my e-mail, dwalden@sulross.edu. Subject line: Tuck plan

October 2

Due: response to the first online post

Due: analysis of *The Hunger Games*

Submit the assignment to my e-mail, dwalden@sulross.edu. Subject line: Hunger Games

October 7

Due: a plan for teaching *The Hunger Games*

Submit the assignment to my e-mail, dwalden@sulross.edu. Subject line: Hunger Games plan

October 9

Due: analysis of *Holes*

Submit the assignment to my e-mail, dwalden@sulross.edu. Subject line: Holes

October 14

Due: a plan for teaching *Holes*

Submit the assignment to my e-mail, dwalden@sulross.edu. Subject line: Holes plan

October 16

Due: analysis of ways to present *Maya's Divided World*

Submit the assignment to my e-mail, dwalden@sulross.edu. Subject line: Maya

October 21

Due: a plan for teaching *Maya's Divided World*

Submit the assignment to my e-mail, dwalden@sulross.edu. Subject line: Maya plan

October 23

Due: the second online post

Due: analysis of *The Holy Tortilla and a Pot of Beans* as multicultural literature

Submit the assignment to my e-mail, dwalden@sulross.edu. Subject line: Holy Tortilla

October 28

Due: a plan for teaching *Holy Tortilla*

Submit the assignment to my e-mail, dwalden@sulross.edu. Subject line: Holy Tortilla plan

October 30

Due: response to *Tom Sawyer* as historical realism

Submit the assignment to my e-mail, dwalden@sulross.edu. Subject line: Tom Sawyer

November 4

Due: response to the second online post

Due: ways to present *We, the People* to elementary school students

Submit the assignment to my e-mail, dwalden@sulross.edu. Subject line: We, the People

November 6

Due: analysis of *Lincoln: A photobiography* as non-fiction

Submit the assignment to my e-mail, dwalden@sulross.edu. Subject line: Lincoln

November 11

Due: analysis of *When the Plague Strikes* as non-fiction

Submit the assignment to my e-mail, dwalden@sulross.edu. Subject line: Plague

November 13

Due: a plan for teaching *When the Plague Strikes*

Submit the assignment to my e-mail, dwalden@sulross.edu. Subject line: Plague plan

November 18

Due: Part 1 of your reading program: report on a class's reading proficiency

Submit the assignment to my e-mail, dwalden@sulross.edu. Subject line: Part 1

November 20

Due: goals of your reading program

Submit the assignment to my e-mail, dwalden@sulross.edu. Subject line: goals

November 25

Due: 10 books for your reading program

Submit the assignment to my e-mail, dwalden@sulross.edu. Subject line: 10 books

December 2

Due: Part 4 of your reading program

Submit the assignment to my e-mail, dwalden@sulross.edu. Subject line: Part 4

December 4

Due: Part 5 of your reading program

Submit the assignment to my e-mail, dwalden@sulross.edu. Subject line: Part 5

December 11

Oral presentations of reading program

Meet in Room D113