

**Sul Ross State University**  
**English 3311 1W1 Children's and Adolescent Literature**  
**Summer 2022**

<b>Instructor:</b>	Dr. Sarah Roche
<b>Hours of Availability:</b>	June 1-13—email <a href="mailto:smoreman@sulross.edu">smoreman@sulross.edu</a> for an appointment June 13 — 30 T, W, Th 2:00-5:00 pm Office 213 Del Rio July 1-5—email <a href="mailto:smoreman@sulross.edu">smoreman@sulross.edu</a> for an appointment
<b>Communication</b>	Please email me at <a href="mailto:smoreman@sulross.edu">smoreman@sulross.edu</a>
<b>Office Location:</b>	Del Rio Faculty Building #213 but for Summer 2021 I work remotely
<b>Telephone:</b>	830 703 4837 (office); 830 469 6686 (cell)
<b>Email Address:</b>	<a href="mailto:smoreman@sulross.edu">smoreman@sulross.edu</a>
<b>Classroom Location:</b>	Blackboard

### Course Description

In English 3311 you will read, interpret, and evaluate literature written for children and adolescents in various genres, including myths and legends, fantasy, realism, and poetry. *English 3311 is a reading and writing intensive course; prepare to read for at least three hours every day.*

### 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.

### Educator Standards

For students seeking certification, this course will cover aspects of the following TEA educator competencies:

#### English Language Arts and Reading EC-6 Subject I:

Competency 004 (Literacy Development): The teacher understands that literacy develops over time, progressing from emergent to proficient stages and uses a variety of approaches to support the development of students' literacy.

Competency 006 (Fluency Reading): The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.

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 students strategies for improving their comprehension, including using a variety of texts and contexts.

Competency 009 (Reading, Inquiry, and Research): The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.

Competency 010 (Writing Conventions): The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.

Competency 011 (Written Communication): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

Competency 012 (Viewing and Representing): The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various types of media, and provides students with opportunities to develop in this area.

Competency 013 (Assessment of Developing Literacy): The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

### **English Language Arts and Reading 4-8 Domain II:**

Competency 004 (Reading Comprehension and Assessment): The teacher understands the importance of reading for understanding, knows components and processes of reading comprehension and teaches students strategies for improving their comprehension.

Competency 005 (Reading Applications): The teacher understands reading skills and strategies appropriate for various types of texts and contexts and teaches students to apply those skills and strategies to enhance their reading proficiency.

Competency 006 (Written Language—Writing Conventions): The teacher understands the conventions of written English and provides instruction that helps students develop proficiency in applying written conventions.

Competency 007 (Written Language—Composition): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

Competency 008 (Study and Inquiry Skills): The teacher understands the importance of study and inquiry skills as tools for learning in the content areas and promotes students' development in applying study and inquiry skills.

### **English Language Arts and Reading 4-8 Domain II:**

Competency 004 (Reading Comprehension and Assessment): The teacher understands the importance of reading for understanding, knows components and processes of reading comprehension and teaches students strategies for improving their comprehension.

Competency 005 (Reading Applications): The teacher understands reading skills and strategies appropriate for various types of texts and contexts and teaches students to apply those skills and strategies to enhance their reading proficiency.

Competency 006 (Written Language—Writing Conventions): The teacher understands the conventions of written English and provides instruction that helps students develop proficiency in applying written conventions.

Competency 007 (Written Language—Composition): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

Competency 008 (Study and Inquiry Skills): The teacher understands the importance of study and inquiry skills as tools for learning in the content areas and promotes students' development in applying study and inquiry skills.

### **BA English Program Marketable Skills**

1. Students will communicate effectively in writing and speaking.
2. Students will use different research strategies to address problems and develop ideas that engage a variety of perspectives.
3. Students will recognize how social and cultural contexts shape meaning and language.

### **Course Outcomes**

By the end of this course, students should be able to:

- define children's and adolescent literature (discussions and tests)
- Display a working knowledge of traditional and contemporary children's literature (discussions, literary analysis, and tests)
- trace the historical development of children's and adolescent literature (tests)
- Analyze children's and adolescent literary works from various genres using appropriate and correct terminology (discussions and literary analysis)
- Explain in writing how poets and authors convey theme using elements of literature (discussions and literary analysis)

**Required Texts** You can see the course texts at the Sul Ross bookstore under QUICK LINKS at

<https://www.sulross.edu/bookstore/> and other online stores/libraries; you may use paper or digital versions such as Kindle). Before we go to the list, note that you can find books at lower prices at places such as DealOz. DealOz is a website that collects lots of options for each book. Check it out at <http://www.dealoz.com/price/index>

### **Audible Texts Are Great Additions to Paper Texts**

Consider audio versions of the books (but you need the text versions to complete course assignments). Listening and reading is a great way to more deeply appreciate the work (by "work" I mean novel or nonfiction narrative). Your

county library may have some of these titles in audio. A more expensive but convenient option is Audible.com at <http://www.audible.com/> The audible books are more expensive; however, a 30-day free trial is available. You can download books to your smart phone, a Kindle, a tablet, a laptop.

