

Sul Ross State University Rio Grande College
English 3311 Children's and Adolescent Literature
Summer 1 2023

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Office Hours: by appointment (or video conference)

Course Dates: 6/01-7/07

E-mail is by far the best way to reach me!

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.

In this course, we will align the following course objectives with a number of teaching and learning activities:

Course Outcomes

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

1. define children's and adolescent literature (discussion questions, exam)
2. describe the history of children's and adolescent literature (discussion question, exam)
3. identify the different genres of children's and adolescent literature (discussion question, papers, exam)
4. cultural literacy, specifically critically assess the value of literature as social critique, pedagogical tool, and more (lectures, papers, exam)
5. critical literacy, specifically evaluating picturebooks, and novels for children and adolescents (essay analyses, exam)
6. demonstrate college-level writing skills (discussion posts, essay analyses, exam)

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	WEEKLY	1, 2, 3, 4, 6
Picture Book Analysis	200	June 21	5, 6
Literature Analysis	200	June 28	5, 6
Final Assignment	200	July 5	4,5,6

Grading

A: 900 – 1000

B: 800 – 899

C: 700 – 799

D: 600 – 699

F: 0 - 599

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. Buy, borrow, or rent them well ahead of schedule. The official Sul Ross bookstore always has copies available, but most texts can also be found on amazon, thrift books, abe books, etc.

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. Be prepared for electronic failure and complete assignments early when possible.

Grade Changes

Please discuss your grades with me during the semester. Once the semester is over and I have entered grades into the system I will not consider grade changes unless Blackboard shows that I, myself, miscalculated.

There is no extra credit. However, note that you may re-do any discussion post, or the Literary and Picturebook analysis assignments within two weeks of receiving feedback for the chance at a better grade. You lose the right to do so if you have plagiarized, or turned in an assignment late. You may not re-do the Final Assignment because of the proximity to the end of the course.

Scholastic Honesty

All work submitted must be your own and must be written exclusively for this class; the use of sources must be appropriately, correctly, and consistently documented. Quotations, paraphrases, or summaries that are not documented and the use of papers written by others constitute plagiarism. A "0" will be earned for any assignment exhibiting signs of plagiarism.

These acts are considered plagiarism:

- (1) failing to cite direct wording and borrowed ideas,
- (2) failing to enclose borrowed language in quotation marks, and
- (3) failing to put summaries and paraphrases in your own words
- (4) using someone else words or ideas as your own (including AI).

The assignment will receive a 0. A grade of "F" for the course can also be earned if the work exhibits any of these kinds of scholastic dishonesty.

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 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. 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. Each discussion board question and two replies will be graded to 200 points. These will be averaged together in two groups for your final discussion grade.

Analysis Assignments: You will be expected to take two 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 assignment for picturebook (and comics) analysis, and another for fiction.

Final Assignment: 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?

Schedule (May change- keep an eye on announcements)

June 1-June 8 Week 1: Historical Children's Literature and Introduction

Read *Black Beauty* by Anna Sewell

Discussion post by June 5th and answer two classmates by June 8th at 11:59 P.M.

June 9-June 16 Week 2: Picturebooks

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

Discussion post by the 13th and answer two classmates by 11:59 p.m. on the 16th

June 17-June 23 Week 3: Speculative Fiction, **Picturebook Analysis Due Wednesday by 11:59 p.m.**

Read *Hexwood* by Diana Wynne Jones

Discussion post by the 20th and answer two classmates by the 23rd 11:59 p.m.

June 24-June 30 Week 4: Realistic Fiction, **Literary Analysis Due Wednesday by 11:59 p.m.**

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

Discussion post by 27th and answer two classmates by the 30th 11:59 p.m.

July 1-July 7 Week 5: Difficult Topics, **Final Essay Due July 5th by 11:59 p.m.**

Read the Complete *Maus*

Discussion post by the 3rd and answer two classmates by 6th at 11:59 p.m.