

ENG305.01W: Children's Literature I  
Web-based Class  
Summer I Semester (2015)  
Texas A&M University-Texarkana  
903-223-3022  
*brian.billings@tamut.edu*

Dr. Brian C. Billings  
University Center 222  
12:00 p.m.-1:00 p.m. (MTW)  
(and by online appointment)

### TEXTS

Bell, Cece. *El Deafo*. New York: Amulet, 2014. Print.  
(ISBN: 978-1419712173)

Cannon, Nick. *Neon Aliens Ate My Homework (and Other Poems)*. New York: Scholastic, 2015.  
Print.  
(ISBN: 978-0545722810)

Collodi, Carlo (Carlo Lorenzini). *Pinocchio: The Tale of a Puppet*. 1883. Trans. M. A. Murray  
and G. Tassinari. New York: Penguin, 2002. Print.  
(ISBN: 978-0142437063)

Erskine, Kathryn. *Mockingbird*. 2010. Reprint ed. New York: Puffin, 2010. Print.  
(ISBN: 978-0142417751)

Klages, Ellen. *The Green Glass Sea*. 2006. Reprint ed. New York: Puffin, 2012. Print.  
(ISBN: 978-0142411490)

Jones, Diana Wynne. *The Homeward Bounders*. Reprint ed. New York: Greenwillow, 2002.  
Print.  
(ISBN: 978-0060298869)

Selfors, Suzanne. *The Sasquatch Escape*. 2013. First paperback ed. New York: Little, 2014.  
Print.  
(ISBN: 978-0316225694)

Stroud, Jonathan. *The Screaming Staircase*. 2013. Reprint ed. New York: Disney-Hyperion,  
2014. Print.  
(ISBN: 978-1423186922)

Yolen, Jane, ed. *Favorite Folktales from around the World*. New York: Pantheon, 1986. Print.  
(ISBN: 978-0394751887)

### 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). All assignments appear upon *Blackboard*.

## 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) Synthesize information about the content and construction of a children's picture book by creating a children's picture-story e-book (earning at least *six hundred and thirty of a possible nine hundred points*).
- 2) Synthesize information about the content and construction of children's poems by writing fifteen original children's poems and creating a poetry anthology (earning at least *four hundred and twenty of a possible six hundred points*).
- 3) Analyze a children's song using a formalist critical filter (earning at least *seventy of a possible one hundred points*).
- 4) Analyze three children's poems using a formalist critical filter (earning at least *two hundred and ten of a possible three hundred points*).
- 5) Analyze children's chapter books using critical filters by creating eight written responses (earning at least *five hundred and sixty of a possible eight hundred points*).
- 6) Analyze children's picture books using a formalist critical filter by creating eight written responses (earning at least *five hundred and sixty of a possible eight hundred points*).
- 7) Analyze course content by participating in ten online discussion forums (earning at least *seven hundred of a possible one thousand points*).

## PROJECTS

### 1) Analysis of a Children's Song

Peruse the instructor-provided folder containing audio and text files for children's songs. Choose a song and analyze its rhythm, rhyme, musicality, and suitability (i.e., its appropriateness for children) using *no fewer than two hundred words*. Append a detailed description of how to use the song in a classroom lesson to your analysis; this description should use *no fewer than one hundred words*. Follow the format that the instructor's sample displays. *Failure to follow the proper guidelines will result in a failing grade for this assignment.*

### 2) Analysis of Children's Poems

Peruse the instructor-provided folder for children's poems. Choose *three poems*. Analyze the first poem's structure, the second poem's use of rhyme, and the third poem's use of rhythm. Each analysis should use *no fewer than two hundred words*. Append a detailed description of how to use the poem in a classroom lesson to each analysis; each description should use *no fewer than one hundred words*. Follow the format that the instructor's sample displays. *Failure to follow the proper guidelines will result in a failing grade for this assignment.*

### 3) Discussion Sessions

The instructor will conduct two Collaborate chat sessions online each week. (Each student must install the Collaborate launcher on his or her computer before the first chat session.) These chat sessions function as an informal arena for discussing course content. The instructor will award points based upon the number and quality of comments and replies that a student posts during each session. (A student will not receive points for replies such as "I agree," "That was great," or "You're right.") Each student must log into each session on time and remain in each session until the instructor ends the session.

First Session	06/09/15	1:00 p.m.-2:30 p.m.
Second Session	06/12/15	8:00 p.m.-9:30 p.m.
Third Session	06/16/15	1:00 p.m.-2:30 p.m.
Fourth Session	06/19/15	8:00 p.m.-9:30 p.m.
Fifth Session	06/23/15	1:00 p.m.-2:30 p.m.
Sixth Session	06/26/15	8:00 p.m.-9:30 p.m.
Seventh Session	06/30/15	1:00 p.m.-2:30 p.m.
Eighth Session	07/03/15	8:00 p.m.-9:30 p.m.
Ninth Session	07/07/15	1:00 p.m.-2:30 p.m.
Tenth Session	07/09/15	8:00 p.m.-9:30 p.m.

