

Eastern Illinois University

The Keep

Fall 2019

2019

Fall 8-15-2019

ENG 3405-001: Children's Literature

Charlotte England

Eastern Illinois University

Follow this and additional works at: https://thekeep.eiu.edu/english_syllabi_fall2019



Part of the [English Language and Literature Commons](#)

Recommended Citation

England, Charlotte, "ENG 3405-001: Children's Literature" (2019). *Fall 2019*. 70.

https://thekeep.eiu.edu/english_syllabi_fall2019/70

This Article is brought to you for free and open access by the 2019 at The Keep. It has been accepted for inclusion in Fall 2019 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

English 3405 Children's Literature (3 credit hours)

Fall 2019

Dr. Charlotte England
 Office: Coleman Hall 3775
 Office Hours: T R 3:15-4:30 pm,
 or by appointment
 Contact Me: cpengland@eiu.edu

Course Description

This class will provide you with an immersive reading experience of texts designed for, or appropriated by children over the course of more than 300 years. We will read closely and discuss texts in depth in seminar style classes. Why take a historical approach? Children's literature is produced by one group (adults) for another (children) and subject to both explicit and implicit assumptions about who children are and what they need. Looking at how this literature has been shaped by ideas and historical circumstances in the past will help us think more clearly about the assumptions and conditions that guide the production and selection of books for children today.

We will ask many interesting questions this semester on the way to answering the big one that you will tackle in a final essay: "What should children read?" The simple answer to that might be 'good and useful books', but useful in what ways? What makes a children's book good? How do social, technological and philosophical developments shape how we think about children and the kinds of materials available for them? In what ways can books appeal to and engage their audience? Is it enough for a book to entertain? How might books affect the development of children's imaginations, moral understanding, character, worldview, sense of self, etc.?

Expect to read a lot and engage in class discussion on a regular basis. Consider this class a mutual journey through interesting landscapes during which we talk about what all of us see along the way, every day that we meet.

Learning Goals

1. Experience a wide range of literature produced for, or handed down to children.
2. Understand the ways in which children's literature has been shaped by various social, cultural and technological developments over time.
3. Become familiar with the characteristics of key genres enjoyed by children: realistic and fantasy fiction, fairy and folk tales, fables and poetry.
4. Develop a capacity to read closely and comment cogently on literary texts.

Course Texts and Materials

In addition to the books from the Textbook Rental Center listed below, students are asked to download, print and bring to class selections from other works posted on D2L. Please check the schedule of readings and bring the relevant ones to class each day.

Picture Books: Matt de la Pena *Last Stop on Market Street* / Jon Klassen *This is Not My Hat* / Barbara Lehman *The Red Book* / Maurice Sendak *Where the Wild Things Are* / Dr. Seuss "And to Think that I Saw it on Mulberry Street" and "The Lorax" in *Six by Seuss*.

Chapter Books: Kate DiCamillo *The Tale of Desperaux* / Katherine Paterson *The Great Gilly Hopkins* / and Jeri Spinelli *Maniac Magee*.

Text Books: Jack Zipes et al *The Norton Anthology of Children's Literature* (NACL) and Kathleen Horning *From Cover to Cover*.

Schedule of Readings and Assignment Due Dates

Subject to Revision as Needed

Week One: Writing For Children – A Historical Overview

T Aug 20: Introduction

R Aug 22: Locke's Blank Slate and the Enlightenment Child

Excerpts from *Some Thoughts Concerning Education* (1693) on D2L

Week Two: C18's "Suitable Fiction" - Animal Fables for Children

T Aug 27: The Fabular Tradition Evolves

NACL Samuel Croxall "The Fox and the Crow" (1722) 395-6, William Godwin "The Dog in the Manger" (1805) 397-8, W.H. Rouse "The Crocodile and the Monkey"(1897) 401-2, James Thurber "The Fox and the Crow- Variations on a Theme" (1956) 408-9, Ashley Bryan "Tortoise, Hare and the Sweet Potatoes"(1971) 410-12.

R Aug 29: Rousseau Objects to the Raven (amongst other things)

Extract from *Julie or La Nouvelle Heloise* (1761) 28-31 beg. on p. 28 with "Nature,' continued Julie..."

Extracts from *Émile* (1762) pp. 88-9 "The child as child", 115-121 "The Raven and the Fox"

Do Journal Assignment 1

Week Three: Philosopher's Children

T Sept 3: Rousseau vs. Wollstonecraft on the Education of Women

Excerpts from Rousseau's *Émile* (1762) 219-25 and Mary Wollstonecraft's *A Vindication of the Rights of Women* (1792) 176-80 and "Thoughts on the Education of Daughters" (1787).

R Sept 5: Trailing Clouds of Glory - The Romantic View of the Child

D2L Wordsworth "Intimations of Immortality" (1804) and Hans Christian Andersen "The Little Match Girl".

