English 3310: Children’s Literature

Worlds of Images: Exploring the Picture Book

Spring 2017

MWF, 1 - 1:50 pm, Irby 313

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***E-mail*: sfritz@uca.edu**

***Office*: Irby 317 C**

***Office Hours*: Tuesdays 10 am-12 pm and 3-4 pm, Thursdays 10 am-12 pm and 2:30-3:30 pm, Fridays 3-4 pm, and by appointment**

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**What this course is about:**

This semester, our Children’s Literature course will turn its focus to a cornerstone of literature for young people: the picture book. Far from a simple text for the preliterate, picture books comprise a complicated and diverse body of literature that can sustain and reward serious study. We’ll explore a wide range of picture books, including historical models, modern classics, experimental works, and multicultural texts.

In our critical analysis of these works of children’s literature, we’ll address a variety of questions, including the following: How do picture books work as complex texts that are interpreted by readers, and what kinds of literacies can they require? How do these texts represent and address the child and the state of childhood, and what do they tell us about how children are perceived in our society? How do these picture books reflect the social and cultural context in which they were written, and how have models for childhood and children’s literature evolved over the years? Who can picture books be *for*—children, adolescents, adults—and how can works of literature so firmly coded as geared for children also address topics and issues that are decidedly *un*-childlike? We’ll also explore the process of adapting picture books into full-length films through viewing and discussing two such film adaptations in class.

**Required texts and materials:**

- *The Three Pigs*, David Wiesner

-*This Is Not My Hat,* Jon Klassen

-*Zoom*, Istvan Banyai

-*The Stinky Cheese Man*, John Scieszka

- *Where the Wild Things Are*, Maurice Sendak

- *Jumanji*, Chris Van Allsburg

-*Tibet through the Red Box*, Peter Sís

-*Ashanti to Zulu: African Traditions*, Margaret Musgrove

-*Hiroshima No Pika*, Toshi Maruki

-*Chato’s Kitchen*, Gary Soto

- *Tar Beach*, Faith Ringgold

Our required reading for the course also includes a few texts of which you will not have to purchase hard copies. I will post files with these readings on Blackboard for you to access or distribute hard copies in class.

You are also required to have:

* Access to a computer so that you can log on to our Blackboard shell for the course as necessary
* Access to a good dictionary and writing handbook to aid you in writing your papers for the class
* A UCA email account that you check **daily**
* Opinions and insights that you develop thoughtfully and voice respectfully during class discussions. The success of this course depends in large part on its members’ willingness to seriously and actively engage the material and participate in discussions.

## Policies:

Scholastic Dishonesty Academic Integrity and Scholastic Dishonesty. The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

Title IX disclosure. If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to “student-on-student” or “employee-on-student”), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved.  Any allegations made by a student may or may not trigger an investigation.  Each situation differs and the obligation to conduct an investigation will depend on those specific set of circumstances.  The determination to conduct an investigation will be made by the Title IX Coordinator.  For further information, please visit:  <https://uca.edu/titleix>.  *\*Disclosure of sexual misconduct by a third party who is not a student and/or employee is also required if the misconduct occurs when the third party is a participant in a university-sponsored program, event, or activity.*

Other University Policies. Please be sure to familiarize yourself with the policies outlined in the UCA Student Handbook.

Authorized Absences. It is important that students do their best to avoid missing class meetings. Daily attendance will be taken in this class. You are allowed **three unexcused absences**. Each subsequent unexcused absence will result in the deduction of **five** percentage points from your final grade. Please use your absences wisely—they are not intended for mornings when you feel like sleeping in, but rather for times when you cannot come to class but your absence is not excused. Nine or more absences, excused or otherwise, provide grounds for you to be dropped from the course.