#### 4) Picture-Story E-book

Create an original picture-story e-book for young children (ages five through eight). The instructor will assign random archetypes for each student that must appear prominently in the completed text. This assignment asks the student to function as an author, an illustrator, and a layout designer (including typography and image arrangement). The completed book must satisfy the following requirements:

- a) Publish the e-book as a PDF document.
- b) The number of pages must be thirty-two.
- c) Letters may be no larger than thirty-point font unless the student desires a specific typographic effect.
- d) Create pictures using at least three different types of media and scan the pictures to generate image files for incorporation into the e-book. When using found media (images that are not a student's original artwork), *remember to include an MLA-style works-cited page* for the media. The use of found media counts as *one medium* for this project.
- e) Include an illustrated half-title page, an illustrated title page, and an illustrated copyright page. List the three media used in the e-book upon the copyright page.
- f) Include endpapers featuring a frontispiece and a tailpiece.
- g) Use no more than three text-free two-page spreads.
- h) Use *no more than one thousand words* and *no fewer than two hundred and fifty words*.
- i) Do not retell a story that has already enjoyed excessive adaption.
- j) Do not use the same page layouts consecutively.

#### 5) Poetry Anthology

Assemble an anthology of poetry for children. This anthology should feature *fifteen* original poems that follow all of the forms located in the PowerPoint presentation titled "Forms for Children's Poetry." Title and type all pieces. Place the poems behind a title page and a table of contents. Follow the format that the instructor's sample displays. *Failure to follow the proper guidelines will result in a failing grade for this assignment.* Seek instructor feedback frequently when writing these poems. Sloppy work will receive low marks.

#### 6) Responses for Chapter Books

For each instructor-assigned chapter book, respond to the prompts that the instructor provides. Each response to a prompt should use *no fewer than two hundred words*. Use proper grammar and mechanics; in particular, *avoid using passive voice*.

#### 7) Responses for Picture Books

For each instructor-assigned picture book, respond to the prompts that the instructor provides. Each response to a prompt should use *no fewer than two hundred words*. Use proper grammar and mechanics; in particular, *avoid using passive voice*.

## REQUIREMENTS

This course features numerous readings and seven individual projects. Submit each assignment by the instructor-provided due date. **The instructor does not accept late work.**

## SUBMISSIONS

Submit all written assignments to *Turnitin.com* unless the instructor provides other instructions. (The course's identification number is **10086314**, and the course's password is *childandbook*.) **The instructor does not accept late work.**

## ATTENDANCE

N/A

## 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 (7101 University Avenue, Texarkana, Texas 75503) 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.

## DROP DATE (SUMMER I 2015)

June 11, 2015            This day is the last day to drop the class without penalty.

## CELLULAR PHONES

N/A

## CONFERENCES

Students should conference with the instructor for assignment clarification or immediate writing feedback. Please conference with the instructor using **only Blackboard's Collaborate** function. Remember to make an appointment for a Collaborate conference using *Blackboard* 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 by calling 903-223-3062.

## E-MAIL STATEMENT

After Texas A&M University-Texarkana accepts an applicant as a student, that 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 (or *Blackboard* mail for online courses) when communicating about coursework.

## FUTURE TEACHERS

For all future teachers, TEA's TEKS standards appear in the appropriate content folder on *Blackboard*.

## 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

Discussion Sessions (Ten)	<b>1000</b>
Picture-Story E-book	<b>900</b>
Story	300
Illustrations	300
Typography	300
Poetry Analyses (Three)	<b>300</b>
Poetry Anthology	<b>600</b>
Responses for Chapter Books (Eight)	<b>800</b>
Responses for Picture Books (Eight)	<b>800</b>
Song Analysis	<b>100</b>
<b>Total Points Possible:</b>	<b>4500</b>

### Grade Computation (Example)

<u>Assignment</u>	<u>Points Earned</u>	<u>Points Possible</u>
Picture Story E-book	805	900
Poetry Anthology	400	600
Responses (Chapter Books)	650	800
Totaled Points:	1855	2300

