

ENGLISH 380.11

TOPICS IN LITERATURE: CHILDREN'S LITERATURE

<u>Instructor:</u>	Dr. Theresa Flynn
<u>Class Meetings:</u>	MON-FRI 11:30am-2:20pm
<u>Class Location:</u>	Cultural Arts Center (CAC) 304
<u>Course Site:</u>	http://faculty.pepperdine.edu/tflynn/English/380
<u>Office Hours:</u>	By appointment
<u>Office Location:</u>	CAC 103 (In the Writing Center)
<u>Telephone:</u>	(310) 506-4803
<u>E-Mail:</u>	tflynn@pepperdine.edu

Course Description:

English 380, an upper-division English course emphasizing literary theory and practice, introduces the history, development, forms, and current state of Children's Literature. The course emphasizes academic and literary backgrounds to Children's Literature as a specific genre within English Literature. In this class we will read and analyze both classic and contemporary texts, paying close attention to the historical and cultural contexts in which they were written.

Course Objectives:

Students will:

- Gain a general overview of children's literature and acquire an historical perspective on its development
- Become familiar with important contemporary and historical authors and illustrators of children's prose and poetry
- Be able to recognize and appreciate different literary and artistic techniques
- Develop and enjoyment and interest in children's literature

Expectations:

I expect all students to commit to the class process. This means coming to class regularly, coming to class *ON TIME*, being prepared by having done the readings ahead of time, and participating in class discussions. Attendance will be taken at each class meeting.

Teaching Methods:

I believe that there is more collective knowledge in an entire class of students than there could ever be in one instructor. I value frank and open discourse among all students in the class and I will actively seek to create a genuine sense of community in this class. We will all share in the responsibility of teaching. We will use class discussion as well as computer-mediated forms of communication such as discussion boards and synchronous chats to develop and strengthen our writing community.

Course Materials:

Required Texts

Engle, Madeleine. *A Wrinkle in Time*. Bantam Doubleday Dell Books for Young Readers, 1973.

Lewis, C. S. *The Lion, The Witch, and the Wardrobe*. Harper-Collins, 2000.

Lowry, Louis. *The Giver*. Laurel Leaf. 2002.

Nodelman, Perry & Mavis Reimer. *The Pleasures of Children's Literature*. Allyn & Bacon, 2003.

Sachar, Louis. *Holes*. Yearling Books, 2000.

St. Exupery, Antoine. *The Little Prince*. Harcourt, 2000.

Tatar, Maria (Ed.). *The Classic Fairy Tales*. W. W. Norton, 1999.

White, E. B. *Charlotte's Web*. HarperCollins, 1974.

There will also be selected online articles and handouts which will be available on the ENG 380 BlackBoard course.

Attendance & Participation

There are only 20 classes in this course. Please intend on coming to every class. **Every class is important and you cannot make up for classes that you miss.**

Participation includes actively contributing to class discussions and posting meaningful responses on BlackBoard's electronic discussion forum. Do not underestimate your importance in this class. Your active participation and attitude in class can enhance everyone's learning experience.

Academic Integrity

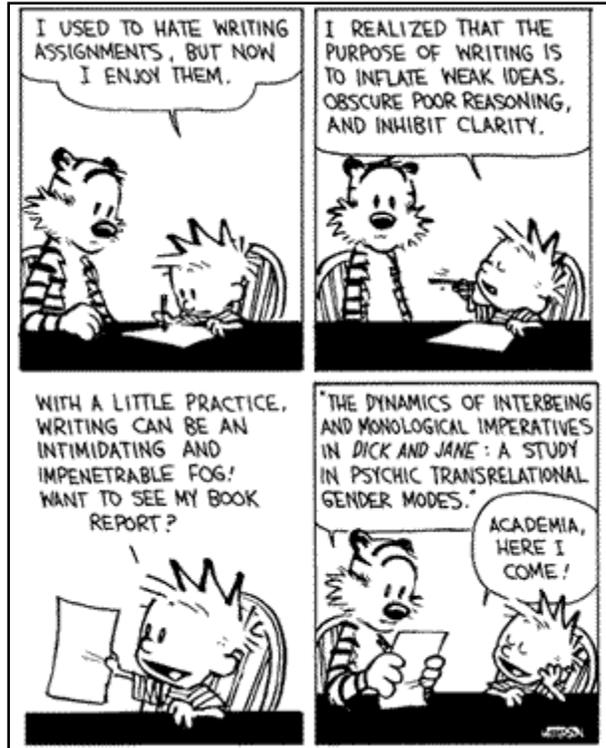
Please familiarize yourself with Pepperdine University's Code of Academic Integrity found online at: <http://seaver.pepperdine.edu/academicintegrity/policies/code.htm>. Unfortunately, students do, on occasion, violate Academic Integrity, and this provides a need for discipline and an opportunity for restoration. Violations include plagiarism, cheating, fabrication, and facilitating academic dishonesty. All suspected and confirmed cases of academic integrity violations will be reported to the Academic Integrity Committee.

