Summer 6-15-2002

ENG 3405-021: Children's Literature

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Summer 2002 (2nd 4-week session)
Office Hours: MTRF 12:30 – 1:30
and by appointment

English 3405 (021): Children's Literature
MTWRF 1:30 – 3:30 in CH 3150

TEXTBOOK Essentials of Children's Literature, Lynch-Brown & Tomlinson (hereafter ECL)
ANTHOLOGY Classics of Children’s Literature, Griffith & Frey, eds. (hereafter CCL)
TRADE BOOKS

Picture Books
Sam’s Cookie, Lindgren (illus. Eriksson)
Amazing Grace, Hoffman (illus. Binch)
The True Story of the Three Little Pigs, Scieszka (illus. Smith)
Where the Wild Things Are, Sendak
Tuesday, Wiesner
Frog and Toad Together, Lobel

Novels
Love that Dog, Creech
The Secret of the Old Clock, Keene (illus. Tandy)
Charlotte's Web, White (illus. Williams)
Little House on the Prairie, Wilder (illus. Williams)
From the Notebooks of Melanin Sun, Woodson

Schedule of Readings and Assignments (tentative)

Week 1 ~ July 8 – 12

M Introductions; discussion “What is Children's Literature?”
T “Learning about Children and their Literature” (ECL 1: 1-22) +
“Traditional Literature” (ECL 5: 93-102) +
“John Newbery” & Nursery Rhymes (CCL 33-38) +
“Joseph Jacobs” (CCL 775) & "Story of the Three Little Pigs" (783) & any two other tales
Note: Always bring books to class discussions of assigned readings
W “Charles Perrault” (CCL 3) & “The Sleeping Beauty in the Woods” (5) & “Little Red Riding-hood” (10) & “Cinderella, or The Little Glass Slipper” (17) +
“The Brothers Grimm” (CCL 39) & “Aschenputtel” (60) & any two other tales +
“Hans Christian Andersen” (CCL 91) & “The Little Mermaid” (111) & one other tale
Optional Reading “Learning About Books” (2: 25-32 only) ~ review of story elements
R “Picture Books” (ECL 4:67-78) & “Learning About Books” (ECL 2: only pages 32-37) +
Sam's Cookie (“board book”), Lindgren/Eriksson
Where the Wild Things Are, Sendak
Tuesday, Wiesner
Amazing Grace, Hoffman/Binch
The True Story of the Three Little Pigs, Scieszka/Smith
F "Multicultural and International Literature" (ECL 10: 187-208) +
Re-view all five picture books (Sam’s Cookie & Amazing Grace in light of ECL 10) +
Re-read Jacobs' "Story of the Three Little Pigs" (CCL 783) +
The True Story of the Three Little Pigs ~ we’ll compare these two versions in class
Kory, Children's Lit. (Summer 2002)

Week 2 ~ July 15 – 19

M  Re-read Andersen's "The Little Mermaid" (CCL 111) ~ to compare to the Disney version
   Fairy Tale Picture Book Responses DUE
T  Draft of Review Essay DUE ~ We'll finish watching The Little Mermaid (film version)
W  "Poetry" (ECL 3: 40-59)
   Review Essay DUE today or tomorrow
R  Love that Dog, Creech +
   Annotated Poem* DUE (Copy and “annotate” your poem for the class anthology, writing
   your questions & observations about its form and content in the margins.)
   *There is a list of recommended poets and books in our textbook (ECL: 58-66).
F  "Modern Fantasy" (ECL 6: 111-122) +
   Frog and Toad Together ("chapter book"), Lobel +
   Begin Charlotte's Web, White
   Xerox-ready Poetry Handouts DUE

Week 3 ~ July 22 - 26

M  Charlotte's Web, White (illus. Williams)
T  "Realistic Fiction" (ECL 7: 129-140)
   + Begin Little House on the Prairie, Wilder
   + Begin Secret of the Old Clock, Keene (illus. Tandy)
W  "Historical Fiction" (ECL 8: 149-159) +
   Finish Little House on the Prairie, Wilder (illus. Williams)
R  From the Notebooks of Melanin Sun, Woodson
   Group Project Topic Proposal & Bibliography DUE
F  Self-Selected Reading(s) for Group Project +
   Written Response to Self-Selected Reading(s) DUE

Week 4 ~ July 29 - 31

M  Responses to Self-Selected Reading(s) for Group Project DUE
   (includes Response to Research ~ MLA style in-text citations required)
   Group Presentation Outline DUE by end of class period
T  Group Presentations
   Draft of Final Paper DUE
W  Group Presentations (continued) +
   Final Paper DUE

There is NO final exam for this course
Your final course grade will be based on the percentage you earn of the 200 points possible. Note: I may have to adjust these point values if we add, cancel, or revise any assignments. Also, your Fairy Tale Picture Book Review Essay can be revised for a higher grade or for the Electronic Writing Portfolio.

