

ENG305.001: Children's Literature I  
TR 11:00 a.m.-12:15 p.m.  
University Center TBA  
Fall Semester (2011)  
Texas A&M University-Texarkana  
903-223-3022  
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Dr. Brian C. Billings  
University Center 222  
11:00 a.m.-12:00 p.m. (M)  
12:30 p.m.-2:30 p.m. (M)  
4:00 p.m.-4:30 p.m. (M)  
12:30 p.m.-3:00 p.m. (T)  
11:00 a.m.-12:00 p.m. (W)  
12:30 p.m.-2:30 p.m. (W)  
4:00 p.m.-5:00 p.m. (W)  
12:30 p.m.-2:30 p.m. (R)

Texts: Cleary, Brian P. *Rainbow Soup: Adventures in Poetry*. New York: Carolrhoda, 2004.  
Print.  
(ISBN: 978-1575055978)

Hahn, Mary Downing. *Wait Till Helen Comes: A Ghost Story*. Reissue ed. New York:  
Sandpiper, 2008. Print.  
(ISBN: 978-0547028644)

Holm, Jennifer. *Our Only May Amelia*. New York: Harper, 2001. Print.  
(ISBN: 978-0064408561)

Jones, Diana Wynne. *The Magicians of Caprona*. New York: Ace, 1984. Print.  
(ISBN: 978-0441515561)

Macdonald, George. *The Light Princess*. New York: FSG, 1984. Print.  
(ISBN: 978-0374444587)

McDonald, Megan. *Judy Moody*. Reissue ed. New York: Candlewick, 2010. Print.  
(ISBN: 978-0763648497)

Rylant, Cynthia. *A Blue-Eyed Daisy*. New York: Atheneum, 2001. Print.  
(ISBN: 978-0689844959)

TenNapel, Doug. *Ghostopolis*. New York: Graphix, 2010. Print.  
(ISBN: 978-0545210287)

Yolen, Jane, ed. *Favorite Folktales from around the World*. New York: Pantheon, 1986.  
Print.  
(ISBN: 0394751884)

Description: This course is a survey of chapter books for children (EC-6), children's poetry and songs, the history of children's books, picture books and their illustrators, and traditional storytelling (fables, fairy tales, folktales, myths, and parables).

- Student Objectives:
- 1) Define children's literature as exactly as possible.
  - 2) Explore the timeline of children's literature.
  - 3) Learn traditional storytelling motifs, symbols, and techniques.
  - 4) Share strategies for using children's literature in the classroom to promote creative writing, lateral thinking, and dramatic play.
  - 5) Discuss the major awards granted to children's literature.
  - 6) Develop principles for combating the difficulties associated with reading, teaching, and writing children's literature.

- Student-Learning Outcomes:
- 1) Paraphrase and personalize class-session content to aid comprehension of said content by writing index-card comments and earning at least *ten of a possible ten points* for each index card as evaluated by the assignment parameters for index-card comments provided in the syllabus.
  - 2) Analyze, synthesize, and evaluate information about awards for children's books; the content and construction of children's picture books, children's poetry, and children's songs; the definitions for children's literature; early children's books; and major illustrators of children's books by completing a written examination and earning at least *one hundred and forty of a possible two hundred points* as evaluated by the grading parameters provided in the syllabus.
  - 3) Analyze, synthesize, and evaluate information about children's chapter books (EC-6), fables, fairy tales, folktales, the history of children's literature, legends, myths, and puppetry by completing a written examination and earning at least *one hundred and forty of a possible two hundred points* as evaluated by the grading parameters provided in the syllabus.
  - 4) Analyze an assigned children's chapter book (EC-6) beneath the guiding influence of a critical filter (cultural, feminist, formalist, Marxist, psychological, reader response, poststructuralist, or structuralist) and present said analysis to the class as a PowerPoint presentation with an accompanying writing exercise (earning at least *one hundred and five of a possible one hundred and fifty points* as evaluated by the grading rubric provided by the instructor).
  - 5) Synthesize information about the content and construction of a children's picture book by creating a children's picture book (earning at least *one hundred and sixty-two of a possible two hundred and twenty-five points* as evaluated by the grading rubric provided by the instructor).

