CRN 11078: Tu/Th 3pm
Hudspeth Hall 200

Instructor: Dana Proctor, M.A.T.
Email: proctorsdana@utep.edu
Office Hours: T/Th 4:30-5:30 by appointment (Worrell Rm 107)
Course Website: http://utepchildrenslit.weebly.com/

Catalog Description
Children's Literature (3-0): A survey of the major genres of literature for children from the seventeenth century to the present, including traditional to contemporary poetry, folk and fairy tales, fantasy, realistic fiction, biography, and informational books. Prerequisites: ENGL 1312 or ENGL 1313 or ESOL 1312. Junior standing recommended.

Welcome
This course is based on the simple idea that literature for children is not only for teaching children how to read, but also teaching children how to read the world. Whether the narratives are fantastical or true, stories for children introduce young readers to experiences, people, and ways of seeing, knowing, and being in the world that they would otherwise never explore. Through reading and writing, even the youngest of children awaken to the world around them and learn how to create their own meaning in that world.

In this course, we will primarily examine literature for children critically and theoretically, honing our skills in literary analysis. Our study of children’s literature will focus around the following central questions:

• Why do we read? What purpose does the reading of literature serve in our lives?
• What does reading teach us about ourselves? What does it teach us about other people?
• What makes writing worth reading? How does the way a text is written shape our response to that text?
• How do we know we comprehend a text? What do good readers do when they do not understand a text?
• Why do some texts continue to resonate with readers long after they were first published?

While we will practice our analytical skills as objective critics of literature, we will also contemplate the role childhood reading plays in developing children as students who need to be literate contributors to our academic and work communities, as well as people who need to be empathetic, creative, and productive contributors to our society.

Course Goals
This course is designed to help you:

I. read literature for children closely, critically, and creatively
II. demonstrate close reading abilities through clear, well-reasoned interpretations of texts
III. make thoughtful and informed connections between the kinds of narratives children read and their cognitive, emotional, and social development
I. **Attendance and Participation**: Much of the work for this course is dependent upon your participation in class discussions and completion of in-class reading, writing, and group activities. If an emergency arises, you may take one excused absence that will not affect your grade. This absence should be discussed with me in advance, unless circumstances prevent you from doing so. **More than one absence will negatively impact your participation grade for this course. After three absences, 10 points will be deducted from your final course grade for each subsequent absence.** A fifth absence, for any reason, may result in failure of the course.

Out of respect for everyone’s time we will begin and end class promptly. Lateness or early departures will negatively impact your participation grade.

You cannot fully participate in the work of the course if you do not have your text open and readily accessible. **Failure to bring a copy of the assigned text to class will count as 1/3 absence.**

II. **Assignments**: All assignments should be typed and submitted through our class website by given due dates. Late assignments will be penalized 10% of the total grade for each day they are late. Extensions, if absolutely necessary, must be arranged with me in advance. I will not grant an extension on the due date.

III. **Academic Honesty**: Whenever you use the work of someone else, whether that be direct quotations from their writing or their ideas or concepts, you must cite the original source of the content. There are numerous online resources to help you organize citations, but please reach out to me if you are ever uncertain about how to incorporate someone else’s thinking into your own work.

See a complete explanation of the UTEP English Department’s Plagiarism Policy at [http://www.academics.utep.edu/Portals/1559/plagiarism%20statements.pdf](http://www.academics.utep.edu/Portals/1559/plagiarism%20statements.pdf) or under “Additional Resources” on our course Weebly page.

IV. **Accommodations**: If you require any classroom accommodations, please share them with me and contact the Center for Accommodations and Support Services (CASS) at 915-747-5148, or by email to cass@utep.edu. My office hours are also another opportunity to bring me your particular questions and confusions about the work we are doing in class. If you are not yet familiar, I recommend that everyone visit UTEP’s Writing Center. Appointments can be scheduled at [http://uwc.utep.edu/](http://uwc.utep.edu/)

**Required Texts**
There is one required textbook for this course and nine shorter works of children’s literature. We will work with the textbook nearly every class and you will need your own copy for the
whole semester. You are welcome to rent, borrow, or find online editions for any of the children’s literature texts, but I do ask that you bring whatever copy you use with you to class on the days we discuss it.

