

ENG305.02W: Children's Literature
Web-based Class
Summer I Semester (2019)
Texas A&M University-Texarkana
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Office Hours BAO

REQUIRED TEXTBOOKS AND OTHER RESOURCES

CHAPTER BOOKS

Babbitt, Natalie. *The Search for Delicious*. Reissue ed., Square Fish, 2007.
(978-0312369828)

Billings, Brian C. *Herr Hedgehog*. Capall Mara Press, 2013.
(provided)

Brooks, Molly. *Sanity and Tallulah*. Disney-Hyperion, 2018.
(978-1368022804)

Craft, Jerry. *New Kid*. HarperCollins, 2019.
(978-0062691194)

Martin, George R. R. *The Ice Dragon*. Starscape, 2007.
(978-0765355393)

Morpurgo, Michael. *An Elephant in the Garden*. Reprint ed., Square Fish, 2013.
(978-1250034144)

Myers, Anna. *Spy!* Walker and Company, 2008.
(978-0802797421)

O'Neill, Katie. *The Tea Dragon Society*. Oni Press, 2017.
(978-1620104415)

Velde, Vivian Vande. *Ghost of a Hanged Man*. Marshall Cavendish, 1998.
(978-0761450153)

Woodson, Jacqueline. *Brown Girl Dreaming*. Puffin Books, 2014, 2016.
(978-0147515827)

PICTURE-STORY BOOKS

TBA (Weekly)

LIBRARY-RESOURCES OR MEDIA-RESOURCES ASSESSMENT

This course does not require special library or media resources.

COURSE 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*.

COURSE 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 an illustrated themed children's-poetry e-book (earning at least *seven hundred of a possible one thousand points*).
- 2) Synthesize information about the content and construction of a readers-theatre presentation by creating a readers-theatre script (earning at least *one hundred and forty of a possible two hundred points*).
- 3) Synthesize information about the content and construction of children's poems by writing twelve original children's poems (nine during the poetry unit and three more to complete the poetry e-book) (earning at least *four hundred and twenty of a possible six hundred points*).
- 4) Analyze children's chapter books using critical filters that the instructor provides by creating five written responses (earning at least *five hundred and sixty of a possible eight hundred points*).
- 5) Analyze children's picture books using response prompts that the instructor provides by creating fifteen written responses (earning at least *six hundred and thirty of a possible nine hundred points*).

PROJECTS (METHODS OF EVALUATION)

1) Illustrated Themed Children's-Poetry E-book (1000 Points)

Create an original illustrated themed poetry e-book for children from ages five through eleven. This assignment asks the student to function as a poet, an illustrator, and a layout designer (including typography and image arrangement). The completed e-book must satisfy the following requirements:

- a) Use the theme and the nine themed poems you created during the poetry unit.
- b) Create three more themed poems. (The total number of poems for this project must be **twelve**.)
- c) Publish the e-book as a PDF document.
- d) The number of pages must be thirty-two.
- e) Letters may be no larger than thirty-point font unless the student desires a specific typographic effect.
- f) Create pictures using at least three different types of media and scan the pictures to generate image files for incorporation into the e-book. You may not use found media (i.e., images that are not a student's original artwork) for this project.
- g) Include a front and back cover. (These covers do not count as part of the required number of pages.)
- h) Include an illustrated half-title page, an illustrated title page, an illustrated copyright page (with a dedication and a list of the three media used), and an illustrated table of contents.
- i) Include poet's notes at the end of the book that provide the following information for each poem: the inspiration for the poem, the process for writing the poem, and how the poem's rhyme, rhythm, or structure enhances the poem's theme.
- j) Include endpapers featuring a frontispiece and a tailpiece.
- k) Use no more than three text-free two-page spreads.
- l) Do not use the same page layouts consecutively.

2) Themed Poems (600 Points)

During the poetry unit, you must choose a theme appropriate for children and write three groups of poems: three structure-oriented poems, three rhyme-oriented poems, and three rhythm-oriented poems. You must follow the directions that the instructor provides when writing these poems. Submit each group of poems to *Turnitin.com*.

3) Readers-Theatre Script (200 Points)

Prepare a readers-theatre script for four to six readers. The created piece should last for eight to ten minutes when performed. Use a moment from one of the chapter books from this semester as fodder for this script. When appropriate, provide parenthetical information that describes kinesics, proxemics, and vocalics. Any sound effects should receive appropriate labeling and formatting. The PowerPoint presentation discussing readers theatre contains a properly formatted script sample. Submit the script to *Turnitin.com*.

