



Literature for Children and Adolescents

English 301

Fall 2011

I. Ferrum College English Department, School of Arts & Humanities

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Web sites

www2.ferrum.edu/thanlon

and http://www.ferrum.edu/academics/arts_humanities/english/faculty/tina_hanlon.aspx

III. Class Meeting 11:00-12:20 Tues.-Thurs. in Library Annex 202B

IV. Textbooks and Materials

Required

Stahl, J. D., Tina L. Hanlon, and Elizabeth Lennox Keyser, eds. *Crosscurrents in Children's Literature: An Anthology of Texts and Criticism*. New York: Oxford U Press, 2006.

In any reliable edition (the edition ordered for the bookstore is noted):

Burnett, Frances Hodgson. *The Secret Garden*. 1911. Dell.

Paterson, Katherine. *Bridge to Terabithia*. 1977. HarperCollins.

Sendak, Maurice. *Where the Wild Things Are*. 1963. HarperCollins. (purchase optional)

Note: You will be required to read at least six complete novels but you will have some choices in conjunction with project topics.

Other novels we are likely to discuss as a class:

Rowling, J. K. *Harry Potter and the Sorcerer's Stone*. Scholastic, 1998.

White, E. B. *Charlotte's Web*. 1952. Harper Collins.

You may obtain other novels online, in a library, or by purchasing them. Additional recommended and required readings will be placed on reserve, and some will be on the Internet. There is a substantial amount of required reading throughout the semester, but whenever possible it is to your advantage to read more. Most of these works are shorter and "easier" to read than literature studied in other college courses, although they deserve to be analyzed as carefully as any literature for adults. The more examples of picture books, poems, and short tales you read, the more you will become familiar with dominant traditions and trends in children's literature, and with links and influences among those traditions. Of course there are many "classics" of children's literature that you may want to read in more detail than the excerpts in the anthology, such as *Alice in Wonderland* by Lewis Carroll or *The Wonderful Wizard of Oz* by L. Frank Baum (and older books are available online).

V. Catalog Course Description and Writing-Intensive Designation

English 301 introduces students to the wide range of literature appropriate for children and teenagers, and explores ways of using some of this range to develop deep interests and solid habits in reading. It emphasizes modes of storytelling and connections between texts and interpretive reading and dramatic performance. Besides introducing elements of literary analysis, it analyzes the place of controversial, or morally challenging, texts for young people.

This course is designated Writing Intensive; a final grade of “C” or higher is required for this course to count toward the six-credit-hour Writing Intensive graduation requirement for Ferrum College. A student cannot earn a grade of “C” or higher in this course unless he or she earns a “C” or better on the writing assignments required by the course.

Prerequisite: three hours of ENG 201-212 (excluding ENG 208). *Three hours, three credits.*

VI. Purpose/Rationale and Scope of this Course

This course primarily serves students in the Teacher Education program who will be teaching reading and literature on the elementary and/or middle schools levels. For any English major, especially those planning to teach at the secondary level, it is also a good complement to the study of literature written primarily for adult readers. Students interested in child development, art and drama also enjoy this course. It contributes to lifelong learning by preparing all students to share good books with the children in their lives.

The course introduces the major genres of children’s literature and adolescent literature (more often referred to as “young adult” literature today). We will review briefly the history of children’s literature, and concentrate primarily on selected works from the twentieth century. The focus will be on American and British writing, but we will also consider some international and multicultural developments in children’s literature. We will consider the relationship between oral and written literary traditions, the differences or “margins” between children’s/young adult literature and literature for adults, the relationship between text and illustrations, and other issues and controversies important in contemporary study and uses of children’s literature. Additional pedagogical, literary, and social concerns relating to children’s literature, and other media besides books, will be discussed as time and student interest allow.

VII. Use of Technology

- A. ANGEL course management software. Navigate to <http://ferrum.angellearning.com> or <http://angel.ferrum.edu>. CHECK THE CALENDAR DAILY.
In ANGEL you will find the syllabus, the calendar with our daily work outlined, guidelines and drop boxes for assignments, discussion forums, links to the anthology web site, and other resources. Please let the professor know if you find errors or have questions about anything posted in ANGEL. For assistance with ANGEL, see Ms. Virginia Jones in the library near the circulation desk.
- B. E-mail (web mail or your own mail client; **please use your Ferrum account**)
Please do not send work by e-mail that needs to be graded, except in unavoidable circumstances such as illness or technical problems that can’t be resolved before the work is due. Feel free to send questions about assignments in e-mail.
- C. Internet (including online library databases)
- D. Word processing software
- E. Presentation software
- F. Audiovisual software (Quick Time Player or Windows Media Player)

VIII. Learning Outcomes and Course Goals

Course Goals: All learning activities are designed to assist you in accomplishing the following goals for English 301:

1. Identify the primary forms and genres of literature written for child and adolescent readers
2. Demonstrate familiarity with the relationship between literature for children and psychology, education, history, cultural studies, and literary criticism
3. Understand how evolving attitudes toward childhood and toward society have shaped the field of children’s literature.

College-wide Student Learning Outcomes. The goals listed above will assist you in accomplishing the following college-wide SLOs or student learning outcomes.