You are responsible for providing evidence and/or appropriate documentation to substantiate excused absences. Excused absences can include illness requiring a doctor’s visit, the serious illness of an immediate family member or illness of a dependent, the death of a relative, etc. Please direct any questions concerning what constitutes an excused absence to me. If you know in advance that you will miss a class due to an excused absence, you are responsible for informing me and making any necessary arrangements to make up class work. Keep in mind that trips out of town for weddings or family vacations and children’s school programs or ceremonies, while important life events, **are not** excused absences.

It is important for all of us to respect one another’s time and arrive promptly for class. Students who arrive to class after half of the class period (calculated by the duration of the class period in minutes) or more has passed will be counted absent. Students who arrive to class after attendance has been taken are responsible for checking with me after class to make sure their attendance has been recorded. Tardiness will be penalized by counting each third tardy as an unexcused absence. Students should also come to class planning to stay for the duration of the period. An early departure from class will be recorded as a tardy—or an absence, depending on the time of departure (see above)—and is subject to the same penalties.

If you are absent on the day of an exam, you are responsible for contacting me **as soon as possible** to schedule the make-up exam. If your absence is excusable, you are responsible for providing documentation to substantiate this at the time of the make-up exam. Ten late points will be deducted from the exam grade if the absence is not excused (i.e., you overslept); I also reserve the right to refuse to allow a student with an unexcused absence to make up an exam. Five late points may also be deducted if your absence is excused but you do not contact me in a timely manner to schedule the make-up exam. Unless other arrangements have been made with me, any exam that is not made up within two weeks of the original exam date will receive a grade of zero (0).

Students who miss class are responsible for obtaining information regarding missed class notes, material, and assignments. It is my policy to email students information regarding missed class notes **only** for excused absences and **only** when the student has sent a request via email specifying student name, course number and section, and class date(s) missed. I strongly recommend that students also talk with their classmates about what they have missed, as all I can offer students are any Power Point slides and/or handouts used during the class period.

Class preparedness. Students need to complete the assigned reading before class and bring assigned reading materials to class in order to better engage in discussion and class-work. Failure to bring the appropriate assigned reading materials to class and/or failure to demonstrate completion of the assigned reading through class activities will result in an unexcused absence for that day’s class. Unexcused absences accrued in this way are subject to all the penalties and consequences outlined in the attendance policy.

Classroom Behavior. Disruptive classroom behavior is defined as anything that would interfere with an instructor's ability to conduct the class or the ability of other students to profit from the instructional program. ***Please remember specifically*** thatyou should **turn off** all cell phones before class, and that all individuals and the opinions they express in class are to be treated with respect during class discussions***.*** Students who are asked to leave class for disruptive behavior will be counted absent for that day.

Paper Format.Unless otherwise specified, assignments should be typed (letter-quality printing required) in 12-point Times New Roman font with one-inch margins and double-spaced on white paper, according to MLA guidelines. Documentation must be provided in MLA format.

Late Papers. Papers and other written assignments that are turned in late without an excused absence/absences are subject to a deduction of 5 percentage points per day that they are late. After I have graded a paper assignment and returned it to the rest of the class, I will not accept late submissions of that assignment.

Appropriate Attribution. Any assignment that fails to include clear and appropriate attribution of sources will receive a grade of zero (“0”). **Do not consult secondary sources for your work unless explicitly instructed to do so. Public-access internet sources such as SparkNotes and Answers.com are not appropriate to use in this course at any time.** Any assignments that reflect unauthorized aid will receive a grade of zero (“0”).

Grades. Grades are not negotiable. Your final course grade will be based on your work in the course. You are responsible for keeping up with your current grade in the course. If you are concerned about a grade or have any questions, see me during office hours or make an appointment to meet with me.

Bringing visitors to class. Students **must receive permission** from me in advance in order to bring any visitors to class. If you have a child-care emergency and need to bring a child with you to class, I am willing to work with you as best I can; however, little ones must be able to be expected to remain reasonably still and quiet for the duration of the class. Please see me if you have any questions about this.

