ENGLISH 3305: Children’s Literature

Professor: Dr. Polette
Semester: Spring 2022
Day/Time: T/R 9:00 – 10:20 a.m.
Room: Online (Zoom & BlackBoard)
Credits: 3
Office Hrs: 8:00 – 9:00 a.m., 11:50 a.m. – 12:50 p.m. on T/R & by appt.
Office: Online
Phone: 915-747-5123 (office)
E-Mail: kpolette@utep.edu

Required Texts:
- Literature for Children, 9th Edition, by David Russell — be sure to have the 9th edition
- The 20th 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 the above books for sale, you should purchase the books from a web site such as Amazon.com, Barnes & Noble, or Half.com and have them shipped to you in one or two days. In other words, it is your responsibility to secure the texts that are required for this class. Not having any of the texts is not an excuse for missing an assignment. Be proactive in obtaining books for this class.

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.
A University Class

When you enroll in a class at the university, you are agreeing to enter into an organized experience that has the following components: class meetings via Zoom twice per week (presentations, whole class discussions, and small group discussions), readings in chosen texts, and various written assignments. To gain as much as possible from this experience, to learn in both formal and informal ways, and to expand your schema, you should organize your time so that you can attend all class meetings, so that you can carefully read and respond to the selected texts, and so that you can successfully complete all written assignments. The following policies are designed to help you derive as much as possible from this university class.

Online Class Meetings

- This class will meet via Zoom online from 9:00 – 10:20 a.m. on Tuesday and Thursday of each week. Just as you would need to be physically present in a class that meets face-to-face, so too must you be physically present and attentive during each Zoom class meeting.

- During each class, for the entire class, your camera must be turned on and you must be physically present (e.g., within camera view e.g., 1-3 feet away from the camera) to be counted as present. If your camera is not turned on and/or if you are not within camera view for the entire class, you will be counted as absent.

- Moreover, you need to be able to actively participate during each class meeting, that is, in breakout rooms and in whole class sessions. That means that you need to be fully present for each class and not have your attention divided with other activities, such as a job, being in a car, doing other classwork, attending to other electronic devices, or doing anything else that would preclude you from actively participating in this class.

- If you cannot commit to being 100% present physically and mentally during every class, then this online class is not for you.

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.

- If you miss class 5 times, you have 1 of 2 choices: either accept the loss of 1 letter grade for the semester or complete the following outside activity:
*Outside activity: watch and respond to the following 2 YouTube videos.

https://www.ted.com/talks/sir_ken_robinson_how_to_escape_education_s_death_valley
https://www.ted.com/talks/sir_ken_robinson_bring_on_the_learning_revolution

a. State the thesis of each talk by Ken Robinson.
b. State the main points of each talk.
c. In a 2 page essay for each talk, discuss how 4 ideas that Robinson presented connect with ideas and/or strategies that have been presented in this class.
d. You must earn the grade of “C” or better for this to ameliorate an absence. See the assessment criteria for academic writing on page 11 in this syllabus.

- If you miss class 6 times (regardless of the reasons, except for UTEP requirements), you will be unable to achieve a passing grade for this class and a grade of “F” will be recorded.
- If you miss 6 classes, you should drop this class.
- It is your responsibility to keep track of the number of your absences.

NB: One reason, among many, why it is important that you attend all class meetings is because the reflective essays that you will write will focus on what you learned during class meetings connects with ideas in the textbook. As such, it is important (for your learning and your success in writing the reflective essays) that you take careful and detailed notes for each class meeting.

a) 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.

b) Arrive at least 2 minutes before 9:00 a.m.; class will begin promptly at 9:00. Continued late arrivals may be counted as absences.

c) Since this class is online synchronous class, your camera must be turned on during the entire class. If your camera is not turned on for the whole class (and when your camera is turned on, you must be physically present, that is, in view of the camera), it will be counted as an absence.

d) Do not work on assignments or activities for other classes during class.
Special Circumstances

If you experience a significant problem during the semester, 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. For these kinds of situations, an official verification (e.g., doctor’s note) will be required.

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 by appointment via Zoom.
- 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 working computer/laptop, a scanner, a webcam, and a microphone. **The camera needs to be working and to be on for the whole of every class meeting.**
- 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 the total number points earned for the course; cumulative points and percentages can be seen at any time on BlackBoard.

**Assignments:**

- Assignments (point values, due dates & times, directions, examples, and assessment criteria) are posted on BlackBoard.
- Upload all completed assignments to BlackBoard by the due date & time.
  
  **NB:** To meet educational needs, assignments may be added throughout the semester; if so, they will be posted on BlackBoard.

