English 112A: Can I Play, Too?—On Inclusivity in Children’s Literature
Fall 2018, San José State University

Instructor  Daniel Hendel De La O
Course     English 112A: Children’s Literature
GE Area    A2 Written Communication I
Prerequisite Upper division standing
Units      3

Section  2 (50669): Mon/Wed 10:30 – 11:45 a.m., BBC 222

Office Hours Tue 10:30 – 11:30 a.m., FOB 111
Phone     408.924.5019
Email     dhdelao@gmail.com
Website   eauzone.blogspot.com

“The more that you read, the more things you will know.
The more that you learn, the more places you’ll go.”
—Dr. Seuss

Course Theme
From picture books to chapter books, the canon of children's literature has inspired kids to dream, laugh, face their fears, and engage with the world around them. In fact, given the scale and impact of children's books, it's possible there is no more influential literature in the world. Yet, it's only been in recent decades that the genre has strived to become more inclusive of a broader spectrum of children and backgrounds. Today’s children’s literature is more likely to reflect its young and diverse readership. This semester, we will examine the canon of children's literature, as well as newer works that explore class, sexuality, race, and other issues facing today's children.

Course Description
English 112A is an upper division course designed to introduce the literature of childhood experience to adult readers. Although children are the central characters and the main readers, writers of this genre structure their works using many of the same complex literary devices and themes found in adult literature. We will discuss these techniques as we analyze the readings, which represent a variety of cultures and ethnic diversity. Students will also have the opportunity to become familiar with picture books, fairy tales and folk tales. This course is designed to meet the subject matter requirement for those considering a teaching credential; though the information and curriculum approaches that we will explore will be helpful for elementary, middle or secondary levels of instruction, this is a literature class, not an educational methodology class.

Required Materials
All books are available in an electronic edition (e.g. Kindle, Nook), though pagination may vary from print editions. E-books are encouraged, so too are used editions. Also, remember that a great source for these books (and others) may be the kids in your life.
Books:
- *The Name Jar* by Yangsook Choi (ISBN: 0440417996)
- *The Other Boy* by M.G. Hennessey (ISBN: 0062427660)
- *The Epic Fail of Arturo Zamora* by Pablo Cartaya (ISBN: 1101997257)
- *Drama* by Raina Telgemeier (ISBN: 0545326990)

Writing Guide:  

*A free electronic version of *The Everyday Writer is available to all SJSU students via Canvas

**English Department Student Learning Objectives (SLOs)**  
Students shall achieve the ability to write complete essays that demonstrate college-level proficiency in all of the following:  
1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of children’s literature  
2. Show familiarity with major literary works, genres, periods, and critical approaches to children’s literature  
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, context, and the nature of the subject  
4. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.  
5. Articulate the relations among culture, history, and texts

**EauZone**  
I maintain the EauZone (eauzone.blogspot.com) as a centralized location for assignments, reminders, documents, important dates, links, and general class information. It also contains an easy-to-reference archive of the course work. In addition, this website will be the location of the course’s eReader (eR). These Web articles are required to complete some assignments.

On the homepage, click on “ENGL 112A: Can I Play, Too?” under “Fall 2018 Courses” to be routed to our page. Feel free to use the “Comments” function in each posting; it is often a helpful way to communicate with classmates.

**Course Policies**  
Grades and grading:  
- I will sometimes make sentence-level corrections to only one page or paragraph of your essay. This is done in an effort to make you a better editor of your own work. You should assume that the corrections I’ve made are applicable to your entire essay.  
- If extra-credit is offered, it will only be once—and likely be modest; please stay up-to-date on your assignments.  
- There is a participation component to your grade. It could mean the difference between letter grades. To receive all, or most, of these points, it is important that you actively engage in the classroom experience (e.g. frequently asking questions and/or commenting). Simply attending class is not sufficient to garner full points—points are based on active participation, not attendance.
Assignments:
- All writing assignments are due on the dates indicated on EauZone, which contains the most up-to-date schedule and information.
- Late assignments must be emailed to me no later than the following class after the due date. However, they will be lowered one letter grade—I will not accept an assignment beyond this point.
- Assignments submitted via email, will be graded as any other. However, no hard copy will be returned to you.
- Without prior notification, missed in-class essays and presentations cannot be made up. If you must miss your presentation date, make prior arrangements with a classmate to switch days.
- I will not accept any unstapled assignments.

