

Spring 1-15-2015

ENG 3405-001: Children's Literature

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English 3405-001

Spring 2015

Children's Literature

TTR 11:00-12:15 Coleman Hall 3290

Prof. John David Moore

Office: Coleman Hall 3771

Office Hours: TTR 9:30-11:00; 12:30-

Textbook

Hintz & Tribunella. (H/T) *Reading Children's Literature: A Critical Introduction,*
(2013)

Anthologies

The Norton Anthology of Children's Literature: The Traditions on English,
(NA) (2005), ed. Zipes et al.

Folk and Fairy Tales (FFT), 4th edition (2009), Hallett & Karasek

Literature

Where the Wild Things Are, Maurice Sendak

Tuesday, David Wiesner

Nappy Hair, Carolivia Herron

We Are in a Book, Mo Willems

Tar Beach, Faith Ringgold

The Dark Thirty: Southern Tales of the Supernatural, Patricia McKissack & J.
Brian Pinkney (illustrator)

I Was a Rat, Philip Pullman

I Saw Esau: The Schoolchild's Pocket Book, Iona Opie & Peter Opie (Editors),
Maurice Sendak (Illustrator)

Course Description

As grown-ups, we bring adult concerns and adult literacy to our reading of children's literature. But we also bring out memories of listening to nursery rhymes and fairy tales, chanting playground rhymes, gazing at picture books, devouring series fiction, and escaping into novels. Both of these perspectives—that of the former child and that of the adult critic—will enrich our discussion of the cultural significance, literary quality, rhetorical context, and ideological content of texts for young children, texts that reveal shifting historical definitions of and cultural attitudes towards their intended readers. This course will cover a lot of ground—historically, culturally, generically, critically—and is intended to provide students with a context for understanding and critically evaluating historical and contemporary children's literature. We will be reading and discussing exemplary works for the young child (birth to age nine?), though we may sometimes cross over the hazy border into pre-adolescence. Students will work individually and in small groups on projects that evaluate child texts beyond the range on those covered on the syllabus. Grading will be managed on the basis of participation, attendance, short written commentaries and questions, group presentations, a formal paper, and a final exam.

EIU Learning Goals

Critical Thinking

EIU graduates question, examine, evaluate, and respond to problems or arguments by:

1. Asking essential questions and engaging diverse perspectives.
2. Seeking and gathering data, information, and knowledge from experience, texts, graphics, and media.
3. Understanding, interpreting, and critiquing relevant data, information, and knowledge.
4. Synthesizing and integrating data, information, and knowledge to infer and create new insights
5. Anticipating, reflecting upon, and evaluating implications of assumptions, arguments, hypotheses, and conclusions.
6. Creating and presenting defensible expressions, arguments, positions, hypotheses, and proposals.

Writing and Critical Reading

EIU graduates write critically and evaluate varied sources by:

1. Creating documents appropriate for specific audiences, purposes, genres, disciplines, and professions.
2. Crafting cogent and defensible applications, analyses, evaluations, and arguments about problems, ideas, and issues.
3. Producing documents that are well-organized, focused, and cohesive.
4. Using appropriate vocabulary, mechanics, grammar, diction, and sentence structure.
5. Understanding, questioning, analyzing, and synthesizing complex textual, numeric, and graphical sources.
6. Evaluating evidence, issues, ideas, and problems from multiple perspectives.
7. Collecting and employing source materials ethically and understanding their strengths and limitations.

Speaking and Listening

EIU graduates prepare, deliver, and critically evaluate presentations and other formal speaking activities by:

1. Collecting, comprehending, analyzing, synthesizing and ethically incorporating source material.
2. Adapting formal and impromptu presentations, debates, and discussions to their audience and purpose.
3. Developing and organizing ideas and supporting them with appropriate details and evidence.
4. Using effective language skills adapted for oral delivery, including appropriate vocabulary, grammar, and sentence structure.
5. Using effective vocal delivery skills, including volume, pitch, rate of speech, articulation, pronunciation, and fluency.
6. Employing effective physical delivery skills, including eye contact, gestures, and movement.
7. Using active and critical listening skills to understand and evaluate oral communication.

Course Calendar

Week I Jan. 13-15

- T Introduction to the Course. Problems in Children's Literature: Definitions, Cultural Constructions, etc.
- TR Reading: Alphabets. *Norton Anthology of Children's Literature* (NA 7-30), *Reading Children's Literature* (H/T 1-11).
Presentation: Modern Directions in Alphabet Books.

Week II Jan. 20-22

- T Reading: Primers and Early Readers. "The Art of Making Money Plenty" (NA 70); "A Pretty Pocket Book" (NA 129); *Fun With Dick and Jane* (NA 142-43); Arnold Lobel, "Frog and Toad" Stories (NA 145-48); Mo Willems, "We Are in a Book!"; Hintz/Tribunella (Ch. 1: 13-26).
- TR Reading: Nursery Rhymes (Mother Goose Rhymes) and Lullabies (NA 1132-1147); Hintz/Tribunella (Ch. 1:32-35; Ch. 2:49-56; Ch. 3:88-90).
Presentation: Illustrating Mother Goose.

