

Fall 8-15-2017

## ENG 3405 001: Children's Literature

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**English 3405: Children's Literature**

**MWF 10:00 – 10:50**

**Coleman Hall 3290**

**TEXTBOOK**

*From Cover to Cover: Evaluating & Reviewing Children's Books*, Horning

**TRADE BOOKS**

***Easy Readers & Transition Books***

*Frog and Toad Together* (1972) Arnold Lobel

*Sam's Cookie* (1982) Barbro Lindgren/illus. Eva Eriksson

*We Are in a Book!* (2010) Mo Willems

***Picture Books***

*The Snowy Day* (1962) Ezra Jack Keats

*Where the Wild Things Are* (1963) Maurice Sendak

*Knuffle Bunny* (2004) Mo Willems

*The Lion and the Mouse* (2009) Jerry Pinkney

*Down, Down, Down* (2009) Steve Jenkins

*This Is Not My Hat* (2012) Jon Klassen

*Last Stop on Market Street* (2015) Matt de la Peña/illus. Christian Robinson

***Chapter Books***

*Charlotte's Web* (1952) E.B. White/illus. Garth Williams

*Locomotion* (2003) Jacqueline Woodson

*El Deafo* (2014) Cece Bell/colorist David Lasky

→ PLUS a variety of self-selected books

**Course Overview**

"Children's literature" is usually defined as books for children from birth to age twelve. It is thus a text set defined by its audience. We will begin by looking at books in its most distinctive formats (board book, easy reader, picture book) and go on from there. But we will always be looking at the *whole* book – from cover to cover – considering the choices made by its creators to accommodate its intended audience and achieve their goals as authors and artists. We will also consider the important point made by the author of *Reading Picture Books with Children*, who said that "meaning doesn't exist in the book or in the reader, but in the space between them" (Lambert 73).

**Work Cited**

Lambert, Megan Dowd. *Reading Picture Books With Children*. Foreword Chris Raschka, Charlesbridge, 2015.

**Learning Goals**

- Appreciation of the **range** of classic and contemporary books created and published for children
- Awareness of **historical developments** related to this literature and understanding of the varied **social and cultural contexts** in which it has been produced
- Familiarity with the common **genre** and sub-genre of youth literature within the broad categories of fiction & non-fiction (aka information books), fantasy & realism
- Familiarity with characteristics of the distinctive **formats** of children's literature (board book, easy reader, picture book) and books for children in traditional (novel), emerging (graphic narrative), or hybrid formats (picture book app)
- Understanding of the **terminology** used by professionals to describe, discuss, and evaluate children's literature in these varied genre and formats
- Awareness of the role played by **design elements** (size, shape, layout, font) and features of **paratexts** (cover, title page, endpapers, etc.) in books for young people
- Understanding of the interaction of **oral, visual, and textual elements** in works of children's literature in different genre and formats
- Attentiveness to the **strategies** used by authors and illustrators to accommodate the abilities, schema, interests, identities, and desires of their intended audiences
- Development and application of **criteria for evaluation** of children's literature that takes into account its literary qualities, reader appeal, ideology, cultural authority, rhetorical purposes, and potential uses (instruction, entertainment)
- Experience **analyzing and evaluating** children's literature for a variety of **audiences** in a variety of written and oral forms
- Productive use of the print and electronic **resources** available to teachers, librarians, scholars and others who analyze or evaluate children's literature. These include reference books; articles in review journals, professional magazines and scholarly journals; books; and the kidlitosphere (blogs)
- Exploration of **issues and controversies** in youth literature from a variety of perspectives: professional, personal, political, practical, philosophical

Any personal, academic, or professional goals you want to add

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## Brief Descriptions of Major Assignments

**Review Essay** ~ A multi-faceted evaluation (approx. 1000 words) of a children's book (assignment sheet to come)

**Note:** You can revise the Review Essay for a new grade.

It can also be submitted to the **Electronic Writing Portfolio (EWP)**.