Etiquette:
- It is highly disrespectful to sleep in class. If you sleep in class, you may be asked to leave.
- The use of laptops during class is restricted to note taking only—absolutely no social media during class time.
- If you come to class after the first 10 minutes, please wait for an appropriate moment to enter so as not to disturb the class.
- Please do not enter the classroom during a student presentation.

Email:
- To streamline communications, please contact with me via email only (dhdelao@gmail.com)—do not use Canvas.
- Indicate your section number in the subject line or somewhere in the body. This helps me reply to your email in a timely manner.
- Email me individually rather than as a reply to a group message because I can easily miss these responses.
- Due to the high volume of email I receive daily, it may take me a day (or more) to respond.
- Unless it affects an in-class essay or presentation, there is no need to contact me if you miss class.
- If you were absent, please do not message me to ask what you missed. As soon possible, obtain the email addresses of at least two other members of the class. They should be able to fill you in on any relevant information. If you still have a question, then feel free to contact me.
- It is also highly recommended you upload a clear photo to your Canvas and email accounts for easier reference.

**MLA Style and Standards for Presentation of Work**
As is standard in American English classes, all typed work must be submitted in MLA Style. Samples are located in both *The Everyday Writer* (pg. 457) and online at EauZone.

Please follow this sample heading for all typed work:

```markdown
<table>
<thead>
<tr>
<th>Full Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 112A, De La O</td>
</tr>
<tr>
<td>Assignment</td>
</tr>
</tbody>
</table>
```

At the end of each typed assignment, include the word count. Example:

| Word Count: 237 |
**Editing Marks Guide**

Here is a guide to some of the editing symbols (some standard, some my own) you'll be seeing on your papers this semester. Additionally, you will find the corresponding page in *The Everyday Writer* for many of the marks.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
<th>The Everyday Writer</th>
<th>Symbol</th>
<th>Meaning</th>
<th>The Everyday Writer</th>
</tr>
</thead>
<tbody>
<tr>
<td>∧</td>
<td>Insert</td>
<td>-</td>
<td>FRAG</td>
<td>Fragment</td>
<td>pg. 38</td>
</tr>
<tr>
<td>↑</td>
<td>Text is likely not properly double-spaced</td>
<td>-</td>
<td>ITL</td>
<td>Either add or remove italics</td>
<td>pg. 425, 448</td>
</tr>
<tr>
<td>→</td>
<td>Indent 1x</td>
<td>-</td>
<td>HEAD</td>
<td>Issue with page header</td>
<td>-</td>
</tr>
<tr>
<td>→ →</td>
<td>Indent 2x</td>
<td>-</td>
<td>PASS</td>
<td>Passive voice</td>
<td>pg. 28c, 32g</td>
</tr>
<tr>
<td>+</td>
<td>Good point</td>
<td>-</td>
<td>RO</td>
<td>Run-on sentence</td>
<td>pg. 9, 385</td>
</tr>
<tr>
<td>?</td>
<td>Meaning unclear</td>
<td>-</td>
<td>SLANG</td>
<td>Slang</td>
<td>pg. 23a</td>
</tr>
<tr>
<td>#</td>
<td>Add space</td>
<td>-</td>
<td>SP</td>
<td>Spelling</td>
<td></td>
</tr>
<tr>
<td>&quot; &quot;</td>
<td>Add quotation marks</td>
<td>pg. 43</td>
<td>SV</td>
<td>Subject-verb agreement</td>
<td>pg. 355</td>
</tr>
<tr>
<td>//</td>
<td>Faulty parallelism</td>
<td>pg. 8e, 27</td>
<td>T</td>
<td>Tone</td>
<td>pg. 10d, 17c, 23a, 23d</td>
</tr>
<tr>
<td>¶</td>
<td>Start new paragraph</td>
<td>pg. 8</td>
<td>TC</td>
<td>Title case</td>
<td>-</td>
</tr>
<tr>
<td>@</td>
<td>Delete</td>
<td>-</td>
<td>TNR</td>
<td>Times New Roman font</td>
<td>-</td>
</tr>
</tbody>
</table>
Course Work
Class sessions will employ a combination of lectures, group discussions, presentations, and writing workshops that will cover a range of activities, including analyzing, interpreting, outlining, revising, and editing.

