

English 3311 E02 Children's and Adolescent Literature

Instructor: Dennie Johnson

Classroom D116

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Office: SWTJC Eagle Pass A109

Office Hours: Monday 8:00-10:00 / 1:00-2:00 / 3:00-4:00
 Tuesday 8:00-10:00
 Wednesday 8:00-10:00 / 1:00-2:00 / 3:00-4:00
 Thursday 8:00-9:30 / 2:00-3:00
 Friday 11:00-2:00
 Or by appointment

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 Student Learning 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. Select, evaluate, and synthesize primary and secondary sources and correctly document those sources
3. Demonstrate knowledge of a variety of literature, of elements of literature, and of literary genres necessary for success in teaching or in graduate school.

Course Student Learning Outcomes

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

1. Ability to define children's and adolescent literature.
2. Knowledge of the history of children's and adolescent literature.
3. Understanding of the different genres of children's and adolescent literature (exams and written responses).
4. 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).
5. Critical literacy, specifically evaluating picture storybooks, poetry, and novels for adolescents (Fairy Tale project and written analysis, Poetry project and written analysis, Picture Book evaluation and written responses and analysis).
6. College-level writing skills.

Ancillary Texts and Reading (online resources and/or handouts in Blackboard)

- Aesop's Fables
- Bible Stories
- Grimm Brothers' Fairy Tales
- Hans Christian Andersen Fairy Tales
- American Tall Tales
- Mother Goose Nursery Rhymes

Required Texts (available at <http://www.sulrossbookstore.com/CourseMaterials.aspx> and other online stores/libraries; you may use paper or digital versions such as Kindle). It is entirely appropriate for the student to acquire required texts at a retail or wholesale outlet that best fits their budget.

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.

Book Selections:

Cisneros, Sandra. *The house on Mango Street*. Vintage Books, 1991.
ISBN: 9780679734772

Collins, Suzanne. *The Hunger Games*. Scholastic Press, 2008.
ISBN: 9780439023528

Dahl, Roald, and Quentin Blake. *The BFG*. Puffin Books, 2007.
ISBN: 9780142410387

Kipling, Rudyard. *The jungle books, and, Just so stories*. Bantam, 1986.
ISBN: 9780553211993

Lai, Thanhha. *Inside out & back again*. Harper, 2013.
ISBN:9780061962790

Lowry, Lois. *Number the stars*. Houghton Mifflin Co, 1989.
ISBN: 9780547577098

L' Engle, Madeleine. *A Wrinkle in Time*. Square Fish, 2007.
ISBN: 9780312367541

Paterson, Katherine. *Bridge to Terabithia*. Harper, 2003.
ISBN:9780060734015

Ryan, Pam M. *Esperanza rising*. Scholastic Press, 2000.
ISBN: 9780439120425

Saint, Richard Howard, and Gregory Maguire. *The little prince*. Houghton Mifflin Harcourt, 2013.
ISBN:9780547978840

Sendak, Maurice, and Maurice Sendak. *Where the wild things are*. Harper & Row, 1963.
ISBN: 9780064431781

Silverstein, Shel. *Where the sidewalk ends : the poems & drawings of Shel Silverstein*. HarperCollins, 2004.
ISBN:9780060572341

Spiegelman, Art. *Maus I : A Survivor's Tale: My Father Bleeds History*. Pantheon Books, 1986.
ISBN: 9780394747231

Viorst, Judith, and Ray Cruz. *Alexander and the terrible, horrible, no good, very bad day*. Aladdin Books, 1987.
ISBN: 9780689711732

Grade Determination

Assignment	Due	Points Possible	Course Learning Outcomes
Focused Questions	(Weekly)	700	1,2,3,4,5,6
Four Literary Projects		400	
• Fairy Tale Project	2/10		4,5,6
• Poetry Performance Project	3/7		4,5,6
• Picture Book Project	4/7		4,5,6
• Book Discussion	(As assigned)		1,2,3,4,5
Three Essays		300	
• Fairy Tale Analysis	2/10		1,5,6
• Poetry Analysis	3/10		1,5,6
• Literature Analysis	4/28		1,5,6
Final Exam (cumulative)		<u>100</u>	1,2,3,4
Cumulative Total		1500	

Each assignment will be described in a handout; use the handout to plan, create, craft, write, revise and edit your project or essay.

Grading

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 - 59

Focused Questions

It is challenging to create a learning environment that is all encompassing of the broad range of material as is available for literature topics. Considering this, the majority of class time, will inevitably, be consumed with the collaborative discussion of the course material and readings. It then becomes necessary to give attention to synthesizing material in alternate ways. The Focused Questions are designed to assist the student with critical thinking and the synthesizing of course material. Focused Questions will be assigned at the end of each class period with the expectation that each be completed and turned in, on paper, at the beginning of the next class meeting. The criterion for each Focused Question will be given at the time of assignment.

Class Participation

In order to ensure that the class discussions have depth and an appropriate and meaningful impact on the course, the student must prepare themselves to participate in class discussions. The classroom is a great environment for sounding and testing theories, sharing opinions, stating positions, asking questions, and learning from others. The student is reminded an appropriate level of decorum, respect, and safety should be maintained. Focus your comments toward the topic or position and not the writer or the speaker, in other words, stay on task, be honest, and be mindful of the thoughts of others. This is a perfect opportunity to share and test your ideas about the topic.

