

English 507: Narrative Transformations in Literature of Children and Adolescents

Fall, 2014

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Office Hours:

Tues/Thurs, 10-11, Tues., 3:30-5:30, or by appointment. I will generally respond to e-mails within 24 hours of receiving them Monday-Thursday. If I receive your e-mail early enough on Friday, I'll try to respond that day.

Required Texts

Card, *Enchantment*, ISBN: 9780345416889
Wisniewski, *The Golem*, ISBN: 9780618894246
Gruber, *The Witch's Boy*, ISBN: 9780060761677
Maguire, *Wicked*, ISBN: 9780061350962
Baum, *The Wonderful Wizard of Oz*, ISBN: 9780688166779
Napoli, *Zel*, ISBN: 9780141301167

Catalog Description: ENG 507 - Narrative Transformations in Literature of Children and Adolescents: A study in the adaptation or appropriation of familiar or traditional story forms such as folk and fairy tales into more contemporary narrative forms including novels and film.

Course Objectives:

Students will come to class with discussion topics in hand
Students will think about primary texts in more than one way
Students will engage in scholarly research
Students will build a repertoire of possible paper topics

Student Learning Outcomes:

Demonstrate the ability to produce a text that offers new insights regarding a chosen primary text or texts.
Produce a text that reflects a sophisticated style appropriate to graduate-level writing
Produce a text that reflects meticulous or near meticulous documentation.

Assignments, Evaluation, and Grading:

Assignments

PPT Oz: 20 pts
PPT Wicked 1 (2 entries): 10 pts
PPT Wicked 2 (2 entries): 10 pts
PPT Enchantment 1 (2 entries): 10 pts

PPT Enchantment 2 (2 entries): 10 pts
PPT Golem 1 (2 entries): 10 pts
PPT Golem 2 (2 entries): 10 pts
PPT Bluebeard (2 entries): 10 pts
PPT Witch: 20 pts
PPT Zel: 20 pts
You Decide: 20/20
Final Project: 70/30
Other Assignments as needed (TBA)

Grading Scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
50-59%	F

Assignments: Listed at the end of the schedule.

Course Policies

Late Papers: I seldom accept late papers, and if I do, it is at my discretion. Additionally, expect no better than a C on a paper that is turned in late. A late paper cannot be revised.

Attendance: I know how very complicated life can be. Still, as graduate students, you have greater responsibilities than undergraduate students in terms of attendance and discussion in that you are demonstrating your professionalism through the classes you take and how you conduct yourself in those classes. If you miss classes, I will assume one of two things: you have other priorities or you're not taking the course seriously. You DON'T want me to think that, for I won't make you a priority and it will be difficult to take your work seriously. The classes I teach are my priority; I expect the same from you. If you miss more than two class periods, expect your grade to reflect as much. If you miss more than three class periods, I reserve the right to drop you.

Revision Policy: Revisions are at my discretion, but I generally encourage students to revise. Some circumstances that preclude revision:

1. The assignment has been turned in late
2. You have made an A or B on the assignment
3. I perceive that the mistakes are careless or a result of not spending sufficient time on the assignment
4. The assignment does not meet the basic requirements (incomplete, doesn't meet word count, etc.) I have established
5. The paper has been recycled or was not written by you. A recycled paper is one written for another class and handed in under the pretense that it was written for this class. Students are welcome to use material written for other classes, but they must first clear it with me, and I will explain what needs to be done in order for it to be acceptable.

Incomplete Grades: The circumstances must be very serious before I will grant an incomplete for the course, and then it depends on the Dean as to whether or not the incomplete will be permitted. You will have to supply documentation in order to obtain an incomplete. That doesn't come from me. It comes from the dean.

