

English 3311
Children and Adolescent Literature
Summer 2020

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Required Texts:

Ender's Game, by Orson Scott Card

The Outsiders, by S. E. Hinton

The Golden Compass, by Philip Pullman

Harry Potter and the Sorcerer's Stone, by J.K. Rowling

The Norton Anthology of Children's Literature, edited by Jack Zipes, et. al.

Course Description: English 3311 is a course that explores the foundations of children's and adolescent literature through close study of its historical development as a tradition in English-language literatures. Children and Adolescent literature has evolved as an important genre today, one that enjoys a rich history and currency, and backed up by various awards and sub-genres. In this course, we will read and discuss examples of award-winning pieces, as well as known canonical examples. We will produce analytic and researched writings, which will help us to further our understanding of this literature as a tool toward developing an understanding of our world-views. For those of us preparing to teach, this course will serve as a preparation toward using this literature in your own classrooms and in your pedagogies.

Course Objectives/Student Learning Outcomes: Students in English 3311 will:

- examine the historical development of children and adolescent literature through the academic lens;
- analyze pedagogical methodologies inherent in the literature;
- understand techniques used in the creation and presentation (uses) of this literature, especially those historically proven with both popular and critical audiences;
- prepare to enter the academic and professional markets with a full understanding of educational and professional expectations within this genre;
- develop the appropriate language for expert navigation of the genre and the academic discussion of the children and adolescent literature as a genre;

- prepare professional documents which reflect careful and successful rhetoric;
- communicate carefully, fully, and successfully via an online environment.

English (undergraduate) Program Learning Outcomes:

Graduating students will demonstrate in 3311 that they can

1. Construct essays that demonstrate unity, organization, coherence, and development
2. Analyze literary works by applying principles of literary criticism or theory
3. Demonstrate creativity or originality of thought in written or multimedia projects
4. Compare/contrast and analyze major works and periods within World, English, and American literature.

Educator Standards: For students seeking certification, this course will cover aspects of the following SBEC educator standards and competencies:

English Language Arts and Reading EC-6 Standard VI:

Reading fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

English Language Arts and Reading EC-6 Standard VII:

Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension and teach young students strategies for improving comprehension.

Competency 007 (Reading Comprehension and Applications): The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension and teaches strategies for improving their comprehension, including using a variety of texts and contexts.

English Language Arts and Reading 8-12 Standard IV:

English language arts teachers in grades 8-12 understand an extensive body of literature and literary genres and provide students with opportunities to read diverse forms of literature and to view literature as a source for exploring and interpreting human experiences.

Competency 006: *The teacher understands literary elements, genres, and movements and demonstrates knowledge of a substantial body of literature.*

Competency 007: *The teacher understands strategies for reading literary texts and*

provides students with opportunities to formulate, express, and support responses to literature.

First Class and Beyond:

By the first class day, I will post opening/welcoming remarks and suggestions for getting started in the course. On subsequent days, please check announcements for instructions on lectures and answers to class questions, which will be posted each class day (i.e. Monday-Friday) when necessary and/or appropriate. Much of my “lecturing” occurs in the announcements. I will be “off-line” on the weekends, which will begin by 12 p.m. Fridays and continue until 12 p.m. Mondays. Office hours follow those listed above. I will be “off-line” during the week after 3 p.m. daily (i.e. look for email responses within 48 hours—or check the announcements, as I often answer general course questions there).

Coursework

****Please note that you should write attached assignments in Microsoft Word to ensure we may all utilize them. Work may be submitted in “.doc, .docx, or .rtf. If this is not possible, then please create pdf of documents for submission. Please contact Blackboard support if you have technical problems or questions.****

****Blackboard only works best in Firefox, Chrome, or Safari (rather than Explorer).**

The vast majority of this course will be completed via the writing and “discussion” readings and concepts. We will read and write about selections from the required texts for the course. You are expected to participate fully in a completely engaged manner and will be held accountable for your participation, both in formal and informal forums, throughout the completion of the semester’s work. All of your participation must be thoughtful, sincere, and tactful. In the pursuit of these goals, we will write two essays. You will also complete a course journal that will hold course materials generated this semester. The course journal will consist of only assigned writings in the form of “elements.” You will participate in directed discussion boards, which will contain conversations about the assigned readings. These also serve as the class participation component of the course, as they include assigned items such as and in particular analytic participation (i.e. comments and reactions to one another’s fiction) and will largely determine the course grade. You will, finally, write a final examination, which will synthesize the semester by asking you to create an original version of children or adolescent literature assignment for a course.

****I expect your coursework to mirror the time you would take with this course if it were an onsite course. Thus, you should spend the approximately two hours a day working on this course, with additional time for the actual reading and writing of the**

manuscripts, etc. determined by your personal reading and writing pace—just as you would for an onsite course.

