

Tentative syllabus

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Office Hours: 2-3 on MW, 1-2 on T, and other days/times by appointment

Course information:

CRN 30424

Class time: TR, 10:00-11:20

Location: NSH-210

Required text and supplies:

- *Charlotte Huck's Children's Literature: A Brief Guide*, 2nd edition, Kiefer and Tyson, McGraw/Hill, 2014
- **Two chapter books:**
 - (1) **Either** *Charlotte's Web*, *The Giver*, or *The Wednesday Wars*
 - (2) Your choice of a children's chapter book (This book should not extend beyond the reading range of a middle school student. In other words, some young adult fiction would not be appropriate. Check with me if you are not sure your choice is appropriate.)
- Some sort of **binder (3-ring works best)** to hold your annotated bibliography

Text Website: www.mhhe.com/kieferbriefle

Course description:

Welcome to our children's lit class! Prepare to immerse yourself in the world of children's books! I have a great passion for children's literature, and I am so excited to be able to share that with you this term. This class is appropriate for any student who has an interest in children's literature and is fulfilling gen ed requirements or for students who are or who will be working with children. We will study the history and various genres of children's literature. We will also devote time to studying children's books that reflect diversity in some way. Our main focus will be on defining, analyzing, and evaluating, and our main goal will be to understand and appreciate children's literature as part of the mainstream of all great literature.

"Reading makes immigrants of us all—it takes us away from home, but most importantly, it finds homes for us everywhere." {Hazel Rochman}

Learning Outcomes:

When you successfully complete ENG 221, you should be able to:

- Identify the key characteristics of varied genres in children's literature
- Select, analyze, interpret, and evaluate children's literature through critical reading.
- Apply evaluation guidelines to children's picture books.
- Analyze how visual elements in children's picture books enhance and/or impact the story.
- Articulate how children's literature reflects the human condition.

Please note: Succeeding in this class will require that you have college-level writing and reading skills (write at the WR121 level). **If you have not yet taken WR121 (or aren't taking it this term), please see me before you leave the first class.**

Required reading:

- About one picture book per week (varied genres) (But you will probably read many more than that.)
- Two chapter books (One in Weeks 1-5 and one in Weeks 6-10)
- Chapters 1-10 in your text

Course Assignments:

Weekly Writes (320 pts): Due each Thursday(see weekly handout for questions)

You will be responding to chapter readings as well as practicing and refining your descriptive/evaluative skills for your annotated bibliography in a focused writing (or other format) each week. These writings are designed for you to reflect on and apply what you are learning. While I expect to see thoughtful, analytical writing that integrates your text material, **these are still informal writings**. Many weekly writes can be converted into entries for your annotated bibliography. Please word process, label, and date each entry. To receive full credit, these writings must be turned in on time. **You are allowed two “free” late weekly writes. Beyond that, all other late weekly writes only earn half credit.**

Textbook readings: Due each Tuesday (80 pts)

You will have assigned reading from your textbook every Tuesday. After you complete the reading for the week, either complete the study sheet on that chapter OR write down five key points from the chapter. (Handwritten or typed is fine)

Literary elements chart (100 pts):

You will do a formal analysis of the literary elements in *Charlotte’s Web*, *The Giver*, or *The Wednesday Wars* in a chart form.

Literary analysis paper OR Project Presentation (150 pts):

You will complete a formal analysis/response/evaluation paper of *Charlotte’s Web*, *The Giver*, or *The Wednesday Wars* OR you will participate in a group project OR you will create a display for the display case right outside our classroom (More info on that later.)

Chapter book sharing (20 pts)

You will share one chapter book with the class. You may do this individually or with 1-3 other people (if you all read the same book). This VERY informal.

Annotated Bibliography (280 pts): DUE WEEK TEN:

Please prepare an annotated bibliography for children’s picture books in the following categories: traditional literature, modern fantasy, contemporary realistic fiction, poetry, historical fiction, biography, and nonfiction, **and** one chapter book (the chapter book you read the second half of the term). **You will receive a separate handout Week 2 that will describe this assignment in detail.**

Commitment grade (50 pts):

You demonstrate your commitment to our class by attending regularly, being fully engaged in class activities, turning in your work on time, and so on.