All out-of-class essays should:
• Be typed
• Range from 250 words (approx. 1 page) to 750 words (approx. 2 ½ pages), depending on assignment*
• Be in MLA Style
• Include a works cited page—unless otherwise noted

*Handwritten pages are approximately 200 words per page

Your semester’s course work is comprised of:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>SLOs</th>
<th>Word Count</th>
<th>In-class</th>
<th>Workshop</th>
<th>Revised</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnostic</td>
<td>This in-class essay will be my first opportunity to evaluate your writing.</td>
<td>NA</td>
<td>500</td>
<td>✓</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Multimedia Presentation</td>
<td>You and up to 2 other classmates will create a 10-minute multimedia presentation based upon a children’s lit-related topic.</td>
<td>1–4</td>
<td>500</td>
<td>✓</td>
<td></td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>
Assignment Description
Book Reflections For each of this semester’s ten books, you will write a 1 ½-page, short-answer response, illustrating everything from theoretical to practical applications.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>SLOs</th>
<th>Word Count</th>
<th>In-class</th>
<th>Workshop</th>
<th>Revised</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Reflections</td>
<td>For each of this semester’s ten books, you will write a 1 ½-page, short-answer response, illustrating everything from theoretical to practical applications.</td>
<td>1-4</td>
<td>4,000</td>
<td></td>
<td></td>
<td></td>
<td>200 (10 x 20)</td>
</tr>
<tr>
<td>Final Project Pt. 1: Annotated Book List</td>
<td>Part 1 of your final project will be to construct a twelve-book themed, annotated reading list that merges canonical works with newer, more inclusive, titles.</td>
<td>1-5</td>
<td>500</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Final Project Pt. 2: Book List Infographic</td>
<td>For part 2 of your final project, you will translate your book list into an infographic and share it with your classmates as a pedagogical resource.</td>
<td>1-5</td>
<td>500</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Participation</td>
<td>Attendance alone does not earn participation points, but active and consistent participation in class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

Word Count Total: 6,000 Point Total: 300

Grading Outline:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>194-200</td>
</tr>
<tr>
<td>A</td>
<td>188-193</td>
</tr>
<tr>
<td>A-</td>
<td>180-187</td>
</tr>
<tr>
<td>B+</td>
<td>174-179</td>
</tr>
<tr>
<td>B</td>
<td>168-173</td>
</tr>
<tr>
<td>B-</td>
<td>160-167</td>
</tr>
<tr>
<td>C+</td>
<td>154-159</td>
</tr>
<tr>
<td>C</td>
<td>148-153</td>
</tr>
<tr>
<td>C-</td>
<td>140-147</td>
</tr>
<tr>
<td>D+</td>
<td>134-139</td>
</tr>
<tr>
<td>D</td>
<td>126-133</td>
</tr>
<tr>
<td>D-</td>
<td>119-125</td>
</tr>
<tr>
<td>F</td>
<td>0-118</td>
</tr>
</tbody>
</table>

Course Schedule
This schedule is subject to change. Always consult EauZone for the most up-to-date information and schedule. Consider any hard copy of this syllabus to be only a rough guide and already out-of-date.