Academic Honesty Policy: Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), recycling papers written for other classes, cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. See the following helpful resources regarding plagiarism:

1. your *MLA Handbook*
2. <http://www.plagiarism.org/>
3. <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Ultimately, you are responsible for indicating when you have used specific words, sentences, or paragraphs, which belong to other writers. These words, sentences, or paragraphs should be designated via quotation marks and in-text citations. Additionally, identify when you use ideas from other sources. If you use the exact wording of something you've read or if you paraphrase it, provide a specific citation indicating where you found your information. If in question, cite it, and indicate that you've cited it by using quotation marks and in-text citations. Think of it in these terms: knowledge is a commodity, especially in the academic community. If you had a brilliant idea, or a wonderful way with words, would you like it if someone used your idea or words without acknowledging you? In short, I will fail papers that are copied or that do not acknowledge sources. If you have questions, ask me, and I will help you. If I discover a paper has been plagiarized, I will fail the paper, which will likely result in an F for the class. Further, according to the Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3], penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion.

Egregious plagiarism such as recycling a paper, turning in a paper that you did not write, copying/pasting text without citation, or similar actions will result in one or more of the following: a 0 for the assignment, an F for the class, disciplinary action administered by the university.

Technology Requirements, Access, & Navigation:

The following information has been provided to assist you in preparing to use technology successfully in this course. You will need access to the following technologies:

1. Access to eCollege. All written assignments will be uploaded to the eCollege dropboxes.
2. Internet access/connection – high speed recommended
3. Word Processor: MS Word [doc or docx]. If you do not have MS word, you can save your texts as rtf (rich text format) or txt (plain text). Be aware that saving documents in rtf or txt will possibly cause problems with formatting, and formatting is important in this

class. If saving your document in txt or rtf, contact me, and I will help you identify a solution.

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you use a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

I strongly recommend that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the “myCourses” tab, and then select the “Browser Test” link under Support Services.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.]

Communication and Support and Primary Communication Tools

I rely mainly on e-mail, class time, and face-to-face appointments. I also encourage you to visit me in person (if you’re on campus) during office hours: **Face-to-face**, Tues/Thurs: 1:30-4:00, or by appointment; I will generally respond to e-mails within 24 hours of receiving them Monday-Thursday. If I receive your e-mail early enough on Friday, I’ll try to respond that day.

While I reply to individual e-mails with non-campus e-mail addresses, if I send out a mass e-mail, it will go to your campus e-mail address. Please check your campus e-mail daily.

eCollege Student Technical Support:

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

Chat Support: Click on “Live Support” on the tool bar within your course to chat with an eCollege Representative.

Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

Help: Click on the “Help” button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

University Student Technical Support

The writing center located in the Hall of Languages is a great resource. They work with graduate students all of the time. Take advantage of their expertise.

University Procedures/Policies

Drop a Course: Students may drop a course by logging into their myLEO account and clicking on the hyperlink labeled “Drop a class” from among the choices found under the myLEO section of the Web page.

Administrative Withdrawal: I reserve the right to administratively drop students for excessive (more than 3) absences. Tentat

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
 Texas A&M University-Commerce
 Gee Library, Room 132
 Phone (903) 886-5150 or (903) 886-5835
 Fax (903) 468-8148
 StudentDisabilityServices@tamuc.edu

Very Tentative Schedule

Week	Date	
1	26-Aug	Donkey Skin/Film, Hansel & Gretel Picture Book
2	2-Sep	<i>Wonderful Wizard of Oz</i> Other reading TBA PPT OZ
3	1-Sep	Film Other reading TBA Parts, I, II, and II of <i>Wicked</i> PPT <i>Wicked</i> 1 (2 entries)
4	16-Sep	<i>Wicked</i> , remainder PPT <i>Wicked</i> 2 (2 entries) Other reading TBA
5	23-Sep	Sleeping Beauty, Baba Yaga Stories, Propp, Other reading TBA <i>Enchantment</i> , Chapters 1-5 (http://www.arvindguptatoys.com/arvindgupta/65r.pdf) PPT <i>Enchantment</i> 1 (2 entries)