You might also submit this essay in Spring 2018 to the **Louise Murray Award**—for writing *about* children's literature or creative writing *for* children by undergraduate English or Education majors & minors.

**D2L Posts** ~ Scores for D2L posts will reflect their quality and usefulness as demonstrated by these qualities:

- analysis of features of specific pages or passages in the context of the whole book
- attention to specific visual, textual, and oral features that contribute to readers' understanding of "story" (character, setting, plot, theme), information, or content in other genre/formats (such as verse)
- development of your ideas-in-progress, spelled out as fully as possible and explored thoughtfully
- willingness to practice applying terms and concepts introduced in lectures and assigned readings
- "recursiveness" ~ evidence that you are making *connections* between texts and concepts and re-considering or refining ideas about children's literature as you accumulate experience and information
- **completeness** \*late posts will be penalized if they are significantly late, but deductions for *missing* posts could have a **devastating** effect on your score, so on time is best but "better late than never"

**Presentations** ~ You will give two short (6 minute) analytic "book talk" presentations in which you highlight key features of self-selected books in specific formats and genre using the document camera and/or slideware.

The 360° presentation is an overview of the varied sources of context information available to enhance our appreciation of a particular book/author/illustrator. Assignment requires an annotated bibliography of sources.

**Final Exam** ~ This will consist of an essay written in class during the final exam period in which you discuss three works of children's literature that you read this semester in relation to a particular theme or issue.

**Participation** ~ This includes your honest and informed contributions to class discussion and the productive effort you put into group work. In both cases, our goal is to create an atmosphere in which people are comfortable *saying* what they think and *thinking* about what is being said. You can help create this atmosphere by answering and asking questions during class discussion and group work, and by responding thoughtfully to other people's comments and responses. By voicing your questions and concerns you make it possible for each of us to clarify our ideas about children's literature, which is what we are here for.

Attendance is obviously a prerequisite for participation, so if you have more than three (3) un-excused absences, you will lose up to 50 of these points (half a letter grade).

I also appreciate hearing from you if you need to miss a class meeting due to illness, a university event or other reason, so please let me know as soon as you can about these excused absences.

**GRADES** (I will adjust these point values if I add, cancel, or significantly revise any assignments)

<b>D2L Posts</b> scored at mid-term + final (100 + 150)	<b>250</b>
<b>Book Talks (100 + 100)</b>	<b>200</b>
<b>360° Presentation (100) + annotated bibliography (50)</b>	<b>150</b>
<b>Review Essay</b> (which can be revised for a new grade)	<b>200</b>
<b>Final Exam Essay</b>	<b>150</b>
<b>Participation (50)</b>	<b>50</b>

### The Bottom Line...

Your final grade will reflect the percentage you earn of the **1000** points possible

A = 91% (910+ points); B = 81 – 90% (810+); C = 71 – 80% (710+); D = 61 - 70% (610+); F = below 609

## RESPONSIBILITIES, POLICIES, RESOURCES

- 1.) Keep in touch! **Late work** may be penalized if we do not come to an understanding *before* the due date. If you are experiencing temporary difficulties, contact me as soon as possible. **No late work or extra credit will be accepted during the last week of classes.** Reminder: if you have more than three (3) *un*-excused **absences**, you lose the 50 points for participation.
- 2.) You may use either **MLA or APA** style for the formatting of your paper and the style of documentation on your Works Cited (MLA) or References (APA) page, plus the in-text citations that refer readers to this list. Be sure you are using the latest versions of the *MLA Handbook* (the new 8<sup>th</sup> edition) and the *Publication Manual* (6<sup>th</sup> ed.) or a reliable print or electronic guide. Warning: automatic citation generators make mistakes no human being would make.
- 3.) **Plagiarism** is a serious academic offense and a serious breach of professional ethics. You are plagiarizing if you take all or part of *someone else's* wording, ideas, or visuals and use them in your own written or oral research presentations without identifying and giving credit to the source. You will have multiple opportunities to practice using proper citation methods as you add your voice to a lively on-going conversation about youth literature.

