

English 3311 W01 Children's and Adolescent Literature

Fall 2014

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Course Description

In English 3311 you will interpret and evaluate literature written for children and adolescents in various genres, including myths and legends, fantasy, realism, biography, poetry, and picture storybooks. The course is a reading and writing intensive course.

English Program Outcomes

The graduating student in English will demonstrate that he/she can:

1. Construct essays that demonstrate clear topic/thesis, development, organization, and appropriate language;
2. Produce research projects that employ and integrate a variety of academic sources which are correctly documented;
3. Recognize major authors, works, and historical and cultural contexts of world, English, and American literature;
4. Analyze literary works to develop ideas relevant to culture and relationships in personal and civic experiences;
5. Deliver effective oral presentations.

Course Outcomes

In this course, students should acquire and demonstrate the following:

- ability to define children's and adolescent literature (written responses, research paper and exams)
- knowledge of the history of children's and adolescent literature (exams)
- understanding of the different genres of children's and adolescent literature (exams and written responses)
- cultural literacy, specifically an appreciation of the value of traditional literature including Greek and Roman mythology, the Bible, American Indian mythology and legends, European folk tales, and modern fantasy (quizzes and exam, written responses)
- critical literacy, specifically evaluating picture storybooks, poetry, and novels for adolescents (the picturebook evaluation and written responses)
- college-level writing skills

Required Texts Available on Blackboard

- Bible Stories
- *First People*. North American Indian Myths and Legends
- Grimm Brothers' Fairy Tales
- Andersen, Hans Christian. Fairy Tales

Required Texts (available at <http://www.sulrossbookstore.com/CourseMaterials.aspx> and other online stores/libraries; you may use paper or digital versions)

Alvarez, Julia. *How Tia Lola Came to Stay*. Yearling, 2002, ISBN 9780440418702 (optional)

Krosoczka, Jarrett J. *Lunch Lady and the Cyborg Substitute*
 Lord, Cynthia. *Rules*. Scholastic, 2008. **ISBN-10:** 0439443830 **ISBN-13:** 978 0439443838
 Lowry, Louis. *The Giver*. ISBN-10: 0440237688 ISBN-13: 978-0440237686
 Osborne, Mary Pope. *Hour of the Olympics*. ISBN 9780679890621
 Osborne, Mary Pope. Magic Tree House Fact Tracker #10 ISBN 9780375823787
 Prelutsky, Jack, ed. *The Random House Book of Poetry for Children: A Treasury of 572 Poems for Today's Child*. New York: Random House, 1983. (ISBN 0-394868099 Paperback)
 Sachar, Louis. *Holes*. ISBN 9780440414803
 White, E.B. *Charlotte's Web*. New York: Puffin, 2003.
 Williams-Garcia, Rita *One Crazy Summer*. Amistad, 2010 **ISBN-10:** 0060760885 **ISBN-13:** 978-0060760885

Audible Texts

If don't have more than an hour a day to read, consider audio versions of the books. Your county library may have some of these titles in audio. A more expensive but very convenient option is Audible.com at <http://www.audible.com/> The audible books are more expensive; however, a 30-day free trial is available. You can download books to your smart phone, a Kindle, a tablet, a laptop.

The following books are available at Audible.com

- Hale, Sharon. *Princess Academy*. \$10.75
- Lord, Cynthia. *Rules*. \$12.24
- Osborne, Mary Pope. *Hour of the Olympics #16*.
- Sachar, Louis. *Holes*. \$13.95
- White, E.B. *Charlotte's Web*. \$13.95
- Williams-Garcia, Rita *One Crazy Summer*. \$14.69

Grade Determination

Assignment	Due Date	Points Possible
Journal/Discussions	daily	200
Poetry Analysis	9/12	200
Picture Book Analysis	10/3	200
Literature Analysis	11/14	200
Final Exam (cumulative)	12/10	200

Each assignment will be described in a handout; use the handout to plan, write, revise and edit your document.

