

English 3311 Children's and Adolescent Literature Fall 2018

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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, Newbery Medal essay)
- 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 historical, cultural, dystopian, and modern fantasy (team book lesson, exam, multicultural response)
- Critical literacy, specifically evaluating picture storybooks, poetry, and novels for adolescents (written responses)
- College-level writing skills

Required Texts

1. *Where the Wild Things Are* – Maurice Sendak
2. *Harry Potter and the Sorcerer's Stone* – J.K. Rowling
3. *Freak the Mighty* – Rodman Philbrick
4. *Where the Sidewalk Ends* - Shel Silverstein
5. *Number the Stars* - Lois Lowry
6. *House on Mango Street* – Sandra Cisneros
7. *Coraline* - Neil Gaiman
8. *Lord of the Flies* - William Golding
9. *Bridge to Terabithia* - Katherine Paterson
10. *Holes* – Louis Sachar
11. *Esperanza Rising* – Pam Muñoz Ryan
12. *The Little Prince* – Antoine de Saint-Exupéry

Grade Determination

<u>Assignment</u>	<u>Points Possible</u>
Team Book Lesson	20
First Book Response	10
Newbery Medal Essay	15
Multicultural Study	10
Research Essay	15
Teaching Unit	20
Final Exam (cumulative)	10

Assignment Details

Team Book Lesson

Students will get into groups of 2-3 students to run a literature circle. Each member of the group will have multiple responsibilities.

Discussion Leader: Your job, as a group, is to develop a list of questions you think the class should discuss about the book. Create thought-provoking interpretive and universal questions. Try to create questions that encourage the students to consider many ideas.

Bridge Builder: Your job is to build bridges between the events of the book and other people, places, or events in the real world. Look for connections between the text, yourself, other texts, and the world. Look for the character's internal and external conflicts and the ways that these conflicts influence his or her actions.

Reporter: Your job is to identify and report on the key points of the novel. Make a list and write a summary that describes how the setting, plot, and characters are developed in the book. Consider how

characters interact, major events that occur, and shifts in the setting or the mood that seem significant. Like that of a newspaper reporter, your report must be concise, yet thorough.

Artist: Your job is to create an illustration related to the reading. It can be a sketch, cartoon, diagram, flow chart, or other depiction. It can be of a scene, an idea, a symbol, or a character.

Groups will also be responsible for a 10 minute multimedia presentation (Prezi, video, PPT) which discusses author background, figures of speech, and themes and symbols in the novel. Groups will be in charge of organizing a 25 minute lesson, based on their book, for the entire class (make sure to bring enough supplies for projects, handouts, etc.)

First Book Response

Write a two page response, in MLA format about the following: What is the first book you remember making a significant impact on your life? Why did that particular book impact you? What about that book has stayed with you? Do you feel children today should read that book, and why or why not?

Newbery Medal Essay

According to The Newbery and Caldecott Awards—the official guide, updated annually—Melcher and the ALA Board agreed to establish the award for several reasons that related to children's librarians. They wanted to encourage quality, creative children's books and to demonstrate to the public that children's books deserve recognition and praise. The Medal is given by the Association of Library Service to Children (ALSC) of the American Library Association (ALA) and is named for John Newbery, an 18th-century English publisher of juvenile books, the Newbery was proposed by Frederic G. Melcher in 1921, making it the first children's book award in the world.

Select one book that has received a Newbery Medal to read, view, and research. Read your selected book and research other books by the author, the other winners for that year, other Newbery Medal

winners, the story in general, children's literature in general. You will need to study also the terms and criteria of the Newbery Medal. Use all of your research and study to explain why your selected book received its honor. You will not just describe the book, but will argue for the merits that contribute to the Newbery Medal. Your essay must be titled (something other than the book's title) and should name in the narrative the book title and author, artist, year of the award. Include a Works Cited list at the conclusion of the essay that 3-5 pages of text in 12-point, Times New Roman font with 1-inch page margins. Any illustrations, photocopies of passages, etc. may be included in addition to the 3-5 pages of text.

Multicultural Study: each student will explore a piece of multicultural literature (not seen on the syllabus) and write a literary journal styled article (look up a literary journal if you are unfamiliar with the format) that includes the following:

- a. Examine the need for multicultural and international books.
- b. How to judge multicultural books.
- c. A specific multicultural book appropriate for young children and how you evaluated the appropriateness of the book as a piece of multicultural literature.
- d. Discuss the growth of multicultural literature.

Research Essay

Your topic must be approved by me. ALL RESEARCH ESSAYS HAVE TO TIE BACK TO CHILDREN'S LITERATURE.

Basic components common to all research essays for this course:

1. A research topic or question that you seek to explore.
2. A thesis that you seek to prove.
3. An essay written according to MLA style and format.
4. Your essay will demonstrate an appropriate depth of inquiry, amount of research, care in effective communication, effectiveness in detail, proper grammar, syntax, and punctuation.

5. A Works Cited of 5 or more sources that vary in date of publication or origin, author, source, media (i.e. not all internet sources, not all journal articles, not all from 1950, not all by the same author). Let the Works Cited reflect the breadth and depth of your research.

6. 5-8 typed pages, not counting the Works Cited, double-spaced in 12-point font.

7. Evidence of practical, creative, and academic intelligences.

Broad suggestions:

Read further — other titles by an author studied in class; criticism and scholarly debate on one text or author studied in class; other titles / authors of a particular genre of children's or young adult literature; other titles / authors referred to in class as influence on or influenced by or of interest regarding a particular topic.

