California State University Channel Islands
English Department
ENGL312  1130  sec. 1
M, W 2:30-445
Fall, 2005
Introduction to Children’s Literature
Room: BTW 2414

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Office hours: M, W, before class; M 1:30-2:30; W 2-3. And always by appt. Call or email at any time if you would like to speak with me.

Blackboard address: http://blackboard.csuci.com
Only your Dolphin email will be used this semester. Make sure you can connect to bb to get handouts and assignment, and other necessary information.

Writing Center: Bell Tower 1512 (Near Java Hut).

Textbooks:
Diana Mitchell  Children's Literature: An Invitation to the World
Charlotte's Web by E.B. White
Esperanza Rising by Pam Munoz Ryan
Seedfolks by Paul Fleischman, Judy Pedersen (Illustrator)
Fanny's Dream by Caralyn Buehner, Mark Buehner (Illus)
articles in electronic coursepack and on bb
You will be reading numerous children’s books. In the CSUCI library is an excellent children’s book collection for your use. Activate your library card. You may also use local children’s libraries.

Course Objectives:
In this overview of children’s literature, we will analyze literary elements of children’s books (plot, settings, characterization, theme, style, point of view); develop criteria for evaluating and selecting quality multicultural children’s books, read various genres (including traditional literature, poetry, nonfiction, realistic and historic fiction); understand the importance of visual literacy in picture books; and in the service learning component, experience a variety of approaches for responding to texts. Educators today face complex issues. The processes and pedagogies experienced in this course help educators meet the diverse children and families who are part of our school communities.

Disabilities Statement:
Students who have disabilities or special needs and require accommodations in order to have equal access to classrooms must register with the designated staff member in Student Affairs in order for us to serve their needs.

Academic Dishonesty Policy:
In accordance with the CSU Channel Islands policy on academic dishonesty, students in this course who submit the work of others as their own (plagiarize), cheat on tests and examinations, help other students cheat or plagiarize, or commit other acts of academic dishonesty will receive appropriate academic penalties, up to and including failing the course.

TO MY STUDENTS:
This section of ENGL 312 Children’s Literature is focusing on the meaning of story- how do we interpret stories? What kind of stories are important to us? How does hearing stories impact on our creating of stories? In the weeks leading up to November’s Service Learning component we will read a variety of children’s books, create stories, and apply theories to what we read so that we can bring our sense of story and creativity to the children at UPS.

Expected Student Outcomes:
Students will:
1) recognize the genres of children’s literature
2) learn to evaluate children’s literature for quality and bias
3) examine their assumptions about children and books
4) identify key issues and theorists in the field of children’s literature
5) study the historical developments of children’s literature
6) experience a variety of approaches for responding to texts
7) engage in read aloud activities and effective storymaking techniques
8) participate in a service learning component
9) connect concepts in Terry Tempest Williams’ book (Camps Reading Celebration) with ecology and storytelling in children’s literature
10) design and create projects that demonstrate the principles of this course
11) create a picture book

Assignments: (Go to bb to see full description of assignments)
1. Journal (responses to books you read, required and otherwise, freewrites, in class work.) To be handed in at the end of the semester with a final typed Outcome assessment paper (20)
2. Service Learning: includes Service Learning Journal (15)
3. 2 short papers (20; 10 pts. each)
4. Final Project: Create a picture book ; with reflection paper (25)
5. Participation, Attendance, Engagement; includes small group work, and inclass projects including storytelling, Illustration and other tasks (20)

TOTAL = 100 points
ENGL312  M W

   Why do we like stories? What is a story?

Aug 31  Mitchell, Ch. 3 Picture Books.
   Bring: Fanny's Dream and your journal response to the book.

Sept. 5  NO CLASS
   Reminder: Post your Reading Autobiography (1-2 paragraphs on bb)

7  Bring a picture book to share in class that invites conversation.
   See full directions on bb.
   Life Map introduction (explanation on bb)

12 Introduce November Service Project
   DUE: Life Maps.
   Ch. 6 Context of Children’s Literature

14 Bring: from Electronic Coursepack,
   Article Discussion: 10 Ways to Evaluate Books for Racism, Sexism… (in electronic course pack. Print out and bring to class.