Grading

- A: 90 – 100
- B: 80 – 89
- C: 70 – 79
- D: 60 – 69
- F: 0 - 59

To earn a C, writing must be free of issues that interfere with readability, some of which include:

- Sentences that do not have clear subjects and verbs
- Unclear vocabulary: wrong words, unclear words
- Unclear pronouns (it, they, them)
- Major sentence structure errors: fragments, run-ons, comma splices
- Lack of agreement between subject and verb and between verb and object
- Inconsistent capitalization (i for I, use of capital letters for common nouns, etc)
- Failure to show possessive case with apostrophes
- Spelling errors or inappropriate abbreviations (u for you, thru for through, etc)

Standards for Grading Writing at RGC

The grade of B (very good): The B paper is significantly more than competent. Besides being almost free of mechanical errors, the B paper delivers meaningful information--that is, information that raises a new awareness for the reader. Its specific points are logically ordered, well-developed, and unified around a clear thesis that is apparent *early in the paper*. It may develop an idea fully and accurately but some of the B paper's content may be saying the obvious, what the reader already knows, or it may not develop discussions about the supporting details as fully as the A paper does. The opening paragraph gets the reader's attention; the closing paragraph is conclusive and connects nicely to the opening. The transitions between paragraphs are mostly smooth, the sentence structures varied. The vocabulary is more concise and precise than that of the C paper.

A paper (superior): The A paper includes all the positive qualities of the B paper listed above. The A paper definitely teaches readers a new perspective on the literature. The A paper persuades readers that its points should be seriously received. The A paper is original, imaginative, creative. The A paper is written in the student's own voice, so the quotations are integrated into the student's sentences without undermining his or her voice. The A paper fully develops and discusses the thesis and how each supporting detail connects to the thesis so that the reader feels significantly taught by the author, sentence after sentence, paragraph after paragraph. The A paper is also engaging without unclear passages or errors that distract the reader. The title and the opening get the reader's attention and make sense; the transitions clearly connect paragraphs to the thesis; the sentences are clear and correct; the vocabulary is varied and precise. The reader wishes the A paper were longer because the reading is so engaging and interesting and clear.

C paper (good; does the job): The C paper is generally competent; however it generally tells the reader what is obvious so that the reader does not gain a new perspective on the topic or the literature. The C paper satisfies the assignment, does not have too many distracting errors and is mostly well-organized and developed. The thesis may be overly general or vague so that the supporting references to the readings don't always connect well. Some of the supporting details may not be explained or discussed very fully and ideas may be unnecessarily repeated. The paragraphs may not be organized as logically as another revision might have achieved. It may have a pattern of sentence structure errors or other kinds of error. Vocabulary may be too general or repetitious. The C paper may be capable of becoming a B or A paper, but it just needed more revising of ideas and paragraphs, editing of sentences and words, and proofreading of mechanical errors and formatting.

D paper (Unsatisfactory): This paper is largely faulty, often because of errors of form or mechanics, but it does not warrant complete disregard. It may contain little or no content, it may simply restate arbitrarily selected material from the sources, or it may lack coherent organization. It does, however, have some saving graces: a spark of originality, some mastery of sentence skills, or relative grasp of organization.

F paper (Not acceptable): Its treatment of the subject is superficial; its theme lacks discernible organization; its prose is garbled or lacking in clarity or style. Mechanical errors are frequent. In short, the ideas, organization, and style fall far short of acceptable college writing in English.

Course Policies

Scholastic Honesty

All work submitted must be your own and must be written exclusively for this class; the use of sources must be appropriately, correctly, and consistently documented. Quotations, paraphrases, or summaries that are not documented and the use of papers written by others constitute plagiarism.

Three different acts are considered plagiarism:

- (1) failing to cite quotations and borrowed ideas,
- (2) failing to enclose borrowed language in quotation marks, and
- (3) failing to put summaries and paraphrases in your own words.

A grade of "F" for the course is earned if the work exhibits any of these kinds of scholastic dishonesty.

Distance learning (Online) Absences Statement

Sul Ross State University allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences. If you are not completing assignments, you are absent. If you fall behind and feel that you cannot catch up, please call or email me to discuss a plan for succeeding.