4) Responses for Children's Picture Books (900 Points)

The instructor shall provide five children's picture books each week. Choose **three** of these books and respond to the following prompts:

- 1) What is your response to this book? What experiences are causing you to respond this way?
- 2) What theme arises from the text? How? With what tone does the text treat this theme? Why?
- 3) At what point is the story most interesting? At what point is the story least interesting? Why? How do these moments affect understanding of the theme?
- 4) At what point are the illustrations most interesting? At what point are the illustrations least interesting? Why? How do these moments affect understanding of the theme?
- 5) Describe in detail a classroom activity that would work well with this book. (Reading the book aloud does not suffice.)

Each response should use *no fewer than two hundred and fifty words*. Follow MLA format and use proper grammar and mechanics; in particular, *avoid using passive voice*. Submit responses to *Turnitin.com*.

You may write **one** extra response each week to replace a low response score. You must label each extra response accordingly. An extra response without an identifying label will receive no score.

5) Responses for Children's Chapter Books (800 Points)

The instructor shall assign two children's chapter books each week. Choose **one** of these books and write a response that addresses the prompts that the instructor provides. Each response should use *no fewer than five hundred words*. Follow MLA format and use proper grammar and mechanics; in particular, *avoid using passive voice*. Submit responses to *Turnitin.com*.

You may write **one** extra response each week to replace a low response score. You must label each extra response accordingly. An extra response without an identifying label will receive no score.

REFLECTIONS (EXTRA CREDIT)

At the end of each week, a discussion forum will open in which students may reflect informally upon the week's material. (A student may post only once.) A post must use *no fewer than one hundred and fifty words*, and each post is worth *five points of extra credit*. A student may earn additional credit by responding to two peers' posts. (A student may not respond to more than two peers.) Each response must use *no fewer than seventy-five words*, and each response is worth *two-and-a-half points of extra credit*.

REQUIREMENTS FOR STUDENT PARTICIPATION

This course features numerous readings and five individual projects. Submit each assignment by the appropriate due date that the syllabus lists. **The instructor does not accept late work.**

INFORMATION ABOUT SUBMISSIONS

Submit all written assignments to *Turnitin.com* unless the instructor provides other instructions. (The course's identification number is **21323165**, and the course's password or enrollment key is *childbook2*.) **The instructor does not accept late work.**

STUDENT ATTENDANCE

This course is wholly online.

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 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), 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 the syllabus outlines that work.

DROP DATES (SUMMER I 2019)

June 6, 2019	This day is the last day to drop without receiving a grade.
June 28, 2019	This day is the last day to drop with a <i>W</i> .

CELLULAR PHONES (COURSE ETIQUETTE I)

This course is wholly online.

ACADEMIC INTEGRITY (COURSE ETIQUETTE II)

Students enrolled in this course should practice academic honesty. Cheating during 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 or disciplinary action. Each student is responsible for reading and understanding the University Policy on Academic Integrity (UPAI).

PLAGIARISM POLICY FOR THE ENGLISH DEPARTMENT

Any student who plagiarizes work in an A&M-Texarkana English class will automatically fail that English class. Do not plagiarize any work for this class.

CONFERENCES

Students should conference with the instructor for assignment clarification or immediate writing feedback. The instructor will not provide feedback unless a student requests it. **For this course, use only the *Blackboard* e-mail system to correspond with the instructor.**

DISABILITY ACCOMMODATIONS FOR STUDENTS

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

A&M-TEXARKANA E-MAIL ADDRESS

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. **For this course, use only the *Blackboard* e-mail system to correspond with the instructor.**

TEKS STANDARDS FOR FUTURE TEACHERS

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

INFORMATION ABOUT 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

Poetry E-book	1000
Poems	400
Illustrations	300
Typography	300
Poetry Groups (Three)	600
Readers-Theatre Script	200
Responses for Chapter Books (Five)	800
Responses for Picture Books (Fifteen)	900
Total Points Possible:	3300

Grade Computation (Example)

Assignment	Points Earned	Points Possible
Poetry E-book	805	900
Poetry Groups (Three)	400	600
Responses (Chapter Books)	650	800
Totaled Points:	1855	2300

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

GRADING SCALE

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

EXTRA INFORMATION FOR WEB-ENHANCED AND ONLINE COURSES

CLASS PARTICIPATION

Students are responsible for beginning their participation on the first class day by logging on and completing assignments according to the course calendar. Failure to submit online assignments between the first day of classes and the university's census date (according to the university's schedule) will result in an administrative drop from the course.

