

San José State University
Department of English and Comparative Literature
ENGL 112A, Crossing Borders: Contemporary Children's Literature from the
Periphery, Section 80, FALL 2019

Course and Contact Information

Instructor:	Tanja Nathanael
Office Location:	Canvas/Online
Telephone:	Contact via email, Canvas messaging, and Zoom will be utilized.
Email:	Tanja.Nathanael@sjsu.edu (Please use Canvas messaging when available).
Office Hours:	By Appointment
Class Days/Time:	Online
Classroom:	Canvas/Online
Prerequisites:	Upper division standing.
GE/SJSU Studies Category:	A2 Written Communication I

Course Format

Online Course

This course adopts an online delivery format. Video lectures will be posted weekly on Canvas. To keep pace with the course, students are required to view the lectures online in a timely manner in order to gain mastery of the material. While viewing the recorded lectures, students are strongly recommended to listen carefully, pay attention, and take notes just as you would in class. To best view and access the online content, students must have consistent, reliable, high-speed internet access, using a PC or MAC or other compatible device. Please note that it is the student's responsibility to check for compatibility. Technical issues will not be considered a valid excuse for failure to view lectures or submit assignments on time. That being said, students who diligently seek help from technical support and communicate clearly with me will be allowed a certain amount of grace. See [University Policy F13-2](http://www.sjsu.edu/senate/docs/F13-2.pdf) at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

Canvas and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://one.sjsu.edu) on [Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> to learn of any updates.

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.

Course Theme

Crossing Borders: Contemporary Children's Literature from the Periphery

“Touch the sea and at once you are joined to its farthest shore.” – Salmon Rushdie

During this course students acquire an understanding of how children's literature functions in an international context and how cultural diversity may be reflected in children's books. This course will focus on a range of contemporary transnational literatures, either originating from or set in various locales around the world. In the study of these texts, students will gain insight into diverse human experiences, helping to broaden their perspectives by offering windows into other cultures. Thematically, we will focus on borders and how by crossing borders or through the journey itself protagonists strengthen or redefine individual, cultural, and national identities. Furthermore, students will be introduced to concepts and contexts that define borders as physical spaces (such as mountains, seas, outer space), ideological spaces (such as national borders), conceptual spaces (such as the past, the future), and imaginary spaces (such as myth, fantasy). With these concepts in mind, texts will be evaluated as literature with the goal of building greater cross-cultural understanding.

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 (PLO)

Upon successful 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, 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

Ten novels plus selected picture books. Other readings (short essays or articles) may be assigned and made available via Canvas. All of the novels listed below are available in online editions.

Novels

Bredesdorf, Bodil. *The Crow-girl: The Children of Crow Cove* (Denmark)
ISBN-13: 978-0374400033

Fleischman, Paul. *Seedfolks* (U.S.A.)
ISBN-13: 978-0064472074

Geda, Fabio. *In the Sea There are Crocodiles: Based on the True Story of Enaiatollah Akbari* (Afghanistan)
ISBN-13: 978-0307743824

Ihimaera, Witi. *Whale Rider* (New Zealand)
ISBN-13: 978-1459640863

Iwaoka, Hisae. *Saturn Apartments, Vol. 1* (Japan)
ISBN-13: 978-1421533643

Lake, Nick. *In Darkness* (Haiti)
ISBN-13: 978-1619631229

Magnason, Andri. *The Story of the Blue Planet* (Iceland)
ISBN-13: 978-1609805067

Okorafor, Nnedi. [Selected stories](#) (online). (Nigeria)

Pausewang, Gudrun. *Traitor* (Germany)
ISBN-13: 978-0761365716

Rushdie, Salman. *Haroun and the Sea of Stories* (India)
ISBN-13: 978-0140157376

Picture Books

A selection from the following picture books will be presented in the lectures in slide format. No purchase required. Translations will be provided when needed.

