ENG 3405-001: Children's Literature

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**Attendance:**

One absence will be excused without proof of medical or legal emergency. Each subsequent absence will result in a 5-point grade drop. Ten bonus points will be awarded for perfect attendance.

**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.

**I. Course Description**

This course will examine visual and auditory appeal in works designed for younger audiences and language and issues in contemporary and classic pre-adolescent literature.

**II. Course Objectives**

Upon completion of this course you will:

1. Be aware of the use of language to create visual and auditory images.

2. Recognize the importance of orality in interpreting some children's texts.

3. Have explored children's literature as a literacy genre, a performance medium, and an issues forum.

4. Have examined whole language encounters as a means of studying literary analysis, vocabulary, and spelling.
III. Schedule of Expectations

8/26 Introductions and in-class writing
Assignment: Read 21-91 (Riverside) Journal: Record observations/Draw conclusions about children's poetry.

8/28 Discuss rhymes/conclusions. Examine forms of imagery.
Assignment: Read 92-161 (Riverside) OR find contemporary children's poetry at Booth (i.e. Nash or Silverstein)
Journal: Identify imagery included in poems.

9/2 Creative dramatics.
Assignment: 245-251 (Riv/CCL) Assorted assigned folktales.
Journal: Analyze lessons to be learned from each.

9/4 Group analysis of motifs (themes)
Assignment: (Riverside) Read folktales from 10 additional nationalities...Journal: Analyze motifs.

9/9 Creative Dramatics (tell Cinderella in segments)
Discuss elements of literary analysis
Literary analysis due 9/30 (3 pages APA or MLA)

9/11 Discuss issues in small groups. Draw 3 conclusions. Share.
Assignment: Find 5 picture books addressing gender issues.

9/16 Discuss issues in small groups. Make 3 assertions. Share.
Assignment: Find 5 picture books with distinctly different art mediums for illustrations (i.e. woodcut, abstract art, wall paper tearings). Journal: Analyze connection between illustration and text and effectiveness of that connection for the reader. Share unique "finds."

9/18 Share texts with unique illustrations. Big Bad Wolf triad.
Discuss indicators of quality in criticizing children's lit.
Assignment: Critique effectiveness of 5 picture books, considering plot/character development, theme, language, illustrations. Bring sample text to class (either effective or ineffective is fine).

9/23 Share texts. Discuss specific strengths/weaknesses.
Share first draft of analysis. Final due 9/30.
Assignment: Read 8 selections from section titled "Thresholds and Frontiers" (Riv., pp.807-940). Journal: compare/contrast fantasy/science fiction stories with works we have read thus far (i.e. characters, conflicts, location, time period, mood).
9/25 Discuss in small groups.
   Assignment: Read a fantasy/science fiction chapter book for grades below 5 (min. 75 pages). Journal: respond AS YOU READ. (No more than 10 pages without response.)

9/30 Analysis due. Respond.
   Assignment: Read a fiction chapter book (minimum 75 pages) designated for grades below 5. Journal: (as described above) Compare character development, conflicts, setting, imagery, problem solving to another work.

10/2 Discuss elements of comparison/contrast. Draw parallels.
   Assignment: Read a nonfiction book for grades below 5 (min. 75 pages). Journal: Examine nonfiction characteristics.

10/7 Discuss characteristics of children's nonfiction.
   Assignment: Read a classic text cuttings from CCL (Alcott, Carroll, Twain, Burnett, Stevenson, Baum, Grahame, Barrie, or Kipling). Journal: Compare/contrast with contemporary text.

10/9 Creative dramatics.
   Assignment: Select one of the four novels. Read the first fourth. Journal: Discuss setting, language, conflicts.

10/14 Discuss texts in small groups. Consider foreshadowing.
   Assignment: Read to half-way mark. Journal: Predict outcomes based on foreshadowing.

10/16 MIDTERM Self evaluation, course analysis. Text discussion.
   Assignment: Read to midpoint of the second half. Journal: Contemporary issues addressed by text.

10/21 In small groups examine rite of passage themes.
   Assignment: Finish text. Journal: Describe pre-teen/teen empowerment vs. helplessness in your text.

10/23 Explore issues introduced in text.
   Assignment: Select pre-adolescent/adolescent text. Journal: Respond to first 75 pages. Conflicts?

10/28 Discuss similarities/dissimilarities in small groups. Draw conclusions.
   Assignment: Respond to next 75 pages.

10/30 Draw the text in map/model form.
   Assignment: 75 more pages of same or new text. Journal: Examine pre-teen/teen fears/social issues.

11/4 Discuss closing project. Possible proposals. Choose group topics (i.e. AIDS, cultural differences, the Holocaust, special needs [physical, emotional, etc.], gay teens/parents, animals, gangs, fantasy, sci-fi, sports).
   Assignment: Read/respond to self-selected text(s).
11/6 Creative dramatics. Group to discuss parallel themes, conflicts, characters.
Assignment: Read/respond to self-selected text(s). Analyze, connect to others' texts, predict.

Assignment: Read/Respond to self-selected text(s).
Connect to vicarious exposure to group texts.

11/13 Exchange essays on self-selected texts with another group.
Respond. Meet with your group to solidify plans for presentation.

11/18 Presentations.
Assignment: Choose text(s) for final project. Bring to class written proposal for 3-week final project. Journal: Respond to selected materials.

11/20 Finish presentations. Submit proposals. Share in small groups (if time).

12/2, 4, 9 Individual presentations.

12/ 11 Self analysis, course analysis.