English 2326.40311 Syllabus
Eastfield College

Instructor Information
Name: Larissa L. Pierce
DCCCD Email: LarissaPierce@dcccd.edu
Office Phone: 972-860-7315
Office Location: G-133
Office Hours: TBA
Division Office and Phone: Arts and Communication Division: 972-860-7132

Course Information
Course Title: American Literature
Course Number: English 2326:
Course Special Topic: Emphasis on Children’s Literature
Section Number: 40311
Semester/Year: spring/2020
Credit Hours: 3
Class Meeting Time/Location: Online until further notice
Certification Date: April 04, 2020
Last Day to Withdraw: May 4, 2020

Course Prerequisites
English 1301 and English 1302

Emphasis Course Description and Goals
This particular English 2326 course is an introduction to Children’s Literature. It is to be used as an analytical glance into the cultural, social, emotional, racial, political, and (if applicable), the religious impact of Children's Literature. Through reading, evaluation, discussion, thinking, writing and creativity, explore a variety of children’s literature. Each genre, style, etc. is an opportunity to reflect and further develop the human experience.

Catalog Course Description
A survey of American literature from the period of exploration and settlement to the present. Students will study works of prose, poetry, drama, and fiction in relation to their
Student Learning Outcomes

Upon successful completion of this course, students will:

1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Texas Core Objectives

The College defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the Texas Core Objectives for Student Learning. In this course, the activities you engage in will give you the opportunity to practice two or more of the following core competencies:

1. **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. **Communication Skills** - to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
3. **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. **Personal Responsibility** - to include the ability to connect choices, actions, and consequences to ethical decision-making
6. **Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
Warning
This class may contain readings, assignments, themes, images, games, projects, movies, and/or additional components that may be considered offensive to some individuals. Students who feel uncomfortable in such situations should consider enrolling in a different ENGL 2326 class. Also note that we will discuss children’s literature critically. Therefore, I ask that you refrain from delving into conversations about what is appropriate or inappropriate for children, as well as what they may or may not like or even comprehend.

Required Course Materials
Internet Access
Powerpoint
Microsoft Word (Free download in Blackboard)

Graded Work
The information below is a summary of the graded work in this course and an explanation of how your final course grade is calculated.

Summary of Graded Work

<table>
<thead>
<tr>
<th>Types of Assignments</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Discussion Board</td>
<td>5%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Book Presentations</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion Boards</td>
<td>20%</td>
</tr>
<tr>
<td>Short Writing Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Visual Literary Analysis</td>
<td>25%</td>
</tr>
</tbody>
</table>

TOTAL: 100%

Final Grade

<table>
<thead>
<tr>
<th>Percentages</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-59%</td>
<td>F</td>
</tr>
</tbody>
</table>
Description of Graded Work

Introductory Discussion Board (Certification Assignment):
The very first discussion board serves two purposes: (1) for us to get to know each other and (2) for course certification. The Introductory discussion board entails students revealing personal interests. Its goal is for students to talk about themselves, as well as learn about their classmates. In addition, the introductory discussion board is used as a tool to certify students as attending class. **Failure to complete this discussion board does affect financial aid.**

Quizzes: Based on readings and some resources provided in the course. Please do not wait until the last day to take the quizzes; should you have technical problems, and you wait until the last day to take the quizzes, I will not be able to assist you. You are also advised not to take quizzes on your cellular phones.

Book Presentations
Book presentations are very informative and provide your reader with a different perspective about the text. In it, you will provide a summary of the story, themes, major characters, symbols, historical, social, cultural, religious, and racial context for the chosen books. You will have two book presentations to complete. One must focus on a classic fairy tale (excluding Cinderella) folktale, or fable and the other on a middle grade or young adult book. The book presentations are to be done in powerpoint, Google Slides, or Slido. You are welcome to choose your own. Nevertheless, a suggested list will be provided for you. **Email me for a sample of this assignment.**

Discussion Boards:
Discussion Threads are another writing platform; in this area, some discussion boards may entail that you respond to questions about the reading(s). Others, may require you to highlight a children’s book and review it. Additionally, as adults we will not only look at the impact of the reading in our lives. Students are required to respond to the weekly discussion question, as well as make one substantive response to a classmate’s posts in order to receive full credit for the discussion thread. Discussion question responses should range from 150-200 words. **Word count for your posts will be verified. Please make sure that (if applicable), you utilize the text and/or an outside source to support your claim.**

