

San José State University
Department of English and Comparative Literature
ENG 112A, Section 01, Children's Literature
Fall 2017

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Office Hours: MW 3-4 pm TR 1:30-2:30 pm
Class Time/Location: MW 1:30-2:45 pm Clark Building 225

Prerequisites:

As this is an upper division course, it is expected you have already taken general education requirements, such as English 1A/1B, and the WST. In English department courses, your instructors comment not only on the content of your written work, but also on the quality of your writing. All student writing should contain clear focus, correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. (See the English Department Paper Evaluation Guide at the English Dept website)

Canvas Access and MySJSU Messaging

You are responsible for accessing Canvas to learn of any updates, announcements, or new materials. Please ensure that the email address linked to your MySJSU account is the one you check regularly.

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 – 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. Class sessions will involve some lecture, but will primarily be interactive with discussion, in-class writing, book talks, and other presentations. You may find it particularly helpful, especially if you are taking the course to fulfill the requirement for elementary, middle and/or secondary education, to have a 3 Ring Binder, in which you can assemble resources, handouts and materials related to Children's literature.

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 Student 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 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, 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

Required Texts/Readings

- Sendak, Maurice, *Where the Wild Things Are*
- Lowry, Lois. *Number the Stars*
- Rowling, J.K. *Harry Potter and the Sorcerer's Stone*
- White, E.B. *Charlotte's Web*
- Ryan, Pam Munoz, *Esperanza Rising*
- Ellis, Deborah, *The Breadwinner*

Additional Popular Children's Texts may be added to the readings.

Suggested reading:

Short, Kathy, et al; Essentials of Children's Literature (Pearson)

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 will provided in class)

1. **Reading Discussion Facilitation:** For each book, students will sign up to lead discussions on the section of the text we have read for that class. The presentation will include (1) the literary elements of the book, (2) several quotes from the text illustrating each main element, with brief analysis that you will expand upon in class, (3) two open-ended discussion questions about the section of the book that encourage critical thinking and conversation among classmates. These presentations should take about 15 minutes each, with several students presenting each week. Students will sign up for presentations on the first day of class.
2. **Exams:** There will be an essay type midterm exam and a short answer in-class final exam on the dates indicated in the schedule, **for a total of 25%**
3. **Story-Telling Project:** Students will read a **Fairy Tale, Folk Tale or Modern Fantasy**, prepare a handout for their peers on resources for teaching the work and present a version of the traditional tale in storytelling or oral interpretation format. A rubric will be provided for the oral presentation. This component earns **5% of the overall grade**.
4. **Book Talk and Presentation:** You will read an award-winning Children's book
5. (a chapter book this time since later in the semester you'll be doing a Picture Book presentation). Beginning October 23rd, we will have Book Talks at each class meeting until everyone in the class has presented. Book Talk presentations will include:
 - a. A 10 minute oral presentation
 - b. Handouts for the class which include author background, bibliography of the author's writings, literary response and/or teaching tip/resources for the book. (The handout can be in poster or advertising flyer format since you are literally "selling" the book.)
 - c. Rationale for why others should read this novel or why it should be given to a child.
(In a sense, you're a salesperson for the book.)The Book Talk component earns **5% of the course grade**.
6. **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., or (c) 6 books of poetry for children. This must be typed following the format provided and submitted on the date indicated in the schedule.
7. **Picture Book Project:** Working in groups, you will produce (write, illustrate, bind, etc.) your own children's book. This should be an enjoyable and challenging project on which you will be working throughout the semester.
8. **Presentation & participation:** In addition to regular participation in class activities, occasionally you may be asked to make short oral presentations individually or in groups.

Grading	Weightage	SLO
Reading Discussion Felicitation	10%	1, 2, 5
Midterm	10%	1, 2, 3
In-class Final	15%	1, 2, 3
Annotated Bibliography	15%	2, 4, 5
Book Project	20%	1, 2, 4, 5
Participation & Presentation	10%	1,2, 5
Story-Telling Project	5%	1, 2, 4, 5
Book Talk	10%	1, 2, 4, 5
In-class Quizzes	10%	1,2,3,5

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!

If you must miss a class, contact a classmate to get notes, assignments, etc. Do not contact me to get information that another student can provide. If you email me and I don't respond, it is likely one of those cases. It is up to you to show up prepared to the next class session. You will not receive participation credit for days you miss class. You will exchange contact information with other students on the first day of class. You can also contact all classmates through Canvas, so there is no excuse for missing information.

Tardiness: If you arrive late to class, you will not receive participation credit for that day. If you leave class early without informing me beforehand, you will also forfeit your participation points. If you must be late or leave early, it is imperative that you let me know beforehand. Do not simply get up and walk out; this is rude to the instructor and your classmates.