Because the devil is in the details, I will not assign a grade for a specific assignment (or this class) until you have corrected any improperly formatted citations and reworked unsuccessful paraphrases. For serious problems related to missing or misleading documentation of ideas, visuals or wording, you could receive a failing grade for the assignment and/or this course, and other penalties imposed by the Office of Student Standards. I report all cases of plagiarism.

A **Writing Center** consultant would be happy to verify the effectiveness of quotes, paraphrases, summaries, and help you integrate and cite sources. Or you might just like to talk to someone about your writing-in-progress. Drop by the **Writing Center (Coleman Hall 3110)** or call for an appointment (**581.5929**) at any point in the process, from brainstorming, planning, drafting, and revision to final editing. (Bring assignment sheet and sources as well as your paper-in-progress.)

**Writing Center Hours:** Monday - Thursday Daytime: 9 am – 3 pm Evening: 6 pm – 9 pm  
Fridays Daytime only: 9 am – 1 pm

- 4.) Students with **documented disabilities** should contact the Office of Disability Services (581.6583) as soon as possible so we can work out appropriate accommodations.
- 5.) You must complete all major assignments in order to pass this course.
- 6.) English majors seeking Teacher Certification in **English Language Arts** should provide each of their English professors with the yellow form: “Application for English Department Approval to Student Teach.” These are available in a rack outside the office of Dr. Melissa Ames (CH 3851).
- 7.) **Free on-line support for D2L** is available 24/7. Use email or chat on your “My Home” page on D2L (where you will also find a D2L Orientation course). Or call 1.877.325.7778.

**Note:** For problems with software, hardware, networking, NetID/password, or Panthermail, call the ITS Helpdesk (217.581.4357) or submit a help ticket: <https://techsupport.eiu.edu/>

**Unit 1: Board Books, Easy Readers, and Transition Books**Week 1 **August 21, 23, 25**

**M** Introductions  
Bring *Sam's Cookie*

**Please post a personal Introduction on D2L before our next class meeting.**

*We are interested in knowing anything that you'd care to share about your academic or professional goals. And, of course, it would be useful to know how much experience with children's literature or child readers you bring to class. Anything else you care to tell us about yourself (hobby, accomplishment, fun fact)? Any activities, events, opportunities, or organizations you want to advocate for or advertise?*

**W** Browse Horn Book magazine (insert 3 sticky notes); Read & Annotate "What Makes a Good Board Book?"

**→ Always bring assigned readings to class for discussion**

**F** D2L Discussion Post

**8.25 Your Board Book** (in Board Books & Easy Readers MODULE)

For the title of your discussion post, use Title of Your Book (Author/Illustrator) #Hashtag

For example: Sam's Cookie (Lindgren/Ericksson) #ToddlerDrama

1. Explain why you chose this board book. Describe your first impressions of it.
2. Describe this book using the terms, concepts, and classifications provided by Viki Ash in "What Makes a Good Board Book?" Comment on the focus of the text (concepts or stories), the medium of illustrations (photos or drawings), the mood (soothing or stimulating), and the relationship of the intended audience to the book's content (familiar or unexpected). Provide description of the features you are discussing (are the photos in black and white or in color? When possible, provide specific examples (after the caterpillar eats, the next page tells the reader that he is "still hungry").
3. Then offer an evaluation of this book using some of the criteria for success laid out by Viki Ash at the beginning of the essay. Explain how this book might help grown-ups and children achieve some or all of these goals:
  - Nurture a love of books and reading
  - Provide sensory stimulation in support of brain development
  - Develop language
  - Impart knowledge of the world and how it works
  - Create a joyful and loving connection between babies/toddlers and their grownups
4. Ask any questions you have about your book and/or explain concerns you have about the overall quality or value of this book. Would you recommend it? Why?

