

## ENGLISH 3305: Children's Literature

**Instructor:** Dr. Polette

**Semester:** Fall 2021

**Day/Time:** T/R 9:00 – 10:20

**Room:** Hudspeth 200

**Credits:** 3

**Office Hrs:** T/R 7:45 – 8:45 a.m. & 12:00 – 1:00 p.m., and by appt.

**Office:** Hudspeth Hall # 216

**Phone:** 915-747-5123

**E-Mail:** [kpolette@utep.edu](mailto:kpolette@utep.edu)



### Required Texts

- *Literature for Children, 9<sup>th</sup> Edition*, by David Russell (be sure to have the 9<sup>th</sup> edition)
- *The 20<sup>th</sup> Century Children's Book Treasury* edited by Janet Schulman
- *How to Read Literature like a Professor for Kids* by Thomas Foster

**NB:** Be sure to have these texts by the first day of class. If the **UTEP bookstore** does not have any of the above books for sale, you may want to purchase the book from a web site such as Amazon.com or Half.com and have it shipped to you in one or two days.

### Purpose

This course is designed to help you become an independent and critical thinker, writer, & learner; gain a working knowledge of the various manners, modes, and genres of literature for children; to learn various theories of childhood and cognitive development, to learn to read subtext in literature for children; and discover ways to develop educational activities in the language arts classroom using literature for children.

### Communication

- I will communicate with you in person (during Zoom meetings) and via UTEP e-mail & BlackBoard Announcements. I will respond to e-mails within 24 hours, if not sooner. I recommend that you download and install *Outlook Express* on your phone and/or computer.
- If you need to speak to me, we can meet during my office hours or by appointment; I can also arrange a Zoom conversation.
- Check your UTEP e-mail and BlackBoard announcements regularly, *at least once per day*.

### Technology Requirements

- Some of the course content is delivered via the Internet through the Blackboard learning management system. *Be sure that your UTEP e-mail account is working* and that you have access to the Web and a stable web browser. *Google Chrome* and *Mozilla Firefox* are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.
- Access to a computer/laptop, a scanner, a webcam, and a microphone.
- Download or update the following software: *Zoom, Microsoft Office, Adobe Acrobat Reader, QuickTime, and Java*. Check that your computer hardware and software are up-to-date and able to access all parts of the course.
- If you do not have a word-processing software, *you can download Microsoft Word and other Microsoft Office programs* (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

**NB:** If you encounter technical difficulties, please contact the [UTEP Help Desk](#), as the personnel there are trained specifically in handling the technological needs of students.

### Grading Scale

A=90-100% (excellent), B=80-89% (superior), C=70-79% (competent), D=60-69% (less than competent), F=0-59% (failing).

## Grades

Grades will be based on overall points for the course: 375 points

Point Values: 338-375 = **A**, 300-337 = **B**, 263-299 = **C**, 225-262 = **D**, 224-0 = **F**.

**Assignments:** (see pp. 15-37 in the syllabus for directions and examples)

**Upload to BlackBoard; see BlackBoard and the syllabus for Due Dates.**

1. Chapter Three Questions, 25 pts
2. Chapter Five Questions, 40 pts
3. Reflective Essay 1, 100 pts
4. Chapter Seven Questions, 40 pts
5. Reflection on the Foster book, 70 pts
6. Reflective Essay 2, 100 pts

## Attendance

Because most of what you will learn in this course will result from your active involvement in each of class activity, you must attend every class. Please note that if you miss class **6 times**, you will be unable to achieve a passing grade for this class, and a grade of "F" will be recorded for you. If you miss 6 classes, it is recommended that you drop this class. It is, moreover, your responsibility to sign the attendance sheet for each class.

It is very important that you attend class meetings because the reflective essays that you will write will focus on how what you learned during class connects with ideas in the textbook.

- a) It is your responsibility to keep track of the number of your absences and to complete and hand in requisite number of outside assignments (as outlined in the above paragraph) if you choose not to lose a letter grade or grades from your overall grade for this class. (You might want to circle the dates in the syllabus of any classes you miss.)

- b) *If you experience a significant problem during the semester — e.g. Covid 19 — one that will affect your attendance or grade, please let me know ASAP and well before the end of the semester so that you and I can take steps to address the problem - especially if the problem will have a potentially adverse effect on your grade.*
- If you are affected by COVID 19, please contact [covidaction@utep.edu](mailto:covidaction@utep.edu).
- c) If you attend every class without being late or leaving early, 20 points (not 20 percentage points) will be added to the individual points (not percentage points) you have accumulated by the end of the semester.
- d) Late arrivals or early departures disrupt the concentration of those of us who are working; please arrive on time and stay for the entire class. Please arrive at least 5 minutes before 9:00 a.m.; class will begin promptly at 9:00. For an **online** class, please keep your camera on during the entire class; please do not come and go during class.
- e) If you have children and need a place for their care, please avail yourself of the UTEP childcare center; please do not bring your children to class.
- f) **Turn off** and **put away** cell-phones, smart-phones, ipads, tablets, computers, and all other electronic devices before class begins. Do not use any electronic devices, unless instructed to do so, during class.
- g) Do not leave class to make or receive a phone call; do not work on assignments for other classes during class. Attend to personal needs before or after class, not during class. *Do not bring food to class.*
- h) Because many discussions will take place during our class meetings, please be sure to listen (and please refrain from talking) when other people are discussing class-related issues.
- i) Do not work on assignments or activities for other classes during class.