21 Ch. 7 Multicultural Children’s Literature
   Bring: Esperanza Rising ch. 1-Melons
   Bring: 1 stick of nonhardening clay or sculpey

23 Bring: Esperanza Rising finish the book
   Bring: 1 stick of nonhardening clay or sculpey
   Due: short paper #1: 2-3 typed pages: Response to Esperanza Rising.
   Reflect on your initial responses to the book,
   and on how your conversation with your classmates
   affected your response to the book. Last,
   reflect on the use of clay as a response to literature.

26 Mitchell, ch. 6 Uncovering Stereotypes
   Bring a picture book to class listed in Mitchell, p. 63 in the red box.
   books that provoke Discussion.
   Bring: water based paints, unlined paper, and paper towels.

Suggestions:
   Eve Bunting –Smokey Nights, Fly Away Home, First Day in Grapes
   David Shannon –Alice the Fairy
   William Steig -Brave Irene
   Patricia Polacco –Pink and Say
Groups meet: Select book for Literature Circle 10/24
Each member of the group read one of the following books and bring book to class:

- Bud, Not Buddy or The Watsons go to Birmingham by Christopher Paul Curtis
- Bridge to Terabithia by Katherine Patterson
- Because of Winn Dixie by Kate DiCamillo
- Roll of Thunder, Hear My Cry by Mildred
- Joey Pigza Swallowed the Key by Jack Gantos

Oct. 3
Traditional Literature: Focus: Little Red Riding Hood
Mitchell. ch 8 Traditional Literature. Focus on pp. 233, 241; 242-250.

Read versions of Little Red Riding Hood:
http://www.pitt.edu/~dash/type0333.html for today

Bring a picture book version of LRRR to class.
Recommended picture books:

- Lon Po Po by Ed Young
- Little Red Riding Hood illus. Trina Schart Hyman.
- Flossie and the Fox by Patricia McKissack
- Petite Rouge: A Cajun Little Red Riding Hood by Jim Harris.
- The True Story of A Wolf by Jon Scieszka.

Optional:
http://www.surlalunefairytales.com/ridinghood/index.html
This link with help of hypertext allows you to read several versions at a time.

Optional:
an article about the LRRR story

Optional:
Electronic Coursepack. Tolkien on Fairy Tales.
Readings:
1) http://home.earthlink.net/~jcorbally/eng218/ruses.html
   Article by Bruno Bettelheim

2) “Adaptations of Grimms” on bb under “Articles” #5.

Journal on these readings. Hand in your journal entry.
Prompts given in class (violence and fairy tales).
Is the cleansed version true to the story?

Bring: A Fractured Fairy Tale to class.
Recommended:
The Stinky Cheese Man and Other Fairly Stupid Tales by Jon Scieszka illus. by Lane Smith
The Three Pigs by David Weisner
Sleeping Ugly by Jane Yolen (novel)
Ella Enchanted by Gail Carson Levine (novel)

10 Due: Short paper #2. Write a fractured fairy tale. Typed. Title it.
Add a reflection on what fairy tale you chose to fracture, what elements you focused on, and the process of creating the tale.

12 Choose a story to tell that you want to share in service learning.
   In class: discuss Service Learning

17 Bring story map. Storytelling in class.

19 Storytelling in class.

24 Ch. 9 Realistic and Historical Fiction
   Literature Circle.
   Each group brings book for discussion.
   Censorship. Issues in Realistic Fiction.

26 Bring: Seedfolks
   Bring paint and clay for storymaking session.
   Last questions about Service Learning.

31 Meet at UPS. Carpool if you can. Be prepared.

Nov. 2 Meet at UPS

Nov 7 Meet at UPS

(Nov. 8 Terry Tempest Williams reads and has afternoon lecture.) Required
Nov.  9  Meet at UPS - Begin Discussion on bb.

14  Meet at UPS  -Continue discussion on bb

16  Meet at UPS -Continue discussion on bb

21  Meet at UPS – Continue discussion on bb

23  Meet in our regular classroom BTW
   Discuss Service Learning

24  Th.  Thanksgiving.

28  Hand in Service Learning Journal.
   In class service learning assessment discussion.
   Create a poem with your group about service learning

(Nov.  29  Luis Rodriguez reads on campus)

30  Book Discussion: Charlotte’s Web
    Bring handout on Charlotte’s Web from bb.
    Fantasy. Mitchell, Ch. 10.
    Know the types of fantasy and science fiction.
    Bring handout on bb.

    Optional:  also read Tale of Desperaux by Kate DiCamillo

Dec.  5  Due: Illustrated picture book you wrote and illustrated.

7  Illustrated Picture Book (Cont. sharing)
   Outcome Assessment Due with Journal.