

English 3311
Children and Adolescent Literature
Spring 2024

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Required Texts:

Ender's Game, by Orson Scott Card

The Diary of a Young Girl, by Anne Frank

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 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.

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.

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 7-12

Domain I:

Competency 001: The teacher understands and applies knowledge of relationships among the language arts and between the language arts and other aspects of students' lives and learning.

Domain II:

Competency 004: The teacher understands reading processes and teaches students to apply these processes.

Competency 005: The teacher understands reading skills and strategies for various types of nonliterary texts and teaches students to apply these skills and strategies to enhance their lifelong learning.

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.

Competency 008: The teacher understands and promotes writing as a recursive, developmental, integrative and ongoing process and provides students with opportunities to develop competence as writers.

Competency 9: The teacher understands effective writing and teaches students to write effectively in a variety of forms and for various audiences, purposes, and contexts.

First Class and Beyond:

On 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, 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 are by appointment, although, as a university dean, I am present on the Alpine campus much of the week during business hours. Expect email responses within 48 hours—or check the announcements, as I often answer general course questions there. If I have failed to respond in this timeframe, please email me again, as I may have lost the initial email.

Coursework

****Please note that you must submit work as Microsoft Word or pdf documents in order to ensure my successful access to your work. Work only may be submitted in one of those forms. Please contact me or 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 about and reading one another’s discussions of 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 assignment with rationale for implementation in a potential classroom.

****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 three hours a week working on this course, with additional time for the actual reading and writing of the assignments, 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-five hundred words**. Responses to posts should be approximately **one-two hundred words**. You will respond to two posts. 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. Initial posts are due by midnight Tuesdays and responses due by midnight on Thursdays.

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 course topics. 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. Specific assignment details will be found in the course content area under “assignments” link.

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 specific assignment details will be found in the course content 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.

Final Examination—This assignment asks you to complete two tasks. One is to plan an assignment for a class and then to “implement” it, pretending to be a student. The introduction will serve as a lesson plan, explaining the assignment, its audience, and what you hope it achieves. The second part is simply to take all of the course assignments and create a Content Study Notebook, which you will be able to use as you prepare to take your TEA certification examinations. You will want to print this and keep it (and consider doing this for all of your English courses!).

***See the long-form assignments under the assignment links in Blackboard for full discussions of the assignments. The journal and final examination will not be available until close to their due dates (i.e. the end of semester).

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%

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 (i.e. discussion boards) 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 for discussion boards that have already received a zero) 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 midnight on Tuesdays and responses be posted by midnight on Thursdays. 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. **See the above statement regarding late discussion boards.**

Miscellaneous -- but 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, as well. 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.

Tutoring Services

Our University Writing Center is virtual and can be accessed via your Blackboard Organizations. Also, we have access to Tutor.com. Please check your email for instructions or visit the Lobo Den (It is located in Alpine, but you can contact them via our web pages or on the phone).

Student Learning Outcomes (SLO)

All courses aligned with specific degree programs should use the Student Learning Outcomes of that program that are reported to SACSCOC. The Academic Assessment Program Coordinators can provide students learning outcomes for each degree plan.

Marketable Skills

All courses aligned with specific degree programs should use the Marketable Skills of that program that are reported to THECB. The Academic Assessment Program Coordinators can provide the Marketable Skills for each degree plan. They also are located at srinfo.sulross.edu/hb2504

American with Disabilities Act

Any student who because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. If an accommodation is needed, students must present their accommodation letter, obtained from Accessibility Services, as soon as possible. Please note that instructors are not permitted to provide classroom accommodations to a student until the appropriate verification has been received. Accessibility Services is in Ferguson Hall room 112. You can make an appointment by calling 432.837.8203.

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. 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. Directions for filing a student complaint are located in the student handbook.

Library

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community at all of our campuses. In addition, the Eagle Pass campus offers a residential librarian. Access and borrow books, articles, and more by visiting the library's website, 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 (srsulibrary@sulross.edu), or phone (432-837-8123).

