

Fall 8-15-2005

ENG 3405-001: Children's Literature

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English 3405
 Children's Literature
 Fall, 2005
 TR: 9:30-10:45
 CH 3160

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 12:30; 2:00-3:00;
 W 9:00-11:00

TEXTS: The Norton Anthology of Children's Literature (NA)
Classics of Children's Literature (4th edition) (CL)
Only Connect: Readings on Children's Literature
 (3rd edition) (OC)
 Louise Fitzhugh: Harriet the Spy
 Louis Sacher: Holes

PAPERS: Two 6-8 page double-spaced typewritten essays. At least one of these two essays must deal with both a work or works we read for the course PLUS a work or works by a writer or writers not on the syllabus. The first of these two papers will be preceded by a written project proposal which will count for one-third of the paper grade. Topics, further guidelines and due-dates to be announced.

EXAMS: Mid-term and final. The mid-term and final will consist of essay and short answer identifications questions.

OTHER: To introduce opening discussion of some of the class sessions, teams of two students will be responsible for presenting and leading discussion on material relevant to the assigned readings. Student teams will turn in a written outline of the presentation for review, comment and grading.

GRADES: Each essay counts one third, and the average of the mid-term, the final, and the presentation makes up the final third of the course grade. **All work must be completed to pass the course.**

This average may be adjusted up or down depending on your class participation, improvement and effort.
 ATTENDANCE WILL AFFECT YOUR GRADE (see last page).

THE PURPOSE OF THIS COURSE:

First of all, this is not a methods course. The only method to which I subscribe of successfully presenting literature to children simply involves reading it, understanding it, and enjoying it yourself. If you can manage this, then the chances of your getting a child to like the literature should certainly improve. Beyond this obvious prescription I will not venture.

As the title states, this is a course in literature, and we will be approaching that literature with the same seriousness and rigor that can be

applied to any "adult" literature. The course aims at an understanding of children's literature in its psychological, historical, and cultural depths of meaning. We will be looking at the cultural history of the phenomena of childhood, and the changes in adult ideas about children and childhood, as reflected in this literature. We will try to see what is involved in a serious evaluation of the worth of such literature. Furthermore, we will try to understand the cultural values built into and/or imposed upon this body of literature. Throughout our consideration of these matters, I expect you to discuss, argue, and question.

COURSE OUTLINE

I. Children's Literature and Instruction

Week 1

8/23-8/25 Introduction to the course: course content and objectives. Presentation assignments. Writing.
 READING: Peter Hunt, "Defining Children's Literature" (OC2)
 Alphabets (NS 7-31)

Week 2

8/30-9/1 READING: Fables (NS 394-415)
A Little Pretty Pocket-Book (NA 129-134)
 "The Art of Making Money Plenty" (NA 70)
Duties of a Lady's Maid (NA1433-1441)
Dick and Jane (NA142-144)

Week 3

9/6 READING: Baden-Powell, *Rovering to Success: A Book of Life-Sport for Young Men* (NA1461-1479)
 "Lots of Questions" (NA1482-1483)

II. Children's Literature and Oral Traditions

9/8 HANDOUT: Instructions for First Paper Project
 READING: Classical Myths (NA423-443)
 Additional selections (Handout)

Week 4

9/13-9/15 Work on Annotated Bibliographies for Paper Project

Week 5

9/20-9/22 **Annotated Bibliography Due 9/20**
 READING: Lullabies and Baby Songs (NA1133-1137)
 Nursery Verse (NA1139-1147)

John Newbery, *Mother Goose's Melody* (CL35-38)
 Joanne L. Lynn, "Runes to Ward off Sorrow:
 Rhetoric of the English Nursery Rhyme" (OC110)

Grimm Fairy Tales:

"Snow White" (CL41)
 "The Frog Prince" (CL46)
 "Hansel and Gretel" (CL49)
 "Aschenputtel" (CL60)
 "Rapunzel" (CL76)
 "The Robber Bridegroom" (CL79)
 "The Almond Tree" (CL81)
 "The Sleeping Beauty" (CL87)

Joyce Thomas, "Woods and Castles, Towers and
 Huts: Aspects of Setting in the Fairy Tale"
 (OC122)

WEEK 6
 9/27-9/29

READING: Perrault's Fairy Tales (CL5-21)
 Marina Warner, "The Absent Mother: Women against
 Women in Old Wives' Tales" (OC278)
 Versions of "Little Red Riding Hood" (NA345-386)
Paper Proposal Due. 9/29

Week 7
 10/4

Andersen's Fairy Tales:
 "The Little Mermaid" (CL111)
 "The Little Match Girl" (CL129)
 "The Swineherd" (CL130)
 "The Ugly Duckling" (CL138)
 "The Snow Queen" (CL93)

10/6

Midterm Exam

III. Children's Poetry

Week 8
 10/11-10/13

READING: "Songs for the Little Ones at Home"
 Handout)
 Issac Watts, *Divine Songs for Children* (NA529-531)
 Stevenson, *A Child's Garden of Verses* (CL766)
 Poetry by Children (Handout)
First Paper Due 10/13