Baasansuren, Bolormaa. *My Little Round House*. Illustrated by Bolormaa Baasansuren. (Mongolia)

Baylor, Byrd. *Coyote Cry*. Illustrated by Symeon Shimin (U.S.A)

Croza, Laurel. *I Know Here*. Illustrated by Matt James. (Canada)

Greenwood, Mark. *The Donkey of Gallipoli: A True Story of Courage in World War*. Illustrated by Frané Lessac. (Australia)

Lofthouse, Liz. *Ziba Came on a Boat*. Illustrated by Robert Ingpen. (Afghanistan)

Müller, Birte. *Herr Meier und Herr Müller*. Illustrated by Birte Müller. (Germany)

Nye, Naomi Shihab. *Sitti's Secrets*. Illustrated by Nancy Carpenter (Palestine)

Robinson, Anthony. *A Refugee Diary* (series). Illustrated by June Allan.

Gervelie's Journey (Republic of Congo)

Hamzat's Journey (Chechnya)

Mohammed's Journey (Iraq)

Trottier, Maxine. *Migrant*. Illustrated by Isabelle Arsenault. (Mexico)

Other technology requirements

You will be required to create a [Zoom](#) account to participate in one-on-one conferences and group discussions. Creation of a Zoom account is free of charge.

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Reading Logs (20 points total; one point each; 200-250 words per post)

As this is an online class, your class participation will be measured by the quality and timeliness of your posts on the Discussion Board in Canvas. Regular posts in response to the weekly lectures and reading assignments are expected. A total of 20 posts are required, consisting of at least 15 original posts and five responses to your peers'. Discussion Board posts need to be thoughtful and engaging, but they needn't be perfect. Students should consider the Discussion Board as a low-stakes environment to ask questions and explore ideas about what they know or what they think they know about the texts under discussion. Weekly prompts will be provided by the instructor. (PLO 1-3)

Reading Circles and Book Talks (10 points total; 5 Reading Circles at 1 point each; 5 points for one Book Talk)

Reading Circles will be informal discussions of the texts set up through Zoom. Students will participate in at least five individual Reading Circles over the course of the semester. Students are also required to research one international picture book or children's book not assigned in class and present a 10-minute Book Talk to their peers. In their Book Talks, students will provide brief biographical information about the author and/or artist, some cultural background about the country/culture in which the book is published, any interesting textual history about the publication of the book, a summary of the book's contents and plot, an evaluation of the text, and a recommendation about pairing that text with others we have read for use in teaching or study. Every student will present one Book Talk and every effort will be made to accommodate student schedules to ensure this. Sample book talks and a rubric will be distributed on Canvas upon assignment.

Quizzes (40 points total; 5 points each)

Approximately every two weeks, students will be required to complete a quiz based on reading assignments and lectures. Quizzes will consist of 10 questions at 0.5 (one-half) point per question for a total of five points per quiz. There will be eight quizzes during the course of the semester for a total of 40 points. Quizzes will be taken online in Canvas and available during a window of three days. Students will not be able to take the quiz once the window has closed. (PLO 1 & 2)

Two Essays, or Alternates (20 points total; 10 points each; 750-1000 words required per essay)

*Students will demonstrate their ability to form a sustained argument and critically evaluate literature. Using texts of their choice from the assigned readings, students will explain implications of diversity and representation in our society by responding to a prompt based on the theme of this course. Successful essays will have a clear thesis, present ideas in an organized, logical, and coherent form, and use Standard English grammar, punctuation, spelling, and usage. Students may choose to complete two standard essays as assigned, or they may exchange **one** essay assignment with one of the alternates listed below. Formal assignment sheets and grading rubrics will be distributed at the time the essays are assigned.*

Alternates: *Students, particularly those in Education and Creative Writing, may opt to complete a Lesson Plan or a short story in place of **one** essay. These alternate assignments will be expected to adhere to the same caliber of college writing as listed above, as well as demonstrate the student's knowledge of the literary and creative contributions of these texts to world cultures as emphasized in the theme of this course. Formal assignment sheets and grading rubrics will be distributed upon request.*

Written assignments will be submitted in Word .doc, .docx, or Adobe .pdf format in Canvas. As with the quizzes, a submission window of three days will be available. Late papers will not be accepted after the window has closed unless provided with a university accepted excuse (illness, etc.). Assignments will typically be scored within two to three weeks of the due date. (PLO 3-5)

Final Examination (10 points)

The Final Exam will be taken online in Canvas and will be available during a three day window during Finals Week. Once the window is closed, no one may take the exam except with a university approved excuse (illness, etc.) The Final will consist of 20 questions at 0.5 (one-half) point each. The Final will contain a selection of matching, multiple choice, short answer questions. I will provide a study guide for the Final and expectations for the Final will be discussed in a recorded lecture. (PLO 2 & 3)

