

Fall 8-15-2016

ENG 3405-002: Children's Literature

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Recommended Citation

Smith, Jamila, "ENG 3405-002: Children's Literature" (2016). *Fall 2016*. 58.
http://thekeep.eiu.edu/english_syllabi_fall2016/58

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Dr. Jamila D. (Smith) Hunter

ENG 3405 TR 2:00-3:15pm

Fall 2016/3 credits

Office: Coleman Hall 3775

Office Hours: TR 10:00am-1:00pm

Email: jdsmith9@ciu.edu

**Please don't contact me via D2L, as I don't receive those emails.

Course Description:

This course will introduce you to the exciting world of literature for children (focus will center on infants through fifth/sixth grade students) as well as provide you with a variety of critical tools for reading, discussing, and writing about the literature. Through readings, film, lecture, and discussions (both in small and large groups) we will develop our multicultural and social justice awareness, our ability to write and perform thoughtful, insightful prose, and our ability to read texts for both their literary merit and aesthetic value.

Learning Goals:

- Awareness of and excitement for a wide variety of children's literature and elements of story.
- Awareness of historical developments related to this literature and understanding of the varied social contexts in which it has been produced.
- Familiarity with characteristics of the genre of children's literature: fiction and non-fiction, fantasy and realism, and major sub-genre such as historical fiction.
- Awareness of the interaction of oral, literary, visual and narrative elements in works of children's literature in different genre and formats.
- Experience with literature-related activities that may be used with children.
- Exploration of cultural relevancy in pedagogy along with multiculturalism and social justice, to include such topics as intersections of race, place, gender, class, age, and (dis)ability in local and global contexts.
- Experience analyzing and evaluating children's literature in a variety of oral and written forms for a variety of audiences.
- Experience identifying and using some of the many print and electronic resources available to scholars and professionals in the various fields that work with youth literature, such as English Studies, Education, and Library & Information Science. These include review journals, reference books, web-sites and blogs, scholarly books and journals in relevant disciplines.

Required Texts:

Morris Mickelwhite and the Tangerine Dress, Baldacchino

Out of My Mind, Draper

Joey Pigza Swallowed the Key, Gantos

Out of the Dust, Hesse

The Red Book, Lehman

Remember: The Journey to School Integration, Morrison

Yummy: Tales of a Southside Shorty, Neri

My Brother Charlie, Peete

Esperanza Rising, Ryan

*Handouts will also be distributed throughout the semester and posted on D2L

Special Needs:

Students with documented disabilities should contact the Office of Disability Services (581.6583) as soon as possible so we can work out appropriate accommodations.

Cell Phones:

Please put your cell phone on silent or vibrate during class time.

Academic Integrity:

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>).

Violations will be reported to the Office of Student Standards.

The Student Success Center:

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

The Writing Center:

I encourage you to use EIU's Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, and documenting your papers.

The writing center is open to help any student from any major at any stage of his or her writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers, all of whom can benefit from feedback about their works in progress.

To schedule an appointment, you can drop by the center (3110 Coleman Hall) or you can call 581-5929. The writing center is open Monday through Thursday, 9 a.m. to 3 p.m., and 6 p.m. to 9 p.m. On Friday hours of operation are 9 a.m. to 1 p.m.

Course Guidelines and Expectations:

1. As this is an interactive course, participation is required. You help create this atmosphere by making an effort to answer and ask questions during class discussion and group work, and by responding thoughtfully and respectfully to other people's comments and responses. Disrespect of me and/or your fellow classmates, along with coming to class unprepared will not be tolerated. You will be asked to leave AND marked absent for the class period. Participation is worth **15 points** of your grade and includes self-directed discussion, questions posed during class, ability to answer questions indicative of close textual reading, and being alert during class sessions (i.e., no cell phone activity, sleeping, disruptive conversations, or use of laptops/Ipads/tablets, etc **for anything other than work for my class**). Points will be deducted for behaviors indicative of anything other than full participation. This is a collaborative learning experience, so constructive criticism and open discussion is encouraged. Attendance is obviously a prerequisite for participation, so if you have more than three (3) un-excused absences, you will lose 5 points per class session you miss.
2. Absences will only be excused when the following conditions are met: a) Circumstances that can be documented on paper (illness, police accident report, university events, etc) b) I receive notification PRIOR to the class that you will be unable to attend. If there is an assignment due the day you will be absent, please email it to me Prior to the start of class. In the same manner, I expect each student to be on time to class. If you happen to be tardy, please do not disrupt the class. If you are over 10 minutes late to class with no prior notification, you will be marked absent.
3. You are expected to have ALL assignments prepared to turn in on the due date. All assignments should be typed, double-spaced, Times New Roman 12 pt. font. Please proofread and edit all papers. **NO LATE ASSIGNMENTS ACCEPTED OR MAKE-UP WORK PROVIDED** unless you are in compliance with the extreme circumstances section above. Do not put extra space between paragraphs. Student information (name, class title, assignment) is single-spaced, in the top left-hand corner of your paper. Additionally, you are expected to bring the proper supplies with you to class each session, including the text we're reading.