IV. Fantasy and Adventure

Week 9
 10/18-10/20

Carroll, *Alice in Wonderland* (CL389)

Week 10
 10/25-10/27

Barrie, *Peter Pan* (CL961)

Week 11
 11/1-11/3

Twain, *The Adventures of Tom Sawyer* (CL389)

Week 12

11/8-11/10 Potter, "Peter Rabbit," "Squirrel Nutkin" (CL1152)

V. Realism and Magical Realism

Week 13

11/15-11/17 School Stories:
 READING: Hughes, *Tom Brown's Schooldays* (NA1835-1857)
 Kipling, *Stalky & Co.* (NA1859-1874)
 Evelyn Sharp, *In School* (NA1875-1905)

Thanksgiving Break**Week 14**

11/29-12/1 Fitzhugh, *Harriet the Spy*
 Marilyn Fain Apseloff, "Abandonment: The New Realism of the Eighties" (OC359)
 Sheila Egoff, "The Problem Novel" (Handout)

Week 15

12/6-12/8 Sacher, *Holes*

English Department Statement Concerning 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.

Grading Scale

4.0 - 3.6 A
 3.5 - 2.5 B
 2.4 - 1.4 C
 1.3 - 0.1 D

Attendance Policy

Because the information provided in the classroom is a major part of 3405, and because of the stress that I place on discussion, argument, and interrogation, failure to attend class will most definitely affect your grade. Any student missing more than 6 class meetings without obtaining either my approval beforehand or a formal excuse** will fail the course.

**Legitimate reasons (illness, official university activity, recognized emergency) established through the University Health Service or the Office of Student Personnel Services.

Late Work

Unless you have made prior arrangements with me, or provided a formal excuse (see above), I will accept no late papers.

Information for Students with Disabilities

If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

Understanding Plagiarism: What Students Need to Know

What is plagiarism?

The EIU Student Conduct Code defines “plagiarism” as “the use, without adequate attribution, of another person’s words or thoughts as if they were one’s own.” According to the Merriam-Websters Collegiate Dictionary, to plagiarize is “steal and pass off (the ideas or words of another) as one’s own; to use (another’s production) without crediting the source.” Buying a paper from a research “service” on the net is plagiarism. So is copying a sentence from “How Bees Make Honey” and passing it off as your own. So is taking a sentence from “How Bees Make Honey” and changing “bees” to “fuzzy little insects.” Paraphrasing a person’s ideas without acknowledgement constitutes plagiarism.

It might help to think of plagiarism as an issue of intellectual property. Although all new ideas are the result of collaboration, when you plagiarize you’re taking something that belongs to somebody else without acknowledgement. Think of how you’d feel if the tables were reversed. Imagine, for example, that you’ve written this great song. You share the song with the lead guitarist of your band. A year later you hear the now former lead guitarist perform your masterpiece at the local Hot New Bands Festival.

Some students argue that it’s difficult to keep track of ideas and quotations. This is where good note-taking skills come in. Learning to take good notes will help you to organize your sources. Making use of documentation sheets is also helpful, as is paying special attention when your instructor talks about integrating quotations into your paper.

- Did you know that the word “plagiarism” comes from the Latin “plagiarius,” meaning kidnapper?

What are some of the consequences of plagiarism? (Or some important points to keep in mind when you’re tempted.)

Your writing instructors, despite appearances to the contrary, are a fairly “with-it” kind of bunch. They surf the net; they know how to download MP3 files with ease; they know that when students plagiarize these days, it’s most likely to be from the World Wide Web. Inserting a phrase or sentence into a search engine such as Google has helped more than one instructor catch a kidnapper. (And, no, we don’t mean a sentence like, “In today’s society, guns is a big problem.” We’re talking about something that contrasts sharply in tone from your other writing. If you’ve been a “guns is a big problem” kind of writer and all of a sudden your teacher receives a paper that begins with “The current proliferation of arms has generated increasing concern among politicians, educators, and the general populace” AND you haven’t handed in a previous draft, a red flag might be raised.)

Plagiarism is like any other illegal or unethical practice. The more you do it (a sentence here, a phrase there), the more likely you are to do it again, the more likely you are to get caught. It’s like steroid use among Olympic athletes. The drug inspectors may not come around today, but who’s to say they won’t show up on the day of the big race. Think of how you’ll feel when you’re stripped of that gold medal.

To Submit to the Electronic Writing Portfolio

Information for Students:

Choose a document to submit from a writing intensive or writing centered course (see www.eiu.edu/~assess for a list of courses). Save the document in rich text format (rtf) labeled *lastname.rtf* (e.g., smith.rtf) to a disk. Make sure you remove your name and other identifying information from the document you intend to submit.

