

**CRN: 16417-** Fall 2022

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Office Hours: M, W 12:00-3:00pm

or by appointment

Class: T, TR 12:00-1:20pm HUDS 200

## **ENGL 3305: Children's Literature**

### **Course Description:**

In this course, we will explore and critique children's literature to determine how literature for children influences the way that children experience the world. Together we will answer questions like: What is the purpose of creating literature specifically for children? How do you determine what is good and bad children's literature? What is the difference between children's literature and literature for adults? And how does society and culture influence the evolution of children's literature? This course is designed to develop your skills of literary analysis while also giving you working knowledge of various genres of literature for children. We will be reading and responding to diverse examples of children's literature, and will be developing insights about literature and literacy. By the end of the semester, you will better understand the ways in which readers interact with texts, how texts influence readers, how authors purposely (and unintentionally) shape their texts, and how contexts influence readers, writers, and the act of reading, specifically in relation to literature for children.

### **Required Texts:**

- Baptiste, Tracey. *The Jumbies*. Algonquin Young Readers, 2016.
- Hintz, Carrie, and Eric L. Tribunella. *Reading Children's Literature: A Critical Introduction*. broadview press, 2019.
- Lai, Thanhha. *Inside Out & Back Again*. Harper, 2011.
- Le Minh. *Drawn Together*. Little Brown Books for Young Readers, 2018.
- Saint-Exupery, Antoine. *The Little Prince*. Mariner Books, 2000.

### **Course Requirements:**

#### **Attendance and Participation:**

It is important that you are present in class and come to class prepared to engage in a thoughtful discussion. It is also imperative that you check blackboard regularly. This course requires your active participation. Your participation will be measured through your attendance and participation in class discussion, engagement in class assignments (such as the reading/viewing of course materials), as well as completion of major assignments (**like your genre lesson, critical annotations, and final project**).

**Class Assignments:**

Class assignments will be given regularly. Class assignments are given to clarify concepts, to create a dialogue with the text, and to encourage class discussion. These assignments will be in the class module for the week and will be outlined in the weekly announcements.

**Independent Reading/ Critical Annotations:**

*Reading Children's Literature: A Critical Introduction* by Hintz and Tribunella provides an excellent overview of genres in children's literature. You are responsible for reading each chapter on genre and applying the criteria for evaluation in analyzing books from that genre. For each genre, you are responsible for selecting and reading a quality work of children's literature. For each book that you select, you need to develop a critical annotation with the following elements.

- A complete bibliographical citation (MLA style) of the book chosen
- Summary or brief synopsis of what the book is about
- A description of how this is relevant to the genre (apply an analytical description of how the text features and elements exemplify the genre) and why this is a quality work of children's literature.

Annotations do not need to be long (extended paragraph), but they do need to be carefully and thoughtfully crafted. You are free to explore outside sources such as literature reviews, but you must craft your response from your own personal insights which should come through clearly. If you use outside sources, you **MUST** cite all sources explored (including links so that we may access those sources easily). Close reflection of insights from other reviewers that are not clearly cited and that you have not addressed within your own response, will be viewed as plagiarism. Submit the annotations for each genre on the class day after the genre is presented in class.

**Weekly Reading Responses:**

You are required to write a 1 page response to the class readings every week. The response must address a key issue within the text and include a quote or reference to a specific passage within the text that highlights the stated issue. You must end each response with a question about the text (an unanswered question, a problem, or a question that furthers critical thinking about the text itself). The questions that you write will be discussed in class. The function of these responses is to help facilitate class discussion in the classroom. The responses are due every **Thursday** before class in the class module for the week.

**Genre Lesson:**

You will prepare and teach a lesson with a small group about one of the genres highlighted in *Reading Children's Literature: A Critical Introduction* by Hintz and Tribunella: Poetry, Fairy Tales, Picture books/Graphic Novels, Domesticity or Adventure, Historical Fiction, Nonfiction, and Fantasy. Read the chapter on your genre thoroughly and discuss it as a group. Together, decide on one exemplary example of the genre to read and explore as a group (This should be different from your individual critical annotation.) Work to understand the characteristics and

criteria related to your genre through your exploration of this text. Use this book as a mentor text with which you will be able to do the following:

- A. Read the text aloud in class (if it is short, you can read it in its entirety, or if it is a longer text like a chapter book, choose an excerpt that incorporates the key genre elements and quality of your example) and demonstrate why you chose this text to exemplify the genre and its relationship to children's literature. Reading aloud supports students' comprehension, fluency, critical thinking, and motivation. It provides a rich context for teaching a variety of literature and literacy skills (such as literary elements, summary, etc.), and sharing quality literature in this way helps build a sense of community in the classroom.
- B. Carry out a lesson with the class in which you utilize the text to allow students to discover, with your guidance, the elements of this genre and the importance of this genre within the context of children's literature. Your lesson should actively engage students (your classmates) for effective, inquiry-based learning. You must submit a lesson plan prior to teaching your lesson.
- C. Write a reflection on the process: from group meetings, to decision on the books, to the presentation of the genre and lesson.