### **Disability Support**

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to [cass@utep.edu](mailto:cass@utep.edu), or visit their office located in UTEP Union East,

Room 106. For additional information, please visit the CASS website at <https://www.utep.edu/student-affairs/cass/>.

## COVID-19

If you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms, please stay home (for face-to-face classes). If you are diagnosed with Covid-19, please let me know as soon as possible, so that we can work out appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to [covidaction@utep.edu](mailto:covidaction@utep.edu), so that the Dean of Students Office can provide you with support and help with communication with your professors. The **Student Health Center** is equipped to provide COVID-19 testing: **Union East, 915-747-5624**, [studenthealth@utep.edu](mailto:studenthealth@utep.edu)

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best ways that UTEP Miners can take care of Miners are to wear a mask indoors and to get the vaccine. If you need the vaccine, it is widely available in the El Paso area and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit [epstrong.org](http://epstrong.org).

## Personal Support

If you find that you are in need of personal support during the semester, please contact **UTEP Counseling and Psychological Services**: 202 Union West, 915-747-5302 or <https://www.utep.edu/student-affairs/consel/> - or call the **24 hour Emergency Crisis Hotline at 915-779-1800**.

## Special Circumstances

If you experience a significant problem during the semester, one that will affect your attendance or grade, please let me know well *before the end of the semester*

so that you and I can take steps to address the problem - especially if the problem will have a potentially adverse effect on your grade.

## Plagiarism

If you obtain work from someone else and submit it as your own; if you use any material from another source in your work and do not give direct credit to your source; or if someone with whom you are working creates/writes any part of the work for you, you are plagiarizing. Acts of plagiarism and other forms of academic dishonesty are absolutely disallowed and will be dealt with swiftly according to UTEP's established policy.

## Manuscript Form

All assignments must be typed and **must have**:

- 12 point font
- *Only* Times New Roman or Georgia **or** Century Schoolbook (font)
- black ink
- double-spacing
- one inch margins

**NB:** Before you post written work, take it to a qualified source for suggestions regarding revising and editing, such as the **Tutorial/Writing Center in the UTEP Library**: <https://www.utep.edu/uwc/>.

Pay careful attention to the grading criteria for standard academic writing on page 10 and to the assessment form for each assignment.

## Late Work

- Late assignments one letter grade per day late.
- Having a grade of 0 for any assignment will negatively affect your overall grade for the course.

## Writing Skills

Even though all languages are incredible valuable, and each has an essential beauty, power, and grandeur, this is an upper-level English class; as such, you

should possess those writing skills that are necessary for you to express your thoughts in clear and effective language in English:

- you should be able to develop your thoughts in a written form that is clear and cohesive;
- should be able to support general assertions with facts, examples, illustrations, and explanations;
- should be able to create a sense of logical coherence in your writing;
- should be able to construct clear and concise sentences;
- should be able to use language that is clear, precise, specific, and concrete;
- should be able to connect your sentences by using transitional devices;
- and should be able to use standard punctuation, mechanical constructions, and spelling.

### **Support for Writing**

1. If you do not possess the requisite writing skills to be able to construct effective academic prose, or if you are not sure how to construct academic prose (see the [grading criteria for standard academic writing on page 10](#)), I strongly advise you to secure assistance from a qualified source and to put together an immediate, proactive plan that will help you become a more effective writer.
2. I will be glad to help you by appointment. I will also be glad to talk with you about an assignment before it is due. If you wish to talk with me about an assignment before it is due, arrange to meet with me in person or online; bring a draft of your assignment and have specific questions about your draft, that is, have questions that will let me know what concerns you have about your work and what, specifically, you wish to discuss.
3. You can receive help **online** from the **Tutorial/Writing Center in the UTEP Library**: <https://www.utep.edu/uwc/>

### **Questions or Concerns**

- If you have any questions or concerns about anything in the syllabus or anything in the course at any time, please share them with me in person or via e-mail asap.
- If you do not share questions or concerns, then I have no way of knowing what is on your mind or how to be of assistance to you.

## **Netiquette**

When e-mailing me, please begin with an *appropriate greeting* (e.g., Dear Dr. Polette, or Hello Dr. Polette, or Good Morning Dr. Polette, etc.), and *also provide your name and what class you are in* (eg., This is \_\_\_\_\_, and I am in your class, Engl \_\_\_\_\_ ), since I teach more than one class.

## **Course Drop Policy**

According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.” Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I may drop you from the course. I will provide 24 hours advance notice via email.

OR

I will not drop you from the course. If, however, you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar’s Office](#) to initiate the drop process. If you do not, you are at risk of receiving an “F” for the course.

## **Agreement**

If you elect to remain in this class, then you are agreeing to adhere to all of the class polices which are detailed in this document and to complete the assignments which are posted on BlackBoard.