$$\text{Grade} = 1855/2300 = 80.65\% \sim 81.0\% = B$$

### Scale for Grades

90%-99%	=	A
80%-89%	=	B
70%-79%	=	C
60%-69%	=	D
0%-50%	=	F

## Tentative Schedule

<b>WEEK 1</b>	06/08/15	<b>Web</b>	Introduction Defining Children's Literature
	06/09/15	<b>Web</b>	First Discussion Session (Collaborate, 1:00 p.m.-2:30 p.m.) First Response for a Picture Book Due (Check Folder)
	06/10/15	<b>Web</b>	Timeline of Children's Literature
	06/11/15	<b>Web</b>	First Response for a Chapter Book Posted ( <i>The Sasquatch Escape</i> ) (Check Folder, Reader-Oriented Analysis) (Due 06/13/15)
	06/12/15	<b>Web</b>	Myths and Legends "How Men and Women Got Together" (FF 68) "How Mosquitoes Came to Be" (FF 350) "How Spider Obtained the Sky God's Stories" (FF 24) "Orpheus and Eurydice" (FF 422) "Sedna" (FF 105) Second Discussion Session (Collaborate, 8:00 p.m.-9:30 p.m.)
	06/13/15	<b>Web</b>	Second Response for a Picture Book Posted (Check Folder) (Due 06/15/15)
<b>WEEK 2</b>	06/14/15	<b>Web</b>	Fables and Parables "A Dispute in Sign Language" (FF 42) "It Could Always Be Worse" (FF 408) "The Monkey and the Crocodile" (FF 151) "Truth and Falsehood" (FF 403) "Wagging My Tail in the Mud" (FF 61) "What Melody Is the Sweetest?" (FF 413)
	06/15/15	<b>Web</b>	Second Response for a Chapter Book Posted ( <i>The Screaming Staircase</i> ) (Check Folder, Psychological Analysis) (Due 06/17/15)
	06/16/15	<b>Web</b>	Fairy Tales and Folktales "The Cat-Woman" (FF 313) "The Devil's Hide" (FF 378) "The Goose Girl" (FF 254) "Jump into My Sack" (FF 451) "Mr. Fox" (FF 87) "The Snake's Lover" (FF 323) "The Two Hunchbacks" (FF 343) Third Discussion Session (Collaborate, 1:00 p.m.-2:30 p.m.)
	06/17/15	<b>Web</b>	Third Response for a Picture Book Posted (Check Folder) (Due 06/19/15)
	06/18/15	<b>Web</b>	Awards for Children's Books

	06/19/15	<b>Web</b>	Fourth Discussion Session (Collaborate, 8:00 p.m.-9:30 p.m.) Third Response for a Chapter Book Posted ( <i>The Green Glass Sea</i> ) (Check Folder, Marxist Analysis) (Due 06/21/15)
	06/20/15	<b>Web</b>	Early Children's Books
	06/21/15	<b>Web</b>	Fourth Response for a Picture Book Posted (Check Folder) (Due 06/23/15)
<b>WEEK 3</b>	06/22/15	<b>Web</b>	Anatomy of a Picture Book Design and Composition for Picture Books
	06/23/15	<b>Web</b>	Fifth Discussion Session (Collaborate, 1:00 p.m.-2:30 p.m.) Fourth Response for a Chapter Book Posted ( <i>The Homeward Bounders</i> ) (Check Folder, Narrative-Structuralist Analysis) (06/25/15)
	06/24/15	<b>Web</b>	Styles of Art for Picture Books
	06/25/15	<b>Web</b>	Fifth Response for a Picture Book Posted (Check Folder) (Due 06/27/15)
	06/26/15	<b>Web</b>	Types of Media for Picture Books Sixth Discussion Session (Collaborate, 8:00 p.m.-9:30 p.m.)
	06/27/15	<b>Web</b>	Fifth Response for a Chapter Book Posted ( <i>Neon Aliens Ate My Homework</i> ) (Check Folder, Formalist Analysis) (Due 06/29/15)
	06/28/15	<b>Web</b>	Typography for Picture Books
<b>WEEK 4</b>	06/29/15	<b>Web</b>	Sixth Response for a Picture Book Posted (Check Folder) (Due 07/01/15)
	06/30/15	<b>Web</b>	The Structure of Poetry Seventh Discussion Session (Collaborate, 1:00 p.m.-2:30 p.m.)
	07/01/15	<b>Web</b>	Sixth Response for a Chapter Book Posted ( <i>Mockingbird</i> ) (Check Folder, Deconstructionist Analysis) (Due 07/03/15)
	07/02/15	<b>Web</b>	Rhyming in Poetry First Poem Analysis Posted (Structure) (Due 07/04/15)
	07/03/15	<b>Web</b>	Eighth Discussion Session (Collaborate, 8:00 p.m.-9:30 p.m.) Seventh Response for a Picture Book Posted (Check Folder) (Due 07/05/15)
	07/04/15	<b>Web</b>	Rhythm in Poetry Second Poetry Analysis Posted (Rhyme) (07/06/15)

	07/05/15	<b>Web</b>	Captions and Balloons Panels for Graphic Novels Storytelling for the Graphic Novel Seventh Response for a Chapter Book Posted ( <i>El Deafo</i> ) (Check Folder, Mythic-Archetypal Analysis) (Due 07/07/15)
<b>WEEK 5</b>	07/06/15	<b>Web</b>	Song Lyrics Third Poetry Analysis Posted (Rhythm) (Due 07/08/15)
	07/07/15	<b>Web</b>	Ninth Discussion Session (Collaborate, 1:00 p.m.-2:30 p.m.) Poetry Anthology Due Eighth Response for a Picture Book Posted (Check Folder) (Due 07/09/15)
	07/08/15	<b>Web</b>	Puppets and Puppetry Readers Theatre Song Analysis Posted (Due 07/09/15)
	07/09/15	<b>Web</b>	Tenth Discussion Session (Collaborate, 8:00 p.m.-9:30 p.m.) Eighth Response for a Chapter Book Posted ( <i>Pinocchio</i> ) (Check Folder, Feminist Analysis) (Due 07/09/15) Picture-Story E-book Due