- 6) Analyze children's poems using a formalist critical filter and synthesize information about the content and construction of children's poems by writing six original children's poems and creating a poetry anthology (earning at least *one hundred and five of a possible one hundred and fifty points* as evaluated by the grading rubric provided by the instructor).
- 7) Synthesize information about the content and construction of puppet plays by creating a puppet play and recording the play's performance for the instructor (earning at least *one hundred and sixty-two of a possible two hundred and twenty-five points* as evaluated by the grading rubric provided by the instructor).
- 8) Analyze children's picture books using a formalist critical filter by creating a collection of twenty-five written reports (earning at least *two hundred and seventy of a possible three hundred and seventy-five points* as evaluated by the grading rubric provided by the instructor).

Index-Card Comments: All sessions will begin with index-card comments. Each student will write his or her name, the name of the instructor, the name of the course, and the title "Index-Card Comments" on an index card. Five complete sentences examining class content will be written beneath this introductory information during the first five minutes of class. The instructor will collect all index cards when class concludes and return them when the next class session begins. Each completed index card is worth *ten points*. The instructor will assign *no points* for a card featuring four or fewer comments. Also, a student who has *failed to perform critical reading* of an assigned text *may not submit an index card* for that day.

- Projects:
- 1) Activity and Analysis Session: Analyze and discuss *one* of the chapter books assigned for this course using the analysis template provided by the instructor. Each session is a group project for three to four students. Each analysis session must last for twenty minutes. (Note that the evaluation portion of the presentation must examine the text using one of the critical approaches discussed during class.) Follow the presentation with a ten-minute writing activity that reinforces the main points of the analysis session. Guide the class discussion of the text that follows the writing activity. Bring questions that shy class members may use. Make sure that all class members participate equally in the discussion.
  - 2) Picture Story Book: Create a picture story book (approved by the instructor) for young children (ages five through eight). This assignment is a group project for three students. The completed book must satisfy the following requirements:
    - a) Bind the book professionally.
    - b) The number of pages must range between twenty-four and thirty-two.
    - c) The book should not exceed ten inches from top to bottom or nine inches from left to right.

- d) Letters may be no larger than thirty-point font unless the group members desire a specific typographic effect.
  - e) Use at least three different types of media.
  - f) Include an illustrated half-title page, an illustrated title page, and an illustrated copyright page.
  - g) Include endpapers; these endpapers may feature a frontpiece and a tailpiece.
  - h) Use no more than three text-free two-page spreads.
  - i) Use no more than one thousand words.
- 3) Poetry Anthology: Assemble an anthology of poetry for children. This anthology should feature three published poems, three published songs, and six original poems. All pieces must be titled and typed. Include the author's name (list the names of the composer and the lyricist for each song), the date of creation or publication (use the phrase "traditional work" for pieces with no formal creation or publication date), the category (family, friends, mischief, pets, teachers, and so forth), the form (ballad, haiku, humorous epitaph, limerick, and so forth), the full text, and a short justification for inclusion (one hundred to one hundred and fifty words in length) for each piece. Place the poems and the information about the poems behind a title page and a table of contents.
- 4) Puppet Play: Prepare, perform, and record a puppet-play script for four to six readers. The instructor will provide a puppet-play booth for all performers to use. This assignment is a group project for four to six students. The created piece should last for eight to ten minutes when performed. Adapt a *simple* fairy tale or folktale from *Favorite Folktales from around the World*. Incorporate kinesics, proxemics, and vocalics appropriately when performing the piece. Use four to six puppets (hand, rod, shadow, or string forms only). Type the script using the standard format for an unpublished script. Attach an analysis of each character and the physical features of the puppet representing each character (two hundred and fifty words per report) to the script. Submit the recorded performance, the script, and the written analyses to the professor as a single submission.
- 5) Written Reports: Write analytical reports focusing upon twenty-five picture books. Place all reports behind a title page and a table of contents. Provide the following basic information for each selected book: author, awards won, illustrator, medium for illustrations (acrylic, collage, oil, watercolor, and so forth), publication dates (earliest and most recent), publisher, title, and type (biography, counting book, fable, fairy tale, myth, and so forth). In addition to this basic information, provide a brief summary of each book's plot (fifty to two hundred words in length), an analysis of each book's child-captivating features (fifty to one hundred words in length), and suggestions for using each book in the classroom (twenty-five to fifty words in length). Explain the significance of each presented classroom activity. Select books from the instructor's collection or propose books for the instructor's approval.