## Criteria for Standard Academic Writing (how your writing will be evaluated)

### **A: Development**

1. Insightful, original, and general ideas and assertions are supported with facts, examples, illustrations, &/or explanations; facts, examples, illustrations, etc. are developed with explanations.
2. Only one idea per paragraph is asserted and developed.
3. Clear definitions are used where needed; especially for abstract words like “creativity,” “imagination,” “critical thinking,” “thinking skills,” “literacy,” etc.
4. All the directions for the assignment have been followed. **NB:** *Projects, assignments, and written products that do not correspond to the written directions will not receive a passing grade.*

### **B: Organization**

1. Each paragraph has a clear topic sentence.
2. Each topic sentence presents one idea to be developed.
3. Each paragraph contains facts, example(s), and/or an illustration that relates to the idea in the topic sentence.
4. Writing displays a clear sense of order among the sentences within each paragraph. There are no “idea or content gaps”; that is, ideas and facts are connected from sentence to

sentence; transitional words and phrases are used where needed.

5. A clear and effective discussion relates the facts, examples and/or illustration to the idea in the topic sentence. Eg, each discussion describes the importance or purpose of each fact, example, or illustration.

**C: Wording**

1. Simple, energetic language is used in sentences that are clear and direct. Figurative language is employed where appropriate.
2. No passive voice (unless there's a reason).
3. Sentence variety is present (sentences are not constructed in the same way).
4. Important words and concepts are defined and are used consistently and clearly.

**D: Cohesion**

1. Transitional words and phrases are used in and among paragraphs and sentences.
2. Parallel constructions are used correctly.
3. Pronouns are used correctly: every pronoun has a clear antecedent.
4. No shifts from past to present tense.
5. All quotations and outside material are introduced; page number and source are provided.

**E: Sentence Structure, Punctuation, and Spelling**

1. No run-on sentences. No sentence fragments.
3. No dangling modifiers or misplaced (or incorrectly used) phrases.
4. No convoluted sentences: sentences that contain too many disparate ideas, or sentences that are so long or uncoordinated that they fail to convey what they attempt to convey.
5. Proper punctuation: comma, semi-colon, apostrophe, etc. Words are spelled correctly.

**F: Manuscript Form**

1. One inch margins; number the pages at the bottom (center).
2. Use double-spacing.
3. Use twelve point font.
4. Use either Times New Roman, Georgia, **or** Century Schoolbook font.
5. Use black ink.
6. The pages of the assignment are numbered.

## Syllabus

**NB:** This syllabus is subject to change at my discretion to meet instructional needs and/or to accommodate time constraints; changes may include additional assignments and/or quizzes.

### August

24. Introduction; presentation of class policies and the syllabus.
26. Introduction to Children's Literature. Discussion.
31. **Read:** Chapter One in *Literature for Children* by David Russell.  
**Quiz:** contents of Chapter One.

>>**Questions to Consider while Reading Chapter One:**

1. What are 3 examples of the “earliest” works of literature for children: pp. 2-3?
2. Name 3 different kinds of stories that children might have been exposed to during the Middle Ages: pp. 3-4.
3. a. When were “hornbooks” produced? b. What is a hornbook and what was its purpose? c. What does Russell consider to be the “first true illustrated book for children”? Give a description of this book. pp. 4-8.
4. a. Who penned the term “tabula rasa,” and what does it mean? b. Who was John Newberry, and what is significant about him and his achievements? c. Who was Charles Perrault, and what is significant about him? d. Who were the Grimm brothers, and what is significant about them? pp. 8-11.
5. a. Who was Lewis Carroll? b. State 3 things of significance that were the result of *Through the Looking Glass*. pp. 11-15.
6. Briefly explain each of the levels of Piaget’s “cognitive development.” pp. 18-20.
7. Briefly explain the five stages of Erickson’s “psychosocial development.” pp. 20-21.
8. Briefly explain the stages of Kohlberg’s “Ethical (Moral) Development.” pp. 21-22.

## September

2 **Read:** Chapter Three in *Literature for Children*

**Turn in on BlackBoard:** Answers to questions on BlackBoard for Chapter Three

7 Continue Chapter Three – presentation/discussion

9 **Read:** Chapter Five in *Literature for Children*

14 **Turn in on BlackBoard:** Answers to questions for Chapter Five

16 Continue Chapters Three/Five – presentation/discussion

- 21 Continue Chapters Three/Five – presentation/discussion
- 23 Continue Chapters Three/Five – presentation/discussion
- 28 Continue Chapters Three/Five – presentation/discussion
- 30 Continue Chapters Three/Five – presentation/discussion

## October

5 **Turn in on BlackBoard:** Reflective Essay # 1.

7 **Read:** Chapter Six in Literature for Children

**Quiz:** Chapter Six

**>>What to Consider while Reading Chapter Six:**

- The basic elements and forms of poetry (definitions/descriptions)
- Origins of poetry for children
- The differences between narrative and lyric poetry (and examples)
- The sounds and pictures of poetry
- Children's preferences in poetry
- Some contemporary poets who write for children
- Reasons to share poetry with children & how
- Ways to select poems/anthologies

12 Continue Chapter Six

14 Continue Chapter Six

19 **Read:** Chapter Seven (Folk Narratives)

21 Continue Chapter Seven

26 Continue Chapter Seven

28 **Turn in on BlackBoard:** Answers to Questions for Chapter Seven

**Read:** Chapter Four

>>**What to Consider while reading Chapter Four:**

Literary Elements: narrator, setting, character, plot, conflict, style, theme, tone

## November

2 Continue Chapter Four

4 **Read:** Schulman . . . pp. 2-75

9 **Read:** Schulman . . . pp. 76-148

11 **Read:** Schulman. . . pp. 149-229

16 **Read:** *How to Read Literature like a Professor for Kids*

18 **Turn in on BlackBoard:** *Reflections on How to Read Literature like a Professor for Kids*

23 Continue *How to Read Literature like a Professor for Kids*

25 Thanksgiving (no class meeting)

30 **Read:** Chapter Ten

## December

2 Continue Chapter Ten

3 Dead Day

- 7 **Final Exam:** 10:00 a.m. – 12:45 p.m.  
**Turn in on BlackBoard:** Reflective Essay #2

## English 3305: Assignments

English 3305: Fall 2021

### Chapter Three: The Experience of Literature for Children

>> Read the Directions **2 times** *before* you begin. If you have any questions, please contact me.



