

Sul Ross State University

Department of Languages and Literature

ENG 3311: Children's and Adolescent Literature (Online)

Instructor: [Dr. Diana Rodriguez]

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Office Hours: [T/TR 9:00 a.m. – 2:00 p.m.] via Blackboard

Semester: Fall 2025

Credits: 3

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. This course is aligned with the Texas TExES competencies for English Language Arts and Reading for grades 7-12 and EC-6.

Student Learning Outcomes (SLOs)

1. **SLO 1:** Students will be able to construct documents that demonstrate unity, organization, coherence, and development, and are grammatically correct.
 - *TExES 7-12 Competency:* Oral and Written Communication (Domain III)
 - *TExES EC-6 Competency:* Development of Written Communication (Standard VIII)
2. **SLO 2:** Students will be able to analyze and interpret literary works by applying principles of critical thinking, literary criticism, or theoretical engagement.
 - *TExES 7-12 Competency:* Text Comprehension and Analysis (Domain II)
 - *TExES EC-6 Competency:* Reading Comprehension (Standard VII)
3. **SLO 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.
 - *TExES 7-12 Competency:* Inquiry and Research (Competency 007)
 - *TExES EC-6 Competency:* Research and Inquiry Skills (Standard XI)

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

Required Texts and Resources

- *Through the Eyes of a Child: An Introduction to Children's Literature, Edition 8*
- Blackboard for course materials and assignments

TAC 235 standards: This table provides an alignment overview showing how the course corresponds to the Texas Administrative Code standards.

Standard	Substandard	Status	Evidence from Syllabus
(b) Instructional Preparation			
	A	Partially	Final Project (Lesson Plan Option)
	B	Partially	Discussion Boards and Final Project
	C	Partially	Weekly Quizzes (content recall & analysis)
	D	Not Addressed	Not explicitly mentioned
	E	Partially	Emphasis on literary analysis and discussion boards
	F	Partially	Lesson Plan option requires planning and sequencing
(c) Instructional Delivery and Assessment			
	A	Fully	Weekly quizzes, DB peer reviews, and final project assessment
	B	Partially	Discussion boards (interactive engagement)
	C	Fully	Quizzes and DBs as formative assessments
	D	Not Addressed	Technology integration not explicitly addressed
(d) Knowledge of Students and Student Learning			
	A	Fully	Chapter readings on child response & viewer's response
	B	Fully	Diverse genres and sub-genres discussions
	C	Partially	Literature selection promoting equity and diversity
	D	Partially	Focus on literary evaluation and comprehension
(e) Content Knowledge and Expertise			
	A	Fully	In-depth exploration of literature (Chapters 1-12)
	B	Fully	Application through literary analysis and critiques
(f) Learning Environment			
	A	Partially	DBs and peer feedback fostering positive interaction
	B	Partially	Policies on academic integrity and respectful discourse
	C	Partially	Peer-reviewed DBs encourage collaboration & community

Course Requirements and Assignments

- 12 Discussion Boards (Essays and Peer Reviews embedded): 120 points
- 12 Chapter Quizzes: 120 pts.
- Midterm Exam (Week 8) 100 pts.
- Final Exam Project (Week 16) 160 pts.

Grading Criteria

- Participation and Discussion Boards: 24%
- Chapter Quizzes 24%
- Midterm Exam: 20%
- Final Exam Project: 32%

