

English 275: Children's Literature
Fall 2022
Sec. 01, 02

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Course Description

A survey of literature for children focused on techniques of literary study, social contexts of literature, new developments in the field of study, and criteria for evaluating the quality of fiction and novels, picture books, fairy tales, nonfiction texts, poetry, and plays.

Learning Objectives for the Course

- (Re)discover the pleasure of children's literature.
- Get to know the existing wealth of children's literature; become familiar with past and present authors, illustrators, and genres in children's literature.
- Differentiate between nostalgia, personal response, and objective evaluation.
- Learn to evaluate children's literature and understand the issues involved evaluating children's books.
- Come to understand issues involved with selecting and teaching various categories of children's books.
- Learn techniques for discussing literature and incorporating literature into the classroom.

Our Class Questions:

- What makes a children's book "good"?
- What is the purpose of children's literature?
- What differentiates a book for children from a book for adults?
- How do we select books for children to read?
- How do we approach teaching children's literature?

Required Texts

Our textbook is available for purchase in the University bookstore. We will also be reading a selection of novels that are available online or through the bookstore.

- *Reading Children's Literature: A Critical Introduction* Eds. Carrie Hintz and Eric Tribunella
- An array of other children's books that are available on Project Gutenberg for free as well as at the online UWSP bookstore and most book stores and libraries, including *Alice's Adventures in Wonderland*, *Anne of Green Gables*, and *Little Lord Fauntleroy* (any edition will be fine). We will also read *My Brother Sam Is Dead*, which is available at the UWSP online bookstore, through retail bookstores, or in the library.

Grades

- **Exams 45% (3 exams, 15% each):** a mix of objective, short answer, and essay.
- **Participation/Workshop: 5% :** This part of your grade includes your engagement in class discussion and your timely participation in any online workshop activities.
- **Discussion/Activity Leader: 5%:** This assignment will involve planning a discussion activity for your classmates.
- **Database: 25%:** You will develop your own database over the course of the semester that will help you to become acquainted with a variety of genres and will help you practice selecting and evaluating children's literature.
- **Final Independent Research Project: 20%:** This will involve a process consisting of several stages:
 - Short proposal identifying your selected work of children's literature and your interest in reading and writing about it
 - Annotated Bibliography of existing literary analysis/literary criticism on the work
 - Paper outline or rough draft mapping out your key ideas/points
 - Final Paper

Grading

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Attendance Policy

You are responsible for contacting your instructor about any absences or missed work; students will be permitted to make up missed tests and assignments in a reasonable manner at a time agreeable to instructor and student.

Academic Integrity

All students are expected to turn in original work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. When information from outside sources is used, proper credit must be given to the original source. The *Student Rights and Regulations* handbook outlines the consequences for academic dishonesty.

Plagiarism

You have plagiarized when you represent someone else's words or ideas as your own. Plagiarism is a form of academic dishonesty. If you plagiarize in this class, your offense will be reported. Consequences may range from failure of the course to expulsion from the university.

Preferred Name & Gender Pronouns

The UWSP-Wausau is committed to inclusivity and respects differences in race, culture, religion, sexual orientation, gender, gender variance, age, socio-economic status, home language, disabilities, and political preferences. Throughout your college experience, you will learn from people who have backgrounds and perspectives that are different from your own. Members of the UWSP-Wausau community are expected to treat each other with respect both inside and outside of the classroom.

All UWSP-Wausau students have the right to be called by a preferred name that is different from their legal name. Students should respectfully honor other students' wishes to be called by the names and pronouns that they identify for themselves. A "gender pronoun" is the pronoun that a person chooses to use for themselves. For example: If Sally's gender pronouns are she, her, and hers, you could say "Sally ate her food because she was hungry." Some people are more comfortable with gender-neutral pronouns such as "ze, hir," as in, "Sally ate hir food because ze was hungry" or plural pronouns: "Sally ate their food because they were hungry." Class rosters normally show the name that appears in AccessPoint for each student. Please notify the instructor if you would like to use a name that is different from the one listed in AccessPoint. Also, feel free to let the instructor know your specific gender pronouns.

Accessibility Statement

Any student who needs an academic accommodation due to the impact of a disabling condition (including ADHD, learning disabilities, psychological and/or medical conditions, or temporary injury) should contact the Disability and Assistive Technology Center at 715-346-3365, datctr@uwsp.edu, or www.uwsp.edu/datc to determine reasonable accommodations. The DATC supports students and faculty in the notification and implementation of those accommodations, in accordance with the University's obligations under federal law and Board of Regents policy (see <https://www.uwsp.edu/datc/Pages/law-regent-policy.aspx>). Students can seek accommodations in a course at any time but are advised to do so early in the semester to ensure sufficient time to establish.