**Assignment Due Dates:**

- **Jan 25th:** Chapter One Questions
- **Feb. 1st:** Chapter Three
- **Feb. 8th:** Chapter Five Questions
- **March 1st:** Reflective Essay # 1
- **April 5th:** Chapter Seven Questions & “Cinderella” PDF
- **April 14th:** Chapter Four & 20th Century Children’s Book Treasury Questions
- **April 26th:** How to Read Literature like a Professor for Kids
- **May 10th:** Reflective Essay # 2
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
- page numbers at the bottom
- Assignments that do not adhere to the criteria for "Manuscript Form" will lose 1 letter grade.
- Assignments that are not double-spaced will be returned to you to reformat.

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 11 and to the assessment form for each assignment.

Late Work

- Late assignments lose 1 letter grade per 24 hours late (see the assignments on BlackBoard).
- Having a grade of 0 for any assignment will have a significant negative impact on your overall grade for the course.
  
  NB: Do not wait until the “last minute” to work on an assignment.

Disability Support

If you have a disability and need classroom accommodations, contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, visit the CASS website at https://www.utep.edu/student-affairs/cass/. If you receive accommodations from CASS, contact me and let me know the nature of those accommodations.
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 necessary. If you have tested positive for COVID-19, you are encouraged to report your results to 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

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.

Personal Support

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

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.
**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 (academic prose):

- You should be able to develop your original and insightful thoughts in a written form that is clear and cohesive;
- should have a strong and clear “voice”;
- 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 effective 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.

**Academic Writing Considerations**

- Assignments that are *hastily written and/or that are written at the last minute* are generally ineffective because they do not communicate what the writer generally intends or desires.
- Writing that is only rendered in *one draft* is never as ineffective as it could be.
- Writing that is “stream of consciousness,” that is, writing that “just comes out of the writer's head” without thought about structure, coherence, or organization is generally ineffective.
- Writing that is clearly organized and coherent is effective — writing that is, *for example*, organized into paragraphs where each paragraph has a clear topic sentence that presents one idea to be developed. Each paragraph develops the idea in the topic sentence with facts, examples, illustrations, and clear explanations. Each sentence in the paragraph is connection to the one the precedes and the one that follows it.
- Because effective *academic writing* is generally *very different* from the way we normally think and talk, it requires time, thought (a deliberate attempt to reorganize and order random thoughts), and revision(s).
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 11), 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 via Zoom; 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 (Zoom) 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 (e.g., 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.” If you find that you are unable to complete this course successfully, then contact the Registrar’s Office to initiate the drop process.

NB: The UTEP drop deadline is April 1st.

How to Succeed in This Class

1. Come to every class and actively participate in each activity.
2. Keep your camera on during the whole of each class.
3. Be proactive in class: ask questions, volunteer ideas, answer questions.
4. Do not miss more than 5 classes.
5. Keep track of your absences.
6. Keep track of your grade on BlackBoard.
7. Have the required books.
8. Complete all the readings and be prepared to discuss them.
9. Complete all written assignments on time (see BlackBoard); be sure they correspond to the examples and assessment criteria.
10. Seek regular assistance from the UTEP Writing Center and/or me before assignments are due.
11. Contact me throughout the semester if you any questions, comments, or concerns.

Agreement

If you elect to remain in this class, then you agree to adhere to all the class polices which are detailed in this document.
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.
2. No dangling modifiers or misplaced (or incorrectly used) phrases.
3. 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.
4. 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. Number the pages.
**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.

* Keep track of your absences; see the attendance policy on page 3.
* Keep track of your grade throughout the semester on BlackBoard.

**Jan 18th**
- Introduction: cookies, children’s text, connection

**Jan 20th**
- Reflections on previous class
- Introduction: syllabus, discussion, questions
- Written Reflections

**Jan 25th**
- Reflections on previous class
  
  *Assignment:* Chapter One Questions (upload to BlackBoard)
  
- Written Reflections

**Jan 27th**
- Reflections on previous class
- Read: Chapter Three
- Written Reflections
Feb. 1st

* Check the number of your absences. (See the attendance policy on page 3.)
* Check your grade on BlackBoard.

