

Sul Ross State University Rio Grande College
English 3311 Children's and Adolescent Literature
Fall 2018

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Office Hours: M/W in Uvalde by appointment, T (Eagle Pass) 4:00-6:00 p.m., and by appointment

Course Description

In English 3311 you will interpret and evaluate literature written for children and adolescents in various genres, including picture books, and various forms of fiction. The course is a reading and writing intensive course.

Course Outcomes

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

1. ability to define children's and adolescent literature (daily writing, exam)
2. knowledge of the history of children's and adolescent literature (daily writing, exam)
3. understanding of the different genres of children's and adolescent literature (exam and daily writing)
4. cultural literacy, specifically an appreciation of the value of literature as social critique, pedagogical tool, and more (daily writing, exam)
5. critical literacy, specifically evaluating picturebooks, and novels for children and adolescents (essay analyses)
6. college-level writing skills (essay analyses)

Student Learning Outcomes

1. Student Learning Outcome #1 --Students will be able to construct documents that demonstrate coherence, development, organization, and appropriate/effective grammar, usage, and mechanics.
2. Student Learning Outcome #2-- Students will be able to analyze and interpret literary works by applying principles of critical thinking, literary criticism, or theoretical engagement.
3. Student Learning Outcome #3-- Students will be able to produce researched documents that demonstrate the ability to locate a variety of credible sources, employ them effectively through quotations and paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using the style appropriate to the document.

Required Books

(Note- several of these have movie versions, while you are welcome to watch them this does not substitute for reading the books- many have been changed remarkably from the original!)

Black Beauty- Anna Sewell (1877)

Little Town on the Prairie- Laura Ingalls Wilder (1935)

My Side of the Mountain- Jean Craighead George (1959)

Who Will Comfort Toffle?- Tove Jansson (1960)

The Snowy Day- Ezra Jack Keats (1962)

From the Mixed-Up Files of Mrs. Basil E. Frankweiler- E.L Konigsburg (1967)

Howl's Moving Castle- Diana Wynne Jones (1986)

Number the Stars- Lois Lowry (1989)
The Midwife's Apprentice- Karen Cushman (1991)
Harry Potter and The Sorcerer's Stone- J.K. Rowling (1997)
The Arrival- Shaun Tan (2006)
The Graveyard Book- Neil Gaiman (2008)
Aristotle and Dante Discover the Secrets of the Universe- Benjamin Alire Sáenz (2012)
Last Stop on Market Street- Matt de la Peña, Christian Robinson (2015)

Grade Determination

Assignment	Points Possible	Date Due	CO Measured
Daily Writing /Discussion/Quizzes	200	Fridays	1, 2, 3, 4, 6
Picture Book Analysis	200	10/7	5, 6
Literature Analysis	200	11/25	5, 6
Final Essay	200	12/2	4,5,6
Final Exam (cumulative)	200	12/8	1, 2, 3, 4,

Each assignment will be described in a handout posted to the Assignments area in Blackboard; 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

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.

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.

Distance Education Statement

Students enrolled in distance education courses 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 students' identities and to protect students' information. 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.

Assignments

Weekly Short Work: Each week you will write a short paper (1 pp.) describing the genre, era, purpose and literary themes of each text, you will need to answer a short quiz, or answer a discussion question or post one of your own.

Analysis Essays: Every couple of weeks you will be expected to take a number of texts and examine them for a theme. You may choose the theme (examples include: love, death, war, etc.) and compare and contrast how the theme is used in each text.

Final Assignment: Think of a text that influenced you as a child or adolescent. Re-read that text with the skills you have learned in this course. Identify genre, era, purpose, and literary themes. Critically analyze the text as an academic, and as an older version of the person who was originally influenced. Answer the following questions: What did the text mean to you? Why? How did the text accomplish that? How does the text fit into the genealogy of C/YA that we have studied? Are there pedagogical aims clear in the text? If so, describe them. If not, what might some be? Is there an underlying argument to the text? Were you aware of these the first time you read it?

Final Exam: This will be cumulative and will consist of short answer questions, multiple choice, and short essay answers.

Schedule

Week 1 Introduction to course and Children's/ Adolescents literature

Read *Black Beauty* and be prepared to write on it by the end of the week.
Discussion on the genre C/A.

Week 2: 9/4 – 9/9 History of C/A literature

Read *Little Town on the Prairie* and be prepared for a quiz or writing.
Discussion on the history of C/A literature.

Week 3: 9/10 – 9/16 Mimetic Adolescent literature

Read *My Side of the Mountain* and be prepared a for quiz or writing.
Discussion on adventure tales, realistic C/A literature.

Week 4: 9/17 - 9/23 Diverse Picturebooks

Read *The Last Stop on Market Street* and *The Snowy Day* be prepared for a quiz or writing.
Discussion on diversity in C/A literature.

Week 5: 9/24 – 9/30 Trans-national Picturebooks

Read *Who Will Comfort Toffle?* and *The Arrival* and be prepared for a quiz or writing.
Discussion on international C/A literature.

Week 6: 10/1- 10/7 Award Winning C/A literature

Picture Book Analysis due 10/7 by 11:59 p.m.

Read *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* and be prepared for a quiz or writing.
Discussion on the Newbery and Caldecott Medals.

Week 7: 10/8 – 10/14 Fantasy Literature

Read *Howl's Moving Castle* and be prepared for a quiz or writing.
Discussion on the history of fantasy in C/A literature.

Week 8: 10/15 – 10/21 Difficult Topics in Children's Literature

Read *Number the Stars* and be prepared for a quiz or writing.
Discussion on the place of topics like the holocaust and refugee crises in C/A literature.

Week 9: 10/22 – 10/28 Historical Fiction

Read *The Midwife's Apprentice* and be prepared for a quiz or writing.
Discussion on the teaching of history through C/A literature.

Week 10: 10/29 – 11/4 Popular Fiction

Read *Harry Potter and the Sorcerer's Stone* and be prepared for a quiz or writing.
Discussion on the phenomena of C/A literature's increasing popularity.

Week 11: 11/5 – 11/11 Horror/ The Gothic in C/A

Read *The Graveyard Book* and be prepared for a quiz or writing.
Discussion on "fright" in C/A literature.

Week 12: 11/12 – 11/18 Diverse Literature for Adolescents

Read *Aristotle and Dante Discover the Secrets of the Universe* and be prepared for a quiz or writing.
Discussion on the diversity, or not, of A literature.

Week 13: 11/19 – 11/25 Literary Analysis due 11/25 by 11:59 p.m.

New Technologies in Literature for Children

Week 14: 11/26 – 12/2 Final Essay due 12/2 by 11:59 p.m.

Review

Exam Week