Detailed Assignment Description:

Discussion Boards—The discussion boards allow us to speak to one another. Think of the discussion boards as the “cyber” equivalent of sitting around a seminar table with one another and talking about our readings, writings, thoughts and reactions to the coursework. The first discussion boards will ask you to do just this. Please answer in detailed manners, using examples and analysis of the why and how of your answers. The posts must be approximately **three hundred words**. Responses to posts should be approximately **one hundred words**. You will respond to two posts, unless otherwise directed. Respond to posts which have not already received two responses yet. **DO NOT** respond to a post with two responses already unless you have no other options. The discussion boards will improve our communication skills and practice of methodologies/pedagogies of literature through improved abilities to articulate our growing knowledge-base and expertise in the field.

Readings—The readings for the course involve two valuable types of writing: (1) an anthology of and about children’s literature and its various forms and (2) adolescent novels. Thus, we will be able to read great and varied examples of literature as a way to understand and critically appreciate the development and currency of children and adolescent literature as an academic field, as well as an important genre for emergent readers. I will also post lectures for you to read, in which I will impart ideas regarding the field, often tied to my own teaching life. This all allows us to increase confidence in our writing and analytic abilities as a way into teaching of reading and writing.

Historical Analysis Essay—The essay will follow a detailed assignment which asks you to examine and critically analyze one or more movement, type, or approach to the historical development of children and adolescent literature. The essay will be 2-3 pages in length and formatted using MLA. Detailed assignment will be found in the course module under “assignments.”

Research Essay—This essay will further analyze the genre by writing a fully researched critical analysis of one or more of the pieces read this semester. Potential subjects might include movements, awards, pedagogical approaches, literary analysis, authorial intents, cultural criticism, etc. The essay will be 7-10 pages long and follow the MLA requirements for formatting and citations. The detailed assignment will be found in the course module under ‘assignments.’

Course Journal—The course journal will consist of prompts largely utilizing concepts from the texts. Obviously, the responses are as valuable as the effort put into them; they should each be approximately three to five hundred words in length. Please feel free to use any of the journal elements as inspirations for larger writing assignments—they are meant to be

such. I will evaluate your effort on these exercises once, at the end of the course. It will be turned in as one continuous journal document in the course journal function in assignments and as a Word doc. You will separate elements with a page break and title each as elements and their numbers (e.g. Element One). Please write the exercises as they are due—this will maximize their success for your writing.

Assignments: Students in English 3311 will be required to follow the reading, writing, and discussion environment schedule as presented in the syllabus and be prepared to discuss assignments at the “class period” in which they are due. Students will be expected to write assignments consistently and timely, as this online course only works as well as the students completing the work. Again, the online course works best if you do the work at the time it is assigned—I have found that the course works much, much better if we are all working in tandem.

The formal assignments will be weighted as follows:

Historical Analysis Essay	20%
Research Essay	30%
Discussion Boards	20%
Course Journal	20%
Final Examination	10%
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Total	100%

Grades: English 3311 will be graded on a scale of 100 with an A=90-100, B=80-89, C=70-79, D=60-69, and F=59 and below.

Attendance: As this is a web-format course, consistent participation is absolutely necessary. Remaining current with the course schedule and taking part during the expected due dates will not only keep you personally engaged, but will ensure that other participants of the course can benefit from your thoughts, ideas, and reactions toward the readings and writing assignments. *If you miss due dates, I will not expect others in the class to consider your work in arrears. If you fail to participate in a discussion board during the assigned timeline, you will miss out on a major component of your discussion board grade. If you see a zero attached to your discussion board, you may not make it up—move on to the next available discussion board. Late work on all assignments except discussion boards will result in an automatic ten points being taken off your grade; thus, if you received a B on an assignment, it will be reduced to a C. I do not accept any late work for this course after the final exam period has ended.*

****Please note that this course necessitates that students complete discussion boards and major assignments on the day on which the assignments are made. Thus, discussion boards must be posted by 7 p.m. on the days they are due as listed on the syllabus and responses be posted by midnight on the following day. This will ensure that the course's discussions move forward timely and with minimum inconvenience to your fellow students. Thus, if you miss the assignment, you will not be able to make it up and will lose the credit. Please move on to the next one.**

Late Work: Assignments (with the exception of discussion boards as discussed above) that are turned in late receive a 10-point deduction, regardless of how late the work is. Thus, an assignment that is graded at a B will be automatically reduced to a C, if the assignment is late. Assignments are due as listed in the schedule. Assignments turned in at any time after the posted due date and time are considered late. Please let me know in advance if you are experiencing a problem. I will not accept any late work after the final examination period for this course. It is completely the student's responsibility to make arrangements for and to turn in late work. I will not remind students of late or missed work.