- Reflections on previous class
  
  *Assignment:* Chapter Three Questions (upload to BlackBoard)

- Reader’s Theatre: “The Wolf and the Crane,” Taro Gomi’s My Friends / Mis Amigos

- Written Reflections

Feb. 3rd

- Reflections on previous class
  
  *Assignment:* Chapter Five Questions (upload to BlackBoard)

- Written Reflections

Feb. 8th

- Reflections on previous class

- Presentation: Alphabet Books (Albert B. Cub and Zebra)

- Written Reflections

Feb. 10th

- Reflections on previous class

- Presentation: Alphabet Books (Alison’s Zinnia, Anamalia, Q Is for Duck)

- Written Reflections
Feb. 15th

• Reflections on previous class

• Discussion: Writing Considerations

• Presentation: Alphabet Books (Anamalia, Z Was Zapped, Just in Case, First Thousand Words)

• Written Reflections

Feb. 17th

• Reflections on previous class

• Presentation: Alphabet Books (Z Was Zapped, Just in Case, First Thousand Words, Q Is for Duck, ZPD)

• Written Reflections

Feb. 22nd

• Reflections on previous class

• Presentation: Chapter Five, the Values of Alphabet Books, the Nature of Comprehension (Z Was Zapped, Just in Case, First Thousand Words, Q Is for Duck, ZPD)

• Written Reflections

Feb. 24th

• Reflections on previous class

• Presentation: the Nature of Comprehension, Just in Case, First Thousand Words, Concept Books

• Written Reflections
March 1st

* Check the number of your absences. (See the attendance policy on page 3.)

* Check your grade on BlackBoard.

- Reflections on previous class

  *Assignment: Reflective Essay # 1 (upload to BlackBoard)

- Presentation: the Nature of Comprehension, Just in Case, Concept Books

- Written Reflections

March 3rd

- Reflections on previous class

- Presentation: Concept Books (Green Is a Chile Pepper, Round Is a Tortilla), short film

- Written Reflections

March 8th

- Reflections on previous class

- Conversation Question: Would you rather be a mouse or a chocolate chip cookie? Why?

- Presentation: Concept Books, four essential cognitive processes (Categorization, Seriation, Reversibility), Things That Go, When the Elephant Walks, If You Give a Mouse a Cookie

- Written Reflections

March 10th

- Reflections on previous class

- Presentation: Chapter Five, reversibility, If You Give a Mouse a Cookie, Previously, Where's Our Mama?, Tuesday

- Written Reflections
March 15th

Spring Break

March 17th

Spring Break

March 22nd

• Reflections on previous class

• Presentation: Previously, Tuesday, Conservation

• Written Reflections

March 24th

• Reflections on previous class

• Question: Would you rather be able to create a new holiday or a new language?

• Presentation: Conservation (film, Where’s the Fish?, Alphabatics, Sea Shapes, The Other Side, Alphabet City, Mouse Views)

• Written Reflections

March 29th

• Reflections on previous class

• Question for the Day

• Presentation: Conservation (Alphabatics, Sea Shapes, Alphabet City, Mouse Views)

• Written Reflections
March 31st

- Reflections on previous class
- Presentation: Conservation, The Desert is My Mother, Alphabet City, oral language strategies
- Written Reflections

April 5th

* Check the number of your absences. (See the attendance policy on page 3.)
* Check your grade on BlackBoard.
* (April 1st: Class Drop/Withdrawal Deadline)

- Reflections on previous class

  * Assignment: Chapter Seven Questions & Cinderella PDF (upload to BlackBoard)

- Read: Chapter Seven
- Written Reflections

April 7th

- Reflections on previous class
- Presentation: folktales, Heckedy Peg, Dragon Feathers
- Written Reflections

April 12th

- Reflections on previous class
- Presentation: folktales, Dragon Feathers, Paco and the Giant Chile Plant
- Written Reflections
April 14th

- Reflections on previous class

*Assignment:  20th Century Children’s Book Treasury Questions (upload to BlackBoard)

- Conversation:  20th Century Children’s Book Treasury (Wild Things) (bring to class)

- Written Reflections

April 19th

- Reflections on previous class

- Conversation:  20th Century Children’s Book Treasury (bring to class)

- Written Reflections

April 21st

- Reflections on previous class

*Assignment:  How to Read Literature like a Professor for Kids (upload to BlackBoard)

- Conversation:  How to Read Literature like a Professor for Kids (bring to class)

- Written Reflections

April 26th

- Reflections on Thursday’s class:

- Conversation:  20th Century Children’s Book Treasury & How to Read Literature like a Professor for Kids

- Written Reflections
April 28th

- Reflections on previous class

- Conversation: 20th Century Children’s Book Treasury & How to Read Literature like a Professor for Kids

- Written reflections

May 3rd

- Reflections on previous class:

- Structure: Freytag’s Pyramid, The Dark at the Top of the Stairs, The Winter Duckling

- Written reflections

May 5th

- Reflections on previous class

- Structure: Freytag’s Pyramid, The Dark at the Top of the Stairs, The Winter Duckling

May 10th

*Assignment: Reflective Essay # 2 (upload to BlackBoard)