Electronic devices: Cell phones, laptops, tablets, etc. are not allowed in class except to access the required readings. I prefer that you do not use a cell phone, which can present texting temptation.

Class participation is assessed as follows:

- A: Regular, insightful questions and comments that contribute and advance class discussion; complete engagement
- B: Occasional, pertinent questions and comments; active listening
- C: Infrequent, tangential questions or comments; questionable attentiveness
- D: Rare interaction; distraction or unpreparedness for class
- F: Frequent absence, complete disengagement with the class

NOTE: The class participation grade constitutes **all in-class activities** and **cannot be made-up** if you miss a class, regardless of the reason.

University policy F69-24, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

How to be successful in this course:

1. **Completion of all work** is required in order to pass the course.
2. **Put effort into your work and do more than the minimum requirement** for assignments. If you choose to do the absolute minimum amount of work on assignments, do not expect to receive an A. Earning an A on an assignment involves putting additional effort into your work, including close proofreading. If you have difficulty with writing, visit the writing center early and often.
3. **Budget your time.** If you fall behind, the effect on your grade can be dire. Look at the schedule and plan your time so you stay current on the work and know what is expected each week.
4. **Take notes** when you are reading. This will help you with class discussions, in-class activities, and often with your term paper as well.

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.

ASK FOR HELP. If you are struggling with an assignment, you need to let me know as early as possible so we can work together to help you succeed. You are also expected to attend my office hours throughout the semester. I am here to help, I want to help, but I can't help you if you don't ask.

Submitting work: Most work will be turned in on paper during the class period on the date indicated in the schedule. No late work will be accepted. 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.

In spite of our best efforts, it can be difficult to estimate your course grade throughout the semester. If you'd like to have an idea of where you stand after you've completed a substantial amount of work, please make an appointment to meet me outside of class, and I will review your work with you and give you a better sense of where you are, grade-wise. It will be entirely your responsibility to set up a meeting if you're curious or concerned, and it's important that you do not wait until the last week or so to start concerning yourself with your grade. At that point, it will likely be too late for you to do what needs to be done to significantly raise your overall course grade.

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 \[http://www.sa.sjsu.edu/download/judicial_affairs/Academic_ Integrity_Policy_S07-2.pdf\]\(http://www.sa.sjsu.edu/download/judicial_affairs/Academic_ Integrity_Policy_S07-2.pdf\)](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 \[http://www.sa.sjsu.edu/judicial_affairs/index.html\]\(http://www.sa.sjsu.edu/judicial_affairs/index.html\)](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

1st floor of Clark Hall and on the 2nd 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 1st 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/>



Course Schedule

Schedule subject to change with fair notice; notice given via either Canvas or email, or in class. This syllabus represents a plan for this semester. While the rules and regulations will remain consistent, individual assignments and dates may be modified depending upon the individualized nature and progression of this course section. Other short readings may be added, especially as current world events occur or if our class discourse opens up new areas of discussion. All readings must be completed by the date listed.

Day	Date	Topics
W	8/23	Introduction; Review Syllabus
M	8/28	History and Background of Children's Literature. Storytelling Project Assigned. Discussion Groups Assigned.
W	8/30	Elements of Literature Sign Up for Book Project Groups
M	9/4	Labor Day—No Class
W	9/6	Fairy Tales- Red Riding Hood , Beauty and the Beast
M	9/11	Cinderella Workshop. Discuss and Assign Annotated Bibliography
W	9/13	<i>Charlotte's Web</i> Ch. 1-12
M	9/18	<i>Charlotte's Web</i> Ch. 13-22
W	9/20	Storytelling Presentations Due
M	9/25	Storytelling Presentations (continued)
W	9/27	Picture Books. Picture Book Talk Project Signup
M	10/2	Picture Books - <i>Goodnight Moon</i> , <i>Where the Wild Things Are</i>
W	10/4	<i>One Grain of Rice</i> , <i>Last Stop on Market Street</i>
M	10/9	Work on Annotated Bibliography
W	10/11	Annotated Bibliography Due . Poetry
M	10/16	Midterm Exam
W	10/18	<i>Esperanza Rising</i>
M	10/23	<i>Esperanza Rising</i>
W	10/25	Book Talk Presentations Due
M	10/30	Book Talk Presentations (continued)
W	11/1	Book Talk Presentations (continued)
M	11/6	<i>Harry Potter</i>
W	11/8	<i>Harry Potter</i>
M	11/13	In-Class Writing.
W	11/15	<i>Bread Winner</i>
M	11/20	<i>Bread Winner</i>
W	11/22	Non-Instructional Day—No Class
M	11/27	<i>Number Our Stars</i>
W	11/29	<i>Number Our Stars</i>
M	12/4	Book Project Presentations Due
M	12/18	Final Exam -12:15-2:30