Disabilities Statement: Persons with disabilities that may warrant academic accommodations should contact me as soon as possible so that we may make arrangements to ensure the most hospitable and enhancing (cyber) learning environment as possible.

Academic Ethics: Any student who represents someone else's work as his or her own will automatically receive a zero for that assignment. Plagiarism can be purposeful or inadvertent, but either results in an unacceptable and unethical academic performance. Plagiarism will most likely result in a failure for the course.

Miscellaneous yet Important:

If, for any reason, you require accommodations for the successful completion of this course, please let me know as soon as possible so that we may make arrangements.

I require that all discussions of our work remain tactful, sincere, and highly ethical. Take the time with one another's ideas that you would wish taken with your own. If you do not feel up to this challenge, please find another course.

My office hours are, of course, "cyber" hours, although I will be available on campus at Sul Ross periodically and by appointment. Please do not hesitate to call the office phone. Or, I can provide further numbers and arrange more convenient times to speak as necessary. I will answer emails within 48 hours of receiving them (with the exception of weekends), so please do not wait until the last moment to ask questions. Also, please check the announcements for the class each day—I often address course issues and give suggestions and directions there, as they affect all students.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as 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. ***[If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.]*** 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.

Syllabus

Date	Assignment	Comments
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Wed., 20th May ****Read Course Introduction (i.e. syllabus and policies)**

If you haven't taken a Blackboard course, take the practice tutorial and exam; it's a great idea even if you've taken one before. Please contact me ASAP if you are confused in any way about the course. I will walk you through it or arrange a tutorial with one of our staff members.

Read: *Norton Anthology of Children's Literature*, Section "Alphabets" 1-31 and "Picture Books" (1051-97); Read any twenty children's poems (1117-1291).

Discussion board 1: Introduce yourself to the class. What are you studying? What do you hope to do beyond school? What do you like to read? What do you hope to gain from this course (i.e., why are you taking it)? Respond to **all** your classmates!

****Check Announcements!!**

Thurs., 21st May

Read: *Norton Anthology of Children's Literature*, Section Fairy Tales (175-88) "Little Red Riding Hood" tales, (338-386)

Journal element 1: Explicate the reading assignment by highlighting what you learned. Make definitions, discuss major concepts, discuss how the information might be used in your classroom, in your family, or encourage a memory from your reading childhood. (300 words each).

****Check Announcements!!**

Fri., 22nd May

Discussion board 2: Discuss your own memories of learning the alphabet, of developing your reading skills. What were your favorite poems and nursery rhymes when you were a child? What made them so engaging for you? Also, discuss at least two of the poems you

chose to read and how and why they are engaging. How might these be used in classrooms or in your home to help children develop language skills? Respond to 2 posts!

****Check Announcements!!**

Tues., 26th May

Read: *Norton Anthology of Children's Literature*, Fairy Tales—Andersen's "The Nightingale," MacDonald's "The Light Princess" (214-47), Grahame's "The Reluctant Dragon" (263-80), Yolen's "The Lady and the Merman" and Munsch's "The Paper Bag Princess" (324-29).

Journal element 2: Discuss the first book you remember reading and which strongly affected you. Did you have a book you wished read to you all the time or one you read over and over? Did you have reading and/or story-telling traditions in your family or in your life? What are the values of favorite books, traditions, and encouraging early literacy? (300 words each).

****Check Announcements!!**

Wed., 27th May

*read detailed assignment for historical analysis essay

Read: *Norton Anthology of Children's Literature*, Section, Animal Fables (387-394) Choose three fables from this section to read—concentrate on selections from different periods.

****Check Announcements!!**

Thurs., 28th May

Discussion board 3: What makes a fairy tale so enjoyable? What are your memories of reading them--or watching adaptations of them? How would you approach teaching these in a classroom or to children, given the potential for fear in them as a genre? How might you teach fables and myths to children (you may have to project slightly forward in the readings)? What are the challenges of presenting these genres in a classroom situation? Determine the age group to which you refer in your example, and evidence the discussion with assigned pieces. Respond to 2 posts!!

****Check Announcements!!**

Fri., 29th May

Journal element 3: Define what make a fairy tale and discuss its history as a subgenre. Do you remember reading fairy tales—discuss how what might be considered horror works for young children as instructive entertainment. Elaborate your readings of the above selections. (300 words each).

****Check Announcements!!**

Mon., 1st June

Read: *Norton Anthology of Children's Literature*, Sections, “Classical Myths” (419-23) and “Legends” (445-453); Hawthorne’s *Tanglewood Tales* (424-33); Colum’s *The Adventures of Odysseus and the Tale of Troy* (439-445); Choose selections from the “Legends” section.

Discussion board 4: Write a brief personal narrative, a time you learned something about yourself or a life lesson. The intent of the db is to share these stories as a method of better understanding the potential life-writing assignment for students, as well as practicing responding to others' stories. Respond to 2 posts (first praising what is successful in the narrative and then offering questions as to where the narrative might go for clarity or messaging--i.e. what does it make you think about or wonder about).