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Academic Ethics: It is the responsibility of students and instructors to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. Any student who represents someone else's work as his or her own will automatically receive a zero for that assignment, which will likely result in a failure for the course. 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.

A Writer's Reference: I strongly recommend all students own and utilize Diana Hacker's *A Writer's Reference*. It is a sound, credible, and particularly usable stylebook.

Week Three (2/5)

*read detailed assignment for historical analysis essay

Discussion Board 3: Answer the prompt as listed in Blackboard. Respond to 2 posts!!

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 3: Define what makes 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!!

Week Four (2/12)

Discussion Board 4: Answer the prompt as listed in Blackboard. Respond to 2 posts!

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.

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!!

Week Five (2/19)

Discussion Board 5: Answer the prompt as listed in Blackboard. Respond to 2 posts!

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.

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!!**

Week Six (2/26)

Historical Analysis Essay Due!

*Read detailed assignment research essay

Discussion Board 6: Answer the prompt as listed in Blackboard. Respond to 2 posts!

Read: *Norton Anthology of Children's Literature*, Section "Life Writing" (1485-1491); Frank's *The Diary of a Young Girl* (*only browse, as we will read its entirety later* 1531-1538). "Adventure Stories" and *The Adventures of Robinson Crusoe* (1623-44).

Journal Element 6: Did you journal as a child? If so, how did it affect your reading and writing abilities? Take a week and write about your experiences in this forum—consider how Frank utilized her emotions as well as sensory descriptions to present profound journaling. Try this yourself! OR discuss your favorite adventure hero and story you enjoyed as a child. Did you ever reenact adventures or pretend the stories you read? (300 words each).

****Check Announcements!!**

Week Seven (3/4)

Discussion Board 7: Answer the prompt as listed in Blackboard. Respond to 2 posts!

Read: *The Outsiders*

Journal Element 7: Define a bildungsroman and discuss its history in literature. How is *The Outsiders* a typical example of the genre? (300 words each).

****Check Announcements!!**

Week Eight (3/18)

Discussion Board 8: Answer the prompt as listed in Blackboard. Respond to 2 posts!

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 8: 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. (300 words each).

****Check Announcements!!**

Week Nine (3/25)

Discussion Board 9: Answer the prompt as listed in Blackboard. Respond to 2 posts!

Read: *Ender's Game*

Journal Element 9: 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!!**

Week Ten (4/1)

Discussion Board 10: Answer the prompt as listed in Blackboard. Respond to 2 posts!

Read: *The Diary of a Young Girl*

Journal Element 10: Write summary annotations with MLA citations for each of the sources. This includes the primary sources and secondary sources (300 words each).

**Check Announcements!!

Week Eleven (4/8)

Discussion Board 11: Answer the prompt as listed in Blackboard. Respond to 2 posts!

Read: *The Golden Compass*

Journal Element 11: 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!!

Week Twelve (4/15)

Discussion Board 12: Answer the prompt as listed in Blackboard. Respond to 2 posts!

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

Journal Element 12: 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? (300 words each).

****Check Announcements!!**

Week Thirteen (4/22)

****Research Essay Due!**

Discussion Boards 13: Answer the prompt as listed in Blackboard. Respond to 2 posts!!

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

Journal Element 13: If you were to write a fantasy or encourage students to write a fantasy piece using *Harry Potter* as the foundation (something like a fan fiction piece), what direction would you take? Describe the characters and themes you might take or suggest students take in a creative writing unit.

****Check Announcements!!**

Week Fourteen (4/29)

Discussion Boards 14: Answer the prompt as listed in Blackboard. Respond to 2 posts!!

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

Journal Element 14: On the Internet, research the major awards for children's and young adult/adolescent literature. Define these awards, citing the aspects that lend books to deserving awards. Highlight some of the books and authors which have won the awards.

****Check Announcements!!**

Week Fifteen (5/6)

****Course Journal Due!!**

Read assignment for final examination

Discussion Board 15: Answer the prompt as listed in Blackboard. Respond to 2 posts!!

****Check Announcements!!**

Week Sixteen

****Final Examination Due by 11:55, Tuesday.**