Weekly Schedule Overview

Week	Topic	Reading/Assignments	TExEs Competency Alignment EC-6
1	The Child Responds to Literature	Chapter 1 from <i>Through the Eyes of a Child: An Introduction to Children's Literature</i> (8 th Edition) Discussion Board 1: Children's Book Analysis MC Quiz Chapter 1	Competency 003, 004
2	The History of Children's Literature	Chapter 2 from <i>Through the Eyes of a Child: An Introduction to Children's Literature</i> (8 th Edition) Discussion Board 2: Historical Influence MC Quiz Chapter 2	Competency 004, 011
3	Evaluating and Selecting Literature for Children	Chapter 3 from <i>Through the Eyes of a Child: An Introduction to Children's Literature</i> (8 th Edition) Discussion Board 3: Comprehensive Analysis of Lit Elements MC Quiz Chapter 3	Competency 004, 010, 011
4	Artists and Their Illustrations	Chapter 4 from <i>Through the Eyes of a Child: An Introduction to Children's Literature</i> (8 th Edition) Discussion Board 4: Viewer's Response MC Quiz Chapter 4	Competency 003, 004, 006
5	Picture Books	Chapter 5 from <i>Through the Eyes of a Child: An Introduction to Children's Literature</i> (8 th Edition) Discussion Board 5: Picture Book Critique MC Quiz Chapter 5	Competency 004, 009, 003
6	Traditional Literature	Chapter 6 from <i>Through the Eyes of a Child: An Introduction to Children's Literature</i> (8 th Edition) Discussion Board 6: Create Original Tale MC Quiz Chapter 6	Competency 003, 004, 006, 007

7	Modern Fantasy	Chapter 7 from <i>Through the Eyes of a Child: An Introduction to Children's Literature</i> (8 th Edition) Discussion Board 7: Create Modern Fantasy Tale MC Quiz Chapter 7	Competency 003, 004, 007, 006
8	Midterm	Understanding key concepts from Weeks 1 to 7	
9	Poetry	Chapter 8 from <i>Through the Eyes of a Child: An Introduction to Children's Literature</i> (8 th Edition) Discussion Board 8: Exploring Poetry MC Quiz Chapter 8	Competency 003, 004, 006, 007
10	Contemporary Realistic Fiction	Chapter 9 from <i>Through the Eyes of a Child: An Introduction to Children's Literature</i> (8 th Edition) Discussion Board 9: Evaluating and Using Contemporary Realistic Fiction MC Quiz Chapter 9	Competency 003, 004, 006, 007
11	Historical Fiction	Chapter 10 from <i>Through the Eyes of a Child: An Introduction to Children's Literature</i> (8 th Edition) Discussion Board 10: Evaluating Historical Fiction MC Quiz Chapter 10	Competency 004, 006, 007, 009
12	Biographies	Chapter 11 from <i>Through the Eyes of a Child: An Introduction to Children's Literature</i> (8 th Edition) Discussion Board 11: Evaluating and Responding to Biographies MC Quiz Chapter 11	Competency 004, 007, 006, 009
13	Informational Books	Chapter 12 from <i>Through the Eyes of a Child: An Introduction to Children's Literature</i> (8 th Edition) Discussion Board 12: Evaluating Informational Books MC Quiz Chapter 12	Competency 004, 005, 009, 006
14	Preparation for Final Exam Project	Outline: Comprehensive Analysis: Book Selection and Justification Literary Analysis Reflection and Rationale	
15	Finalizing the Project	Draft: Comprehensive Analysis: Book Selection and Justification Literary Analysis Reflection and Rationale	
16	Final Exam	Submit Final Exam Project	

Course Policies

Late Work: Assignments submitted up to one week late will receive a 10% penalty. Assignments submitted beyond one week without documentation will not be accepted.

Attendance: Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook. Make-up work is at the discretion of the instructor as it relates to “explained and excused” absences. The Absences/Class Attendance policy includes all absences excused or unexcused. In this course you are expected to attend all classes (as scheduled electronically on Blackboard), to be punctual, and to complete all assignments on time.

Academic Integrity: Students must adhere to Sul Ross’s Academic Honesty policy. 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. Examples of academic dishonesty include but not limited to: Turning in work as original that was used in whole or part of another course and/or professor; turning in another person’s work as one’s own; copying from professional works or internet sites or generative A.I. without citation.

Prohibited Uses of A.I.:

1. Using AI tools to generate answers for quizzes, exams, or other assessments is strictly prohibited. This includes using AI to write essays, solve problems, or complete assignments without proper attribution.
2. Presenting AI-generated content as one's own work without proper attribution is considered plagiarism. Students must clearly distinguish between their own work and any AI-generated assistance.
3. AI tools should not be used to engage in unethical or inappropriate behavior, such as generating harmful, offensive, or misleading content.