6	30-Sep	Remainder of <i>Enchantment</i> Other reading TBA PPT Enchantment (2 entries)
7	7-Oct	Golem Story (see Golem Remembered in library?) , Aladdin Story, (http://books.google.com/books?id=EMKSYqUQ4QcC&pg=PA535&dq=jinn+stories&hl=en&sa=X&ei=KAWvU--bJtOZqAbtiHwAw&ved=0CCIQ6AEwAQ#v=onepage&q=jinn%20stories&f=false) Picture Books <i>Golem and Jinni</i> , Chapters 1-10 PPT Golem 1 (2 entries)
8	14-Oct	<i>Golem and the Jinni</i> remainder PPT Golem 2 (2 entries)
9	21-Oct	Bluebeard and Variations Other reading TBA PPT Bluebeard (only 2 entries)
10	28-Oct	<i>Witch's Boy</i> Other reading TBA PPT Witch
11	4-Nov	<i>Zel</i> /Variations Other reading TBA PPT Zel
12	11-Nov	Little Mermaid, film, tale Other reading TBA
13	18-Nov	Group 1: You Decide
	25-Nov	That bad "Little Red Riding Hood"
14	2-Dec	Group 2: You Decide
15	9-Dec	It's a wrap! Class activities TBA Final Project Due Friday, Midnight

Potential Project Topics (PPT)
(10-20 points)

1. Find 4 passages (unless I specify otherwise) in various parts of the novel (in other words, demonstrate you've read the entire novel) that might be interesting to focus on regarding two paper topics (2 passages for each topic=4 passages). To demonstrate, you might consider *The Wonderful Wizard of Oz* and (a) its capitalist nature and (b) the power and destruction of powerful women.
2. For each topic, do some research to discover whether or not a scholar has already written about that topic. Identify one scholarly article, book, or book chapter. If no scholarship exists, identify one article that might be helpful in writing your paper and explain why it would be useful.
3. Provide a clever title for each topic.
4. Provide a bibliography (should include your primary source).
5. Upload your document to the appropriate dropbox prior to class. Please be aware that I'll download your documents the first part of class. We will see the texts projected on a large screen. Everyone will know who wrote each text. Proof your work.

Please note that I did *not* read the entire articles mentioned in my example (gasp!). I did some strategic searches and scanning. That's all you need to do for these assignments. We will discuss strategic searches and scanning.

Rationale/objective for assignment:

Students will come to class with discussion topics in hand
Students will think about primary texts in more than one way
Students will engage in scholarly research
Students will build a repertoire of possible paper topics

I will evaluate the assignment based on:

Feasibility of the idea as a paper topic
The rationale is clear—does everything make sense?
How well written the text is
The inclusion of solid scholarship in productive ways
MLA formatting
Following instructions

Quid Pro Quo: Capitalist Influences in The Wonderful Wizard of Oz

When Dorothy asks Oz to return her to her Kansas home, the big head admonishes, "You have no right to expect me to send you back to Kansas unless you do something for me in return. In this country, everyone must pay for everything he gets" (56). Oz's response reveals a capitalist

impulse; thus, I could write a paper based on the capitalist nature of *The Wonderful Wizard of Oz*. A less obvious but still relevant passage regarding the effects of capitalism occurs earlier in the novel when the Tin Woodman, describes the efforts he must go through (as a human) in order to secure the hand of a "Munchkin girl," who "lived with an old woman who did not want her to marry anyone, for she was so lazy she wished the girl to remain with her and do the cooking and the housework" (27). The Munchkin girl won't marry him until he can "earn enough money to build a better house for her; so I set to work harder than ever" (27). Unfortunately, the harder he works, the more body parts he loses and the closer he comes to being entirely alienated and dehumanized, terms associated with a Marxist critique of capitalist economy.

Some scholarship does already exist on capitalism and Oz. For instance, William R. Leach includes in his introduction to *The Wonderful Wizard of Oz* a discussion of Baum's philosophical leanings embedded in the novel. Leach writes that the novel offered "the particular ethical and emotional needs of people living in a new urban industrial society. *The Wizard of Oz* was an optimistic secular therapeutic text: it helped make people feel at home in America's new industrial economy, and it helped them appreciate and enjoy, without guilt, the new consumer abundance and way of living produced by that economy" (2). Said simply, *Oz* gave consumers permission to be consumers.