Poetry Introduction ~ Handout + Annotations (20) + Presentation (10) = 30
Self-Selected Reading Responses (25) + Final Essay (25) = 50
Group Project Oral Report = 25
Log (includes all other informal in- and out-of-class writing) = 25
Participation (including attendance; see #2 above) = 20

The bottom line . . . grades are not curved
91% (182 points) and above = A
81 - 90% (162-181 points) = B
71 - 80% (142-161 points) = C
61 - 70% (122-141 points) = D
60% (121 points) and below = F

RESPONSIBILITIES AND POLICIES

1.) You must complete all major assignments to pass this course. Late work will be penalized unless we come to a clear understanding before the due date, so keep in touch! If you are experiencing temporary difficulties, contact me as soon as possible so we can work something out. There's no time to lose during the 4-week semester.

2.) Attendance counts. Participation too. With more than one (1) un-excused absence, you cannot earn more than half of the points available to reward participation; if you have more than two (2), you will receive none of the twenty points available for participation. Instead, participation points will be awarded generously to people who come to class and are prepared to ask questions and share their observations about our readings.

3.) Plagiarism is the act of taking someone else's words or ideas and using them in your own writing without giving written credit to their author. This is a serious academic offense and could result in a failing grade for the plagiarized paper or this course and might also incur other university penalties. At the very least, any paper with citation problems will have to be revised before it can receive a grade. Tutors in the Writing Center (down the hall in CH 3110) can answer questions about how to document sources in any papers you write for this class or others. Drop by or call (5929) to make an appointment if you are interested in working with a tutor at any point in the writing process, from planning to final editing and documentation. Summer hours are 9 a.m.– 3 p.m. Monday – Thursday.

4.) Formal writing assignments should be double-spaced and typed/printed, using MLA-style documentation. Informal responses may be hand written (one side of page only, please).

5.) Students with documented disabilities: Please contact the Coordinator of the Office of Disability Services (581-6583) soon so we can work out appropriate accommodations.
ASSIGNMENTS AND OBJECTIVES

Objectives: By the end of this course, you should have a working knowledge of children's literature and some practice in evaluating works in many of its various forms. If we do it right, we should also have a lot of fun and do some important thinking about children and about literature.

Reading assignments include textbook chapters that describe the most common types of children's literature and introduce you to major figures and trends in the history of "kiddie lit." As a class, we will also read "trade book" examples of each genre: poetry, fairy tale, picture book, and novel. These assigned readings will be supplemented by self-selected readings.

Writing assignments will include informal "responses" as well as formal reviews and essays. You will also make informal and formal oral presentations—individually and as part of a group—in addition to your oral participation in whole class discussions and small group work.

Here are brief descriptions of the major assignments . . .

Fairy Tale Picture Book Review Essay ~ You will evaluate a picture book version of a fairy tale, considering how it compares to earlier versions and how successfully its text and illustrations work together to present the reader with an effective and artistically satisfying reading experience. For this writing assignment, you will choose your own audience (teachers, literary critics, etc.).

Poetry Anthology ~ You will contribute one poem to our class poetry anthology. You will choose a poem, create a handout of the poem for distribution to the class, and introduce the poem to us.

Self-Selected Reading & Group Project ~ Along with a group of like-minded folks, you will read a varied selection of children's books centered around a central theme from our class readings. Each groupie will read a different book (or books) and write up responses to it. Then, the group will, collaboratively, organize a presentation to share their findings with the class. In addition, each groupie will compose a final paper that analyzes their reading in detail and discusses it in the context of the group and the class. (This assignment is in place of a final exam.)

Log ~ This will consist of all ungraded written homework or in-class writing related to our class readings. I will (usually) collect these writings, and then respond to them, and return them to you at our next class meeting. When you get your assignment back, you can respond to my comments or add any second thoughts of your own. Keep all of these ungraded writings in a two-pocket folder labeled "Reading Log"; put your name on top of the front cover. I'll collect this folder late in the semester and give it an overall grade based on completeness, length, and quality.

Note: This is a "writing-intensive" course, which means that you can revise at least one paper (in this case, the Fairy Tale Picture Book paper) to submit to Electronic Writing Portfolio.