Bonus points: Bring a children’s book on Thursday related to the weekly theme. (5 pts each week)

Total points = 1000 A = 900-1000, B = 800-899, C = 700-799, D = 600-699

*“No book is really worth reading at the age of ten that is not equally (and often far more) worth reading at the age of fifty . . . the only imaginative works we ought to grow out of are those which it would be better not to have read at all.” {C.S. Lewis, “On Stories,” *Essays Presented to Charles Williams*}*

Resources:

Plan to stretch your understanding with each assignment. I will look for: thoughtful content, logical organization, a clear style, and appropriate format. Here are some resources to help you:

- **Conference with Jane**--visit me early and often throughout the term. There is nothing more frustrating than to hear after the fact that a student was confused about something and didn't come see me to ask questions and clear up the confusion. If you have a question, maybe there are others who do as well. Please feel free to ask questions often!
- **LBCC Library:** You'll find a growing collection of children's books in our special class collection.
- **Local libraries:** Become a steady visitor of your local library.
- **LBCC Computer Labs:** Learning Center, library, and Forum 202
- Use the **Children's Literature database that comes with your text.** Find your best ways for accessing information online and through electronic indexes.
- **Text Website:** www.mhhe.com/kieferbriefle
- One textbook is on reserve in the library.
- **Moodle:** We will have a Moodle site (similar to Blackboard) for our course. You will be automatically enrolled in Moodle, but you will need to put in your current or most-used e-mail address. Here is the link to Moodle:
<http://elearning.linbenton.edu/>

Some Additional Guidelines

- **Come to class.** It is essential to attend. Please keep in mind that in this class you are expected to be a team player in group activities. Please plan to attend all class sessions. Coming to class late and/or leaving early is unprofessional and distracting. If you do miss class, you would be wise to keep in touch via phone or e-mail.
- **Keep your cell phone off (or silent) and put away at all times. Using your cell phone during class is disrespectful to everyone. Don't do it.**
- **Do your work on time.** So that you will get the most out of the material we cover, please be up to date on reading and writing assignments each week *before you come to class*.
- **Do your own work.** Plagiarism (using someone else's work as your own without proper documentation) will result in your failing the assignment and possibly the class.
- **Draw upon what you already know and love.** For your annotated bibliography, your class activities, and your writings, start with your own collection of favorite children's books and your own interests.
- ******Important note! Please enroll in our Moodle site.** Get on my LBCC website and follow the instructions there.
- **This is a reading-intensive and writing-intensive course, but the work is not difficult. Keep in mind the LBCC guidelines of spending 2 hours outside of class for every hour you spend in class. That means 6 hours outside of class for the average 3 credit course.**

Center for Accessibility Resources:

You should meet with your instructor during the first week of class if:

- You have a documented disability and need accommodations,
- Your instructor needs to know medical information about you, or
- You need special arrangements in the event of an emergency.

If you believe you may need accommodation services, please contact the Center for Accessibility Resources, 541-917-4789. If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources Online Services webpage every term in order to receive accommodations.

Tentative calendar for the term (Assignments and due dates subject to change with notice)
 Note: Homework assignments in the right-hand column must be completed *before* you come to class.

Week One: Getting started	
Tuesday, January 6 Welcome to our class: syllabus review, questionnaire How do we define children’s literature? What are its values?	
Thursday, January 8 How do we analyze and evaluate children’s literature? What makes a “good” children’s book?	Hand in Weekly Write #1
Week Two: History of Children’s Literature and Diversity in Children’s Lit.	
Tuesday, January 13 Children’s literature through the ages Reader response	Read Chapters 1 and 2. Focus primarily on Chapter 1 as this is a key chapter you will need to refer to throughout the term. You can skim through Chapter 2, which will be of special interest to those of you who are parents, are currently working with children, or are planning to work with children in the future. Write 5 key points for Chapter 1 only (or complete study sheet—your choice).
Thursday, January 15 Diversity in children’s books	Hand in Weekly Write #2 <i>Bonus points:</i> Bring a children’s book that reflects diversity in some way.
Week Three: Illustration: the marriage of pictures and text	
Tuesday, January 20 How do pictures take a story “beyond its words”?	Read Chapter 3 Write 5 key points/study sheet
Thursday, January 22 More on illustration	Hand in Weekly Write #3 <i>Bonus points:</i> Bring a picture storybook (Not a concept book like alphabet or counting–It should have a story in it)
Week Four: Chapter books: <i>Charlotte’s Web</i>, <i>The Giver</i>, and <i>The Wednesday Wars</i>	
Tuesday, January 27 Review of literary elements and devices Literary circles	Have either <i>Charlotte’s Web</i> , <i>The Giver</i> , or <i>The Wednesday Wars</i> read by today. Bring your book to class for in-class activities on these books.
Thursday, January 29 Continue our conversation of your chapter books	No writing due today