STUDENTS WITH FEDERAL LOANS OR GRANTS

Students who have federal loans and grants must be aware that monitors will observe their participation in online courses. In the event a student withdraws from a course, the student must refund all federal funds; these funds will receive proration from the last date of participation. A student's last access to *Blackboard* does not suffice as participation. The required weekly activity may include a comment to a blog, a discussion-board posting, a journal entry, a quiz or examination, an assignment that the student submitted, or any other measurable or trackable activity.

STUDENT TECHNICAL ASSISTANCE

Solutions to common problems and questions for your web-enhanced and online courses are found on the online-student-training page located on the A&M-Texarkana Web site.

If you cannot find a solution on the online-student-training page, you may submit a support request by contacting the Information Technology Help Desk using the following methods:

E-mail: *helpdesk@tamut.edu*

Phone: 903-334-6603

Submission: Support Request Ticket

Students may find additional help for *Blackboard* by searching *Blackboard* Help for Students.

TECHNICAL REQUIREMENTS

The minimum computer requirements for online learning include the following:

- 1) a computer capable of handling streaming video (i.e., a mid-range multi-core CPU),
- 2) a sound card,
- 3) a high-speed Internet connection that links to the computer via a hard-wired Ethernet connection rather than a wireless connection,

- 4) software protecting against viruses and adware,
- 5) Microsoft Word (minimum version 2007 or above),
- 6) Mozilla Firefox browser (available for free), and
- 7) the most recent versions of Java, Flash, QuickTime, Adobe Reader, and Shockwave.

(You can check that the versions for the latter programs are up to date by using the Firefox browser and visiting the Firefox Plugin Check Tool.)

Please note that some instructors may require the use of a headset with a microphone or a Web camera. If so, course fees do not include the cost of these items; you must acquire these items at your own expense.

BLACKBOARD MOBILE FOR IOS AND ANDROID DEVICES

Android and iOS devices are currently supported using the Blackboard Mobile App, available for free from your App Store or by scanning the code below:



The Blackboard Mobile App provides limited access to courses, including the ability to read and contribute to discussions, check grades and announcements, access content, read and comment on blogs, reflect in journals, link to your personal Dropbox, and receive push notifications when courses receive updates. Limited course features may also be available via your mobile device's browser; however, your mobile device does not replace your personal computer and should not function as a substitute for one. You should complete high-stakes assignments, tests, or other such work on your personal computer instead of on your mobile device.

Tentative Schedule

WEEK 1	06/03/19	Web	Introduction Defining Children's Literature (PowerPoint) First Response for a Picture Book Due (<i>Turnitin.com</i>)
	06/04/19	Web	Second Response for a Picture Book Due (<i>Turnitin.com</i>)
	06/05/19	Web	Timeline of Children's Literature (PowerPoint) Third Response for a Picture Book Due (<i>Turnitin.com</i>)
	06/06/19	Web	Fourth Response for a Picture Book Due (<i>Turnitin.com</i>)
	06/07/19	Web	Myths and Legends (PowerPoint) Fifth Response for a Picture Book Due (<i>Turnitin.com</i>)
	06/08/19	Web	Myths and Legends (Readings on <i>Blackboard</i>) First Response for a Chapter Book Posted (Check Folder) (<i>Spy!</i> OR <i>An Elephant in the Garden</i>)
	06/09/19	Web	Fables and Parables (PowerPoint) First Response for a Chapter Book Due (<i>Turnitin.com</i>)
WEEK 2	06/10/19	Web	Fables and Parables (Readings on <i>Blackboard</i>) Sixth Response for a Picture Book Due (<i>Turnitin.com</i>)
	06/11/19	Web	Fairy Tales and Folktales (PowerPoint) Seventh Response for a Picture Book Due (<i>Turnitin.com</i>)
	06/12/19	Web	Fairy Tales and Folktales (Readings on <i>Blackboard</i>) Eighth Response for a Picture Book Due (<i>Turnitin.com</i>)
	06/13/19	Web	Awards for Children's Books (PowerPoint) Ninth Response for a Picture Book Due (<i>Turnitin.com</i>)

