

Sul Ross State University Rio Grande College
English 3311 Children's and Adolescent Literature
Fall 2021

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Office Hours: T/W/TH 9-11 am, 5-5:45 pm and by appointment

The best way to reach me is via e-mail!

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 (Not the reading order)

(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 significantly from the original!)

Black Beauty, Anna Sewell, (978-1420952681)

Little Town on the Prairie, Laura Ingalls Wilder (978-0060581862)

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)
 Julian is A Mermaid, Jessica Love (978-0763690458)
 Maus I: A Survivor's Tale: My Father Bleeds History, Art Spiegelman, (978-0394747231)
 The Arrival, Shaun Tan, (978-0439895293)
 Charmed Life, Diana Wynne Jones, (978-0688155469)
 The Midwife's Apprentice, Karen Cushman, (978-0547722177)
 The Graveyard Book, Neil Gaiman, (978-0060530945)
 I Am Not Your Perfect Mexican Daughter by Erika L. Sánchez (978-1524700515)
 The View From Saturday, E.L Konigsburg, (978-0689817212)

Grade Determination

Assignment	Points Possible	Date Due	CO Measured
Daily Writing /Discussion/Quizzes	200	Fridays	1, 2, 3, 4, 6
Picture Book Analysis	200	10/10	5, 6
Literature Analysis	200	10/31	5, 6
Final Essay	200	12/3	4,5,6
Final Exam (cumulative)	200	12/7	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 Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email pharris@sulross.edu. Ms. Harris's office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address, too).

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

Powerpoints: Each week I will post a short lecture accompanied by a powerpoint on that week's topic. You should set aside time to watch these each week, and to take notes from them. They are not long but do contain important information for the course and texts.

Weekly Discussions: Each week you will post one discussion question for class before Friday at midnight. These discussion questions will need to be more than a yes or no, or basic plot points, but instead should spark in-depth discussions. Discussion questions should be accompanied by a relevant quote from the text. You do not need to answer the question, that is for your classmates to do.

You in turn will answer at least two classmates by Sunday at midnight.

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 essay for picturebook (and comics) analysis, and another for fiction.

Final Essay: Choose 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 clear pedagogical aims in the text? If so, describe them. If not, what might some pedagogical aims be? Is there an underlying argument to the text? Were you aware of these aims and arguments 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. The *only* way to prepare for this is to have done all the reading!

Schedule (Subject to change!)

Week 1: 8/23-29 Introduction to course and Children's/ Adolescent's literature

Begin *Black Beauty*

Discussion on the genre C/A.

Week 2: 30-5 History of C/A literature

Finish *Black Beauty*

Discussion on the history of C/A literature.

Week 3: 6-12 Mimetic Adolescent literature

Read *Little Town on the Prairie* and have a question for it.

Discussion on adventure tales, realistic C/A literature.

Week 4: 13-19 Diverse Picturebooks

Read *My Side of the Mountain* and have a question for it.

Discussion on diversity in C literature.

Week 5: 20-26 International C/A literature

Read *The Last Stop on Market Street*, *The Snowy Day*, *Julian is a Mermaid* and have a question for them.

Discussion on international C/A literature.

Week 6: 27-3 Difficult Topics in Children's Literature

Read *Who Will Comfort Toffle?*, *The Arrival* and have a question for them.

Discussion on the place of topics like the holocaust and refugee crises in C literature.

Week 7: 4-10 Difficult Topics in Adolescent Literature

Picture Book Analysis Due 10/10

Read *Maus I* and have a question for it.

Week 8: 11-17 Fantasy Literature

Read *Charmed Life* and have a question for it.

Discussion on the history of fantasy in C/A literature.

Week 9: 18-24 Historical Fiction

Read *The Midwife's Apprentice* and have a question for it.

Discussion on the teaching of history through C/A literature.

Week 10: 25-31 Popular Fiction

Literary Analysis Due 10/31

Discussion on the phenomena of C/A literature's increasing popularity.

Week 11: 1-7 Horror/ The Gothic in C/A

Read *The Graveyard Book* and have a question for it.

Discussion on “fright” in C/A literature.

Week 12: 8-14 Diverse Literature for Adolescents

Read *I Am Not Your Perfect Mexican Daughter* and have a question for it.

Discussion on the diversity, or not, of A literature.

Week 13: 15-21 Award Winning C/A Literature

Read *The View From Saturday* and be prepared for a quiz or writing.

Discussion on the Newbery and Caldecott Awards.

Week 14: 28-5 New Technologies in Literature for Children

Final Essay Due 12/3

Turn in Final Essay, Review for Final Exam

Week 15: 12/7

Final Exam DUE