Do Journal Assignment 2 and Hand in Journals for Assessment

Week Four: Fairy Tales I

T Sept 10: From Court to Kitchen

NACL Charles Perrault's "Master Cat or Puss in Boots" (1697) 186-9, and "Little Red Riding Hood" 343-4; and Jacob and Wilhelm Grimm (1812) "Little Red Cap" 345-7

R Sept 12: Having a Go at Perrault

NACL Catherine Storr "Little Polly Riding Hood" (1955) 355-8, Tony Ross "Little Red Hood: A Classic Story Bent out of Shape" 366-8, and Francesca Lia Block (2000) "Wolf" 381-6. On D2L Patricia McKissak "Flossie and the Fox" (1986).

Do Journal Assignment 3

Week Five: Fairy Tales II

T Sept 17: Early Classics

on D2L Charles Dickens "The Magic Fishbone" (1868) and in NACL Hans Christian Andersen "The Nightingale" (1843) 215-21 and Wanda Gag "The Sorcerer's Apprentice" (1947) 284-6.

R Sept 19: New Sources and Directions

NACL Julius Lester "Jack and the Devil's Daughter" (1969), Jane Yolen "The Lady and the Mermaid" (1977) 325-7, and Michael LaCapa "Antelope Woman: An Apache Folktale" 336-8

Do Journal Assignment 4

Week Six: Fantastic Fictions I

T Sept 24: Alice Down the Rabbit Hole

on D2L Excerpts from Lewis Carroll's *Alice's Adventures in Wonderland* (1865) Chapter I "Down the Rabbit Hole" and Chapter II "The Pool of Tears"

R Sept 26: Alice and the Duchess

on D2L chapter VI "Pig and Pepper"

Do Journal Assignment 5

Week Seven: Fantastic Fictions II

T Oct 1: The Tale of Despereaux Book 1

R Oct 3: The Tale of Despereaux Books 2 & 3

Hand in journals for assessment in Thursday's class

Week Eight: Fantasy and Realism

T Oct 8: The Tale of Despereaux Book 4

R Oct 10: Realistic Fiction – Contrary Mary’s Garden

on D2L excerpts from Francis Hodgson Burnett *The Secret Garden* (1911)
 chapters 1-2 (3-25) & 7-9 (63-93)

Do Journal Assignment 6

Week Nine: Social Issues and Children’s Realistic Fiction

T Oct 15: A Civil Rights Era Road Trip

on D2L excerpts from Christopher Paul Curtis *The Watsons go to Birmingham 1963*
 (1996)

R Oct 17: A Controversial Heroine

Katherine Paterson *The Great Gilly Hopkins* chapters 1-8 “The One Way Ticket”

Do Journal Assignment 7

Week Ten: Realism and its Modifications

T Oct 22: Gilly Hopkins continued

Chapter 9 “Pow” to the end

R Oct 24: Realism Meets Tall Tale

Jeri Spinelli’s *Maniac Magee* part 1 (chapters 1- 21)

Week Eleven: Still Running

T Oct 29: Maniac Magee continued

Part 2 (chapters 22-32)

R Oct 31: Maniac Magee continued

Part 3 (chapters 33 – end)

Do Journal Assignment 8

Week Twelve: Sound Sense – Poetry for Children

T Nov. 5: Sampling Traditional Verse Collections

From Chapter 4 of Kathleen Horning’s *Cover to Cover* 68-79, Poems from NACL
 Edward Lear “The Jumblies” 1156, Lewis Carroll “Jabberwocky” 1158-9; Robert Louis
 Stevenson “Bed in Summer” 1182, “Where Go the Boats” 1184, “The Island of Nod” 1185
 “Foreign Children” 1188, “My Shadow” 1185-6; Walter de la Mare “Not I” 1204, “A Widow’s
 Weeds” 1214, “Bewitched” 1223 and “The Song of the Mad Prince” 1228.

R Nov. 7: Ways with Words

(All NACL) Nancy Willard “The Wise Cow Makes Way, Room and Believe” 1160, Margaret Mahy “Seventeen Kings and Forty-Two Elephants” 1161-2, Charles Causley “I Went to Santa Barbara”, “Mrs. McPhee” 1254-5 and “I am the Song” 1266; Lucille Clifton “Some of the Days of Everett Anderson” 1268-9; Pat Mora “Words Free as Confetti” 1273; Grace Nichols “Poor Grandma” 1285 and “The Fastest Belt in Town” 1286.

*Do Journal Assignment 9
Start work on Final
Paper outline*

Week Thirteen: Picture Books I**T Nov 12: Text and Illustration**

Chapter 5 ‘Picture Books’ in Horning’s *Cover to Cover* 85-113. Dr. Seuss *To Think that I Saw it on Mulberry Street* (1937).

R Nov 14:

NACL introduction and pages devoted to Picture Books 1051-97 with color plates 1-32, plus Lehman’s *The Red Book* (2004).