Extra Credit

To be fair, no extra credit will be offered to individuals only, but to the class as a whole. Some extra credit will be available in the form of additional Discussion Board posts or as additional questions on quizzes. Extra credit will only be offered while the semester is in progress. No extra credit will be available after the final week of classes. Requests for extra credit on an individual basis (i.e. to boost one's course grade once the semester has ended) will be denied. (PLO 2, 3 & 5)

Grading Information

Student progress will be assessed by means of reading logs, quizzes, presentations, essays, and exams. Students will receive assignment sheets and rubrics—posted to Canvas and discussed in lectures—that will outline the specific expectations of the assignments. Students will receive written and verbal feedback on assignments along with a letter grade based on the point scale outlined below. As this is an online class, students are encouraged to stay in regular contact with the instructor with regard to any questions about assignments or class expectations.

Determination of Grades

Grades are determined on a 100-point scale, as follows:

20 points = Reading Logs (20 posts; 1 point each)

10 points = Reading Circles and Book Talks (5 Reading Circles at 1 point each; 5 points for Book Talk)

40 points = Quizzes (8-multiple choice; 5 pts each)

20 points = Two Essays/Alternates (10 pts each)

10 points = Final (matching, multiple choice, short answer)

100 points total

Grading Scale:

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

This course must be passed with a C- or better as a CSU graduation requirement.

Classroom Protocol

Instructor Office Hours and Email Contact

For this online class, I will keep weekly online office hours where I will be available in Canvas Chat to answer your questions. Please note that the Canvas Chat feature is public, allowing many students to join at once. While this is a convenient way to answer questions common to many of you, it is not the place to have a private conversation. Should you have need for a private conversation, say to discuss your grade, please email me and make an appointment where we can discuss other arrangements (for example, Skype or Zoom).

Email and Electronic Communication Etiquette

For this online course, we will do all of our writing in digital spaces—some formal, some informal. An important part of learning to be a successful student and writer is knowing what is appropriate in a given situation. An email to me, to any other faculty or staff member on campus, or to anyone in any position of authority must be respectful and professional in tone, should come from your official SJSU email account or Canvas message board, and should follow this format:

Subject: Request to schedule an appointment

**A subject line is always required and should clearly and briefly represent your purpose for emailing. Emails with no subject line may not be read.*

Dear Professor Nathanael,

**Always use a formal address, such as Professor, Dr., Ms., Mr. Never use the person's first name unless you have been given explicit permission to do so.*

I am a student in your ENGL 112A class, and I would like to schedule an appointment with you to discuss my essay draft. I am having trouble with my thesis statement and hope to get your help in clarifying it. Are you available to meet this Wednesday afternoon?

**State your question, concern, or request briefly and clearly, using standardized English. Maintain a polite, respectful tone and avoid using exclamation points, emoticons, texting abbreviations, or coarse language. Avoid asking questions that are answered on the syllabus or assignment sheet, such as "When is our paper due?" or "What is our homework for tomorrow?" Emails that are not professional in style or tone, or that ask questions that are clearly answered on the syllabus or assignment sheets, may be ignored.*

Thank you,

**Use a formal closing, such as "Sincerely," "Respectfully," "Thank you," or "Best regards."*

Martha Jones

**Always sign your full name at the end of your email.*

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 [here](#). Information about late drop is available [here](#). 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 on the university website. 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](#). 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.

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.

Peer Mentor Center

[The Peer Mentor Center](#) is located on the 1st floor of Clark Hall in the Academic Success Center and Room 600 in the Student Services 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, and provide a variety of academic support through mentoring, tutoring, and workshops. Programs provided focus on holistic student development as well as content knowledge acquisition. Peer Connections serves all undergraduate students with priority emphasis on transitional students.