**Objectives:**

- to understand the experiential importance of literature for children
- to read carefully
- to discern

**Worth:** 25 points

**Due:** September 2, 2021 (Thursday) by 9:00 a.m. Upload to BlackBoard.

**Late:** A late assignment will lose 10 points per day late. An assignment is late if it is uploaded to BlackBoard after 9:00 a.m. on Sept. 2, 2021.

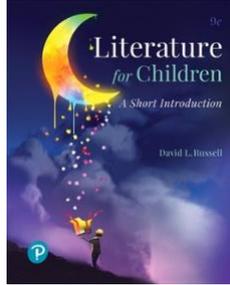
**Writing Format:** (assignments that do not adhere to this format will lose 10 points):

- **Font:** use only Times New Roman, Georgia, or Century Schoolbook, 12 point.
- Double-spacing.
- One inch margins.
- Use MicroSoft Word docx.

**Assignment: One Reading Activity & One Writing Activity**

**Directions**

I. **Read:** Chapter Three in *Literature for Children*, 9<sup>th</sup> edition, by David Russell



## II. Write:

- Provide fully articulated answers that are based in specific information that is conveyed in Chapter Three; provide a direct quotation from the chapter and the page number where the information is located.
- See the example that follows the questions.
- Note that *book titles* are placed in *italics*.

## Chapter Three Questions:

1. Give 3 key components of Lev Vygotsky's "social interaction" theory.
2. Give 3 key components of Louis Rosenblatt's "reader response" theory.
3. Give 2 key components of each of the following:
  - a. reading aloud
  - b. book talks
  - c. webbing and mapping
  - d. story circle
  - e. reader's theatre
  - f. technology in the classroom

**Writing Format:**

- **Font:** use only Times New Roman, Georgia, or Century Schoolbook, 12 point.
- Double-spacing.
- One inch margins.
- Use MicroSoft Word docx.
- Failure to follow the Writing Format will result in the loss of 10 points.

**>> Example of one part of question #1:**

1. Vygotsky, a Russian psychologist, “believed that human development is a continuing and never-ending process—that we have no developmental ‘goals’ to reach, only a series of lifelong transformations to experience. In other words, we are all lifelong learners” (p. 63).

**Assessment: 25 points**

- All questions are fully and carefully answered.
- Each answer contains a direct quotation from Chapter Three in *Literature for Children*, 9<sup>th</sup> edition, by David Russell.
- The page number for the answer to each question is provided.
- Standard grammar/usage, spelling, and punctuation are used.
- Writing format has been followed.

English 3305: Fall 2021

## Chapter Five: Literature for Children

>> Read the Directions **2 times** *before* you begin. <<

If you have any questions, please contact me.



**Objectives:**

- to understand ABC books, counting books, concept books, and wordless picture books
- to make analytical and insightful connections

**Worth:** 40 points

**Due:** September 14, 2021 by 9:00 a.m. Upload to BlackBoard.

**Late:** Late assignments will lose 10 points per day late. An assignment is late if it is uploaded to BlackBoard after 9:00 a.m. on the due date.

**Writing Format:** (assignments that do not adhere to this format will receive only 15 points):

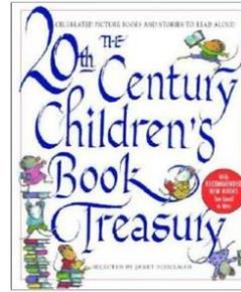
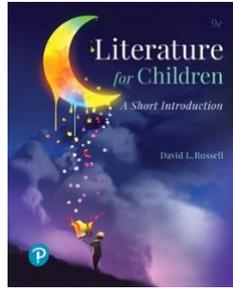
- **Font:** use only Times New Roman, Georgia, or Century Schoolbook, 12 point.
- Double-spacing.
- One inch margins.
- Use MicroSoft Word docx.

**Assignment: Two Reading Activities & One Writing Activity**

**Directions**

I. **Read:** Chapter Five in *Literature for Children*, 9<sup>th</sup> edition, by David Russell.

**Read:** various texts and illustrations from *The 20<sup>th</sup> Century Children's Book Treasury* edited by Janet Schulman.



## II. Write:

- Provide fully articulated answers that are based in specific information that is conveyed in Chapter Four and in *The 20<sup>th</sup> Century Children's Book Treasury*; provide a direct quotation from the texts in the treasury and the page number where the information is located.
- See the example that follows the questions.
- Note that *book titles* are placed in *italics*.