If you use an ebook version of any text, you must access it on a tablet or laptop. **Cell phones or phone-sized tablets are not permissible ebook devices for this course.** If you do not have access to a tablet or laptop, please purchase, rent, or borrow physical copies of all assigned texts.

**Textbook**

**Literature Texts** (in order of coursework)
Tonatiuh, D. (2014). *Separate is Never Equal: Sylvia Mendez and Her Family’s Fight for Desegregation*
Lowry, L. (1989). *Number the Stars*

**Assessments** (Fuller assignment descriptions & rubrics will be shared later in the semester)

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<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
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<tr>
<td><strong>Class Participation:</strong> Based on attendance and active engagement in class discussions and reading, writing, and group activities.</td>
<td>15%</td>
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<td><strong>Mini Assignments:</strong> Five two-page writing assignments completed every two weeks. These will range from personal reflective writing to textual analyses.</td>
<td>25%</td>
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<td><strong>Picture Storybook Analysis:</strong> An analysis of a text from the given list, evaluating narrative through analysis of artistic, design, and story elements.</td>
<td>20%</td>
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<td><strong>Comparison Essay:</strong> An essay comparing and contrasting the treatment of a given theme in two texts from the course syllabus.</td>
<td>20%</td>
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<td><strong>Statement of Purpose:</strong> A persuasive essay that explains the value of reading literature for children, using both self-selected texts and narratives from the syllabus to support reasoning.</td>
<td>20%</td>
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<td><strong>Total:</strong></td>
<td><strong>100%</strong></td>
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**Grading Scale**
- 90-100% = A
- 80-89% = B
- 75-79% = C
- 70-74% = D
- 0-69% = F
**Weekly Calendar**