You will find the EWP submission form at www.eiu.edu/~assess. Click on the form to open it. Read the directions marked "student." You should complete the "Student Information," "Course Information," and "Student's Integrity Statement" sections of the form. Once you have completed these sections, print out the form.

The form requires you to include your eiu.edu email account. If you have not picked up the id and password for this account, go to ITS in **Room 1053** in the basement of the **Student Services Building** and take your **Panther Card**.

You will need to take your document and the form to your instructor for his/her signature and approval.

After your professor has approved your submission, you will need to bring the disk and the submission form to Ninth Street Hall, Room 3001. You will receive a ticket that shows you have brought your disk to submit; however, your submission is not considered final until you receive an email to your eiu.edu email account. **KEEP THIS EMAIL NOTICE TO SERVE AS YOUR RECEIPT.** No submission will be considered complete until this e-mail notice is sent from CASA to the student, so make sure you check your e-mail regularly until you receive your receipt.

Information for Instructors:

Students will bring their disk and completed submission form to you for approval. You may determine that they should submit to you during class or during your office hours.

If you agree that the document is at least minimally competent (based on the rubric on the back of this sheet and available at www.eiu.edu/~assess), you certify that the document is fine to submit by completing the "Instructor's Assessment" section on the submission form and by signing on the signature line. Return the form and the disk to the student for submission to CASA.

If you do not agree that this document is ready for submission, discuss revision options with the student.

Guidelines for Evaluating Writing Assignments in EIU's English Department

Grades on written work range from A to F. The categories listed below are based on rhetorical principles and assume intellectual responsibility and honesty. Strengths and weaknesses in each area will influence the grade, though individual teachers may emphasize some categories over others and all categories are deeply interrelated.

	A	B	C	D	F
Focus	Has clearly stated purpose or main idea/thesis quite thoughtfully and/or originally developed within the guidelines of the assignment	Has clearly stated purpose or main idea/thesis developed with some thoughtfulness and/or originality within the guidelines of the assignment	Has a discernible purpose or main idea/thesis which is not very clearly stated and is developed with limited originality and/or thoughtfulness; may have missed or failed to conform to some element of the assignment's guidelines	Has no apparent purpose or main idea/thesis and/or shows little thoughtfulness and/or originality, may not conform to significant elements of the assignment's guidelines	Has no purpose or main idea/thesis; shows little or no thoughtfulness and/or originality; may not conform to the guidelines of the assignment
Organization	Is logically organized but without overly obvious organizational devices; has unity, coherence, strong transitions; has well-defined introduction, body, conclusion	Is logically organized; has unity, coherence, competent transitions; has well-defined introduction, body, conclusion	Is organized, but not necessarily in the most logical way; has unity & coherence but may make inconsistent use of transitions; has introduction, body, conclusion, one of which may be weak	Is somewhat organized, but is confusing to readers; shows significant problems with coherence, unity, transitions; no or poorly written introduction, body or conclusion	Is not organized; has little or no coherence and unity; poor or no use of transitions; no or poorly written introduction, body or conclusion
Development	Supports purpose or main idea with abundant, fresh details; details are specific and appropriate; uses sources well when sources are called for in the assignment	Supports purpose or main idea with sufficient details; details are fairly specific and appropriate; uses sources adequately	Supports purpose or main idea with details, but some parts of the paper are inadequately/inappropriately developed or vague	Makes an attempt to use details to develop purpose or main idea but is, for the most part, inadequately/inappropriately developed	Does not develop main idea; may use sources inadequately/inappropriately
Style & Awareness of Audience	Word choices show consideration of purpose and audience; shows thoughtfully and imaginatively constructed sentences; incorporates sources well	Word choices are appropriate to purpose and audience; sentences often constructed thoughtfully and imaginatively, incorporates sources adequately	Word choices are mostly appropriate to purpose and audience; sentences aren't particularly thoughtful or imaginatively constructed; sources may sometimes be awkwardly incorporated	Word choices may be inappropriate to purpose or audience; sources incorporated poorly	Word choices are generally poor; sources are incorrectly or very awkwardly incorporated
Mechanics	Has very few grammatical, spelling, and punctuation errors; uses appropriate documentation style correctly when necessary for assignment	Has minor grammatical, punctuation or spelling errors that do not interfere with reading of essay; uses appropriate documentation style correctly	Has some grammatical, punctuation and/or spelling errors that occasionally interfere with reading of essay; uses appropriate documentation style but may have some errors	Has grammatical, punctuation and/or spelling errors that make reading difficult; documentation style may be poorly used	Has grammatical, punctuation and/or spelling errors that make reading very difficult; documentation style poorly used
Process	Shows abundant evidence of careful planning and drafting and attention to peer and teacher comments	Shows evidence of careful planning and drafting and some attention to peer and teacher comments	Shows some evidence of planning and drafting, though some drafts may be less considered, and some attention to peer and teacher feedback	Shows only a little evidence of planning and drafting and attention to peer and teacher feedback	Shows little or no evidence of planning, drafting, or attention to peer and teacher feedback