## Chapter Five Questions:

1. In what ways is *Chicka Chicka Boom Boom* by Bill Martin, Jr. in *The 20<sup>th</sup> Century Children's Book Treasury* an example of an Alphabet Book? (see Chapter Five in the Russell text for an explanation of Alphabet Books). Explain with language from Chapter Five and with an example(s) from *Chicka Chicka Boom Boom*.
2. In what ways is *Ten, Nine, Eight* by Molly Bang in *The 20<sup>th</sup> Century Children's Book Treasury* an example of a Counting Book? (see Chapter Five in

the Russell text for an explanation of Counting Books). Explain with language from Chapter Five and with an example(s) from *Ten, Nine, Eight*.

3. In what ways is *I Hear, I See, I Touch* by Helen Oxenbury in *The 20<sup>th</sup> Century Children's Book Treasury* an example of a Concept Book? What concept is being presented? (see Chapter Five in the Russell text for an explanation of Concept Books). Explain with language from Chapter Five and with an example(s) from *I Hear, I See, I Touch*.

4. In what ways is *A Boy, A Dog, and A Frog* by Mercer Mayer in *The 20<sup>th</sup> Century Children's Book Treasury* an example of a Wordless Picture Storybook? (see Chapter Five in the Russell text for an explanation of Wordless Picture Storybooks). Explain with language from Chapter Five and with an example(s) from *A Boy, A Dog, and A Frog*.

**Writing Format:**

- **Font:** use only Times New Roman, Georgia, or Century Schoolbook, 12 point.
- Double-spacing.
- One inch margins.
- Use MicroSoft Word docx.

**>>Example of an Answer:**

*Action Alphabet* by Marty Neumeier is an alphabet book, but it is not designed “to introduce letters and their sounds and shapes to children” as David Russell

mentions that many beginning alphabet books are designed to do (p. 116). Instead, *Action Alphabet* is a book that is designed to promote fluent thinking and vocabulary development for readers in the Preoperation and Concrete stages of Cognitive Development. By presenting each letter in an “action-oriented situation,” the book invites readers to expand their “understanding of the world” (p. 116) by encouraging them to think of as many words as possible that begin with a particular letter to describe the various actions of the letter on the page. For example, the letter F in the book is dropping to the bottom of the page, so readers might think of the following words: falling, free, fast, flutter — and even other words like fence, fixed, and fastened. In this way *Action Alphabet*, serves as a wonderful source for cognitive and linguistic development.

**Assessment: 40 points**

- All questions are fully and carefully answered.
- Each answer contains citations from *Literature for Children* and from *The 20<sup>th</sup> Century Children’s Book Treasury*.
- The page number for the answer to each question is provided.
- Standard grammar/usage, spelling, and punctuation are used.
- The explanation for the answer is clearly articulated.
- Writing format has been followed.

## English 3305: Reflective Essay # 1

**Worth:** 100 points

**Due:** October 5, 2021 by 9:00 a.m. Post the essay on **BlackBoard**.

**Late:** A late essay will lose 20 points per day late.

### Directions:

1. Make a list of 10 different things (facts, concepts, strategies, etc.) you learned or discovered *in class*.

2. This list should be numbered (1-10) and should be comprised of **phrases**, not just words. *For instance*, something like “sharing stories” is not acceptable. Rather you would want to state something like, “using predictions about literary elements to help students develop deeper comprehension of a story,” or “the importance of a robust read-aloud experience based on a picture storybook to help children develop stronger language skills.”
3. From your list, **choose 4 items to discuss**; discuss each item in a separate paragraph. (One item per paragraph, which means **you will be writing 4 paragraphs**). *These items should be things you learned or discovered in the class sessions that we have shared this semester.*
4. The goal in each paragraph is for you to articulate what you learned and what was important about what you learned. Do not simply summarize something we did in class. Do not offer general assertions without supporting them with facts, explanations, examples, and/or illustrations. See the sample paragraph. Study it closely. Remember: each paragraph must present and develop only one idea. Everything in the paragraph must contribute to the development of the one idea in the topic sentence. Eliminate any sentences that do not directly contribute to the development of the idea in the topic sentence.

- Begins with an **assertion**: In class, I discovered (or learned) \_\_\_\_\_ .
- Give a specific **example** of what we did in class that supports your assertion; describe the example in 2-3 sentences.
- **Explain** in 4-6 sentences what you learned and what was important about what you learned.

Each paragraph must also be logically organized. Each sentence must logically connect to the one that precedes it and to the one that follows it. Be sure to use transitional phrases. Be sure each pronoun has a clear antecedent. And be sure to check for mechanical errors—proofread.

### Sample Paragraph

One important thing that I learned in Children’s Literature is the importance of reading aloud to children—and to use quality literature as the basis for doing so (*topic sentence*). For instance, Dr. Polette read aloud to our class regularly, and on one particular day, he read “Be Glad Your Nose Is on Your Face” by Jack Prelutsky. When he did, he discussed and demonstrated that when we read literature aloud, we will help children develop stronger vocabularies and more sophisticated, internal language structures (*example*). Since, as I learned in class, children acquire language primarily through the ear, the words they hear are central to their ability to understand and use words in speech and to create meaning from words in print. Moreover, children will be limited in their abilities to read and write based on the number of words and language structures they have in their minds. The fewer words that children have internalized, the more limited will be their ability to read and write. Put simply, if children haven’t internalized words and sentence patterns beyond what they hear from TV, they will not be able to read or write them. Our task, then, must be to offer children daily earfuls of literature-based rich words and language patterns (*discussion*). And there

is no better source for rich language and sophisticated language structures than those found in quality literature for children.