*This syllabus is subject to change at my discretion to meet instructional needs and/or to accommodate time constraints.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Meeting</th>
<th>Discussion Topic</th>
<th>Readings and Assignments Due</th>
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</table>
| 1    | Tues. Aug. 29<sup>th</sup> | *Welcome and Introduction to Children’s Literature: Learning to Read the World* | Russell, CH 1  
Russell, CH 2  
Russell, CH 3 (p. 39-42)  
**Mini Assignment 1 due 9/3 by midnight** |
| 1    | Thurs. Aug. 31<sup>st</sup> | *Overview of Children’s Literature* | Russell, CH 2  
Russell, CH 3 (p. 39-42)  
**Mini Assignment 1 due 9/3 by midnight** |
| 2    | Tues. Sept. 5<sup>th</sup> | *The Elements of Story* | Russell, CH 9  
de la Peña, *Last Stop on Market Street* |
| 2    | Thurs. Sept. 7<sup>th</sup> | *Picture Storybooks: The Collaboration of Story and Art* | Russell, CH 6  
Sendak, *Where the Wild Things Are* |
| 3    | Tues. Sept. 12<sup>th</sup> | *Illustrated Novels* | Kinney, *Diary of a Wimpy Kid* (p.1-102)  
**Mini Assignment 2 due 9/17 by midnight** |
| 3    | Thurs. Sept. 14<sup>th</sup> | *Illustrated Novels* | Kinney, *Diary of a Wimpy Kid* (p.103-217)  
**Mini Assignment 2 due 9/17 by midnight** |
| 4    | Tues. Sept. 19<sup>th</sup> | *Private Writing Conferences: No Regular Class Meeting* | Students will schedule a time to meet me individually in my office.  
**Outline of Major Assignment 1 due at meeting** |
| 4    | Thurs. Sept. 21<sup>st</sup> | *Private Writing Conferences: No Regular Class Meeting* | Students will schedule a time to meet me individually in my office.  
**Outline of Major Assignment 1 due at meeting** |
| 5    | Tues. Sept. 26<sup>th</sup> | *Writing Workshop* | Complete draft of essay due in class.  
**Major Assignment 1 due 10/1 by midnight** |
| 5    | Thurs. Sept. 28<sup>th</sup> | NO CLASS MEETING | |
| 6    | Tues. Oct. 3<sup>rd</sup> | *Poetry* | Russell, CH 7  
Poem Collection (access from website) |
| 6    | Thurs. Oct. 5<sup>th</sup> | *Poetry* | Poem Collection (access from website) |
| 7    | Tues. Oct. 10<sup>th</sup> | *Diversity and Inclusion in Children’s Literature* | Russell, CH 4  
Poem Collection (access from website) |
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<th>Date</th>
<th>Category</th>
<th>Title</th>
<th>Notes</th>
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<tr>
<td>7</td>
<td>Thurs. Oct. 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Nonfiction</td>
<td><em>Russell, CH 12&lt;br&gt;</em>&lt;br&gt;<em>Tonatiuh, Separate is Never Equal&lt;br&gt;</em>&lt;br&gt;<em>Mini Assignment 3 due 10/15 by midnight</em></td>
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<td>8</td>
<td>Tues. Oct. 17&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Nonfiction</td>
<td><em>Coerr, Sadako and the Thousand Paper Cranes</em></td>
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<td>8</td>
<td>Thurs. Oct. 19&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Nonfiction</td>
<td><em>Coerr, Sadako and the Thousand Paper Cranes</em></td>
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<td>9</td>
<td>Tues. Oct. 24&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Realistic Fiction</td>
<td><em>Russell, CH 11&lt;br&gt;</em>&lt;br&gt;<em>Lowry, Number the Stars</em></td>
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<td>9</td>
<td>Thurs. Oct. 26&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Realistic Fiction</td>
<td><em>Lowry, Number the Stars</em></td>
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<td>10</td>
<td>*Tues. Oct. 31&lt;sup&gt;st&lt;/sup&gt;&lt;br&gt;*Change</td>
<td>Realistic Fiction: Comparison Practice</td>
<td><em>Bring Sadako and the Thousand Paper Cranes and Number the Stars to class</em></td>
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<td>10</td>
<td>*Thurs. Nov. 2&lt;sup&gt;nd&lt;/sup&gt;&lt;br&gt;*Change</td>
<td>Folk Narratives</td>
<td><em>Russell, CH 8&lt;br&gt;</em>&lt;br&gt;<em>Hayes, La Llorona</em></td>
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<td>11</td>
<td>*Tues. Nov. 7&lt;sup&gt;th&lt;/sup&gt;&lt;br&gt;*Change</td>
<td>Fantasy: Epic</td>
<td><em>Russell, CH 10&lt;br&gt;</em>&lt;br&gt;<em>Rowling, Harry Potter</em></td>
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<td>11</td>
<td>Thurs. Nov. 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Writing Workshop</td>
<td><em>Complete draft of essay due in class.&lt;br&gt;</em>&lt;br&gt;<em>Major Assignment 2 due 11/12 by midnight</em></td>
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<td>12</td>
<td>Tues. Nov. 14&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Fantasy: Epic</td>
<td><em>Rowling, Harry Potter</em></td>
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<tr>
<td>12</td>
<td>Thurs. Nov. 16&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Fantasy: Epic</td>
<td><em>Rowling, Harry Potter</em></td>
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<td>13</td>
<td>Tues. Nov. 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>NO CLASS MEETING</td>
<td>THANKSGIVING BREAK</td>
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<td>13</td>
<td>Thurs. Nov. 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>NO CLASS MEETING</td>
<td>THANKSGIVING BREAK</td>
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<td>14</td>
<td>Tues. Nov. 28&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Fantasy: Science Fiction</td>
<td><em>L’Engle, A Wrinkle in Time</em>&lt;br&gt;<em>(novel must be completed before class)</em></td>
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<td>14</td>
<td>Thurs. Nov. 30&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Fantasy: Science Fiction</td>
<td><em>L’Engle, A Wrinkle in Time</em></td>
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<td>15</td>
<td>Tues. Dec. 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Fantasy: Science Fiction</td>
<td><em>L’Engle, A Wrinkle in Time</em></td>
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<td>15</td>
<td>Thurs. Dec. 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Workshop cont.&lt;br&gt;Reflection</td>
<td><em>Complete draft of essay due in class.&lt;br&gt;</em>&lt;br&gt;<em>Major Assignment 3 due 12/10 by midnight</em></td>
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