**Your Books:**

- Avi. *Crispin: The Cross of Lead*. ISBN 978-0786816583
- Alexander, Kwame. *The Crossover*. 2019. ISBN-13: 9780544935204
- Applegate, Katherine. *The One and Only Ivan*. ISBN-13: 978-0061992278
- Freedman, Russell. *Lincoln: A Photobiography*. ISBN-13: 9780395518489
- Lord, Cynthia. *Rules*. ISBN-13: 9780439443838
- Bowles, David. *The Smoking Mirror*. ISBN-13: 9781925148640
- *Optional*: Erika L. Sánchez. I Am Not Your Perfect Mexican Daughter—we won’t use this book
- Marjane Satrapi. *Persepolis: The Story of a Childhood*. ISBN: 978-0375714573
- Yelchin, Eugene. *Breaking Stalin’s Nose* ISBN-13: 978125003410

**Resources**

**Libraries**

The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library’s website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (<https://library.sulross.edu/>), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may additionally use online resources available through SWTJC website, [library.swtjc.edu](http://library.swtjc.edu). The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

**Grade Determination**

Assignment	Date Due	Points Possible
Discussions (five)	Saturdays	20%
Oral Presentation Video		
On Historical Context	6/12	10%
Literary Analysis	6/19	20%
Poetry Analysis	6/26	20%
Picture Book Presentation	7/3	20%
Final Exam	7/5	10%

**Grading**

- A: 90 – 100
- B: 80 – 89
- C: 70 – 79
- D: 60 – 69
- F: 0 – 59

Week	Reading	Turn In
6/1 – 6/5	Introduction to Children’s and Adolescent Literature (read pages 1-8)	Discussion #1
	Traditional Literature handout Link to Greek Myths Link to Grimm Folk Tales Link to Andersen’s Fairy Tales Fantasy handout	

6/6 – 6/12	Bowles, David. <i>The Smoking Mirror</i> (6/5-6/7)	Discussion #2
	Applegate, Katherine. <i>The One and Only Ivan</i> (6/8-6/9)	
	Lord, Cynthia. <i>Rules</i> (6/10-6/11)	
	“Analyzing How Elements of Fiction Contribute to a Story’s Meaning” handout	
6/13 – 6/19	Satrapa, Marjane. <i>Persepolis</i> (6/13-6/14)	
	Yelchin, Eugene. <i>Breaking Stalin’s Nose</i> (6/15-6/16)	
	Avi, <i>Crispin The Cross of Lead</i> (6/17-6/19)	
6/20 – 6/26	Avi, <i>Crispin The Cross of Lead</i> (6/20-6/23)	
	Alexander, Kwame. <i>The Crossover</i> . (6/24-6/26)	
	“Elements of Poetry” handout	
6/27 – 7/5	Freedman, Russell. <i>Lincoln: A Photobiography</i> (6/27-6/29)	Discussion #5 on Non Fiction
	Picture Books (6/30-7/3)	

## Course Policies

### Policies

#### **Academic Integrity.**

Academic dishonesty hurts everyone and reduces the value of college degrees.

Doing someone else’s work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others are all examples of academic dishonesty.

It is your responsibility to read and understand the university’s policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: <https://www.sulross.edu/page/2454/student-handbook> (page 80). In addition, please note that plagiarism detection software may be used in this class for written assignments, as well as monitoring software for course exams.

**A grade of “F” for the course will be assigned if assignments exhibit any of these kinds of scholastic dishonesty.** If you have any questions about this, please ask!

#### **Turning in Assignments and Grade Complaints**

To pass the class you must successfully complete and turn in each assignment by the due date—submit written assignments to Blackboard (I will not accept email submissions) and be in class via Zoom on the day when in-class work is due. All assignments must be turned in to pass this course.

Please discuss your grades with me during the semester and before midterm. You have the right to appeal your grade as you can see in the Student Handbook at

[https://www.sulross.edu/sites/default/files//sites/default/files/users/docs/stulife/student\\_handbook\\_2019-2020.pdf](https://www.sulross.edu/sites/default/files//sites/default/files/users/docs/stulife/student_handbook_2019-2020.pdf) (page 13). If you disagree with a grade you receive, 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 Humanities Department, Dr. Sally Roche at [smoreman@sulross.edu](mailto:smoreman@sulross.edu), and phone 830 703-4837. If your grievance is not resolved, contact the dean, Dr. Patricia Nicosia at [pnicosia@sulross.edu](mailto:pnicosia@sulross.edu). Any grievance regarding a grade must be filed within one year of receiving the grade.

## University Programs and Services

**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.

**Alpine students** seeking accessibility/accommodations services should contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and they will get back to you as soon as they can during working hours), or email [rebecca.wren@sulross.edu](mailto:rebecca.wren@sulross.edu). Ms. Greathouse Wren's office is located on the first floor of Ferguson Hall (Suite 112), and the mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

**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](mailto:pharris@sulross.edu). Ms. Harris's office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address too).

**SRSU Distance Education Statement.** Students enrolled in distance education courses have equal access to the university's academic support services, such as 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.

### **Technical Support**

SRSU 24/7 Blackboard Technical Support: Toll Free: 888.837.6055 or email [blackboardsupport@sulross.edu](mailto:blackboardsupport@sulross.edu)

Lobo Technology Assistance Center is located at all sites:

- ACR 105 at the Alpine Campus.
- Room 304 at the Del Rio Campus.
- D119 at the Eagle Pass Campus.
- B106 at Uvalde Campus.

Alpine Campus Phone: 432-837-8888 (x8888)

RGC Campuses Phone: 830-703-4899 (x4899)

Toll Free number: 1-888-837-2882

Email: [techassist@sulross.edu](mailto:techassist@sulross.edu)

Report Suspicious Email: [abuse@sulross.edu](mailto:abuse@sulross.edu)

Hours of Operation:

Monday - Friday 8:00am to 5:00pm