**Final Project:**

For your final project you will have the option of a) developing your own work of children's literature or b) writing an 8-10 page research paper on an important issue within children's literature. If you choose to write a story for children, you will need to write a 2 page reflective essay that explores your authorial choices, writing processes, and specifically explain how the story exemplifies children's literature. You will be required to develop a proposal and annotated bibliography that will be part of your final paper grade for whichever option you choose. Proposal approval is needed for submission of your final paper. You will submit the paper on blackboard in the assessments section located on the homepage.

\*\*\* All work must be in MLA format and must be submitted as a word document \*\*\*

**Grading Breakdown:**

Class Assignments	30%
Independent Reading/Annotations	15%
Weekly Reading Responses	15%
Genre Lesson	20%
Final Project	20%

**Course Policies:**

**Technology Requirements:**

You must have access to an electronic device that allows you to access the contents of the course and complete assignments. Make sure that your email account is working, you have internet access, and you are using a stable web browser (Mozilla Firefox or Google Chrome). If you have not already done so, make sure that you have an updated version of Microsoft Office.

**Late Assignments:**

Assignments are expected to be completed by the due date. The final project must be turned in on time to receive credit. For all other assignments, late work will be accepted. However, a letter grade will be deducted for every day following the assigned deadline. If you have technological issues, call the help desk (<https://www.utep.edu/technologysupport/>) to troubleshoot the issue.

**Academic Honesty:**

Plagiarism is strictly prohibited. If a student is suspected of cheating, the student will be reported to the Dean of Students. Disciplinary action for plagiarism can include failure of the class, disciplinary probation, and expulsion.

**COVID-19 PRECAUTION STATEMENT**

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on 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.

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 way that Miners can take care of Miners is to get the vaccine. If you still 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).

**Accommodations:**

If you need accommodations, please contact me privately (via email or during office hours) and contact the Center for Accommodations and Support Services (visit their website at: <https://www.utep.edu/student-affairs/cass/>, contact them by phone [(915) 747-5148] or email them at [cass@utep.edu](mailto:cass@utep.edu)).

**\*\*** In the following course schedule, **Bb** indicates when the assigned reading is on Blackboard. Also, **RR** outlines when you have Reader Response due. Your reader response is due before class on Thursday.

## Course Schedule:

### Week One

T 8/23 Introduction to the course  
TR 8/25 “The Value of Children’s Literature” by Crippen **Bb** and *Reading Children’s Literature*, Introduction pgs. 27-38

### Week Two

T 8/30 *Reading Children’s Literature*, chp. 1 & 2  
TR 9/1 “The Literary Experience” Louise M. Rosenblatt **Bb** // **RR#1**

### Week Three

T 9/6 “*Experiencing Literature Reading, Writing, Talking, and Doing*” Russell **Bb** & “The Impact of Constructivism on Education” Jones and Brader-Araje **Bb**  
TR 9/8 *Reading Children’s Literature*, chp. 12 & “Darkness Too Visible” Meghan Cox Gurdon **Bb** & “Why The Best Kids Books Are Written in Blood” Sherman Alexie **Bb**// **RR#2**

### Week Four

T 9/13 *Reading Children’s Literature*, chp. 10 & “Literature, Literacy, and Diversity” Hinton and Berry **Bb**  
TR 9/15 “Connecting Critical Content Analysis to Critical Reading in the Classroom” Holly Johnson & *How to Read Literature Like a Professor For Kids*, Introduction- chp.3// **RR#3**

### Week Five

T 9/20 *Reading Children’s Literature*, chp. 9- Fantasy and Realism  
TR 9/22 *Reading Children’s Literature*, chp. 9- Fantasy and Realism // **RR#4**

### Week Six

T 9/27 *The Little Prince* pgs. 1-40 (I-XIII)  
TR 9/29 *The Little Prince* pgs. 40-end (xiv-xxvii)// **RR #5**

### Week Seven

T 10/4 *Reading Children’s Literature*, chp. 5- Picture Book  
TR 10/6 *Drawn Together* by Minh Le // **RR #6**

**Week Eight**

T 10/11  
TR 10/13

*Reading Children's Literature*, chp. 7- Historical Fiction  
*Reading Children's Literature*, chp. 3- Poetry RR #7

**Week Nine:**

T 10/18  
TR 10/20

*Inside Out & Back Again*, part 1 & 2  
*Inside Out & Back Again*, part 3- finish// RR#8

**Week Ten:**

T 10/25  
TR 10/27

*Reading Children's Literature*, chp. 8 – Nonfiction  
*Reading Children's Literature*, chp. 4 – Fairy Tales // RR#9

**Week Eleven**

T 11/1  
TR 11/3

“The Magic Orange Tree” retold by Diane Wolkstein  
*The Jumbies* pgs. 1-101  
*The Jumbies* pgs. 102-234 // **RR#10**

**Week Twelve**

T 11/8  
TR 11/10

*Reading Children's Literature*, chp. 6 & 11- Domesticity and  
Adventure & Gender and Sexualities  
*Reading Children's Literature*, chp. 13- Popular Culture &  
Children's Lit

**Week Thirteen**

T 11/15  
TR 11/7

Paper Proposal

**Week Fourteen**

T 11/22  
TR 11/24

Workshop  
**Thanksgiving Holiday**

**Week Fifteen**

T 11/29  
TR 12/1

Workshop  
Workshop

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**\*\*\*Final Project Due** during Final Exam Week  
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