



English 305.1HE
COURSE SYLLABUS: Fall 2015
Theorizing Children's Literature

Instructor: Dr. Susan Louise Stewart
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Communication Response Time: Generally within 24 hours M-R

COURSE INFORMATION

***Materials – Textbooks, Readings, Supplementary Readings**

Curtis, *Watsons Go to Birmingham—1963*, ISBN: 9780440414124
Spinelli, *Maniac Magee*, ISBN: 9780316809061
Baum, *Wonderful Wizard of Oz*, ISBN: 9780688166779
DiCamillo, *Miraculous Journey of Edward Tulane*, ISBN: 9780763647834
Lowry, *The Giver*, ISBN: 9780544336261
Burnett, *Annotated Secret Garden*, ISBN: 9780393060294
Applegate, *The One and Only Ivan*, ISBN: 9780061992254
**Bruchac, *Hidden Roots*, ISBN: 0557711681

*Students are welcome to use electronic versions of any text except *The Annotated Secret Garden*, which is not available electronically.

***Hidden Roots* will not be available through the bookstore; however, it is available via Amazon.com and as an electronic book.

Course Description. During this course, we will be exploring a number of children's novels and texts through various genres and in a multitude of ways, possibly including cultural and historical perspectives, which further includes approaches such as feminism, Marxism, and environmental, disability, whiteness, and race studies. Ultimately, students will need to demonstrate your ability to read these texts closely, critically, creatively, intellectually, and theoretically.

Syllabus/schedule subject to change

University Catalogue Description. A survey of children’s literature. The course includes various authors and illustrators in such genres as the oral tradition, fantasy, realistic and historical fiction, poetry, and the picture book. Prerequisite Eng 1302

Additional Course Information

Students frequently find it tempting to turn discussions toward what children will or will not like or understand and what is appropriate and inappropriate. I ask that you refrain from those kinds of observations for a couple of reasons, which I’ve identified below. I’ve also included other items to keep in mind during the class.

1. The purpose of the class is to think about and discuss children’s literature just as you would any other literature—Shakespeare, Woolf, Alcott, Steinbeck, and others. Children’s literature deserves that kind of status, don’t you think? If you have any doubts, I suspect I’ll convince you by the end of the semester that children’s literature is indeed complex. I doubt that you discuss whether or not high school students, who are assigned to read Shakespeare, Woolf, Alcott, and so on, will understand those texts or not in your American or Brit lit classes. That’s not the point of those classes, even if you are seeking certification and thinking of how to teach those authors and their texts. Rather, the point is to study those texts as literature. The same goes for children’s literature.
2. You already know how to talk about what is or is not appropriate. This class is intended to help you with concepts you don’t know how to discuss or have never heard of.
3. We’re reading these texts as adults, not how we think children read them. Don’t forget who writes these novels: adults
4. Some of you might have children and will thus use them as the basis of what children will/won’t understand or like. But remember, those are your children; we can’t base observations on one or two children. Researchers spend a great deal of time studying children; they draw from pools of multiple children sometimes over multiple years. For instance, Robert Cole, author of *The Political Life of Children*, engaged in a longitudinal study of children (he followed the same children over several years) in multiple countries including the U.S., Ireland, South Africa, Brazil, and more. He discovered that children are very political. To base a conclusion on what a few children do or think is misleading and not really helpful. Additionally, for most instances you provide regarding what children will like, I can show you they won’t like it; for most instances you show me what children won’t like, I can provide evidence that they will like it. Remember, for the purposes of this class, there is no such thing as a universal child. They are all different, even though our school systems frequently try to treat them as though they are the same.
5. Try to avoid indicating that I or anyone else is “digging too deeply.” If it’s there, it’s there. I would agree that one can go too far, and I can promise that I’ll probably push some boundaries, but if I can support my claims . . .
6. For the most part, avoid authorial intent. Even when authors say what they’re doing, they sometimes lie. Gasp. But they’re fiction writers. They’re paid to engage in literary lying.

Also, if you've heard of Freud and the unconscious, you'll know that things go on in our heads that are difficult to explain and they come out in the oddest ways. You've heard of the Freudian slip, yes?

Student Learning Outcomes

To be successful in this class, students will:

1. Demonstrate familiarity with the terminology identified in the class. This outcome will be assessed by one or more of the following: quizzes, exams, or written analyses.
2. Demonstrate the ability to recognize, identify and communicate the role of ideology in children's texts. This outcome will be assessed by one or more of the following: quizzes, exams, or written analyses.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

Late Paper Policy: Hand your papers in on time. If I accept a late paper, I won't grade it until the end of the semester. That's not good, for you won't have the benefit of my comments for the next paper you hand in. I will also deduct 10% of the grade. That's if I accept the paper.

If eCollege breaks, which it frequently does, email me your paper so that it won't be late, and keep trying to upload it.

Double check that your paper uploads, for as indicated above, eCollege breaks. Thus, once you upload, go to another part of the class (a discussion board, for instance) and then go back to confirm the paper uploaded.

Unless otherwise noted, upload your paper as a word document; don't paste and copy into the comment section of the gradebook/dropbox.

Attendance/Lateness: Be in class, and be in class on time. Pay attention. I will count students who check their phones, do something other than take notes with their electronic equipment, or are otherwise engaged as absent.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)
<http://www.albion.com/netiquette/corerules.html>

Academic Honesty: 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. *The MLA Handbook*
2. Plagiarism.org
3. Purdue Online Writing Lab on Plagiarism

See also Doc Sharing in eCollege for the university's policy regarding academic honesty and plagiarism as well as the form instructors must submit to appropriate authorities if we encounter academic dishonesty.