Participation posts (response to another student) must reflect critical thought and reflect substantive contribution to the class discussion (generally a minimum of 150-200 words). Rather than simply posting that you agree or disagree with another student’s post or restating his/her post does not constitute a substantive response. **Thoroughly read your classmate’s argument. If you agree/like the post, you must explain. If you disagree/dislike the post, you must also explain. You may also**
Pose questions and/or challenge your classmate based on what you have read in his/her post. Additionally, you will be graded on grammar, so proofread your submissions prior to posting. It may be helpful to type your responses in a word document before cutting and pasting them into your submission; this will also ensure that you have a copy of your submission in the event that you have technical issues in submitting your responses. Students are also expected to incorporate in-text citations from the reading/chapter to support response. Please do not forget to create a Works Cited area at the end of your response.

Short Writing Assignments
The short writing assignments are based on your readings throughout the week. For each week, you are to choose one of the readings and write about it. Detailed information about this assignment is located in the Resources area. They are to be typed, double-spaced, MLA format, and be **One and a half (1.5) to two pages in length. If you must exceed two pages, please do not exceed three. The page count does not include the work cited page. Short writing assignments should be submitted in RTF, doc., and docx format.**

Visual Literary Analysis
Instead of doing a lengthy four or five page analysis on one book, you will be doing something similar to the academic text, but in a visual format. In essence, this is a visual essay. It encompasses text and images (multi-modal). You are to analyze (argue) about a particular aspect or aspects of the text by using a visual platform, such as powerpoint, Google Slides, or Slido. Please choose from either a middle grade book or a young adult book. **Email me for a sample of this assignment.**

Drafts and Feedback:
Please note that I do not read drafts. If you need assistance, solicit your classmates, or use the Library’s online tutoring system. Feedback is provided on most assignments, like short writings and some will not have a rubric. It is important that you read all comments and implement those ideas on your succeeding assignments; to find the comments, once your grade is posted, click on the grade and you should see an attachment. To ensure that you are able to see all of the comments, **click on Review; then Track Changes; All markup.** If you do not see an attachment, please notify me immediately. Consult an updated MLA 2009 handbook, the Purdue University OWL (Online Writing Lab), or the MLA section in another book.

Late Work Policy
All assignments are **due by the date noted on the course calendar.** No late work will be accepted for this course.
Other Course Policies
Failure to write assignments in the correct perspective (point of view) or meet word count will result in the loss of 20 or more points on the assignment.

If you submit assignments via a PDF file, you will not receive feedback—only a grade, nor will you be allowed to resubmit in the correct format (doc, docx, and rtf) for feedback.

Only send me work via an email attachment to LarissaPierce@dccc.edu if there was a problem with your submission and/or the system is not functioning properly. Otherwise, assignments must be submitted through eCampus. Due date and time are still applicable.

Institutional Policies
Institutional Policies relating to this course can be accessed using the link below. These policies include information about tutoring, Disabilities Services, class drop and repeat options, Title IX, and more.

Eastfield Institutional Policies (http://www.eastfieldcollege.edu/syllabipolicies)