Statement on Changing the Syllabus and Course Policies

I reserve the right to change the schedule, assignments, course policies, or any part of this syllabus to adapt the course to meet the needs of students in the class. You will receive notification in class of any changes to the syllabus or schedule. Changes will also be available in writing through Canvas (see the weekly schedules, assignment instruction handouts, and the online version of the syllabus). Assignments will never be due earlier than the date listed in the original schedule.

Schedule of Activities

	Reading and Homework Assignments
Week 1 Sep. 8	For Thursday: <ul style="list-style-type: none"> • Introductions • Syllabus
Week 2 Sep. 13 Sep. 15	From <i>Reading Children's Literature</i> : Read for Tuesday: <ul style="list-style-type: none"> • "Introduction for Students" • Chapter 1: "Historicizing Childhood" From <i>Reading Children's Literature</i> : Read for Thursday: <ul style="list-style-type: none"> • Chapter 2: "The Early History of Children's Literature" • Excerpts from <i>Struwwelpetter</i> (Project Gutenberg)
Week 3 Sep. 20 Sep. 22	Read: Tuesday: <ul style="list-style-type: none"> • Representative didactic poetry (online) • Tuesday: Alice's Adventures in Wonderland (through 35, chapter 5) Thursday: <ul style="list-style-type: none"> • <i>Alice's Adventures in Wonderland</i> (through end) • Discussion Leader Option #1
Week 4 Sep. 27 Sep. 29	Tuesday: From <i>Reading Children's Literature</i> : <ul style="list-style-type: none"> • Chapter 3: "Poetry" Thursday: From <i>Reading Children's Literature</i> : <ul style="list-style-type: none"> • Chapter 4: "Fairy Tales"
Week 5 Oct. 4 Oct. 6	Tuesday: <ul style="list-style-type: none"> • Exam 1 For Thursday: From <i>Reading Children's Literature</i> : <ul style="list-style-type: none"> • Chapter 5: "Picturebooks, Visual Media, and Digital Texts."
Week 6 Oct. 11 Oct. 13	Tuesday: From <i>Reading Children's Literature</i> : <ul style="list-style-type: none"> • Chapter 6: "Domesticity and Adventure" Thursday: <ul style="list-style-type: none"> • Read: <i>Anne of Green Gables</i> (Project Gutenberg)
Week 7 Oct. 18 Oct. 20	<ul style="list-style-type: none"> • Read: <i>Anne of Green Gables</i> • Discussion Leader Option #2 Thursday: <ul style="list-style-type: none"> • <i>Reading Children's Literature</i> Chapter 11 "Genders and Sexualities"
Week 8	<ul style="list-style-type: none"> • Tuesday: Read: <i>Little Lord Fauntleroy</i> (Project Gutenberg)

Oct. 25 Oct. 27	<ul style="list-style-type: none"> Thursday: Read: <i>Little Lord Fauntleroy</i> Discussion Leader Option #3
Week 9 Nov. 1 Nov. 3	<p>From <i>Reading Children's Literature</i>:</p> <ul style="list-style-type: none"> Tuesday: Chapter 7: "Historical Fiction" Read <i>My Brother Sam Is Dead</i> (purchase a copy online or at any bookstore) (Read through page 73, Chapter 5)
Week 10 Nov. 8 Nov. 10	<ul style="list-style-type: none"> Tuesday Read: <i>My Brother Sam Is Dead</i> (read chapter VI through pg 145, Chapter 10) Discussion Leader Option #4 Thursday: Read: <i>My Brother Sam Is Dead</i> (read to end) Authentication Project Due
Week 11 Nov. 15 Nov. 17	<p>From <i>Reading Children's Literature</i>:</p> <ul style="list-style-type: none"> Exam 2 Chapter 8: "Nonfiction—History Science, Life Writing"
Week 12 Nov. 22 Nov. 24	<ul style="list-style-type: none"> Tuesday: Introduction to independent literary analysis project Introduction to literary analysis research <p>Thanksgiving Break</p>
Week 13 Nov. 29 Dec. 1	<p>From <i>Reading Children's Literature</i>:</p> <ul style="list-style-type: none"> Chapter 9: "Fantasy, Realism, and Genre Fiction" <p>Thursday: From <i>Reading Children's Literature</i>:</p> <ul style="list-style-type: none"> Chapter 10: "Race, Ethnicity, and Culture" <p>Proposal Due to Canvas by 11:59 p.m. on Thursday, Dec. 2</p>
Week 14 Dec. 6 Dec. 8	<p>From <i>Reading Children's Literature</i>:</p> <ul style="list-style-type: none"> Chapter 12: Censorship and Selection Exam 3 <p>Annotated Bibliography Due to Canvas by 11:59 p.m. on Friday, Dec. 9</p>
Week 15 Dec. 13 Dec. 15	<ul style="list-style-type: none"> Mock Peer Review Outline/Rough Draft Due to In-Class Peer Review
Final Exam Period	<ul style="list-style-type: none"> Final Database entries Due Final Paper Due during final exam period