

Sul Ross State University

Department of Literature and Languages

English 3311 • Children and Adolescent Literature • Summer II 2026

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Office Hours: Cyber (virtual), by appointment

Required Texts

- *Ender's Game* — Orson Scott Card
- *The Outsiders* — S. E. Hinton
- *The Golden Compass* — Philip Pullman
- *Harry Potter and the Sorcerer's Stone* — J. K. Rowling
- *The Norton Anthology of Children's Literature* — Jack Zipes, et al. (eds.)

Course Description

English 3311 explores the foundations of children's and adolescent literature through close study of its historical development as a tradition in English-language literatures. Children's and adolescent literature has evolved into an important genre with a rich history, backed by a variety of awards and sub-genres. In this course, we will read and discuss award-winning and canonical examples, produce analytic and researched writings, and deepen our understanding of this literature as a tool for examining our world-views. For students preparing to teach, this course will provide practical preparation for using this literature in your own classrooms and pedagogies.

Course Objectives / Student Learning Outcomes

Students in English 3311 will:

- examine the historical development of children's and adolescent literature through an academic lens;
- analyze pedagogical methodologies inherent in the literature;
- understand techniques used in the creation and presentation of this literature, especially those with proven popular and critical success;
- prepare to enter academic and professional markets with a full understanding of educational and professional expectations within this genre;
- develop appropriate language for expert navigation of the genre and academic discussion of children's and adolescent literature;
- prepare professional documents that reflect careful and successful rhetoric;
- communicate carefully, fully, and successfully in an online environment.

English (Undergraduate) Program Learning Outcomes

Graduating students will demonstrate in ENGL 3311 that they can:

1. Construct essays demonstrating 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.

Educator Standards (For Students Seeking Certification)

This course addresses aspects of the following SBEC educator standards and competencies:

English Language Arts and Reading EC–6 — Standard VI: Reading Fluency

Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

English Language Arts and Reading EC–6 — Standard VII: Reading Comprehension

Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

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

English Language Arts and Reading 8–12 — Standard IV

English language arts teachers in grades 8–12 understand an extensive body of literature and literary genres, and provide students with opportunities to read diverse forms of literature and to view literature as a source for exploring and interpreting human experiences.

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.

Course Format and Communication

By the first class day, I will post opening and welcoming remarks along with suggestions for getting started. On subsequent days, please check Announcements for lecture notes and answers to class questions, which will be posted each weekday (Monday–Friday) as needed. Much of my “lecturing” occurs in the Announcements. I will be offline on weekends and after 5:00 p.m. on weekdays. Please allow up to 48 hours for email responses, or check the Announcements for answers to general course questions. I am located on the Alpine campus and am available for video, telephone, or in-person meetings by appointment.

⚠ All assignments must be submitted as Microsoft Word (.docx) or PDF files. Blackboard performs best in Firefox, Chrome, or Safari — not Internet Explorer. Contact Blackboard Support for technical issues.

Assignments and Coursework

The majority of this course involves reading, writing, and discussion. You are expected to participate fully, thoughtfully, sincerely, and tactfully in all course activities. Your participation will be assessed through both formal and informal forums throughout the semester.

Discussion Boards

Think of the discussion boards as the cyber equivalent of a seminar table—a space to talk through readings, writing, thoughts, and reactions. Initial posts should be approximately 300 words and offer detailed analysis using specific examples. Responses to classmates’ posts should be approximately 100 words. Respond to two posts unless otherwise directed, prioritizing posts that have not yet received two responses.

Discussion boards must be posted by 7:00 p.m. on the due date. Responses are due by midnight the following day. Missed discussion boards cannot be made up — move on to the next available board.

Course Journal

The course journal consists of prompted writings using concepts drawn from the course texts. Each entry (element) should be approximately 300–500 words. Submit the journal as one continuous Word or PDF document, with a page break between entries. Title each entry as “Element One,” “Element Two,” etc. The journal is evaluated once, at the end of the course. Completing entries as they are assigned will maximize their effectiveness for your writing.

Historical Analysis Essay

This essay asks you to examine and critically analyze one or more movement, type, or approach to the historical development of children’s and adolescent literature. Length: 2–3 pages, formatted in MLA. The detailed assignment is in the course module under “Assignments.”

Research Essay

This essay requires a fully researched critical analysis of one or more works read this semester. Possible topics include literary movements, awards, pedagogical approaches, literary analysis, authorial intent, and cultural criticism. Length: 7–10 pages, formatted in MLA. The detailed assignment is in the course module under “Assignments.”

