

**English 3311 S02 Children's and Adolescent Literature
Summer I 2017**

Instructor: Dennie Johnson

Classroom: D116/ Blackboard

Time: Wednesday 1:00pm to 4:45pm

Contact Information: dennie.johnson@sulross.edu (830)758-4137

Office: SWTJC Eagle Pass A109

Office Hours: 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:

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

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

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

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
Five Discussion Boards	(Weekly)	250	1,2,3,4,5,6
Three Literary Projects			
• Fairy Tale Project	6/6	100	4,5,6
• Poetry Performance Project	6/18	100	4,5,6
• Picture Book Project	6/25	100	4,5,6
Three Essays			
• Fairy Tale Analysis	6/6	100	1,5,6
• Poetry Criticism	6/18	100	1,5,6
• Literature Analysis	7/2	200	1,5,6
Final Exam (cumulative)		<u>200</u>	1,2,3,4
Cumulative Total		1150	

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	(1035-1150 points earned)
B= 80 – 89	(920-1034 points earned)
C= 70 – 79	(805-919 points earned)
D= 60 – 69	(690-804 points earned)
F= 0 – 59	(0-689 points earned)

Discussion-Board Participation

Web-based courses pose challenges to classroom discussion of course materials. Web-based courses can also be an opportunity to grow intellectually and increase the quality of one's writing skill sets. Each week your Instructor will begin a discussion thread in Blackboard and the student should respond with a well-crafted and thoughtful response to the question or topic that is introduced. An appropriate response will be one that is relatively devoid of mechanical errors and employs the use of critical thinking. If the topic is associated with the readings, examples from the text should be used and should be accompanied by the proper parenthetical citation and Works Cited documentation. Further, the student's response should be a minimum of 250 words in length.

To ensure that the class discussions have depth and an appropriate and meaningful impact on the course, the student should read all responses to the thread and respond to a minimum of three (3) separate student responses to the original thread. This should be accomplished each week. These responses should be at a minimum of 100 words and equally thoughtful.

The student is reminded, just as in the normal classroom environment, an appropriate level of decorum, respect, and safety should be maintained. Focus your comments toward the topic or position and not the writer, in other words, stay on task. 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 one (1) 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 one (1) 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

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

Week	Topic	Reading	Assignment Due
1 31 May to 4 June	*Course Introduction *Historical and Traditional Children’s Literature * Behavior Literature	Mother Goose Grimm Fairy Tales Hans Christian Anderson Fairy Tales Tall Tales <i>Where the Sidewalk ends</i>	Discussion Board #1
2 5 June to 11 June	*Traditional Religious Literature for Children *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/</i> <i>Where the Wild Things Are/</i> <i>The BFG</i>	Discussion Board #2 Fairy Tale Project & Analysis(Due 6 June)
3 12 June to 18 June	*Literature Analysis: <i>Alexander and the terrible, horrible, no good, very bad day</i> <i>Where the Wild Things Are</i> <i>The BFG</i>	<i>The Little Prince</i> <i>Inside Out and Back Again</i> <i>Esperanza Rising</i>	Discussion Board #3 Poetry Project & Analysis (Due 18 June)
4 19 June to 25 June	*Literature Analysis: <i>The Little Prince</i> <i>Inside Out and Back Again</i> <i>Esperanza Rising</i>	<i>Maus I:A Survivor's Tale</i> <i>The Hunger Games</i>	Discussion Board #4 Picture Book Project (Due 25 June)
5 26 June to 2 July	*Literature Analysis: <i>Maus I:A Survivor's Tale</i> <i>The Hunger Games</i> *Digital Literature		Discussion Board #5 Literary Analysis (Due 2 July)
6 3 July	Final		