****Check Announcements!!**

Tues., 2nd June

Historical Analysis essay due!

Read: *The Outsiders*

Journal element 4: Explicate each fable you choose, pointing to how each functions as either a true example or not, based on the definition and history of the fable as discussed in the introduction (300 words each).

****Check Announcements!!**

Wed., 3rd June *Read detailed assignment for research essay*

Read: *The Outsiders*

****Check Announcements!!**

Thurs., 4th June

Read: *The Outsiders*

Discussion board 5: *The Outsiders* is a novel written by a teenager. How might the perspective inherent in this authorial point-of-view suggest the characters' own perspectives? How might you use this in teaching the novel? Respond to 2 posts!!

****Check Announcements!!**

Fri., 5th June

Read: *Norton Anthology of Children's Literature*, Section "Science Fiction" (897); "Wells' "The Stolen Body" (905-15) and "Martin's "The Last Super Bowl Game" (1012-1025)

Journal element 5: Discuss what you learned writing the essay—what was your thesis and what did you seek to discover? How do you feel about the essay—do you feel the essay could be further developed or worked? Discuss the importance of critical analysis. What is analysis and how/why is mastering this rhetorical tool important for teachers and professionals, as well as emergent readers. (300 words each).

****Check Announcements!!**

Mon., 8th June

Read: *Ender's Game*

Discussion board 6: Discuss the opportunities and challenges inherent in science fiction as a genre. How might you use it cross-curricularly in your classroom? Respond to 2 posts!

**Check Announcements!!

Tues., 9th June

Read: *Ender's Game*

Journal element 6: Define a bildungsroman and discuss its history in literature. How is *The Outsiders* a typical example of the genre? (300 words each).

**Check Announcements!!

Wed., 10th June * Find and read source articles for research essay

Read: *Ender's Game*

**Check Announcements!!

Thurs., 11th June

Read: *Ender's Game*

Discussion board 7: Film adaptations can be used to great effect when teaching literature, but they also are considered as a babysitting tool. How might you teach a film adaptation of a narrative to students? Use *Ender's Game* or *The Outsiders* as the evidence. Respond to 2 posts!!

**Check Announcements!!

Fri., 12th June

Journal element 7: Discuss how your essay and research are developing. Make an outline for the essay as well as a “punch list” of tasks you need to complete for the essay—give yourself a timetable. Write a brief essay in which you fully develop the thesis for the essay. The intent with this journal element is to ensure that you have completely thought through your ideas about your essay before you begin to incorporate secondary sources. (300 words each).

****Check Announcements!!**

Mon., 15th June

Read: *Ender’s Game*

Discussion board 8: Discuss your ideas for the research paper and the sources you are considering. Offer a discussion of the sources, their contents, and their appropriateness for your project. The intent of this discussion is to offer suggestions and opinions to one another and to serve as a check on the qualities of our researches. Respond to 2 posts!!

****Check Announcements!**

Tues., 16th June

Read: *The Golden Compass*

Journal element 8: Write summary annotations with MLA citations for each of the sources. This includes the primary sources and secondary sources.(300 words each).

****Check Announcements!!**

Wed., 17th June

Read: *The Golden Compass*

****Check Announcements!!**

Thurs., 18th June

Read: *Norton Anthology of Children's Literature*, Section "Fantasy" (551)

Discussion board 9: Do a quick Internet or textual research on the history of the fantasy genre. Discuss what you learn and find interesting, either about its origins, its authors and great works, its historical popularity. How might this knowledge enter your classrooms? Respond to 2 posts!

****Check Announcements!!**

Fri., 19th June

Read: *Harry Potter and the Sorcerer's Stone*

Journal element 9: Research and discuss the following concepts in literature: dystopian, utopian, and apocalyptic novels. Identify what types (besides possessing features of science fiction) that each of the three previous novels have been or could be taught as. How would you teach them? (300 words each).

****Check Announcements!!**

Mon., 22nd June

Read: *Harry Potter and the Sorcerer's Stone*

Discussion board 10: Bid farewell to our classmates. What are your future plans? What did you learn from the course—what did you wish the course had covered? Respond to all posts!

****Check Announcements!!**

Tues., 23rd June

***research essay due!**

Read: *Harry Potter and the Sorcerer's Stone*

Journal element 10: (300 words each). Discuss how fantasy and science fiction is used in literatures for adolescents. Why do you think the genres are so prevalent for young readers, as opposed to more realistic backdrops that could view the same themes. What are the differences between the genres?

Wed., 24th June

Read: *Norton Anthology of Children's Literature*, Section "Comics" (1099-1115)

Thurs., 25th June

***journals due**

Fri., 26th June

***final examination due**

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