### ASSESSMENT FORM: Reflective Essay

\_\_\_\_\_ 90-100 — A

- The writing is clear, well-organized, and contains examples/illustrations, are insightful.
- Each ¶ has a clear topic sentence that presents one idea to be developed. Topic sentence is followed by a restriction/transition sentence(s). An example/illustration is included. A cogent discussion and quotation relate the example to the idea in the topic sentence. Each paragraph is clearly focused.
- Wording is clear in sentences that are precise. Abstract terms are defined and used effectively. Effective syntax throughout. Cohesion is clear; transitions are effective.
- No mechanical errors present; departures from convention appear intentional and are effective.
- Manuscript form has been followed.

\_\_\_\_\_ 80-89 — B

- The writing is generally clear, complete, well-organized, and contains examples/illustrations.
- Each ¶ has a clear topic sentence that presents one idea to be developed. Topic sentence is followed by a restriction/transition sentence(s). An example/illustration is included. A cogent discussion and quotation relate the example to the idea in the topic sentence. Each paragraph is focused.
- Wording is generally clear in sentences that are precise. Abstract terms are generally defined and used effectively. Effective syntax throughout. Cohesion is clear; transitions are effective.

- A few mechanical errors present.
- Manuscript form has been followed.

\_\_\_\_\_ 70-79 — C

- The writing needs stronger organization and contains a few examples/illustrations.
- Each ¶ has a topic sentence that may be in need of clarity and focus. Topic sentence is followed by a restriction/transition sentence(s). An example/illustration might not be included. A discussion may not effectively relate the example to the idea in the topic sentence. Each paragraph is somewhat focused.
- Wording is generally okay; sentence variety may not be present. Abstract terms are loosely defined, and may be used effectively. Syntax may need revision. Cohesion is in need of further work; transitions somewhat effective.
- Some mechanical errors are present.
- Manuscript form has been generally followed.

\_\_\_\_\_ 60-69 — D

- The writing is generally not clear and is in need of significant development.
- Each ¶ needs a (stronger) topic sentence. Topic sentence, if present, is often not followed by a restriction/transition sentence(s). An example/illustration is generally not included. A discussion may be missing. Each paragraph needs revision.
- Wording may be too vague to be effective; sentence variety may not be present. Abstract terms are not defined and are not used effectively. Syntax needs revision. Cohesion is in need of further work; transitions are missing.
- Many mechanical errors present. Manuscript form may not have been followed.

\_\_\_\_\_ 0-59 — F

- The writing is not clearly organized and is lacking development.
- Each ¶ needs topic sentence. Topic sentence is not followed by a restriction/transition sentence(s). An example/illustration is not included. A discussion may be missing. Each paragraph needs substantial revision.
- Wording is not effective; sentence variety not present. Abstract terms are not defined and are not used effectively. Syntax needs revision. Cohesion is in need of further work; transitions are missing.
- Myriad mechanical errors present. Manuscript form and Directions may not have been followed.

## English 3305: Fall 2021

### Chapter Seven: Literature for Children

>> Read the Learning Module and the Directions **2 times** *before* you begin. <<

If you have any questions, please contact me.

**Objectives:**

- to understand the nature of folk narratives in literature for children
- to read carefully
- to make analytical and insightful connections

**Worth:** 40 points

**Due:** October 28, 2021 - by 9:00 a.m. Upload to BlackBoard.

**Late:** Late assignments will lose 10 points per day late. An assignment is late if it is uploaded to BlackBoard after 9:00 a.m. on the due date

**Writing Format:** (assignments that do not adhere to this format will lose 10 points):

- **Font:** use only Times New Roman, Georgia, or Century Schoolbook, 12 point.
- Double-spacing.
- One inch margins.

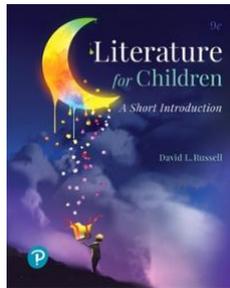
- Use Microsoft Word docx.

### Assignment: Two Reading Activities & One Writing Activity

#### Directions

- I. **Read:** Chapter Seven in *Literature for Children*, 9<sup>th</sup> edition, by David Russell.

**Read:** “Cinderella” (see the attached PDF).



#### II. Write:

- Provide fully articulated answers that are based in specific information that is conveyed in Chapter Seven and in “Cinderella”.
- See the example; model your own writing on the example.
- Note that *book titles* are placed in *italics*.

#### Chapter Seven Questions: Answer Questions Only 2-5.

1. Explain how the setting (time and place) in “Cinderella” (see the attached PDF) are typical elements of folk narrative (see Russell text, p. 190). Cite examples from “Cinderella.”

2. Explain how the characters in “Cinderella” (see the attached PDF) are typical elements of folk narrative (see Russell text, p. 190-194). Cite examples from “Cinderella.”
3. Explain how the language and style of “Cinderella” (see the attached PDF) are typical elements of folk narrative (see Russell text, p. 194-195). Cite examples from “Cinderella.”
4. Explain how the images and symbols in “Cinderella” (see the attached PDF) are typical elements of folk narrative (see Russell text, p. 195). Cite examples from “Cinderella.”
5. Explain how “Cinderella” (see the attached PDF) is a Wonder Tale (see Russell text, p. 200-201). Cite examples from “Cinderella.”