Readings

Assigned readings include anthology selections and adolescent novels, supplemented by posted lectures. When assigned sections of the anthology, please read all section introductions—they provide essential historical and critical context.

Grading

Assignment Weights

Assignment	Weight
Historical Analysis Essay	20%
Research Essay	40%
Discussion Boards	20%
Course Journal	20%

Assignment	Weight
Total	100%

Grading Scale

A	B	C	D	F
90–100	80–89	70–79	60–69	59 and below

Attendance and Participation

As an online course, consistent and timely participation is essential—both for your own learning and for the benefit of your classmates. Remaining current with the course schedule ensures that others can engage with your ideas and responses. The course works best when we are all working in tandem.

Expected time commitment: approximately two hours per day of active coursework, plus additional time for reading and writing at your own pace—comparable to an in-person course.

Late Work Policy

Assignments submitted after the posted due date and time are considered late and will receive an automatic 10-point deduction, regardless of how late the work is. For example, an assignment graded at a B will be reduced to a C. No late work will be accepted after the final examination period ends.

Discussion boards cannot be made up once the deadline has passed. If you miss a discussion board, move on to the next one. If you anticipate a problem, please contact me in advance.

University Policies

Accessibility Services (ADA Statement)

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. To protect confidentiality, students seeking accessibility or accommodation services must submit the Accommodation Request Form located on the SRSU website. Students are welcome to call the Office of Accessibility Services at 432-837-8203 or visit Ferguson Hall, Room 112, with any questions regarding the process. Mailing address: PO Box C-122, Alpine, TX 79832.

Generative Artificial Intelligence (AI) Policy

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.

Students should verify whether any AI tool they use complies with student privacy standards as indicated by the University. The University is not liable for any adverse experience or impact when students interact with these tools.

In this course, students should avoid using generative AI sources unless permission is expressly given for a specific assignment. Unauthorized use of AI may constitute a violation of academic integrity policy.

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 a 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 as outlined on the SRSU website. Directions for filing a student complaint are located in the Student Handbook.

Student Responsibilities

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 all 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 to familiarize themselves with the requirements of such laws.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid behaviors that violate academic integrity, including: submitting work used in whole or part for another course without permission; turning in another person's work as one's own; copying from professional works or internet sites without citation; and collaborating on assignments when collaboration is forbidden. Students should also avoid using generative AI sources unless permission is expressly given for a specific assignment or course. Violations of academic integrity can result in a failing grade on an assignment, a failing course grade, and/or more serious university consequences.

Classroom Climate of Respect

This class will foster free expression, critical investigation, and the open discussion of ideas. All members of this course must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. We must all learn to probe, oppose, and disagree without resorting to intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual orientation. We will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Campus Resources

Library Services

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are available in person, by email at srsulibrary@sulross.edu, or by phone at 432-837-8123.

No matter where you are based, public libraries and many academic libraries welcome the general public. SRSU TexShare Cardholders can access additional services and resources at libraries across Texas. Learn more at library.sulross.edu/find-and-borrow/texshare/ or email srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff, including InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to your home or via email.

Counseling Services

Sul Ross has partnered with TimelyCare to provide all SRSU students with access to nine free counseling sessions. TimelyCare is available 24/7/365. Learn more by visiting timelycare.com/sulross.

The SR Counseling and Accessibility Services office also continues to offer in-person counseling in Ferguson Hall, Room 112 (Alpine campus), and telehealth Zoom sessions for remote and RGC students.

Tutoring Center — The Lobo Den

The Lobo Den Tutoring Center offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, the Lobo Den is here to help.

- Drop-in and scheduled appointments available Monday–Friday, 8:00 AM–5:00 PM
- Academic workshops on STEM topics and professional development, in collaboration with specialized faculty
- Location: BWML Room 128 | Email: tutoring@sulross.edu | Phone: 432-837-8726

Tutor.com offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners. Access Tutor.com through Blackboard.

Supportive Statement

I aim to create a learning environment that supports various perspectives and experiences. I understand that unexpected life events—economic challenges, health concerns, or personal difficulties—may impact your ability to succeed. My commitment is to be there for you and to help you meet the learning objectives of this course, in keeping with Sul Ross State University's mission to support the whole student as part of the Sul Ross Familia. If your performance is being affected by circumstances outside of class, please don't hesitate to reach out. I want to be a resource for you.