Week 2 **August 28, 30; September 1**

**M** Read *We Are In a Book* and *Frog and Toad Together*  
Read "Easy Readers and Transition Books" (ch. 6) in *From Cover to Cover* (hereafter FC2C)  
D2L Post (TBA)

**W** Read self-selected Easy Reader; D2L Post focused on design features

**F** D2L Post evaluating key features of the words, pictures, and story of your Easy Reader

**Looking ahead → Mark Your Calendar:** Final Exam: Tuesday 12 December 10:15 – 12:15

**Week 3            September [4], 6, 8**

- M      Labor Day
- W      Researching Easy Readers
- F      Review of Reviews

**Unit 2: Picture Books**

**Week 4            September 11, 13, 15**

- M      Begin "Picture Books" in *From Cover to Cover* (Words) + selected Picture Books
- W      Continue "Picture Books" in *From Cover to Cover* (Pictures) + selected Picture Books
- F      Finish "Picture Books" in *From Cover to Cover* (Design)

**Week 5            September 18, 20, 22**

- M      Readings about Picture Books
- W      Read "Information Books" in *From Cover to Cover* + *Down, Down, Down* (Jenkins)
- F      D2L Reflection DUE

**Week 6            September 25, 27, 29**

- M      Begin Picture Book Book Talks
- W      Continue Book Talks
- F      Continue Book Talks

**Unit 3: Novels**

**Week 7            October 2, 4, 6**

- M      Finish Book Talks
- W      Begin *Locomotion*
- F      Continue *Locomotion*

**Week 8            October 9, 11, [13]**

- M      Finish *Locomotion*
- W      Begin *Charlotte's Web*
- F      Fall Break

**Week 9                    October 16, 18, 20**

- M        *Charlotte's Web*
- W        *Charlotte's Web*
- F        End *Charlotte's Web*; Begin *El Deafo*

**Week 10                  October 23, 25, 27**

- M        *El Deafo* (ch. 3-10); D2L Post
- W        *El Deafo* (ch. 11-15); D2L Post today or Monday
- F        **Meet in the BTC!**  
We will browse graphic narratives in the BTC, then check out read-alike "intertexts" in the e-classroom  
*Draft* Collective Review Topic Proposal DUE

**Unit 4: Intertexts & Projects**

**Week 11                  October 30; November 1, 3**

- M        Finish *El Deafo* (ch. 16 – end)
- W        **Meet in the Booth Library 4<sup>th</sup> floor e-classroom**  
360° Presentation Topic Proposal DUE; *Revised* Intertexts Essay Topic Proposal DUE
- F        **Meet in the Booth Library 4<sup>th</sup> floor e-classroom**  
Begin Reading Self-selected Intertext(s); D2L Post  
In Class: Work on Annotated Bibliography of 360° Presentation Sources

**Week 12                  November 6, 8, 10**

- M        **Meet in Booth Library 4<sup>th</sup> floor e-classroom *all week***  
Continue Reading Self-selected Intertext(s); D2L Post  
In Class: Work on Annotated Bibliography of 360° Presentation Sources
- W        Continue Reading Intertext(s)  
Annotated Bibliography DUE by end of class
- F        Continue Reading Intertext(s); D2L Post: Intertext Essay Progress Report ← Last D2L post  
In Class: Work on 360° Presentation

**Week 13                  November 13, 15, 17        → Bring *Draft* Intertext Essay to individual conference**

- M        **Meet in the Booth Library 4<sup>th</sup> floor e-classroom**  
In Class: Work on 360° Presentation
- W        Begin 360° Presentations (3)
- F        Intertext Essay DUE; Continue 360° Presentations (3)



Thanksgiving Break

**Week 14            November 27, 29; December 1**

- M        360° Presentations (3)
- W        360° Presentations (3)
- F        Topic Proposal Reflective Essay DUE  
          360° Presentations (3)

**Week 15            December 4, 6, 8**

- M        Book Talks
- W        Book Talks  
          Media Book Talks DUE on D2L
- F        Bring Outline for Reflective Essay to class

**Finals Week**

Tuesday 12 December **10:15 – 12:15**        Reflective Essay DUE