Acknowledging Assistance. All drafts and supporting documents for papers and presentations must be your writing—that is, your own ideas and your own words. If you want to work with a tutor or get feedback on your work from a classmate or friend, all writing and ideas that find their way into your paper must be your own. Any assignment that shows evidence of assistance and fails to acknowledge that assistance will be considered a case of scholastic dishonesty and reported/punished as such.

E-mail, Phone, and Fax. I will not discuss grades via e-mail or over the phone and, unless otherwise specified, I will not accept assignments attached to e-mail messages. I am happy to answer via email any student questions—including questions about assignments—that will take me less than 5 minutes to answer. Any questions that require a longer and more involved answer will be deferred to a face-to-face meeting. The English department will not accept papers or excuses for absences faxed to me.

Office hours. I make myself available to students during the office hours listed above. However, I encourage students to schedule appointments ahead of time if they want to meet with me during office hours in order to guarantee that I will not be meeting with other students at that time.

Feedback on student work. I want all students to meet their full potential in this course this semester. I encourage students to ask for clarification if they are confused about an assignment and to come to me for help on their work. However, I will not pre-grade, edit, or proofread students’ work for them; I will offer feedback, but only when students formulate and articulate specific questions about their work that they want me to address. I do this because I want all students to function as active thinkers and learners throughout the semester; this is not happening if I am doing the work of cataloging every aspect of a paper that a student needs to change or improve. Likewise, students should understand that getting feedback on their work does not guarantee that they will earn a certain grade on the assignment.

Electronic devices. All electronic devices used in class, including laptops and e-readers, must have internet capabilities turned **off**. Students who use electronic devices in an inappropriate way during class will be asked to leave and will lose the privilege of using electronic devices in class. Cell phones must remain **off** (not simply on vibrate) and out of sight in one’s pocket or bag for the duration of the class.

Evaluations. Student evaluations of a course and its professor are a crucial element in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may evaluate courses they are taking starting on the Monday of the twelfth week of instruction through the end of finals week by logging in to myUCA and clicking on the Evals button on the top right.

**Students Needing Support Service**

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Office of Disability Services, 450-3613.

**Building Emergency Plan**

An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at http://uca.edu/mysafety/bep/. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

**The University Writing Center**

The UCA Writing Center, located in Thompson 109, offers students one-on-one tutoring and online assistance with their writing. For more information, see the web site: www.uca.edu/writingcenter.

**Course Requirements and Grade Determination:**

In addition to the required reading, throughout the semester, all students will take two exams, and write three essays (including one final research paper), and complete one additional assignment (the *Picture This* assignment). ***All papers and assignments must be typed and submitted as a hard copy unless I instruct you otherwise.*** More detailed descriptions of the assignments will be given in class/posted on Blackboard as the semester progresses. The exams will be objective, covering our required reading and the material that we have discussed in class. They will include multiple choice, passage identification/explication, and paragraph-answer questions. We will have rough-draft paper workshops for three of the writing assignments in class; failure to bring the required materials, arrive on time, and/or participate in a paper workshop will result in the deduction of 10 points from the grade for that paper.

The final grade for the course will be determined in the following manner:

Exam 1 15%

Exam 2 15%

*Picture This* assignment 10%

Formal analysis 20%

Topic analysis 15%

Final research paper 25%

**Final grade values:**

A 90-100 B 80-89

C 70-79 D 60-69

F 59 and below

No extra credit will be offered in the class. Grades—including final averages—**will not** be rounded up, except in the case of 59.5/ 69.5/ 79.5/ 89.5. Students must complete all main assignments in order to earn a passing grade in the course.

**Schedule of Reading, Assignments, and Due Dates:**

*This schedule is subject to change at the professor’s discretion.* The readings and assignments listed under each date are those that you will be expected to have completed ***by that date***. Additional and/or alternate readings may be announced and provided as necessary.