Caveat:

In the event that class participation begins to fade, I reserve the right to distribute a pop quiz over the readings and/or class lectures. The quiz will be worth 10 points and will be taken from the final project.

Assignments:

1. "Back in the day" narrative (5 points possible)

Choose one of the following three writing prompts to develop a 2-page narrative about an experience from your childhood:

-“I’ll never forget the day...”

-Think about your first crush/love. “I wonder what ever happened to...”

-“If my mother/father ever found out about...”

This is not an essay, but rather a story in which the listener feels a part of your childhood experience. We will share these in class. **DUE August 30th**

2. Book Pairings and Papers (30 points- 15 points a piece) Four of the books have been paired: *Esperanza Rising* with *Out of the Dust* (**Paper DUE September 20th**), and *Out of my mind* with *Joey Pigza Swallowed The Key* (**Paper Due October 13th**). A total of two papers (thematic and reaction) have to be written for the pairings. For each pairing, you only turn in **one** paper. For example, if you choose to do a thematic analysis of the first book pairing, the second paper (for the second book pairing) must be a reaction piece. At the end of each of your papers, you **must** include if you would use these books in your own teaching and/or make recommendations for teachers to use them. Why/Why not? If you are not interested in the field of education, you must make recommendations for readers of children’s literature. **Each paper must be no less than 3 FULL pages. These papers are NOT summaries. Do not retell the texts. Present your argument within the first paragraph and develop it throughout.**

Thematic Analysis: For this paper you need to choose a theme from the texts and carry out that theme throughout the body of the paper. The theme needs to be clearly identified in the first paragraph. You may choose more than one theme.

Critical Reaction Paper: In this analysis, you are to provide a critical examination of your thoughts. That is, if you choose to discuss likes/dislikes, your rationale for disliking the texts should be clear and well-supported using textual evidence, direct experience with students surrounding topics addressed in the texts, and/or other books that you would have chosen for students to read in the genre. Remember, I am not endorsing any text as “stellar” or necessary for your teaching. I am, however, providing you with literature that is indicative of various multicultural and pedagogical occurrences in schools and communities. **YOU** need to be able to take a stand for or against them.

3. Growing Our Reading List (30 points) This semester, we will keep a class reading list of individually read texts inspired by the themes and topics from the required reading. For example, after reading *Esperanza Rising*, you may choose to find picture books that address the topic of dealing with loss in healthy ways. You will present these texts to the class and create a one paragraph **annotated** (MLA or APA) bibliography for our class list. Please send your annotated bib to me (including the intended age range/reading level per text) **PRIOR** to your presentation. Each student will present at least 2 picture books. A sign-up sheet will be distributed during the semester.

4. Bridging The Gap (45 points) As stated above, one of our class learning goals indicates that we will explore cultural relevancy in children’s literature through multiculturalism and social justice, to include such topics as intersections of race, place,

gender, class, age, and (dis)ability in local and global contexts. As such, this assignment requires you to read beyond the texts we'll share as a class and develop a critical stance on your interest in and use of multicultural lit in the classroom. Additional details are forthcoming. **DUE November 3rd**

4. "Our Very First Picture Book!" FINAL GROUP PROJECT (75 points)

The final project is an exploration of international children's literature. Each group will be assigned one of the following: South Africa, Caribbean (Haiti, Cuba, Dominican Republic), Australia, Middle East (Iran, Iraq, Israel), and Mexico. Your assignment is to create an ORIGINAL picture book story that appropriately reflects the location you're assigned. Your story must include:

- The elements of books as well as the criteria for picture books, i.e., the story must have a plot, characters, setting, etc. The illustrations don't have to look professional. There should, however, be some use of color unless black and white is maintained throughout the piece.
- A title and intended age range/grade level for your story
- Specified genre of children's literature must be established and maintained. That is, if you are choosing contemporary realistic fiction, for example, there must be a clear connection to your age range/grade level. Characters must face and resolve incidents that could happen in everyday life. You can't begin with children and introduce a dragon midway through the story. Maintain consistency in genre writing.
- Regional and culturally relevant information. The setting and character names must be authentic. Your story should have enough culturally relevant information such that if a student from Israel, for example, were sitting in our class, she would feel you've adequately described her country. Don't create a generic story and try to fit Israel into it. Do your research. Move beyond typical story lines and challenge yourselves to learn more about the location you've been assigned, with the hope that your work will teach students about an area of the world they'd never explored.
- Create an award for the picture book. It cannot be any of the existing awards. Be sure to tell if it's being received for literary or artistic merit and make sure the description is highlighted throughout the book. For example, if your award is for a creative literary interpretation of a particular Israeli tradition, your story should explicitly highlight the tradition in a unique way.
- An annotated bibliography (MLA or APA format) of at least 5 to 7 picture books used in your research. This can be turned in a separate format from your book (e.g., typed). Each annotation should be an Original 3-4 sentence summary of the texts. Do Not copy and paste summaries from online sources.