Week III Jan. 27-29

- T Reading: Animal Fables (NA 387-412); Hintz/Tribunella (Ch. 2:56-60).
- TR Mythology: Revision and Adaptation. Classical Myths (NA 423-443); Myths from Other Cultures (Handout).
Presentation: Modern Fables and Illustrated Fable Editions for Young Readers.

Week IV Feb. 3-5

- T Reading: Early Instructive Poetry for Children, *Songs for the Little Ones at Home* (Handout); Hintz/Tribunella (Ch. 2:63-66).
- TR Reading: Poetry for Children. Selections from Robert Louis Stevenson, *A Child's Garden of Verses* (NA 1182-1183, 1185, 1189, "Autumn Fires" 1198, "To Any Reader" 1200; Hintz/Tribunella (Ch. 3:91-106).
Presentation: Current Writers of Poetry for Young Children.

Week V Feb. 10-12

- T Reading: Poetry by Children. Written Poetry (Handout). Oral Poetry. Opie & Sendak, *I Saw Esau: The Schoolchild's Pocket Book*. Hintz/Tribunella (Ch. 3:91-106).
- TR Reading: Jacob & Wilhelm Grimm. "Brier Rose" (FFT 77); "Hansel and Gretel" (FFT 142); "Snow White" (FFT 147); "Rapunzel" (FFT 154); "The Frog King, or Iron Heinrich" (FFT 189); "Rumpelstiltskin" (FFT 227); "The Fisherman and His Wife" (FFT 229); "The Goose Girl" (FFT 227-281).

Week VI Feb. 17-19

- T Reading: Grimm. Discussion Continued. Hintz/Tribunella (Ch. 4:125-130).
- TR Reading: Charles Perrault's *Contes de la Mere L'Oye*. "The Sleeping Beauty in the Wood" (FFT 71); "Cinderella or the Little Glass Slipper" (FFT 97); "Puss in Boots" (FFT 223. Madame Leprince de Beaumont, "Beauty and the Beast" (FFT 171). Hintz/Tribunella (Ch. 4:130-136).
Presentation: Illustrating Grimm and Perrault Tales.

Week VII Feb. 24-26

- T Reading: Perrault and Other Cinderella Versions (FFT 102-117); "Disney Revisited" (FFT 386); James Poniewozik, "The End of Fairy Tales?" (FFT 394; Hintz/Tribunella (Ch. 4:137-145).
Presentation: The Cinderella Princess Problem: Debates and Alternatives.
- TR Reading: Hans Christian Andersen. "The Nightingale" (NA 215); "The Ugly Duckling" (FFT 161); "The Emperor's New Clothes" (FFT 237).

Week VIII Mar. 3-5

- T Reading: Andersen Discussion Continued.
Presentation: "The Ugly Duckling and Children's "Self-Esteem" Literature.
- TR Reading: "Little Red Riding Hood": Transformations of a Folk Tale (FFT 27-46, 61. NA 348-380); Hintz/Tribunella (Ch. 4:148-146).

Week IX Mar.10-12

- T Reading: Multicultural Folk Tales. Julius Lester, "Jack and the Devil's Daughter" (NA 318); Laurence Yep, "The Phantom Heart" (NA 329); Michael Lacapa, "Antelope Woman: An Apache Folktale" (NA 336); Julius Lester, "The Death of Brer Wolf" (FFT 218).
- TR Reading: McKissack, *The Dark Thirty: Southern Tales of the Supernatural*; Hintz/Tribunella (Ch. 10:354-370).

Conference Paper Due

Spring Break

Week X Mar. 24-26

- T Reading: Multicultural Tales Continued.
Presentation: Non-Western Folk Tales for Children.
- TR Reading: Images of Minorities in Children's Fiction and Picture Books. Herron, *Nappy Hair*; Ringgold *Tar Beach*; Hintz/Tribunella (Ch. 4:146).
Presentation: Past and Present Images of Minorities in Children's Books.

Week XI Mar. 31-Apr. 2

- T Reading: Picture Books. David Wiesner, *Tuesday*; Hintz/Tribunella (Ch. 5:159-175).
- TR Reading: Picture Books. Self-Selected Examples; Hintz/Tribunella (Ch. 5:175-182).
Presentation: Comic Books and Graphic Novels.

Week XII Ap. 7-9

- T Reading: The Marriage of Pictures and Text. Beatrix Potter, "The Tale of Peter Rabbit," "The Tale of Squirrel Nutkin" (On-line at Project Gutenberg--www.gutenberg.org).
- TR Reading: Beatrix Potter and her Descendants. (In-Class Readings).
Presentation: Modern Moral Animal Stories.

