

**San José State University**  
**Department of English and Comparative Literature**  
**ENG 112A, Sections 01 & 02, The Literature of Childhood Experience**  
**Fall 2016**

**Instructor:** Revathi Krishnaswamy  
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**Office Hours:** M 1:00-4:00 and by appointment  
**Class Time/Location:** MW 9.00-10.15 (Sweeney Hall 413)  
MW 10:30-11:45 (Sweeney Hall 413)

**Communication:** You are responsible for regularly checking with the messaging system through MySJSU and CANVAS.

**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 targeted readers, writers of this genre still structure their works using the same complex literary devices and themes found in adult literature. We will therefore apply standard literary techniques in analyzing the readings for this class.

The readings have been chosen keeping in mind several factors including quality of writing, relevance or appropriateness of ideas, complexity of treatment, as well as cultural and ethnic diversity. But the fundamental character of these readings is their literary merit ñ they are children’s literature, not just children’s books. Thus, many of the works we will study are considered to be classics not only because children enjoy them but also because they are rich in the themes and situations that make children’s literature distinct and important: polarities between security at home and adventure abroad, between the need for belonging, love, approval and the desire for independence, between the temptation to keep things unchanged and the challenge of changing and growing up, between the sobering constraints of reality and the liberating power of fantasy. These books then invite serious contemplation of important issues through sustained imaginative ventures that display variety, originality, beauty and craft. While the assigned readings are all chapter books, students will have opportunities to become familiar with picture books, fairy tales, and folk tales as well.

The course is designed to meet the subject matter requirement for those considering a teaching credential. The information and curriculum approaches we will explore should be helpful for elementary, middle, and/or secondary levels of instruction. Nevertheless, this is a literature, not an educational methodology course.

### **English Department Program Learning Objectives**

Upon completion of this course, students will be able to:

1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric,
2. Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World literature,
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the 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.

### **Course learning Objectives**

Upon completion of this course, students will be able to:

1. Read closely and articulate the value of close reading in the study of Children's literature
2. Show familiarity with major works of Children's literature,
3. Develop and carry out research on Children's literature,
4. Create interesting and effective reading material suitable for children.

### **Required Texts/Readings**

Course Reader (available at Maple Press, 481 E. San Carlos; ph: 297-1000)

4 Exam Booklets

Babbitt, Natalie. *Tuck Everlasting*

Ellis, Deborah. *The Breadwinner*

Jimenez, Francisco. *The Circuit*

Konigsburg, E.L. *The View from Saturday*

Lowry, Lois. *Number the Stars*

Rowling, J.K. *Harry Potter and the Sorcerer's Stone*

White, E.B. *Charlotte's Web*

Yep, Lawrence. *Dragonwings*

### **Assignments and Grading**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per

unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

**Assignments:** (more details are provided in class and in the course reader)

1. **Quizzes:** You will take 3 in-class quizzes on the dates indicated in the schedule; these quizzes will ask for factual as well as brief interpretive responses. Please bring a blue exam booklet for each quiz. (PLO 1 & 2)
2. **Exams:** There will be an essay type take-home midterm exam and a short answer in-class final exam on the dates indicated in the schedule. (PLO 2 & 3)
3. **Annotated Bibliography:** You will prepare an annotated bibliography of **one** of the following: (a) 6 books from a particular non-fiction genre such as biography, travelogue, memoir etc. (b) 6 non-fiction middle readers on a special subject such as insects, magic, volcanoes, dinosaurs etc. (c) 6 books of poetry for children. This must be typed following the format provided and submitted on the date indicated in the schedule. You will also be asked to give a brief presentation on any one book included in your annotated bibliography. (PLO 2 & 4)
4. **Book Project:** Working in groups, you will produce (write, illustrate, bind etc) your own children's book. This should be an extremely enjoyable and challenging project on which you will be working through the semester. (PLO 3 & 4)
5. **Presentation & Participation:** In addition to regular participation in class activities, you may be asked to make short oral presentations individually or in groups. (PLO 1 & 5)