ENGL 112A Children's Literature FALL 2019 Course Schedule

Schedule is subject to change at instructor's discretion. Schedule adjustments will be announced via email and will be updated on Canvas.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1		Introductions; Review of Syllabus; Intro to International Children's Literature Lake, Nick. <i>In Darkness</i> (Haiti) Due: Weekly Reading Log (See prompt on Canvas)
2		Lake, Nick. <i>In Darkness</i> (Haiti) Magnason, Andri. <i>The Story of the Blue Planet</i> (Iceland) Due: Reading Quiz Due: Weekly Reading Log (See prompt on Canvas)
3		Magnason, Andri. <i>The Story of the Blue Planet</i> (Iceland) Bredesdorf, Bodil. <i>The Crow-girl: The Children of Crow Cove</i> (Denmark) Due: Weekly Reading Log (See prompt on Canvas)
4		Bredesdorf, Bodil. <i>The Crow-girl: The Children of Crow Cove</i> (Denmark) Pausewang, Gudrun. <i>Traitor</i> (Germany) Due: Reading Quiz Due: Weekly Reading Log (See prompt on Canvas)
5		Pausewang, Gudrun. <i>Traitor</i> (Germany) Okorafor, Nnedi. Selected stories (online). (Nigeria) Due: Weekly Reading Log (See prompt on Canvas)
6		Okorafor, Nnedi. Selected stories (online). (Nigeria) Geda, Fabio. <i>In the Sea There are Crocodiles: Based on the True Story of Enaiatollah Akbari</i> (Afghanistan) Due: Reading Quiz Due: Weekly Reading Log (See prompt on Canvas)
7		Geda, Fabio. <i>In the Sea There are Crocodiles: Based on the True Story of Enaiatollah Akbari</i> (Afghanistan) Rushdie, Salman. <i>Haroun and the Sea of Stories</i> (India) Due: Weekly Reading Log (See prompt on Canvas)
8		Rushdie, Salman. <i>Haroun and the Sea of Stories</i> (India) Iwaoka, Hisae. <i>Saturn Apartments, Vol. 1</i> (Japan) Due: Reading Quiz Due: Essay One Due: Weekly Reading Log (See prompt on Canvas)
9		Iwaoka, Hisae. <i>Saturn Apartments, Vol. 1</i> (Japan) Ihimaera, Witi. <i>Whale Rider</i> (New Zealand) Due: Weekly Reading Log (See prompt on Canvas)
10		Ihimaera, Witi. <i>Whale Rider</i> (New Zealand) Fleischman, Paul. <i>Seedfolks</i> (U.S.A.) Due: Reading Quiz Due: Weekly Reading Log (See prompt on Canvas)

Week	Date	Topics, Readings, Assignments, Deadlines
11		Fleischman, Paul. <i>Seedfolks</i> (U.S.A.) Nye, Naomi Shihab. <i>Sitti's Secrets</i> . Illustrated by Nancy Carpenter (Palestine) Due: Weekly Reading Log (See prompt on Canvas)
12		Baylor, Byrd. <i>Coyote Cry</i> . Illustrated by Symeon Shimin (U.S.A) Trottier, Maxine. <i>Migrant</i> . Illustrated by Isabelle Arsenault. (Mexico) Due: Reading Quiz Due: Weekly Reading Log (See prompt on Canvas)
13		Baasansuren, Bolormaa. <i>My Little Round House</i> . Illustrated by Bolormaa Baasansuren. (Mongolia) Croza, Laurel. <i>I Know Here</i> . Illustrated by Matt James. (Canada) Due: Weekly Reading Log (See prompt on Canvas)
14		Greenwood, Mark. <i>The Donkey of Gallipoli: A True Story of Courage in World War</i> . Illustrated by Frané Lessac. (Australia) Müller, Birte. <i>Herr Meier und Herr Müller</i> . Illustrated by Birte Müller. (Germany) Due: Reading Quiz Due: Weekly Reading Log (See prompt on Canvas)
15		Lofthouse, Liz. <i>Ziba Came on a Boat</i> . Illustrated by Robert Ingpen. (Afghanistan) Robinson, Anthony. <i>A Refugee Diary</i> (series). Illustrated by June Allan. <i>Mohammed's Journey</i> (Iraq) Due: Weekly Reading Log (See prompt on Canvas)
16		Robinson, Anthony. <i>A Refugee Diary</i> (series). Illustrated by June Allan. <i>Gervelie's Journey</i> (Republic of Congo) <i>Hamzat's Journey</i> (Chechnya) Due: Reading Quiz Due: Essay Two Due: Weekly Reading Log (See prompt on Canvas)
Final Exam		Due: Final Exam (Canvas/Online)