I. Locator Information

Instructor:  Dr. Brenda Mann Hammack  
Campus Office: Butler 131 
English 300-D1: Children’s Literature  
Office hours: Tuesday 12:30-2, W  
1-5, Thurs 12:30-2 and 5-6. 
Credit Hours  3 
E-mail: bhammack@uncfsu.edu  
BrendaHammack@msn.com  
Office telephone:  672-1452  
Home: 868-2635

I will be in my Butler office during the above hours. My home number is listed in  
case students in my web-based classes need to consult me in the evenings or  
weekends. However, I do travel some weekends so you may be able to reach me  
more quickly via email. Double check the spelling of my last name if you are typing  
it into the send line. Autocorrect often insists on changing the spelling of my name  
to “hammock” when it should be “hammack.” I prefer that you send class  
correspondence through the campus email account, though I provide an alternative  
for use if a campus server is down.

FSU Policy on Electronic Mail: Fayetteville State University provides to each  
student, free of charge, an electronic mail account (username@uncfsu.edu) that is  
easily accessible via the Internet. The university has established FSU email as the  
primary mode of correspondence between university officials and enrolled  
students. Inquiries and requests from students pertaining to academic records,  
grades, bills, financial aid, and other matters of a confidential nature must be  
submitted via FSU email. Inquiries or requests from personal email accounts are  
not assured a response. The university maintains open-use computer laboratories  
throughout the campus that can be used to access electronic mail. Rules and  
regulations governing the use of FSU email may be found at  
http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

Whenever I post announcements on Blackboard, I will also click the box that allows  
copies of the announcements to be sent to the entire class. The mass e-mails are  
automatically directed to your FSU account. You should be checking into Blackboard  
regularly since you will be required to participate in discussion board each week. I  
usually send notifications when I post new material to the site.
II. Course Description

An introduction to works of children’s literature from a variety of ethnic origins and genres including folklore, myths, epics, biographies, fiction, poetry, and informational books. Prerequisites: ENGL 110 and ENGL 120.

Online Course: This course uses Blackboard as our primary means of interaction. Instead of meeting in a classroom, we will use Blackboard tools, such as the Discussion Board, Grade Book, and Turnitin.com to post work and to communicate with each other. I use Microsoft Word’s review function to send feedback on essays and projects. Note that comments in the margins may not be viewable on your mobile device if you do not have an app that allows you to read Word.

To engage successfully in an online course, you need technological skills to maneuver Blackboard and email submission of assignments, and you also need the minimum equipment listed below. You will be expected to work independently and as a group to learn and apply the course materials.

Required Technology
High speed internet access
MS software 1997 or more recent (Word and Powerpoint—available through FSU; see External Links on Blackboard)
Adobe Acrobat Reader (download from internet—see External Links on Blackboard)

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Title IX – Sexual Misconduct
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link:
http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:
Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Title IX Coordinator
Barber Building, Room 242
(910) 672-1141

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

V. Textbooks:


If the assigned reading comes from the *Norton Anthology*, you will see page numbers listed after the titles on the assignment schedule. Other assigned readings will be posted on Blackboard. I will post announcements with instructions whenever other readings have been made available. Some are scanned documents, but most are available through web links. The majority of your readings will come from the anthology.

VI. Student Learning Outcomes.

Upon completion of this course, students will be able to:

1) Utilize technology and library materials to identify examples of children’s literature.
2) Select and evaluate children’s literature for students in kindergarten through twelfth grade.
3) Demonstrate literature response strategies.
4) Identify and execute various methods of, and approaches to, presenting children’s literature in the classroom.
5) Design classroom materials incorporating children’s books.
6) Create multimedia projects OR write book reviews, articles, or blogs to demonstrate an understanding of children’s literature.

VII. Course Requirements and Evaluation Criteria

Course work will be graded according the following scale:  A=4.0; B=3.0; C=2.0; D=1.0; F=0.

Discussion Board: 20% (cumulative)
4 Intertextual Essays: 15% each
1 Creative Research Projects: 20%

Pay attention to these percentages. If you slack off on discussion board, for example, you could find yourself losing significant credit. I will post grades for the essays and project in the Blackboard gradebook throughout the semester.

Discussion Board

Reading questions/tips will be provided at the beginning of each week. I will also post threads in discussion board. The reading questions should help you to focus on relevant information as you read.

I will not expect each student to submit responses to each reading question/topic, but I do expect to see insightful interactions from all class members. Although you may commend others on their responses, you will not be demonstrating your comprehension of assigned materials if you confine your responses to “Good answer.” Do not assume that your interpretations are incorrect simply because they differ from classmates’ interpretations. You should be prepared to support your opinions with details from the texts.

Do not procrastinate. You will not be able to comment on threads after we have moved to the next unit, and you won’t find discussion board helpful in preparing you for the essays if you do not make the effort to answer my questions, to find suitable examples from the readings to illustrate claims, or to pose questions that others may answer prior to the essay due date.