**Grading:**

3 Quizzes	30%
Take home Midterm	15%
In-class Final	10%
Annotated Bibliography	10%
Book Project	25%
Participation & Presentation	10%

**Note:** In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas conveyed. In other words, your grade will depend not only on what you say but also on how (well) you say it. All student writing should therefore be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

## **Class Protocol & Policy**

**Attendance & Participation:** Regular attendance and active participation in class discussions are extremely important. Please arrive on time and stay for the entire class. You are responsible for all materials assigned, presented and discussed. You are encouraged to take notes in class, but you should have studied the materials before class begins. Poor attendance/participation will have negative effects on your final grade. Since most classes will be based on group discussions, presentations and workshops it is crucial for you to keep up with the readings and take an active as well as thoughtful role in all classroom activities. Your questions, comments, insights, and interpretations are valuable no matter how outlandish they may seem. So do speak up!

**Conferencing:** I encourage you to visit me in my office whenever you need to discuss something, whether it is an assignment or any other difficulty you may be having with the structure and format of the class. I am completely open to criticism and suggestions because the only way I can fix things is if I know what is wrong.

**Submitting work:** Most work will be turned in on paper during the class period on the date indicated in the schedule; some assignments will be submitted through Canvas (please do not email assignments unless you have technical difficulties with Canvas). All assignments will be graded one letter grade lower for each late day unless you have received prior permission. No work will be accepted beyond one week late. In-class work including presentations cannot be made up. All readings are listed against dates they will be discussed in class; so when you come to class you should have already read the materials and be prepared to discuss them.

**Fair Use:** Work that is collaboratively produced as part of this course, may not be copied, sold, or publicly shared and distributed without written permission from the instructor and all other members involved in the production.

## **University Policies**

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html) . [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/) . Students should be aware of the current deadlines and penalties for adding and dropping classes.

### **Recording of Class and Public Sharing of Instructor Material**

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. Where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well. Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not

publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

### **Academic integrity**

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

### **Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

### **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are

well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

### **Peer Mentor Center**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The Peer Mentor Center website is located at <http://www.sjsu.edu/muse/peermentor/>

## Tentative Schedule

Subject to change with fair notice

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8/24	W	Introduction; preview course pack
8/29	M	Picture books: Fable (Leonni: Fredrick)
8/31	W	Picture books: Fantasy (Sendak: Where the Wild Things Are)
9/05	M	Labor Day – No class.
9/07	W	Fairy Tales (assigned readings from CR)
9/12	M	Fairy Tales (assigned readings from CR)
9/14	W	Discuss Book project & form groups
9/19	M	Book Project: first group meeting
9/21	W	Charlotte’s Web
09/26	M	Charlotte’s Web
09/28	W	Preview Quiz; Discuss Annotated Bibliography
10/03	M	<b>Quiz # 1; Book project group lists due</b>
10/05	W	Tuck Everlasting
10/10	M	Tuck Everlasting
10/12	W	Harry Potter
10/17	M	Harry Potter
10/19	W	<b>Quiz # 2</b>
10/24	M	<b>Annotated Bibliography Due; Begin presentations</b>
10/26	W	<b>Annotated Bibliography: finish presentations</b>
10/31	M	Dragonwings (video: Carved in Silence)
11/02	W	Dragonwings
11/07	M	Dragonwings <b>Take-home Midterm Given</b>
11/09	W	<b>Take-home Midterm Due on CANVAS by 11:59 pm-midnight</b>
11/14	M	Number the Stars
11/16	W	Number the Stars
11/21	M	The Breadwinner
11/23	W	The Breadwinner

11/28 M **Quiz # 3**  
11/30 W The Circuit

12/05 M The View from Saturday  
12/07 W The View from Saturday

12/12 M **Submit and Share Book Projects in class**

**FINAL EXAM SCHEDULE**

9:00	Thursday, December 15	8:15-0930
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1030	Wednesday, December 14	9:45-1100
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