**Friday, January 13:** Introduction to course.

**Monday, January 16:** Martin Luther King Day, no class

**Wednesday, January 18:** The history of picture books: read excerpts from early specimens—posted as pdf on Blackboard **(bring a copy with you)**.

**Friday, January 20:** *Under the Window*, pp. 1-35—link posted on Blackboard **(bring a copy with you)**.

**Monday, January 23:** *Under the Window*, pp. 36-end of book **(bring a copy with you)**.

**Wednesday, January 25:** Introduction to the formal elements of picture books: read excerpt from *Picture This* by Molly Bang—posted as pdf on Blackboard **(bring a copy with you)**.

**Friday, January 27:** *The Three Pigs*.

**Monday, January 30:** *The Three Pigs*, discussion continued. ***Picture This* assignment due.**

**Wednesday, February 1:** *This Is Not My Hat*.

**Friday, February 3:** *This Is Not My Hat*, discussion continued.

**Monday, February 6:** Experimental art and postmodernism: *The Stinky Cheese Man*.

**Wednesday, February 8:** *The Stinky Cheese Man*, discussion continued; reading on postmodern picture books—posted as pdf on Blackboard **(bring a copy with you)**.

**Friday, February 10:** *Zoom*.

**Monday, February 13:** *Zoom*, discussion continued.

**Wednesday, February 15: Exam 1.**

**Friday, February 17:** *Where the Wild Things Are*.

**Monday, February 20:** *Where the Wild Things Are*, discussion continued. **Introduce formal analysis assignment.**

**Wednesday, February 22:** *Where the Wild Things Are* film—view in class.

**Friday, February 24:** *Where the Wild Things Are* film—continue viewing in class.

**Monday, February 27:** *Where the Wild Things Are* film continued, begin discussion; reading on children’s literature and film adaptation—posted as pdf on Blackboard **(bring a copy with you)**.

**Wednesday, March 1:** *Where the Wild Things Are* film, discussion concluded.

**Friday, March 3:** *Jumanji*.

**Monday, March 6:** *Jumanji*, discussion continued.

**Wednesday, March 8: Paper workshop:** bring **2 typed copies** of a complete rough draft of your picture book analysis with you to class.

**Friday, March 10:** *Jumanji* film—view in class.

**Monday, March 13:** *Jumanji* film—continue viewing in class. **Formal analysis due.**

**Wednesday, March 15:** *Jumanji* film continued, begin discussion.

**Friday, March 17:** *Jumanji* film, discussion concluded.

**Monday, March 20:** Spring break, no class

**Wednesday, March 22:** Spring break, no class

**Friday, March 24:** Spring break, no class

**Monday, March 27:** *Hiroshima No Pika*. **Introduce topic analysis assignment.**

**Wednesday, March 29:** *Hiroshima No Pika*, discussion continued.

**Friday, March 31:** *Tibet through the Red Box*.

**Monday, April 3:** *Tibet through the Red Box*, discussion continued.

**Wednesday, April 5:** *Tibet through the Red Box*, discussion continued.

**Friday, April 7:** Continued discussion of topic analysis assignment—**be prepared to discuss your paper plans in class.**

**Monday, April 10: Paper workshop:** bring **2 typed copies** of a complete rough draft of your topic analysis with you to class.

**Wednesday, April 12:** *Ashanti to Zulu.* **Topic analysis due.**

**Friday, April 14:** *Ashanti to Zulu*, discussion continued.

**Monday, April 17:** *Chato’s Kitchen*.

**Wednesday, April 19:** *Chato’s Kitchen*, discussion continued.

**Friday, April 21:** *Tar Beach*.

**Monday, April 24:** *Tar Beach*, discussion continued.

**Wednesday, April 26: Paper Workshop**: bring **2 typed copies** of a complete rough draft of your final paper to class.

**Monday, May 1:** Exam 2, 11 am – 1 pm. **Final research paper due.**