Writing Center

The Writing Center will be open on a limited basis this summer. Please check the schedule online for available appointments: <http://services.pepperdine.edu/seaver/writingcenter/> The Writing Center is a place where students can obtain one-on-one help with papers in any discipline and at ANY stage of the writing process. The Writing Center is located in CAC 103, and the service is FREE for all Seaver College students.

Required Assignments

1. **Essays:** There will be 1 essay required in this course. There will be several topic choices and you will have the opportunity to create your own topic as well.
2. **Quizzes:** There will be **several short reading quizzes** given throughout the semester. This is to encourage students to come to class prepared, having read the required readings and being prepared to discuss them with the rest of the class.
3. **Class Readings & Short Writings.** There will be reading assignments for every class you attend. Check the schedule on Blackboard which will be updated frequently. On occasion, I may also ask you to write about the readings, either as a homework assignment or in class.
4. **Midterm/Final Exam:** There will be both a midterm and a final exam. These evaluations will require you to discuss themes, patterns, and historical implications of the pieces that we study in class. **DO NOT MAKE PLANS TO TRAVEL DURING ANY OF THE SCHEDULED CLASSES DURING SUMMER SCHOOL!** Check the schedule to see when the exams will be given. There will be no makeups without medical documentation verifying illness.



Assessment/Grading

Attendance & Participation	5%
Quizzes	5%
Picture Book Analysis	10%
Midterm Exam (In-Class Essay)	20%
Final Exam	25%
Research Essay	25%
Presentation	10%

All essays will be evaluated using the Junior Writing Portfolio rubric, shown below.

NOTE: You **must complete all assignments in order to receive a passing grade in this class.** Failure to turn in any of the assignments **will** result in a grade of F.

Junior Writing Portfolio Rubric

Category	5	4	3	2	1
1. Clarity/Style	<ul style="list-style-type: none"> • Writing engages reader and enhances his/her understanding of the topic. • Vocabulary & sentence structure are sophisticated and appropriate for the topic, discipline, and intended audience. 		<ul style="list-style-type: none"> • Writing enables reader to understand ideas with little or no re-reading. • Vocabulary and sentence structure are adequate, especially for discipline, but may lack sophistication. • Writer avoids redundancy. 		<ul style="list-style-type: none"> • Writing requires reader to frequently re-read in order to understand ideas or writing is so confusing that reader fails completely to understand ideas. • Simplistic word choice limits description and/or expression. • Redundancies distract and confuse reader.
2. Organization/ Fluidity	<ul style="list-style-type: none"> • Writing clearly demonstrates an effective pattern of organization that facilitates the reader's understanding. • Papers have an effective beginning, sophisticated development, and thoughtful conclusion. • Writer employs clear and appropriate transitions. • Paragraphs reflect appropriate and mature levels of thought and development. 		<ul style="list-style-type: none"> • Writing follows an appropriate pattern of organization. • Overall unity and coherence are adequate. • Some connections and transitions may be unclear. • Paragraphs reflect adequate levels of thought and development. 		<ul style="list-style-type: none"> • Writing's overall structure lacks coherence. • Organization of ideas may be confusing. • Transitions are awkward or absent. • Insufficient development of paragraphs. Poorly developed.
3. Explanation/ Evidence	<ul style="list-style-type: none"> • Main points clearly stated and well advanced. • Statements substantially supported with compelling evidence. 		<ul style="list-style-type: none"> • Main points adequately stated. • Statements sufficiently supported with relevant evidence. 		<ul style="list-style-type: none"> • Main points not clearly stated. • Statements insufficiently supported or supported with irrelevant evidence.
4. Critical Thinking	<ul style="list-style-type: none"> • Insightful, well-articulated analysis, synthesis, and critique of the subject. • Sustains a well-focused analysis, connecting ideas in a sophisticated and logical manner. • Thoughtfully considers multiple viewpoints/positions where appropriate. 		<ul style="list-style-type: none"> • Cogent, clear analysis, synthesis, and critique of the subject. • Connects ideas logically. • Identifies multiple viewpoints where appropriate. 		<ul style="list-style-type: none"> • Superficial and/or poorly articulated analysis of subject. • Fails to connect ideas logically. • Ignores or superficially evaluates multiple viewpoints.
5. Research Techniques	<ul style="list-style-type: none"> • Adeptly uses appropriate materials from a variety of resources to support ideas. • Consistently employs a standard documentation style. 		<ul style="list-style-type: none"> • Adequately uses appropriate materials from a variety of resources to support ideas. • Employs a standard documentation style with few errors. 		<ul style="list-style-type: none"> • Fails to select and synthesize appropriate resources. • Makes significant errors in documentation style.
6. Mechanics /Usage	<ul style="list-style-type: none"> • Sophisticated use of grammatical conventions. • Writing is virtually free from the kinds of errors that distract from meaning and readability. 		<ul style="list-style-type: none"> • Grammatical structures are generally appropriate, although not necessarily perfect. • Occasional errors may distract from meaning and readability. 		<ul style="list-style-type: none"> • Grammatical errors are so obtrusive that readers are seriously distracted by them.