

Sul Ross State University Rio Grande College
English 3311 Children's and Adolescent Literature
Summer 1 2019

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Office Hours: by appointment (or video conference)

Course Dates: May 29th- July 5th

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

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

Black Beauty, Anna Sewell, (978-1420952681)

My Side of the Mountain, Jean Craighead George, (978-0142401118)

Who Will Comfort Toffle?, Tove Jansson, (978-1770460171)

The Snowy Day, Ezra Jack Keats, (978-0140501827)

Last Stop on Market Street, Matt de la Peña/Christian Robinson, (978-0399257742)

Hexwood, Diana Wynne Jones, (978-0064473552)

The Complete Maus, Art Spiegelman, (978-0141014081)

Grade Determination

| Assignment | Points Possible | Date Due | CO Measured |
|-----------------------|-----------------|----------|---------------|
| Discussion Board | 400 | Fridays | 1, 2, 3, 4, 6 |
| Picture Book Analysis | 200 | 6/16 | 5, 6 |
| Literature Analysis | 200 | 6/23 | 5, 6 |
| Final Essay | 200 | 7/5 | 4,5,6 |

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. Late assignments will be penalized and may receive a 0, at the discretion of the instructor.

Grade Changes

Please discuss your grades with me during the semester. There is no extra credit available once the class has finished. You may, however, e-mail drafts of anything (assignments, or questions) to me before the due date for feedback. Once the semester is over and I have entered grades into the system, I will not consider grade changes except where I have made a number miscalculation.

Blackboard

This course requires numerous written assignments, all of which *must* be submitted to Blackboard by the published deadline. Documents must be in Microsoft Word. Please be prepared for electronic failures, last minute issues etc. These are not acceptable excuses for missing a deadline.

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 Discussions: Each week you will need to contribute one discussion question, and two replies to fellow classmates by Friday at midnight. These discussion questions need to be in-depth, thoughtful, and not something that can be answered by a yes or no, or a simple plot explanation.

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. There is one for picturebook analysis, and another for fiction. 3-5 pages, double spaced.

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? 3-5 pages, double spaced.

Schedule

May 29-June 7 Week 1: Historical Children's Literature and Introduction

Read *Black Beauty* by Anna Sewell

Discussion post and answer two classmates by Friday 11:59 p.m.

June 8-14 Week 2: Picturebooks

Read *The Snowy Day*, *Who Will Comfort Toffle?* And *Last Stop on Market Street*

Discussion post and answer two classmates by Friday 11:59 p.m.

June 15-21 Week 3: Speculative Fiction, **Picturebook Analysis Due Friday by 11:59 p.m.**

Read *Hexwood* by Diana Wynne Jones

Discussion post and answer two classmates by Friday 11:59 p.m.

June 22-28 Week 4: Realistic Fiction, **Literary Analysis Due Friday by 11:59 p.m.**

Read *My Side of the Mountain* by Jean Craighead George

Discussion post and answer two classmates by Friday 11:59 p.m.

June 28- July 5 Week 5: Difficult Topics, **Final Essay Due Friday by 11:59 p.m.**

Read the Complete *Maus*

Discussion post and answer two classmates by **Thursday** 11:59 p.m.