Consequences of Violations: Violations of this policy will be treated as breaches of academic integrity and may result in disciplinary action, including but not limited to:

- A failing grade on the assignment
- A failing grade for the course
- Referral to the institution's academic integrity board

Best Practices for Using AI Tools

1. Always disclose the use of AI tools when submitting assignments or participating in discussions.
2. Evaluate AI-generated content critically and ensure that it aligns with course objectives and academic standards.
3. Use AI as a supplementary tool rather than a replacement for original analysis and creative thinking.

Seeking Guidance: If you are uncertain about the appropriate use of AI tools in a specific context, please consult with the instructor before proceeding. The instructor of the course is available to clarify the policy and provide guidance on acceptable practices.

AI Policy Required for Inclusion in All Syllabi

The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.

Students are encouraged to use generative AI tools in coursework.

The use of generative AI is encouraged with certain tasks and with attribution: You can choose to use AI tools to help brainstorm assignments or projects or to revise existing work you have written. When you submit your assignment, I expect you to clearly attribute what text was generated by the AI tool (e.g., AI generated text appears in a different colored font, quoted directly in the text, or use an in-text parenthetical citation).

Designers commonly use AI-content generation tools in their work. In this course, using AI-content generation tools is permitted and will be a normal and regular part of our creative process when it is used according to the below criteria. In this course, neglecting to follow these requirements may be considered academic dishonesty. (1) For each assignment, you are required to include a paragraph that explains which AI content-generation tool you used, the dates you used it, and the prompts you used to generate the content according to the MLA style guide. (2) During critique, it is important to describe the precedents you used and how any source content was transformed. When showing or presenting images or other content you generated using an AI-tool, cite that image or content following the MLA style guide. If you need help referencing your creative work, contact me to collaborate.

Students are invited to use AI platforms to help prepare for assignments and projects (e.g., to help with brainstorming or to see what a completed essay might look like). I also welcome you to use AI tools to help revise and edit your work (e.g., to help identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or to simply fix citations). When submitting work, students must clearly identify any writing, text, or media generated by AI. This can be done in a variety of ways. In this course, parts of essays generated by AI should appear in a different colored font, and the relationship between those sections and student contributions should be discussed in cover letters that accompany the essay submission.

University Programs and Services

Required Student Responsibilities Statement: All full-time and part-time students are responsible for familiarizing themselves with the Student Handbook and the Undergraduate & Graduate Catalog and for abiding by the University rules and regulations. Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

Required for Remote/Online Courses. 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.

Required by American with Disabilities Act SRSU Disability Services: SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the 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. Students seeking accessibility/accommodations services must contact SRSU's Accessibility Services Director Ronnie Harris, LPC, Counselor, at 432-837-8203 or email ronnie.harris@sulross.edu. RGC students can also contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

Technical Support: The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using Blackboard. The support desk is open 24 hours a day/7 day a week for your convenience. Blackboardsupport@sulross.edu or 888.837.6055.

Email, Blackboard, and Office 365/One Drive: You will want to check your Sul Ross e-mail regularly. It is an easy way for the instructor to stay in contact with you and for you to stay in contact with the instructor. The instructor will use Blackboard to send messages to the class, collect major assignments, provide students with access to class assignments, and post students' major grades. You need to be able to access both your SRSU e-mail, Blackboard, and Office 365/OneDrive accounts. If you need login help, please call 432-837-8888. Check your access early in the semester. The instructor recommends that you save your work on Office 365/OneDrive. This way you can access your work from any computer that has Internet access on or off campus.

Writing Support: The instructor recommends that you have a tutor review your work before you turn in the final drafts. As a Sul Ross student, you have several options for acquiring help:

- a) Tutoring is available in Lobo Den, which is located in the library. To find out tutor hours, you may call 432-837-8982.
- b) The Writing Center provides online tutoring support. You can access the Writing Center via Blackboard. Be sure to allow 48 hours turnaround time.

SRSU Library Services: 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. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).