Requirements: This course features numerous readings and short exercises, two individual projects, three group projects, and two exams. Students must generate active class discussion during each class session. Submit each assignment by the appropriate due date printed on the syllabus. An assignment submitted after its due date has expired will not receive a grade.

Submissions: Assignments must be typed and submitted to the instructor as hard copies. Submit all typed text from assignments to *Turnitin.com*. (The course's identification number is 4146230, and the course's password is *childrenplay*.) An assignment must be submitted by the appropriate due date printed on the syllabus.

Group Work: Group members must contribute equally to each group project. If the instructor receives *one complaint* about a group member's inability to contribute effectively to a group project, the instructor will remove that person from his or her group and expect that person to complete a project of similar scope alone.

Attendance: Class-oriented assignments and group work are essential for this course, so students should attend all class sessions. A student should miss no more than *two* class sessions to maintain a passing grade. Dropping the course is the student's responsibility.

University Drop Policy: To drop this course after the twelfth class day, a student must complete the *Drop or Withdrawal Request Form* located on the university's Web site (<http://tamut.edu/registrar/droppingwithdrawing-from-classes.html>) or obtained in the registrar's office. The student must submit the signed and completed form to the instructor of each course indicated on the form for his or her signature. *An obtained signature is not an approval to drop but confirmation that the student has discussed the drop or withdrawal with the faculty member.* The student must submit the completed form to the registrar's office for processing in person, by e-mail ([registrar@tamut.edu](mailto:registrar@tamut.edu)), by mail (P. O. Box 5518, Texarkana, Texas, 75505) or by fax (903-223-3140). The registrar's office will not accept or process drop or withdrawal forms missing any required information. *Responsibility rests with the student to ensure that the registrar's office receives a properly completed form.* If a student stops participating in class (attending and submitting assignments) but does not complete and submit a drop or withdrawal form, that student will receive a final grade based upon completed work as outlined in the syllabus.

Cellular Phones: Set all cellular phones to vibrate during class sessions. Do not send text messages during class.

Conferences: Students should conference with the instructor for assignment clarification or immediate writing feedback. Conferences are available during the instructor's office hours or by special appointment. Please arrange a date and a time for a conference by sending a request to the instructor using e-mail.

Academic Honesty: Students enrolled in this course should practice academic honesty. Cheating on examinations, unauthorized collaboration, falsification of research data, and plagiarism (the copying or undocumented use of materials from any source) constitute academic dishonesty and may be grounds for a grade of *F* in this course and disciplinary action. Each student is responsible for reading and understanding the University Policy on Academic Integrity (UPAI).

ADA Statement: Students with disabilities may request reasonable accommodations through the Texas A&M University-Texarkana Disability Services Office (UC255A) by calling 903-223-3062.

E-Mail Statement: After applying to and being accepted into a program by Texas A&M University-Texarkana, an individual will receive an A&M-Texarkana e-mail account. Instructors and university officials will deliver official university correspondence to this account. Each individual is responsible for information sent and received via his or her university e-mail account, and each individual must check his or her official A&M-Texarkana e-mail account completely and frequently. Faculty members and students must use their university e-mail accounts when communicating about coursework.

Grading: Each assignment corresponds to a given point value. The instructor calculates grades by dividing a student's accumulated points by the number of points possible.