Academic Integrity

Academic integrity encompasses the core values and basic principles of honesty and responsibility that govern our practices as scholars, researchers, and creative artists in the university. Unfortunately, incidents of academic dishonesty, especially plagiarism, have been increasing throughout colleges and universities in the United States. Plagiarism is the act, intentional or unintentional, of using other people's words or ideas as your own. This trend, in part, results from the ready availability of papers and resources on the internet. The university, department, and I expect you to write your own essays and create your own projects and to provide full and accurate citations for any specific ideas or language—words, phrases, sentences—that you take from outside sources, including the internet. Familiarize yourself with university's policy on Academic Dishonesty. Any act of academic dishonesty in this class will be reported and may result in receiving an F

on the assignment, dismissal from class with a final grade of F, and even suspension or expulsion from the university, depending upon the severity of the violation.

Research and Sources

The expectations for college level essays and writing are a formidable increase from much of the writing that the student may be accustomed. The most basic expectation is for the student to conduct fair and thoughtful research, analysis, synthesis, and evaluation that produces scholarly work; solid academic work will serve to enhance the student's communications skill, creativity and perspective. Database sources such as Literature Criticism Online, JSTOR, EBSCO, etc... should be consulted more readily than unverifiable and less creditable sources for contribution to your writing assignments. Print sources such as newspapers and books are also great resources for your writing assignments as well.

Great caution should be observed when consulting online media sources such as websites, blogs, and news commentaries. Although the open web is convenient, the material gathered from it may be questionable. Further, consulting the various homework websites such as shmoop, endnotes, sparknotes, and many others of their kind do not contribute to the learning experience or the development of sound research and critical thinking skills and habits of the student. **THESE TYPES OF OPEN WEB SOURCES WILL NOT BE ACCEPTED.** However, there may be other open web sources that are appropriate for use and may be consulted for contribution to your essay. If you are not sure the acceptability of the source, do not hesitate to consult me.

Class Attendance:

Be advised, a course of this length only allows for two (2) absences. Be equally advised that excused absences are, in fact, still absences from class. In affect, vital course information may be missed. Understandably, emergencies and other important life issues will emerge. If you are confronted with any issue that would render you unable to attend class, please make it a priority to inform me at the earliest possible time-frame. Absences in excess of the allotted allowable two (2) will have dire effect on your grade for the course and are grounds for dropping the student from the course.

Tardiness is distracting to the class once it has begun and has the potential to degrade the learning experience. The student should make every effort to be in class on time and ready to begin the class meeting at the moment that class is to start. Be advised that three (3) tardies may result in the assessment of one (1) absence.

Learning Materials:

The student shall bring the appropriate course materials to class for each class meeting. The appropriate materials for a English/ Literature course are the assigned reading materials such as the book or other assigned text and materials for note-taking, such as pens, pencils, and paper. It is advisable that the student maintain a binder or folder in which to keep up with course materials.

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.

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.

Resources and Technology

All students enrolled have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify student identity and to protect student information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in 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.

Tentative Schedule

Week	Topic	Reading	Assignment Due
1 16-20 January	*Course Introduction *Historical and Traditional Children's Literature	Aesop's Fables Bible Stories	
2 23-27 January	*Behavior Literature *Traditional Religious Literature for Children	Mother Goose Grimm Fairy Tales Hans Christian Anderson Fairy Tales Tall Tales <i>Where the Sidewalk ends</i>	Focused Question #1
3 30 January-3 February	*The Fairy Tale *Children's Poetry *Literature Analysis: <i>Where the Sidewalk ends</i>	<i>Alexander and the terrible, horrible, no good, very bad day/ Where the Wild Things Are</i>	Focused Question #2
4 6-10 February	*Literature Analysis: <i>Alexander and the terrible, horrible, no good, very bad day</i> And <i>Where the Wild Things Are</i>	<i>The BFG</i>	Focused Question #3 Fairy Tale Project & Analysis(Due 10 Feb)
5 13-17 February	*Literature Analysis: <i>The BFG</i>	<i>The Little Prince</i>	Focused Question #4
6 20-24 February	*Literature Analysis: <i>The Little Prince</i>	<i>The Jungle Book</i>	Focused Question #5
7 27 February- 3 March	*Literature Analysis: <i>The Jungle Book</i>	<i>Inside Out and Back Again</i> <i>Esperanza Rising</i>	Focused Question #6
8 6-10 March	Poetry Performance	<i>Inside Out and Back Again</i> <i>Esperanza Rising</i>	Focused Question #7 Poetry Project (Due 7 Mar) & Analysis (Due 10 Mar)
13-17 March	Spring Break		

9 20-24 March	Literature Analysis: <i>Inside Out and Back Again</i> Literature Analysis: <i>Esperanza Rising</i>	<i>The House on Mango Street</i>	Focused Question #8
10 27-31 March	Literature Analysis: <i>The House on Mango Street</i>	<i>Bridge to Terabithia</i>	Focused Question #9
11 3-7 April	Literature Analysis: <i>Bridge to Terabithia</i>	<i>A Wrinkle in Time</i>	Focused Question #10 Picture Book Project (Due 7 Apr)
12 10-14 April	*Literature Analysis: <i>A Wrinkle in Time</i>	<i>Number the Stars</i>	Focused Question #11
13 17-21 April	*Literature Analysis: <i>Number the Stars</i>	<i>Maus II: A Survivor's Tale: and here my troubles began.</i>	Focused Question #12
14 24-28 April	*Literature Analysis: <i>Maus II: A Survivor's Tale: and here my troubles began.</i>	<i>The Hunger Games</i>	Focused Question #13 Literary Analysis (Due 28 Apr)
15 1-5 May	*Literature Analysis: <i>The Hunger Games</i> *Digital Literature *Course Review		Focused Question #14
16 08-11 May			Final

*** The Instructor reserves the right to modify the course schedule, projects, essays, or readings if it becomes necessary to enhance the learning environment. ***