*Detailed Outline and
Works Cited for Final Paper
is due Thursday in class*

Week Fourteen: Picture Books II**T Nov 19: In Technicolor**

Dr. Seuss *The Lorax* (1971), Sendak *Where the Wild Things Are* (1963), De la Pena *Last Stop on Market Street* (2016), Klassen *This is Not My Hat* (2012).

R Nov 21: Picture Book Design Evaluation

No required reading for this class! We will meet at the Ballenger Teacher’s Center at our regular class hour.

*Do Journal Assignment 10 and
hand in journals*

Now is the time to ask for an extension if you think your final paper will be late.

THANKSGIVING BREAK _ NOVEMBER 25-29

Week Fifteen: Roads We Have Travelled

T Dec 3: Review

R Dec 5: Review

*Final papers are due by 5 pm
on Friday December 6.*

FINAL EXAM: Monday December 9 2:45 - 4:45.

Assignments and Grade Distribution

NB. Complete instructions and assessment criteria will be posted on D2L well in advance of deadlines.

1. Journal Assignments (10 entries) 20% of grade

Journals Due: Friday 6pm of weeks assigned in Schedule above.

Journals Formally Assessed: September 5, October 3, November 21

Journals are short written exercises designed to enhance your comprehension of the readings. It is important to do them as we go along rather than in a rush before they are graded, so the appropriate traps have been laid for your feet in a spirit of helpfulness. See the full details on how to do them well and when to hand them in on the English 3405 Journals Handout. Assignments will be posted on D2L no later than a week before they are due. If for some unforeseen reason I fail to do this – we will skip the assignment!

2. Detailed outline of Final Paper 10% of grade

Due: In Class Thursday November 14

The Final Essay invites you to consider an open ended question, but to be worth doing it needs some serious structure. This outline and bibliography will help you organize your thoughts and resources ahead of time so that you can write a meaningful essay. Consult the Final Essay Assignment handout for details.

3. Final Essay 25% of grade

Length: 2,000 words or 8 pages plus Works Cited

Due: 5 pm on Friday December 6

This is intended to be an opportunity to pull together everything you are learning in this class. As a result I will expect to see specific reference (with citations) to materials we have studied and ideas we have discussed. In addition, I will ask you to read and reference a minimum of 3 scholarly secondary sources (i.e. writing about literature, not fiction or poetry) that you find through library reference databases (not blogs, web zines, popular press etc. – no Google searches please). The paper must be governed by a detailed thesis, include appropriate evidence for claims made and present a coherent argument. More detailed advice and instructions is available on the Final Essay Assignment Handout.

4. Final Exam 20% of grade

The Final Exam is cumulative and challenging. It consists of two unequal parts. Section one requires identifying (author, title, date) and discussing the significance (e.g. to plot, theme, characterization, history of the development of children's literature, or view of

the child reader) of passages chosen from the semester's readings. It will be worth 60% of the test. The second half will be an essay question worth 40% of the test.

5. Pop Quizzes and Class Participation

25% of grade

Passage analysis quizzes will happen frequently to give you a chance to practice writing about texts in the way that you will need to on the final exam. If you keep up with the reading, they should not be hard. I will not generally announce them ahead of time. They cannot be re-taken if you fail, are late or are absent. At the end of the semester I will drop your two lowest grades (which may be zeros if you are absent for quizzes) and average the remainder with a grade based on your active participation in class discussions and exercises. The quizzes will count for 15 and general participation for 10 of the 25% referenced above.

Grading and Late Papers

Please upload your journal assignments to D2L before the deadline. If you run into a technical difficulty getting the assignment accepted there, then and only then, email a copy to me. After 6 pm on the Fridays on which they are due, journals are late. Better late than never does apply, but do them in a timely fashion and it will be better for your grade.

Your essay outline and final paper should be printed out and handed in on the dates indicated. If you need an extension on your final paper outline or the paper itself, you must request it in person (in class or during an office hour) at least one week before the assignment is due. If an emergency arises, contact me by email as soon as possible.

It is your responsibility to get your work to me on time. Late work (journals, outline or final paper) will be docked 10 percent per day (including Saturdays) unless you have a documented excuse.

Attendance Policy

Come to class. Talk about what you have read. Our experience this semester depends on all of us joining the discussion. If you must be absent, contact me ahead of time by email. After your third absence you will lose 3% of your course grade each time you miss class.

Additional Policies and Resources

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. Don't risk plagiarism, if in doubt - cite. I am always happy to talk to you about how to represent your sources properly, but once you have submitted an assignment for credit, it is too late to have that discussion without penalty.

Students with Disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

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

EIU's Writing Center is in Coleman Hall 3110. There you can schedule one on one conferences to work through any stage of the writing process. Feedback as you work is invaluable so take advantage of this free service. To schedule an appointment, drop in (Monday to Thursday 9-3 and 6-9, Friday 9-1) or call 581-5929. You'll be glad you did.