#### Points by Assignment

Activity and Analysis Session	150
Examinations (Two)	400
Index-Card Comments (Per Session)	10
Picture Story Book	225
Poetry Anthology	150
Presentation (Puppet Play)	225
Reports (Collected)	375

#### Grade Computation (Example)

<u>Assignment</u>	<u>Points Earned</u>	<u>Points Possible</u>
Card Comments (Fifteen Days)	150	150
First Exam	150	200
Presentation (Puppet Play)	207	225
Totaled Points:	507	575

$$\text{Grade} = 507/575 = 88.2\% = \text{B}$$

## Tentative Schedule

- 08/25/11: Course Introduction  
Defining Children's Literature (Lecture)
- 08/30/11: Early Children's Books (Lecture)
- 09/01/11: Elements of Picture Books (Lecture)
- 09/06/11: Picture-Book Analysis (Activity)
- 09/08/11: Awards for Children's Books (Lecture)
- 09/13/11: Illustrators of Children's Books (Lecture)
- 09/15/11: Children's Poetry (Lecture)
- 09/20/11: Children's Songs (Lecture)
- 09/22/11: Analysis of a Children's Poem (Activity)  
Analysis of a Children's Song (Activity)
- 09/27/11: Writing Children's Poetry (Activity and Lecture)
- 09/29/11: Writing Children's Poetry (Activity and Lecture)
- 10/04/11: Poetry Anthology Due  
First Examination's Take-Home Portion Distributed
- 10/06/11: First Examination's In-Class Portion Distributed  
First Examination's Take-Home Portion Due
- 10/11/11: A Timeline of Children's Literature (Lecture)
- 10/13/11: A Timeline of Children's Literature (Lecture)
- 10/18/11: Myths and Legends (Lecture)  
"How Men and Women Got Together" (*FF* 68)  
"How Spider Obtained the Sky God's Stories" (*FF* 24)  
"The Story of Daedalus and Icarus" (Provided)  
"Why the Sea Is Salty" (Active Listening)
- 10/20/11: Fables and Parables (Lecture)  
"The Appointment in Samarra" (Provided)  
"A Dispute in Sign Language" (*FF* 42)  
"The Monkey and the Crocodile" (*FF* 151)

“The Three Trees” (Active Listening)  
“Truth and Falsehood” (FF 403)  
“Wagging My Tail in the Mud” (FF 61)  
“What Melody Is the Sweetest?” (FF 413)  
Picture Story Book Due

- 10/25/11: Fairy Tales and Folktales (Lecture)  
“The Cat-Woman” (FF 313)  
“The Donkey Lady” (Active Listening)  
“The Goose Girl” (FF 254)  
“Jump into My Sack” (FF 451)  
“The Snake’s Lover” (FF 323)
- 10/27/11: Fairy Tales and Folktales (Activity)  
“The Devil’s Hide” (FF 378)  
“The Flying Head” (FF 233)  
“Mr. Fox” (FF 87)  
“The Three Little ’Possums” (Active Listening)  
“The Two Hunchbacks” (FF 343)
- 11/01/11: Puppets and Puppetry (Lecture)  
Puppetry (Activity)
- 11/03/11: *Judy Moody*  
Activity and Analysis Session I
- 11/08/11: *A Blue-Eyed Daisy*  
Activity and Analysis Session II  
Written Reports Due
- 11/10/11: *Our Only May Amelia*  
Activity and Analysis Session III
- 11/15/11: *Wait Till Helen Comes: A Ghost Story*  
Activity and Analysis Session IV
- 11/17/11: Instructor’s Absence
- 11/22/11: *Rainbow Soup: Adventures in Poetry*  
Activity and Analysis Session V
- 11/24/11: Holiday
- 11/29/11: *The Magicians of Caprona*  
Activity and Analysis Session VI

- 12/01/11: *Ghostopolis*  
Activity and Analysis Session VII
- 12/06/11: *The Light Princess*  
Activity and Analysis Session VIII  
Puppet-Play Project Due (DVD or VHS)
- 12/08/11: Second Examination Distributed