Possible topics that might be used for developing research questions to lead to a hypothesis and thesis gender roles, the readers of children's literature; the settings of children's or young adult literature; library collections, censorship; censorship issues; the authoring or marketing of children's or young adults' literature; genre distinction; any of the genres (including poetry and all of its various sub-genres) of literature mentioned in class, in the readings, or in the anthology; any historical aspect or period of children's or young adults' literature; multicultural children's or young adults' literature; stereotypes in children's or young adults' literature; moral values/didacticism in children's or young adults' literature; reviewing of children's or young adults' literature; the childhood reading of a children's or young adults' author; the biography of or other works by a children's or young adults' author; adaptations of children's or young adults' literature to other media or for different audiences; illustrations or illustrators of children's or young adults' literature; the various editions or illustrations for different editions of a particular title; awards for children's or young adults' literature; children's or young adults' literature for other nationalities; thematic treatments.

General considerations — choose a topic about which you feel passionate.

Start now to think and do your preview research so that you can choose wisely, for you will need to invest a fair amount of time and effort before you begin to write or produce. Initiate a discussion with me as soon as possible regarding your ideas and prospects.

- You should write a paragraph describing your research goals by September 29.
- Hand in an annotated bibliography of at least five resources by October 27.
- These interim deadlines are to assist you in meeting your goal of producing an excellent paper or project and so that I can give you assistance.

Teaching Unit

Below is an outline for what your unit plan should include

I. Unit Justification

A. This should be a short (two to three page) introduction in which you introduce your reader to the amount of time the unit will take (number of days), the topics covered, and some general idea of your philosophy underlying the unit. This is the place where you will outline your reasons for doing what you're doing, your underlying philosophy for doing it, and the connections that your unit plan has to the wider world of. This piece must use MLA citations and include a works cited page; it is an academic piece.

II. Unit Objectives and Goals

A. This list should include the broad goals and objectives that you want all students to achieve. These do not have to be behavioral objectives necessarily. Think big.

III. Materials/Major Assignments/Major Activities

A. This list should include all the major materials you'll need for your unit (i.e. videos, books, bulletin boards, etc.) It should also include a list of the central assignments (i.e. papers, in-class essays, tests, projects, etc.) It should also include any major activities you might plan (i.e. field trips, simulations, plays, etc.)

IV. Unit Outline

A. The unit outline is something that lets us, and your students, know what will happen over the course of your unit. This breaks the unit down day by day, and it lets the students know the topic of the class (via a title for the class), the homework they'll be expected to do, and the reading that's required of them.

V. One-Week Worth of Lesson Plans and Materials for Each Day

A. Using any lesson plan format that you're comfortable with, plan each day of your unit for a week. After each lesson plan, you'll want to include materials that you plan to use that day: handouts, overheads, journal prompts, and the like. I'm only asking for a week's worth of lesson plans from your unit because I've found that (particularly when starting a class), things don't go as planned. If you want, or need to, plan for more than two weeks, please feel free, but you don't have to for this assignment

VI. Appendices

A. You'll want to include all of the materials that you plan to use over the course of your unit. This will include all assignment sheets, potential handouts, and information sheets for your own edification.

B. Your appendices must include the following:

- a. All assignment sheets—be they for essays, ongoing projects, or other major assignments.
- b. All rubrics or evaluation criteria that you plan to use.
- c. Any major handouts, overheads, or instructional materials to be used in class.

C. Your appendices can include the following:

- a. Supplementary materials (web-pages, poems, and the like) that you think you might use during the course of your unit.

- b. Possible in-class activities that you plan to use after your first two weeks (or ten days).

Quality of Materials

Your unit plans will be assessed on the following criteria.

- Does the unit progress logically? There should be a scaffolding of activities in your unit—progressing from the easiest to the hardest activities, and the activities, assignments, and other components of your unit should build upon each other logically.
- Does your unit make use of various learning and pedagogical styles? You'll want to make sure that your unit allows students to learn in ways that they're comfortable (think of the learning styles work that we did), and you'll want to make sure that you use a variety of pedagogical approaches to reach your students (don't rely just on lecture or just on discussions).
- Does the unit make use of diverse media? Essentially, do you more than simply ask your students to read a book? You should be bringing in, and having your students bring in, a variety of materials to consider during the course of your unit. In addition, you must make sure to make connections between the English language arts materials and ideas you're using and ideas and materials from at least one other discipline.
- Do you allow for formative and summative evaluation? You want to make sure that students have evaluation and response over the course of the semester, and that it is both formative and summative in nature. In other words, you want to both let students know how they're doing before you grade them.
- Is your unit artful and interesting? This is the hardest thing to assess, but it ultimately boils down to this question: have you constructed a unit that students will be interested in participating in, and will this unit actually be a workable interdisciplinary unit? You want to make sure that your unit provides ways for students to engage in interesting, meaningful work.

Standards for Grading Writing at RGC

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)

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.

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

Syllabus & introductions

Week 2

Picture Books

- *Where the Wild Things Are*

Week 3

Children's Poetry

- *Where the Sidewalk Ends*

First Book Response Due

Week 4

Modern Realistic Fiction

- *Bridge to Terabithia*

Week 5

Modern Fantasy

- *The Little Prince*

Week 6

Chapter Books

- *Holes*
- Newbery Medal Essay Due

Week 7

Children's Fantasy

- *Esperanza Rising*

Week 8

Young-adult Realism

- *Freak, the Mighty*

Week 9

Historical Fiction

- *Number the Stars*

Multicultural Study Due 3/22

Week 10

Graphic Novels

- *Coraline*

Week 11

Contemporary Realism/Multi-cultural

- *House on Mango Street*

Week 12

Science Fiction

- *Lord of the Flies*

Research Essay Due

Week 13

TBD

Week 14

Modern Fantasy

- *Harry Potter and the Sorcerer's Stone*

Teaching Unit Due

Week 15

Final Exam