**Writing Format:**

- **Font:** use only Times New Roman, Georgia, or Century Schoolbook, 12 point.
- Double-spacing.
- One inch margins.
- Use MicroSoft Word docx.

**>> Example of an answer for question #1:**

1. The setting in “Cinderella” is a typical element of a folk narrative. According to Russell, folk narratives generally do not have specific settings; he states: “[W]e rarely find specific countries, towns, or other places names. The setting remains distant in both time and place . . .” (p. 190). Such is the case in “Cinderella”;

regarding the setting of this story, no specific country or town is ever mentioned. The only settings that are mentioned — and these cannot be located in a specific country or city — are the house where Cinderella lived and the “king’s castle” where the “festival” is held. Because these settings are nonspecific — not places located in a specific place and time — we can see that they are examples of settings that are typical elements of folk narratives.

**Assessment: 40 points**

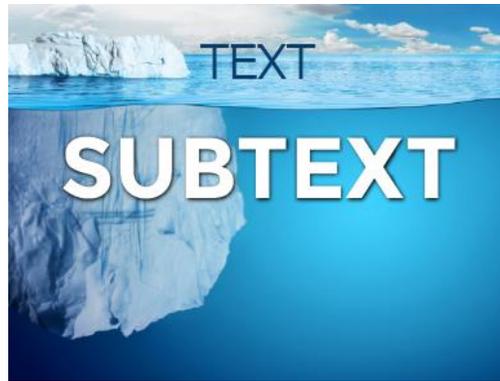
- Questions 2-5 are fully and carefully answered.
- Each answer contains a direct quotation from the Russell text and from “Cinderella”.
- The page number in the Russell text for the answer to each question is provided.
- Standard grammar/usage, spelling, and punctuation are used.
- The explanation for each answer is clearly articulated.
- Writing format has been followed.

**English 3305: Fall 2021**

**Metacognition and Literature for Children**

>> Read the Directions **2 times** *before* you begin. <<

If you have any questions, please contact me.

**Objectives:**

- To understand how to change the manner in which you read
- To understand the relationship between denotation and connotation
- To understand how to read for subtext
- To understand how to make deep inferences and literary associations

**Worth:** 70 points

**Due:** November 18, 2021 - by 9:00 a.m. Upload to BlackBoard.

**Late:** Late assignments will lose 10 points per day late. An assignment is late if it is uploaded to BlackBoard after 9:00 a.m. on the due date

**Writing Format:** (assignments that do not adhere to this format will lose 10 points):

- **Font:** use only Times New Roman, Georgia, or Century Schoolbook, 12 point.
- Double-spacing.
- One inch margins.
- Use MicroSoft Word docx.

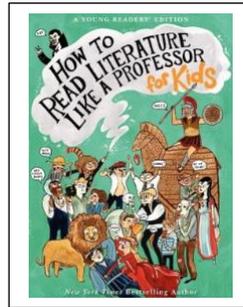
## Assignment: One Reading Activity & One Writing Activity

### Directions

I. **Read:** the following chapters in *How to Read Literature Like a Professor for Kids* by

Thomas Foster:

- Introduction
- Chapter One
- Chapter Two
- Chapter Three
- Chapter Ten
- Chapter Thirteen
- Chapter Fourteen
- Chapter Sixteen



II. **Write:**

- One important discovery (typed and double-spaced) you made in each of the chapters listed above — ***you do not have to write anything about the Introduction.***

- State, specifically, something important you learned that you did not previously know.
- Briefly explain what you learned, then give an example of what you learned by relating it to a book, a movie, a television program, or something in your life (though nothing too personal).
- See the example; model your own writing on the example.

**Writing Format:**

- **Font:** use only Times New Roman, Georgia, or Century Schoolbook, 12 point.
- Double-spacing.
- One inch margins.
- Use MicroSoft Word docx.

**>> Example:**

**Chapter 14:** I discovered that physical scars, marks, and disabilities are often symbolic about how a particular character is different from others, how he or she becomes a visual image of difference, and how the mark represents a character trait or an aspect of character that drive the plot (*topic sentence that cites content in the Foster text*). The idea of scars and marks made me think, for instance, of Inigo Montoya from the movie, *The Princess Bride*, and how the scars on his cheeks are symbols of his youthful but misplaced courage and are also constant, inscribed reminders of his desire to avenge his father's death (which was caused by the six-fingered man, another character who is "marked" as different). In this way, the

scars reveal how different he is from the other characters in the movie — he is the only character whose chief motive is revenge. His desire for revenge becomes a dominant subplot of the movie, one that is balanced out by the protagonist's desire to be reunited with the beloved.

**Assessment: 70 points**

- A clear and specific discovery for each chapter: 1, 2, 3, 10, 13, 14, & 16.
- A statement that explains what is important about each discovery
- An example that relates the discovery to a book, movie, tv program, or aspect of your life
- Clear, concrete use of language; coherence and cohesion
- Sentences are clear and are free from standard usage errors.