****For 3 of the annotations you must also respond to reviews from NoveList, the Children's Literature Comprehensive Database, or a print resource (e.g. Children's Literature Review).**

The only guideline for the layout of your picture book is that it cannot be turned in on notebook paper. Construction paper, lineless paper, poster boards, etc are acceptable. This project is a visual summation of all you've learned this quarter, so tap into your creativity!

Finally, please include an INDIVIDUAL 2 page letter to me about the process of working on this project. Think about the following questions: What did I learn about myself while working with a group? Was this project beneficial? Why or why not? What did I learn about my particular cultural group that I didn't know before this project?

****The breakdown of the 75 points is as follows: 45 points for original story/culturally relevant information, 20 points for illustrations, and 10 points for your individual letter. You will be placed in groups during the first few weeks of the semester. No more than 5 students to a group. Make sure each group member puts the same amount of effort and time into the preparation of the project. Please inform me if this does not occur. Points will be deducted from individuals who don't put forth equal amounts of effort into the completion of this project. I will allot class time to work on the projects, and will meet with groups throughout the semester to discuss progression, answer questions, etc. On the last day of class, each group will have 15 minutes to present and answer questions. The International Children's Digital Library <http://childrensbooks.about.com/library/weekly/aaicdl.html>, www.wowlit.org, www.ibby.org, and www.childrenslibrary.org are very useful websites for exploring international children's literature. **DUE December 8th****

Tentative Schedule of Readings and Assignments:

**Please be prepared for potential changes to the schedule.*

***I reserve the right to distribute handouts as homework assignments that may or may not be listed here.*

August and September 2016: Introduction to Children's Lit/Historical Fiction/The Rise of the picture book

23rd (T) First Class: Introduction to course and one another.

Assignment: Complete *The Red Book*

25th (R) Ages and Stages/ Discussion of *The Red Book*

Assignment: Complete Back in the Day Narrative

30th (T) Share Back in the Day Narratives/ Discussion of Final Projects-get in groups

1st (R) Discussion of Awards with Examples/ First meeting with groups about final projects (sharing examples, preliminary ideas, topics, roles)

Assignment: Read handout on multicultural literature and begin *Esperanza Rising*

6th (T) Discuss reading and return to discussion of final project

Assignment: Handout on historical fiction and current trends in children's lit/Complete *Esperanza Rising*

- 8th (R) Discussion of novel in literature circles/watch clip on culturally relevant pedagogy
Assignment: Begin *Out of The Dust*
- 13th (T) Visit library for resources
Assignment: Complete *Out of The Dust*
- 15th (R) Discussion of novel/small group activity
Assignment: Complete handout on CRP/discussion of Paper One
- 20th (T) **Paper One DUE**
Assignment: Bring in your favorite picture book and complete reading handout
- 22nd (R) Illustrations in children's literature/reexamination of Caldecott award winning texts/Sharing of favorite picture books
Assignment: Complete handout on multicultural literature
- 27th (T) Discussion of reading and "Bridging the Gap" assignment
Assignment: Begin *Out of My Mind*
- 29th (R) Visit library for group work on BTG assignment and final project
Assignment: Complete novel

October 2016: Contemporary Realistic Fiction/Social Justice Pedagogy/Inclusion

- 4th (T) Discussion of novel in small and large groups
Assignment: Complete *Joey Pigza* AND *My Brother Charlie*
- 6th (R) Discussion of texts and culturally relevant pedagogy
- 11th (T) Discussion of Paper Two/in class videos
- 13th (R) **Paper Two DUE**
Assignment: Begin *Yummy*
- 18th (T) Library for group work
Assignment: Complete *Yummy*
- 20th (R) Discussion of text/Social justice conversation
Assignment: Complete *Morris Micklewhite*
- 25th (T) Discussion of controversial/banned/censored books
- 27th (R) Final discussion of Bridging The Gap assignment

November and December 2016: Return to Historical Fiction and Informational Texts /Folklore

- 1st (T) Final visit to library for BTG assignment
- 3rd (R) **Bridging the Gap Assignment DUE**
- 8th (T) Movie Day-TBD
- 10th (R) Complete movie and discuss
- 15th (T) Folklore/finish presentations
- 17th (R) Library for final project
- 22nd-24th **Thanksgiving Break**
- 29th (T) In class work day. Updates on progression of final projects
Assignment: Complete *Remember: The Journey to School Integration*
- 1st (R) In class discussion of text and informational texts
- 6th (T) Complete any remaining presentations

8th (R) FINAL PROJECTS DUE IN CLASS

Evaluation:

Participation	15 points
“Back in the Day”	5 points
“Growing Our Reading List”	30 points
Bridging the Gap	45 points
Book Pairings and Papers	30 points (total)
Final Project	75 points
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Total	200 points

Grading:

190-200=A 189-180=B 179-170=C 169-160=D 160 or below=F

****Dr. Smith’s Advice****

If at any point throughout the semester you are confused or unclear about the expectations of the course, course material, a grade you’ve received, or any other matters, I strongly encourage you to speak with me during office hours. It is my hope that all students succeed in this course, but I can only help if I’m aware of a problem.