Course Texts

In order to succeed in this course, you must read the course texts; not having texts does not constitute an excuse for not completing assignments.

Late Papers/Assignments

To pass the class you must successfully complete and turn in to me each assignment by the due date. If you fail to turn in any assignments, even one, you may earn an F for the course.

Grade Changes

Please discuss your grades with me during the semester. Once the semester is over and I have entered grades into the system, however, I will not consider grade changes unless I, myself, miscalculated. Please do not ask for extra credit or chances to revise after the fifteenth week of class because I will refuse such appeals. You should know that you have the right to appeal your grade. According to the *Sul Ross Rio Grande College Student Handbook*, "if you disagree with a grade you received, you should discuss it with the instructor of the course. If you are not satisfied with results of that discussion, make an appointment to discuss it with the Chair of the Department [in this case, Dr. Roche]" (17).

ADA Statement

SRSU Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator assists students with disabilities in gaining opportunities for full participation in programs, services and activities. The Disability Services Coordinator is the Director of Student Services 830-758-5006 in Eagle Pass, Texas.

Schedule

Week 1 8/26 – 8/31 Traditional Literature and Poetry

Read Greek Myths and Legends (see folder under Assigned Reading and Assignments) and write in journal daily

- the story of Arachne
- the story of Atalanta
- the story of Midas at
- the story of Orpheus
- the story of Phaeton

and Mary Pope Osborne's Hour of Olympics and Magic Treehouse Fact Tracker #10

Read documents in Poetry Presentation folder in Assigned Reading and Assignments and prepare poetry analysis.

Week 2: 9/2 – 9/7 Old Testament and Poetry

Read Old Testament stories (find these in Assigned Reading and Assignments) and write in journal:

- the Hebrew Creation account in Genesis, Books 1 & 2,
- Noah and the Flood in Genesis, Books 6 – 8
- Genesis, Chapter 37 about Joseph
- Exodus Chapters 1 and 2 about Moses as an orphan
- 1 Samuel chapter 17 about David and Goliath
- the Book of Jonah about Jonah and the great fish,
- the story about Esther and the Feast of Purim.

Week 3: 9/8 – 9/14 Folktales and Poetry Analysis due

Read the following Grimms' folk tales (again in Assigned Reading) and write in journal:

- Little Red Riding Hood
- Hansel and Gretel
- Little Snow White
- Bremen Town Musicians
- The Frog King
- Rapunzel
- Little Briar Rose
- Cinderella

Turn in Poetry Presentation

Week 4: 9/15 – 9/21 Modern and Contemporary Fantasy; Picture Books

Read Hans Christian Andersen's fairy tales (in Assigned Reading and Assignments)

"The Little Mermaid"

"The Ugly Duckling"

"The Little Match Seller"

Week 5: 9/22 – 9/28 Read *Charlotte's Web* and work on picture book analysis

Read documents in Picture Books folder in Assigned Reading and Assignments and prepare picture book assignment.

Week 6: 9/29 – 10/5 Fantasy and turn in Picture Book Analysis

Read Lois Lowry's *The Giver*

Week 7: 10/6 – 10/12

Finish Lowry's *The Giver* and read Louis Sachar's *Holes*

Week 8: 10/13 – 10/19

Read Louis Sachar's *Holes* and begin Rita Williams-Garcia's *One Crazy Summer*

Week 9: 10/20 – 10/26 Realism

Read Rita Williams-Garcia's *One Crazy Summer*

Week 10: 10/27 – 11/2 Contemporary Realism

Read Cynthia Lord's *Rules*

Week 11 : 11/3 – 11/9

Children's and Adolescent non-fiction (students use local library)

Week 12: 11/10 – 11/16 Comedy/Graphic Novels; Literature Analysis due

Read Jarrett J. Krosoczka's *Lunch Lady and the Cyborg Substitute*

Week 13: 11/24 – 11/26

Non fiction

Week 14: 12/1 – 12/7

Review

Exam Week

12/8 - 12/14: Final Exam due by midnight