	06/14/19	Web	Tenth Response for a Picture Book Due (<i>Turnitin.com</i>)
	06/15/19	Web	Early Children's Books (PowerPoint) Second Response for a Chapter Book Posted (Check Folder) (<i>Sanity and Tallulah</i> OR <i>The Search for Delicious</i>)
	06/16/19	Web	Second Response for a Chapter Book Due (<i>Turnitin.com</i>)
WEEK 3	06/17/19	Web	Anatomy of a Picture Book (PowerPoint) Design and Composition for Picture Books (PowerPoint) Eleventh Response for a Picture Book Due (<i>Turnitin.com</i>)
	06/18/19	Web	Styles of Art for Picture Books (PowerPoint) Twelfth Response for a Picture Book Due (<i>Turnitin.com</i>)
	06/19/19	Web	Identifying Styles of Art in Picture Books (PowerPoint) Thirteenth Response for a Picture Book Due (<i>Turnitin.com</i>)
	06/20/19	Web	Types of Media for Picture Books (PowerPoint) Fourteenth Response for a Picture Book Due (<i>Turnitin.com</i>)
	06/21/19	Web	Identifying Types of Media in Picture Books (PowerPoint) Fifteenth Response for a Picture Book Due (<i>Turnitin.com</i>)
	06/22/19	Web	Typography for Picture Books (PowerPoint) Samples of Typography in Children's Books (PowerPoint) Third Response for a Chapter Book Posted (Check Folder) (<i>Ghost of a Hanged Man</i> OR <i>The Ice Dragon</i>)
	06/23/19	Web	Illustrators for Children's Books (PowerPoint) Third Response for a Chapter Book Due (<i>Turnitin.com</i>)

WEEK 4	06/24/19	Web	The Structure of Poetry (PowerPoint) Analyzing the Structure of Poetry (PowerPoint) Choice of Theme Due (<i>Blackboard</i>) Sixteenth Response for a Picture Book Due (<i>Turnitin.com</i>)
	06/25/19	Web	Three Structure-Oriented Poems Due (<i>Turnitin.com</i>) Seventeenth Response for a Picture Book Due (<i>Turnitin.com</i>)
	06/26/19	Web	Rhyming in Poetry (PowerPoint) Analyzing Rhyming in Poetry (PowerPoint) Eighteenth Response for a Picture Book Due (<i>Turnitin.com</i>)
	06/27/19	Web	Three Rhyme-Oriented Poems Due (<i>Turnitin.com</i>) Nineteenth Response for a Picture Book Due (<i>Turnitin.com</i>)
	06/28/19	Web	Rhythm in Poetry (PowerPoint) Analyzing Rhythm in Poetry (PowerPoint) Twentieth Response for a Picture Book Due (<i>Turnitin.com</i>)
	06/29/19	Web	Children's Songs (PowerPoint) Analyzing a Children's Song (PowerPoint) Writers of Children's Poetry (PowerPoint) Fourth Response for a Chapter Book Posted (Check Folder) (<i>Brown Girl Dreaming</i> OR <i>Herr Hedgehog</i>) Three Rhythm-Oriented Poems Due (<i>Turnitin.com</i>)
	06/30/19	Web	Writers of Children's Songs (PowerPoint) Fourth Response for a Chapter Book Due (<i>Turnitin.com</i>)
WEEK 5	07/01/19	Web	Children's Theatre (PowerPoint) Readers Theatre (PowerPoint) Puppets and Puppetry (PowerPoint) Twenty-first Response for a Picture Book Due (<i>Turnitin.com</i>)

	07/02/19	Web	Captions and Balloons (PowerPoint) Panels for Graphic Novels (PowerPoint) Storytelling for the Graphic Novel (PowerPoint) Twenty-second Response for a Picture Book Due (<i>Turnitin.com</i>)
	07/03/19	Web	Readers-Theatre Script Due Twenty-third Response for a Picture Book Due (<i>Turnitin.com</i>)
	07/04/19	Web	Twenty-fourth Response for a Picture Book Due (<i>Turnitin.com</i>) Fifth Response for a Chapter Book Posted (Check Folder) (<i>New Kid</i> OR <i>The Tea Dragon Society</i>)
	07/05/19	Web	Picture-Story E-book Due (<i>Blackboard</i> or <i>Turnitin.com</i>) Twenty-fifth Response for a Picture Book Due (<i>Turnitin.com</i>) Fifth Response for a Chapter Book Due (<i>Turnitin.com</i>)