**English 3305: Reflective Essay # 2**

**Worth:** 100 points

**Due:** December 7, 2021 by 1:00 p.m. Post the essay on **BlackBoard**.

**Late:** A late essay will lose 20 points per day late.

**Directions:**

1. Make a list of 10 different things (facts, concepts, strategies, etc.) you learned or discovered *in the second half of this class*.
  2. This list should be numbered (1-10) and should be comprised of **phrases**, not just words. *For instance*, something like “sharing stories” is not acceptable. Rather you would want to state something like, “using predictions about literary elements to help students develop deeper comprehension of a story,” or “the importance of a robust read-aloud experience based on a picture storybook to help children develop stronger language skills.”
  3. From your list, **choose 4 items to discuss**; discuss each item in a separate paragraph. (One item per paragraph, which means **you will be writing 4 paragraphs**). *These items should be things you learned or discovered in the class sessions that we have shared this semester.*
  4. The goal in each paragraph is for you to articulate what you learned and what was important about what you learned. Do not simply summarize something we did in class. Do not offer general assertions without supporting them with facts, explanations, examples, and/or illustrations. See the sample paragraph. Study it closely. Remember: each paragraph must present and develop only one idea. Everything in the paragraph must contribute to the development of the one idea in the topic sentence. Eliminate any sentences that do not directly contribute to the development of the idea in the topic sentence.
- Begins with an **assertion**: In class, I discovered (or learned) \_\_\_\_\_ .
  - Give a specific **example** of what we did in class that supports your assertion; describe the example in 2-3 sentences.
  - **Explain** in 4-6 sentences what you learned and what was important about what you learned.

Each paragraph must also be logically organized. Each sentence must logically connect to the one that precedes it and to the one that follows it. Be sure to use

transitional phrases. Be sure each pronoun has a clear antecedent. And be sure to check for mechanical errors—proofread.

### Sample Paragraph

One important thing that I learned in Children’s Literature is the importance of reading aloud to children—and to use quality literature as the basis for doing so (*topic sentence*). For instance, Dr. Polette read aloud to our class regularly, and on one particular day, he read “Be Glad Your Nose Is on Your Face” by Jack Prelutsky. When he did, he discussed and demonstrated that when we read literature aloud, we will help children develop stronger vocabularies and more sophisticated, internal language structures (*example*). Since, as I learned in class, children acquire language primarily through the ear, the words they hear are central to their ability to understand and use words in speech and to create meaning from words in print. Moreover, children will be limited in their abilities to read and write based on the number of words and language structures they have in their minds. The fewer words that children have internalized, the more limited will be their ability to read and write. Put simply, if children haven’t internalized words and sentence patterns beyond what they hear from TV, they will not be able to read or write them. Our task, then, must be to offer children daily earfuls of literature-based rich words and language patterns (discussion). And there is no better source for rich language and sophisticated language structures than those found in quality literature for children.

### ASSESSMENT FORM: Reflective Essay

\_\_\_\_\_ 90-100 — A

- The writing is clear, well-organized, and contains examples/illustrations, are insightful.
- Each ¶ has a clear topic sentence that presents one idea to be developed. Topic sentence is followed by a restriction/transition sentence(s). An example/illustration is included. A cogent discussion and quotation relate the example to the idea in the topic sentence. Each paragraph is clearly focused.
- Wording is clear in sentences that are precise. Abstract terms are defined and used effectively. Effective syntax throughout. Cohesion is clear; transitions are effective.
- No mechanical errors present; departures from convention appear intentional and are effective.
- Manuscript form has been followed.

\_\_\_\_\_ 80-89 — B

- The writing is generally clear, complete, well-organized, and contains examples/illustrations.

- Each ¶ has a clear topic sentence that presents one idea to be developed. Topic sentence is followed by a restriction/transition sentence(s). An example/illustration is included. A cogent discussion and quotation relate the example to the idea in the topic sentence. Each paragraph is focused.
- Wording is generally clear in sentences that are precise. Abstract terms are generally defined and used effectively. Effective syntax throughout. Cohesion is clear; transitions are effective.
- A few mechanical errors present.
- Manuscript form has been followed.

\_\_\_\_\_ 70-79 — C

- The writing needs stronger organization and contains a few examples/illustrations.
- Each ¶ has a topic sentence that may be in need of clarity and focus. Topic sentence is followed by a restriction/transition sentence(s). An example/illustration might not be included. A discussion may not effectively relate the example to the idea in the topic sentence. Each paragraph is somewhat focused.
- Wording is generally okay; sentence variety may not be present. Abstract terms are loosely defined, and may be used effectively. Syntax may need revision. Cohesion is in need of further work; transitions somewhat effective.
- Some mechanical errors are present.
- Manuscript form has been generally followed.

\_\_\_\_\_ 60-69 — D

- The writing is generally not clear and is in need of significant development.
- Each ¶ needs a (stronger) topic sentence. Topic sentence, if present, is often not followed by a restriction/transition sentence(s). An example/illustration is generally not included. A discussion may be missing. Each paragraph needs revision.
- Wording may be too vague to be effective; sentence variety may not be present. Abstract terms are not defined and are not used effectively. Syntax needs revision. Cohesion is in need of further work; transitions are missing.
- Many mechanical errors present. Manuscript form may not have been followed.

\_\_\_\_\_ 0-59 — F

- The writing is not clearly organized and is lacking development.
- Each ¶ needs topic sentence. Topic sentence is not followed by a restriction/transition sentence(s). An example/illustration is not included. A discussion may be missing. Each paragraph is needs substantial revision.
- Wording is not effective; sentence variety not present. Abstract terms are not defined and are not used effectively. Syntax needs revision. Cohesion is in need of further work; transitions are missing.
- Myriad mechanical errors present. Manuscript form and Directions may not have been followed.