Week XIII Ap. 14-16

T Reading: Philip Pullman, *I Was a Rat*; Hintz/Tribunella (Ch. 9:309-329).
 Presentation: Some Modern Fantasy for Young Readers.

Week XIV Ap. 21-23

Activities to be Announced.

Week XV Ap. 28-30

T To be Announced.

TR LAST CLASS DAY.

Course Requirements/Assignments

Regular written reading responses: Observations or Discussion Questions

For each class session you will turn in a typewritten response that may be in the form of a developed question or one or two observations on the assigned reading that invite class discussion, analysis and reflection. NOTE: Plot summaries are not responses; no summaries are allowed! The writing must be one page minimum and will be graded on the basis of clarity, usefulness and evidence of attentive and thoughtful reading of the assigned texts. Each class session will begin with one student reading his or her response aloud to start discussion. You will receive grades for these responses twice before mid-term and twice before the end of the semester.

Researched Conference Paper

A seven-nine page typewritten paper written in a form appropriate for delivery at a conference session for interested literature professionals in Elementary Education. The paper will be preceded by an annotated bibliography and a formal three page proposal. The finished paper will be due in the ninth week of classes. More details forthcoming.

Group/Team Class Presentation

Throughout the semester, teams of two students each will present twenty-minute “mini-classes” on a topic related to the assigned reading. These topics will first of

all introduce at least two self-selected books that tie in with the assigned reading, but may also introduce matters of critical response, controversy, and cultural context. Clear typewritten outlines of your presentation will be turned in for grading.

Final Exam/In-Class Essay

At the time of the final, you will be given a short children's book that your essay will evaluate, contextualize and connect to relevant examples and genres from among the works covered on the course syllabus.

Participation

This includes the effort you put into your presentation and delivery of thoughtful reading responses, but more importantly it has to do with the regularity of your day-to-day contributions to class discussion, answering and asking questions, responding thoughtfully to the contributions of others, feeling free to express disagreement, and paying respectful attention to the discussion taking place in class. Grades will be adjusted up or down on the basis of participation.

Grades

The averaged grade for the reading responses, the conference paper proposal, the researched conference paper, class presentation and final In-Class essay all count equally and will be averaged and adjusted according to degree of participation to arrive at the final semester grade. *Grades will not be curved.*

Policies, Rules, Regulations

- 1) Late Work: No late work will be accepted unless you have make acceptable arrangements with me BEFORE the due date. "Before" means at least twenty-four hour notice.
- 2) **You must complete all major assignments to pass the course.**
- 3) Attendance: Obviously required. Four un-excused absences will result in the loss of half a letter grade, eight un-excused absences will result in loss

of a whole letter grade, ten un-excused absences result in loss of two letter grades. If you accumulate more than ten absences, excused or not, you should consider dropping the course since you will have missed roughly a third or more of the semester and shouldn't expect anything better than a D should you remain in the class. If you need to miss class due to illness, a university event or other legitimately excusable reason, you should notify me as soon as possible and be prepared to provide documentation of the situation.

- 4) Paper Grading: Since this is a junior-level college course, I must assume an advanced command of writing mechanics/grammar, and acceptable usage. Ten or more errors in these areas within the first two pages of a paper means I stop reading and the paper gets at best a D grade.
Grading is on a four-point scale: A 4.0-3.6; B 3.5-2.5; C 2.4-1.4; D 1.3-0.1; F 0.0
- 5) Plagiarism: English Department Statement of Plagiarism: "Any teacher who discovers an act of plagiarism – 'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' (*Random House Dictionary of the English Language*) – has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the course." In less severe forms plagiarism may involve problematic citations and paraphrases that, though they suggest honest attempts to satisfy academic standards, will require revision before a grade can be assigned. Until documentation is corrected, the assignment's grade will remain a zero. NOTE: Consultants at The Writing Center can help you with the mechanics of correct quotation, paraphrase, summary, and citation of primary and secondary sources. They will also be happy to work with you on any other writing difficulties that may be threatening the acceptability of your work. Call for an appointment (581-5929) or drop in (CH3110) and be sure to bring materials—assignment sheet, drafts, copies of sources—with you. The Writing Center's hours are Monday through Thursday 9 am-3 pm & 6-9 pm, and 9 am-1 pm on Fridays.
- 6) MLA Style: Use MLA (Modern Language Association) style for the format of your paper and for bibliographies, the documentation on your Works Cited page, and for the in-text citations.

- 7) Disabilities: Students with documented disabilities should contact the Office of Disability Services (581-6583) as soon as possible so we can work out appropriate accommodations.
- 8) Students seeking Teacher Certification in English Language Arts should provide each of their English department 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 (CH3821). The sooner you get these to your professors the better.