Another Witch Bites the Dust:

The Terrible, Wonderful Wicked Women and Witches of *The Wonderful Wizard of Oz*

2 Passages

1 scholarly text

Bibliography

Baum, L. Frank. *The Wonderful Wizard of Oz*. Rockville, MD: Tark-Arc Manor, 2008.

Leach, William. "The Clown from Syracuse: The Life and Times of L. Frank Baum" in L. Frank Baum, *The Wonderful Wizard of Oz*. Ed. William Leach. Belmont, CA: Wadsworth, 1991.

Whatever text for the Terrible, Wonderful entry.

You Decide

20 pts teachers; 20 pts learners (this might change dependent on class negotiations)

By this point, you have been immersed in information regarding folk and fairy tales and their transformations. Now it's your turn to teach the class. You will decide the direction and nature of the class. However, I'm establishing some limitations and guidelines.

1. Students should not have to purchase any extra texts for this assignment
2. We will establish 2 groups. You will have 15 minutes at the beginning of several classes to prepare your strategy for teaching the class.
3. Each group will be responsible for the entire class period they teach.
4. Each group may assign 1 scholarly article or book chapter and no more than 3 or 4 pages of primary reading. Those texts need to be available 3 weeks before the class period. You will need to provide free, ready, and easy access to the texts, probably through eCollege.
3. Each group may require written assignments, but they should not exceed 800 words (body), Instructions for written assignments need to be available 3 weeks before the class period.
4. You may continue with the same format I've established with the PPTs, but keep in mind that you will be evaluated on originality. It took me several weeks to come up with the PPT and determine its parameters. You will have more than one person working on this 😊
5. You will need to identify a set of objectives/rationale for the assignment. What do you want to accomplish and why? (Dropbox—You Decide, 1 document for each group)
6. We will negotiate how individual grades for “You Decide” groups will be assigned at least 3 weeks in advance.
7. After you've taught the class, each person in the group will determine individually possible changes to make the group's assignment more effective. (Dropbox—Assignment Revisions)
8. We will negotiate how learners will be evaluated.

Rationale for Assignment:

Teaching is one of the best ways I know of learning. Even if you don't plan on becoming a teacher in an academic setting, teaching something well requires that you become conversant on the topic. You need to become conversant in an area (goal) and be responsible for your own learning to some degree (goal) to succeed in this class.

I will evaluate the “You Decide”—the teaching—portion of the assignment based on: Feasibility, originality, and clarity of the assignment. I will also consider the potential effectiveness and rationale/objectives. I will **not** evaluate the assignment on student engagement

unless it's due to your being unprepared. I've taught enough classes to know that sometimes, well, assignments flop. It's part of the learning/teaching process.

Final Project: Two-part Short Paper
100 Points

The final project consists of two parts (70 pts)

Part 1:

Write a short paper wherein the body of the text consists of no less than 3,000 words and no more than 3,500 words. The paper will:

Provide a clear and original argument within the first 600 words

Include useful, explanatory, supporting quotations from primary and secondary texts

Reflect graduate-level writing

Include a Works Cited

Follow MLA formatting

Assignment will be evaluated based on how well the student meets the parameters of the assignment.

Part 2--Transformation (30 pts):

You've decided you're going to turn this paper into a 20,000-word scholarly article.

In 500-600 words, identify your plan—be specific. What topics would you address? Why?

Discuss the scholarship you would include and why.

Create an annotated bibliography of 5 scholarly texts that you would likely use to expand your text.

The paper will:

Provide a clear rationale/plan

Include useful, explanatory, supporting quotations from primary and secondary texts

Reflect graduate-level writing

Include a Works Cited

Follow MLA formatting

Assignment will be evaluated based on how well the student meets the parameters of the assignment.