Week Five: Traditional literature: Folktales, myths, fables, epic and legendary heroes, the Bible as literature	
Tuesday, February 3 What is the origin of folk literature? What is the value of traditional tales in children’s literature?	Read Chapter 4 Write 5 key points/study sheet Literary Elements Chart due today
Thursday, February 5 Continuing our conversation and analysis of traditional literature	Hand in Weekly Write #4 <i>Bonus points:</i> Bring a picture book of traditional literature.
Week Six: Modern Fantasy: Animal fantasy, the world of toys and dolls, eccentric characters, extraordinary worlds, magical powers, suspense and the supernatural, time-shift fantasy, imaginary realms, high fantasy, science fiction	
Tuesday, February 10 Exploring the range of fantasy books What are key elements of fantasy books?	Read Chapter 5 Write 5 key points/study sheet
Thursday, February 12 Continuing our conversation on fantasy (Review of literary devices in children’s literature)	Hand in Weekly Write #5 <i>Bonus points:</i> Bring a picturebook in the modern fantasy category (Remember: anything with a talking animal is fantasy.)
Week Seven: Poetry	
Tuesday, February 17 Reviewing the key elements of poetry Begin a small group project	Read Chapter 6 Write 5 key points/study sheet Hand in Literary Analysis paper
Thursday, February 19 Finish small group project and present	Hand in Weekly Write #6 (poetry) <i>Bonus points:</i> Bring a poetry book for children.
Week Eight: Contemporary Realistic Fiction/Historical Fiction	
Tuesday, February 24 How “real” may a children’s book be? Contemporary realistic fiction	Read Chapter 7 Write 5 key points/study sheet Read Chapter 8 Write 5 key points/study sheet <i>Bonus points:</i> Bring a picture book of contemporary realistic fiction
Thursday, February 26 Historical fiction	Hand in Weekly Write #7 (counts double) <i>Bonus points:</i> Bring a picture book of historical fiction

Week Nine: Biography and Nonfiction	
Tuesday, March 3 Biography	Read Chapter 10 Write 5 key points/study sheet
Thursday, March 5 Finish biography and begin nonfiction	No weekly write this week. Work on completing your Annotated Bibliography
Week Ten: Wrapping up the term	
Tuesday, March 10 Finishing up nonfiction (including concept books)	Read Chapter 9 (just skim the chapter)
Thursday, March 12 Project presentations (if any) Begin chapter book sharing and Celebration!	Annotated Bibliography due

****We will meet during our regularly scheduled final exam time during finals week (TBA). We will finish the chapter book sharing at that time, and I will return your Annotated Bibliographies to you.

LBCC Statement of Inclusion:

The LBCC community is enriched by diversity. Everyone has the right to think, learn, and work together in an environment of respect, tolerance, and goodwill. We will work toward creating a community without prejudice, intimidation, or discrimination. (related to Board Policy #1015)

If you feel you have been discriminated against in any interaction at LBCC or have been harassed by another person while at LBCC, please refer to the following website for contact information: <http://www.linnbenton.edu/go/about-lbcc/policies/equal-opportunity>

“It is not enough simply to teach children to read; we have to give them something worth reading. Something that will stretch their imaginations—something that will help them make sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own.” {Katherine Paterson, *The Spying Heart*, pp. 163-164}