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Powerpoints</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>03-30-20</td>
<td>What is Children’s Literature? Folktales vs. Fairytales Elements of Literature</td>
<td>Read Orientation, Syllabus and Post Syllabus Acknowledgement Statement</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td><strong>Due: 03-30-20</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete Introductory Discussion Board</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Due: 03-31-20 (Certification Assignment)</strong> by 11:50 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Read Little Red Cap</strong> by Brothers Grimm</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Read The Little Girl and the Wolf</strong> by James Thurber</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Read or listen to Mufaro’s Beautiful Daughters by John Steptoe</strong></td>
</tr>
<tr>
<td>Week</td>
<td>Powerpoints</td>
<td>Assignments</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
</tbody>
</table>
|      |             | **Read or listen to** Sleeping Beauty and the Airplane by Gabriel Garcia Marquez  
**SleepingBeautyandtheAirplane**  
**Read or listen to** *The True Story of the Three Little Pigs* by Jon Scieszka  
**TrueStoryofThreePigs**  
**Discussion Board #1: Comparison and Contrast (Choose one)**  
Find another version of Sleeping Beauty and compare and contrast  
Find another version of The Three Little Pigs and compare and contrast  
**Due: 04-03-2020 by 11:50 pm**  
Complete Quizzes for Week One  
**Due: 04-05-20 by 11:50 pm** |
| 04-06-20 | More Tales to Tell The World of Aesop | **Read** *The Grasshopper and the Ant*  
**Read** *The Lion and the Mouse*  
**Read** *The Town Mouse and the Country Mouse*  
**Read** Rumpelstiltskin  
**Read** The Elves and the Shoemaker  
**Short Writing #1**  
**Due: 04-07-2020 by 11:50 pm**  
Complete Quizzes for Week Two  
**Due: 04-12-20 by 11:50 pm** |
<table>
<thead>
<tr>
<th>Week</th>
<th>Powerpoints</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 04-13-20 3 | What is Poetry? Elements of Poetry Books in Verse Figures of Speech | Read poems by Shel Silverstein  
Read poems by Jacqueline Woodson  
Read poems by Margarita Engle  
Read or listen to Pig the Pug by Aaron Blabey PigthePug  
Read or listen to *Yertle the Turtle* by Dr. Seuss YertleTheTurtleRead  
Read or Listen to *Giraffes Can’t Dance* by Giles Andreae and Guy Parker-Rees GiraffesCan'tDanceReadAloud  
Discussion Board #2: Choose one of the readings for this week. Write a post about what it means. Consider the following: What is the work about? Does it deal with themes related to love, death, war, or peace? Explain. Provide an example. What other themes show up in the work? Explain. Provide an example. Are there particular historical events that are mentioned? Explain. Provide an example. Are there social or cultural references? Explain. Provide an example. What are the most important concepts that are addressed in the work? Explain. **Due: 04-16-20**  
Complete Quizzes for Week Three **Due: 04-19-20** |
| 04-20-20 4 | Types of Children’s Literature                  | **Picture:**  
Read or listen to Dreamers by Yuyi Morales DreamersReadAloud |
<table>
<thead>
<tr>
<th>Week</th>
<th>Powerpoints</th>
<th>Assignments</th>
</tr>
</thead>
</table>
|      | Genres of Children's Literature | **Read or listen to The Giving Tree by Shel Silverstein** [TheGivingTree](#)  
**Early Chapter Book**: Alvin Ho by Lenore Look (listen to first chapter) [AlvinHoReadAloud](#)  
OR  
Ling and Ting: Not Exactly the Same (First Haircut) by Grace Lin [LingandTingHaircut](#)  
**Middle Grade Book**: The Truth as Told by Mason Buttle by Leslie Connor (listen to first chapter) [MasonButtleReadAloud](#)  
**YA Book**: Inkheart by Cornelia Funke [InkheartChapter1](#)  
OR  
Long Way Down by Jason Reynolds [LongWayDown](#)  
Short Writing #2  
**Due**: 04-23-20 by 11:50 pm  
Complete Quizzes for Week Four  
**Due**: 04-26-20 |
<p>| 04-27-20 5 | Read or listen to Click, Clack Moo Cows that Type by Doreen Cronin <a href="#">ClickClackMoo</a> |  |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Powerpoints</th>
<th>Assignments</th>
</tr>
</thead>
</table>
|            |             | **Read or listen to Last Stop on Market Street by Matthew De la Pena**  
|            |             | *LastStoponMarketStreet*  
|            |             | **Fortune Cookie Fortunes by Grace Lin**  
|            |             | *FortuneCookieFortune*  
|            |             | **Read or listen to The Gruffalo by Julia Donaldson**  
|            |             | *TheGruffalo*  
|            |             | **Read or listen to Hair Love by Matthew Cherry**  
|            |             | *HairLove*  
|            |             | **Discussion Board #3: Book Talk OR Read Aloud (Video Post)**  
|            |             | *WhatisaBook Talk*  
|            |             | **For the Read Aloud**, you are to not only read the book via video, but you are also to discuss why you chose the book.  
|            |             | Due: 04-30-20 by 11:50 pm  
|            |             | **Complete Quizzes for Week Five**  
|            |             | Due: 05-03-20 by 11:50 pm  
| 05-04-20   |             | **Book Presentation #1 Fable, Fairytale, or Picture Book (your choice)**  
| 06         |             | Due: 05-05-20 by 11:50 pm  
|            |             | **Book Presentation #2**  
|            |             | Middle Grade or YA (your choice)  
|            |             | Due: 05-07-20 by 11:50 pm  
| 05-11-20   |             | **Visual Literary Analysis**  
| 07         |             | Due: 05-14-20 by 11:50 pm  

<table>
<thead>
<tr>
<th>Week</th>
<th>Powerpoints</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>