Ferrum College students will

- A. Demonstrate information literacy, using available technology when appropriate
- B. Communicate with unity of purpose and coherent organization consistent with standard rules and recognized conventions using appropriate methodologies.

English Program Student Learning Outcomes. The following learning outcomes for the English program apply to English 301:

Students will demonstrate a depth of knowledge, capability and ethical reasoning in a chosen field.

English graduates will

- i. Analyze literature that represents diverse cultures, genres, styles and historical periods
- ii. Demonstrate effective research skills
- iii. Write effectively in a variety of contexts.

Goals/Outcomes	Instructional Experiences	Assessments
Goals 1, 2, 3 English SLO i. Literary analysis	Lecture, class discussion, reading primary texts and background, individual projects, writing about literature	Exams Papers Discussion forum Class participation Course project
A, ii. Research	Class discussion, reading, individual project, writing about literature	Research paper, course project
A, B, iii. Writing	Writing about literature and children	Papers, exams, discussion forum

IX. Course Requirements/Assignments

Percentage of Final Grade	Brief Description
5%	Course professionalism: attendance and participation
10%	Participation in ANGEL discussion forum averaging approximately several paragraphs per week.
15%	Midterm exam (short answer and essay)
20%	Final exam (short answer & essay & take-home essay) Fri., Dec. 9, 10:30 a.m.-12:30 p.m.
20%	Short essays (2 or 3)
10%	Project with oral report, abstract and bibliography
20%	Research paper (at least 10 pages of discussion)

Writing Center

Students enrolled in any course can use the Writing Center located on the main level of Stanley Library. A link to the Writing Center web page appears on every ANGEL home page; check the web site for hours, policies, and resources. The Writing Center provides valuable assistance from experienced, knowledgeable faculty specialists, and working through multiple drafts with feedback is the BEST way to improve your writing. Dr. Hanlon will assist you with writing as well.

Some opportunities will be offered for revising papers (although not at the end of the semester). It is much better to do competent revisions before formal papers are submitted for the first time. When revisions are submitted after a paper has been graded, the revised paper will receive whatever grade it deserves (i.e., the grade could go up a lot or not at all), and the two grades will be averaged together for that assignment.

X. Evaluation and Grading Scale

The **grading system** on pp. 47-48 of the 2011-12 college catalog will be used to grade assignments in this course. (Note also the add-drop policy on p. 45.) Details on requirements and grading standards for completed essays will be provided in later documents. Late papers will not receive full credit for the assignment.

XI. Attendance Policy and Conduct

A. Attendance Policy

This course is governed by the college attendance policy described in the *Ferrum College Catalog*, which stipulates that a student must attend 75 percent of class meetings to earn credit for the course (see 2011-12 catalog, p. 45). If you must be absent for any reason, you have three obligations:

- notify the professor before the absence and provide a reason;
- e-mail or send with a friend or classmate any work that is due; and
- before the start of the next class after the absence, write a 250-word (typed) make-up paper summarizing the class missed; use classmates' notes and assigned readings to write the summary. Write the word count at the end of your paper.

If you come in late, it is your responsibility to make sure (after class) that you are not counted absent.

B. Classroom environment

Students are expected to observe basic rules of respect and conduct towards their instructor and their classmates. Sleeping, doing work for other classes, leaving the room during class, talking while someone else is talking, text messaging, and surfing the Internet are not appropriate during class time. Any student who engages in such activities may be asked to leave the room and counted absent for that day's class. Cell phones must be silenced and out of sight during class; please do not bring them to class unless it is absolutely necessary.

XII. Academic Integrity and Honor Code

In all instances, policies identified in the Ferrum College Catalog and the Student and Faculty Handbooks regarding the Honor System will be followed. Students are expected to display academic integrity at all times. Plagiarism or any other form of cheating on any assignments will result in severe penalties, which may include failure of the course. Cases sent to the Honor Board can result in additional penalties, including suspension or expulsion from the college. You are responsible for reading and understanding the Ferrum Honor Policy, and for avoiding the undocumented use of the words or ideas of others in your writing. If your papers or project involves literature not in assigned texts, be sure the professor has access to those sources. It is a good idea to keep copies of pages in secondary sources from which you take specific ideas, information, or quotations that you use directly in papers. I will not grade a paper if I have any questions about its use of sources, until those questions are answered and corrections are made if necessary. (At the end of the semester this may mean automatic failure if there is no time left for clarification or corrections.) You will be required to submit papers through a Turnitin drop box in ANGEL.

XIII. Office of Academic Accessibility (OAA)

As directed by Ferrum College's policy, any student with a disability who qualifies for and seeks academic accommodations (such as testing or other services) must work through the Office for Academic Accessibility for accommodations. The office is located Lower Stanley Library, Office 110 and the director may be reached by phone at 365-4262 or by email at nbeach@ferrum.edu. Please remember that accommodations cannot be granted retroactively; they must be requested in a timely manner before the accommodation is needed. Students who wish to use accommodations through OAA are encouraged to meet with the director during the first weeks of the semester to discuss the process, and are also invited to read the policy manual on www.ferrum.edu/disability for specific information.

Be well, do good work, and keep in touch (as Garrison Keillor says in “The Writer’s Almanac”).

College Theme for 2011-12: Transformations of Human Identity in the 21st Century