Note:
- All assignments, including in-class essays, are due or take place, on Wednesdays (for Mon/Wed classes)
- Look for any assignments worth points (in or out of class) to be CAPITALIZED and bolded below

<table>
<thead>
<tr>
<th>Week 1: Wed 8.22</th>
<th>Class: Syllabus review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2: Mon 8.27/Wed 8.29</td>
<td>Class: Introductions; Multimedia presentation partner and topic assignments, Lecture—“Building a Better Multimedia Presentation: An Annotated Look”</td>
</tr>
</tbody>
</table>
| Week 3: Mon 9.3/Wed 9.5 | Read: *Ada Twist, Scientist*  
Class: **DIAGNOSTIC**; Reading discussion; Lecture—“The Canon of Children’s Literature: A Closer Look”  
Due: **BOOK REFLECTION 1: *ADA TWIST, SCIENTIST*** |
|------------------------|---------------------------------------------------------------|
| Week 4: Mon 9.10/Wed 9.12 | Read: *The Name Jar*  
Class: Reading discussion; Multimedia presentations  
Due: **BOOK REFLECTION 2: *THE NAME JAR*** |
| Week 5: Mon 9.17/Wed 9.19 | Read: *The Different Dragon*  
Class: Reading discussion; Multimedia presentations; Guest speaker: TBA  
Due: **BOOK REFLECTION 3: *THE DIFFERENT DRAGON*** |
| Week 6: Mon 9.24*/Wed 9.26 | Read: *Just Juice*  
Class: Reading discussion; Multimedia presentations  
Due: **BOOK REFLECTION 4: *JUST JUICE***  
*Labor Day—No class* |
| Week 7: Mon 10.1/Wed 10.3 | Read: *The House You Pass On the Way*  
Class: Reading discussion; Multimedia presentations  
Due: **BOOK REFLECTION 5: *THE HOUSE YOU PASS ON THE WAY*** |
| Week 8: Mon 10.8/Wed 10.10 | Read: *Yo Soy Muslim: A Father’s Letter to His Daughter*  
Class: Reading discussion; Multimedia presentations  
Due: **BOOK REFLECTION 6: *YO SOY MUSLIM*** |
Class: Reading discussion; Multimedia presentations; Guest speaker: TBA  
Due: **BOOK REFLECTION 7: *WONDER*** |
| Week 10: Mon 10.22/Wed 10.24 | Read: *Wonder*: Part Four: Jack – Part Eight: August  
Class: Reading discussion; Multimedia presentations  
Due: **BOOK REFLECTION 8: *WONDER***  
*No Class* |
| Week 11: Mon 10.29/Wed 10.31* | Read: *The Other Boy*: “One” - “Thirteen”  
Class: Reading discussion; Multimedia presentations  
*No Class* |
| Week 12: Mon 11.5/Wed 11.7 | Read: *The Other Boy*: “Fourteen” – “Epilogue”  
Class: Reading discussion; Multimedia presentations  
Due: **BOOK REFLECTION 8: *THE OTHER BOY*** |
Class: Reading discussion; Multimedia presentations  
Due: **BOOK REFLECTION 9: *THE EPIC FAIL OF ARTURO ZAMORA*; BOOK LIST INFOGRAPHIC (DRAFT 1; BRING 1-2 HARD COPIES OR AN ELECTRONIC VERSION)** |
Class: Reading discussion; Lecture—“Infographics 101”  
*No Class: Thanksgiving* |
| Week 15: Mon 11.26/Wed 11.28 | Read: *Drama*  
Class: Reading discussion; Multimedia presentations  
Due: **BOOK REFLECTION 10: *DRAMA*** |
| Week 16: Mon 12.3/Wed 12.5 | Class: Reading discussion; Multimedia presentations  
Due: **BOOK REFLECTION 10: *DRAMA***  
*Last Day of Instruction* |
| Week 17: Mon 12.10* | Class: Final location TBD  
Due: **FINAL BOOK PROJECT, PARTS 1 & 2—EMAIL BY 6 PM*** |
| Week 18: Tue 12.18* | Meet: 9:45 a.m. – 12:00 p.m., location TBA  
*Final Exam* |