COURSE REQUIREMENTS

Tentative Assignments:

Reading quizzes and in-class writing (up to 30 pts. each)

Response Papers (20 pts each). Throughout the semester, you'll write analytical responses to three areas of the sections wherein you explore an idea or concept reflecting the nature of the course.

These responses are not exercises in personal responses (I hated this book; I loved this book); rather, I will give you a prompt to which you'll need to respond, or I will ask you to write a free response where you decide on an issue relative to the nature of the class. Unless otherwise specified, your responses should:

- Be a minimum of 800 words (that does not include the title, your name, the class and so on).
- Have an introduction wherein you state the idea, speculation, or question with which you're working; a body where you explore that idea, speculation, or question; a conclusion that gives your reader something to think about.

- Include quotations from the novel that advance/support your idea, speculation, or question (please note that in order to receive full credit for response, quotations, page numbers where the quotations are found, and a works cited must be included)
- Go beyond the obvious
- Avoid generalizations
- Offer a theoretical framework
- Be uploaded to eCollege dropbox.

The rubric for this assignment is located in eCollege document sharing.

Final Exam: (60 pts) To be determined, but will likely include a fourth response.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

TECHNOLOGY REQUIREMENTS

Although not an online course, the following still applies:

- To fully participate in online courses you will need to use a current Flash enabled browser. For PC users, the suggested browser is Google Chrome or Mozilla Firefox. For Mac users, the most current update of Firefox is suggested.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The

most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>

- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website.
[Browser Check](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset) http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (*version 17 or later*) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, or 2007. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical) <https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](http://www.tamuc.edu/myleo.aspx).
<http://www.tamuc.edu/myleo.aspx>

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.

It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the “My Courses” tab, and then select the “Browser Test” link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](http://247support.custhelp.com/)
<http://247support.custhelp.com/>

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 a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the *'Tech Support'* icon on the upper left side of the screen inside the course. You then will be able to get assistance via online chat, email or by phone.

Note: Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu). <https://leo.tamuc.edu>

Learner Support

Go to the following link [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/)- created to serve you by attempting to provide as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>

Go to the following link [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/)- focused on providing academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

FREE MOBILE APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses

- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

LEARNINGSTUDIO NOTIFICATIONS

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement: I advise students to make appointments if they wish to talk with me, even during office hours, for I will frequently have appointments with other students. I also welcome emails, which I will try to respond to within 24 hours of my receiving them, M-R

ADA Statement

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

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

COURSE OUTLINE / CALENDAR

Wiggle Room Days

Please note that any number of factors might influence the schedule including weather, earthquakes, zombies, the forecasted “monster” El

Niño (<http://www.cnn.com/2015/08/13/weather/el-nino-2015/>), etc. I have provided some wiggle room for such events. Rest assured that we’ll be doing something on wiggle room days if they are not usurped by unexpected events, though I doubt we’ll be wiggling.

The Schedule is Subject to Change

Oral and Visual			
Week 1	Folk and fairy tales		
Week 2	Folk and Fairy Tales Supplemental Reading		
Week 3	Picture Books Supplemental Reading		
Week 4	Picture Books Supplemental Reading		
It’s a Tough World			
Week 5	<i>Miraculous Journey</i> Supplemental Reading Response 1 Due		
Week 6	<i>The One and Only Ivan</i> Supplemental Reading		
Some Classics			
Week 7	<i>Wonderful Wizard of Oz</i> Supplemental Reading		
Week 8	<i>The Secret Garden</i> Supplemental Reading		

	Response 2 Due		
Race Matters			
Week 9	Background		
Week 10	<i>Maniac Magee</i> Supplemental Reading		
Week 11	<i>Watsons</i> Supplemental Reading		
Week 12	<i>Hidden Roots</i> Supplemental Reading		
Back the Future			
Week 13	<i>The Giver</i> Response 3 Due		
Week 14	Wiggle room for catch up and weather		
Week 15	Wiggle room for catch up and weather		
Finals Week	TBA		

STUDENT GRIEVANCE PROCEDURE

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution.

Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Department Head or Assistant Department Head by completing a Student Grievance Form (available in the main office, HL 141).

In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult University Procedure 13.99.99.R0.05 (“Student Appeal of Instructor Evaluation”).

Departmental Chain of Command:

ENG 100/1301/1302:

Instructor ☞ Dr. Tabetha Adkins, Director of First-Year Writing ☞ Dr. Susan Stewart, Assistant Department Head or Dr. Hunter Hayes, Department Head

Undergraduate ENG, JOUR, RTV and SPC courses:

Instructor ☞ Dr. Susan Stewart, Assistant Department Head or Dr. Hunter Hayes, Department Head

Undergraduate and Graduate SPA courses:

Instructor ☞ Dr. Flavia Belpoliti, Director of Spanish Programs ☞ Dr. Susan Stewart, Assistant Department Head or Dr. Hunter Hayes, Department Head

Graduate ENG courses:

Professor ☞ Director* ☞ Dr. Susan Stewart, Assistant Department Head or Dr. Hunter Hayes, Department Head

*MA/MS-English: Dr. Susan Stewart

* MA/MS-Applied Linguistics with TESOL emphasis: Dr. Lucy Pickering

*PhD-English: Dr. Donna Dunbar-Odom