I would like students to work together to answer the questions I pose. I want to see you employing the terminology I introduce. Even if you aren’t confident that you understand terms and concepts, you should share your thoughts in our virtual forum. I will be jumping in to provide validations (and clarification when necessary).

At all times, please use language that is appropriate to a college class and respectful of
the dignity of all other class participants, recognizing that our class population represents people of diverse backgrounds and values.

After students have had the opportunity to express their views in discussion board, I will post a mini-lecture in response.

You will not be expected to comment on every single poem and lullaby that we cover at the beginning of the semester, but once we move into analysis of longer works in the second half of the semester, you will need to respond to each assigned text.

If you begin to feel overwhelmed or lost, particularly if the online format is new to you, feel free to contact me by phone or e-mail—and if you are in the Fayetteville area, you may wish to visit me in my office.

Note that 20% is a significant percentage so you should expect to work for that grade. Length may vary from week to week since you may be more engaged by some genres/subjects than you are by others. However, you do not get a pass just because you may dislike a reading. You should be able to write insightfully (citing examples of specific genre characteristics, for example) regardless of whether you “like” a story or poem. You may be writing 300-400 words (minimum) per week, but you may write more. Much depends on your writing style. Some students need to use more words in order to fully support their perspectives. This is a big class so you may not be able to read every post by every student each week. However, you should make an effort to interact with others. You may find that you are stimulated to write more once other students react to your original posts.

4 Intertextual Essays

Think of these essays as exams. My prompts will require you to demonstrate your comprehension of key terms and genre characteristics, which will be covered in the units outlined on the reading/assignment schedule. Each essay will require intertextual analysis of multiple assigned texts.

When you are participating in discussion board, you should be challenging yourself to provide close readings of assigned materials. My reading questions should help you to focus on relevant content. You won’t simply be able to copy what I have said (or what a class mate has written during discussion) since I want to encourage original analysis; however, I do expect that analysis to be informed by the textbook, by my handouts, and by my responses to class discussion.

You won’t be able to bluff your way through these essays if you do not complete the reading. You are also unlikely to find online reviews of the assigned works to be helpful since reviewers aren’t operating with my prompts in mind.
You will be required to upload your essays through Turnitin.com via Blackboard. This tool will allow you to check originality reports so that you can ensure that you are not merely copying material without providing accurate documentation in MLA format.

Detailed guidelines will be provided with each prompt. The due dates can be found on the assignment schedule. Please do not try to complete these assignments before we have covered the material in class! (That might seem obvious to most of you, but I have had eager students try to complete essays before they have even received my instructions! And, not surprisingly, they did not fulfill the instructions that had yet to be provided.)

One Creative Research Project

Students will construct a final project that demonstrates their mastery of concepts covered during the semester. This project will involve research. It must be informed by genres and ideas we addressed, but may go beyond the assigned readings.

Projects may involve multi-modal skills/abilities. In other words, your project may incorporate multiple activities (research, writing, drawing, performing, etc.). For example, you might create a digital chapter book, writing your own text and uploading your own photographs to serve as illustration. You might interview older family members in order to construct a collaborative biography, which you might share with your own children one day. You could collect and revise nursery rhymes, adding your own introductory notes and annotations (or footnotes). You could create a graphic novel in which characters from different fairy tales meet each other and discuss their adventures. These are just a few examples. More will be provided later—and I will encourage students to share ideas on discussion board prior to semester’s end.

These projects should involve a significant amount of effort on the student’s part. Regardless of format, projects should involve at least as much work as one would put into a 6-7 page research paper. Notice that the projects are also worth 20% each.

Also note that I am grading your effort. While you may find useful teaching tools that someone else has created online, you should not simply copy and reorganize other people’s work for your project. Do not wait until the last minute to begin construction on this project. If you do, you will be more likely to choose a design that doesn’t involve much work on your part. Not a wise move.

Remember that I am expecting college level work. Even if you want to create a model picture book that elementary education students could emulate, I won’t be judging you as if you were second graders. If you want to create a story that would serve as a model for a young child, that model should be part of larger project that
will demonstrate college level thought. I do recommend contacting me about your
planned projects to ensure that you are being ambitious enough in design.

**Academic Integrity**

Unfortunately, I have had some trouble with students committing plagiarism in this
class in the past. Therefore, I will be requiring submissions to Turnitin.com for all
written work that can be uploaded. I will not grade your written materials if they
are not posted on Turnitin.com so don’t just send essays and projects to me through
e-mail. Failure to post on Turnitin by a specified deadline could result in an
automatic “F” on the assignment. If you are having technical difficulties, contact ITTS
as soon as possible.

All sources must be acknowledged. That includes the subject of your analysis or
your presentations. You should include parenthetical notes in the body of essays
and a Work Cited reference at the end. Follow MLA format. If you are confused
about the distinctions between paraphrasing and plagiarizing, you should ask me
before submitting work as your own. Plagiarized responses or papers will result in
automatic “F’s.”

If you do not own a print handbook containing MLA guidelines, you may find
instructions for the format at the following website:

[http://owl.english.purdue.edu/owl/resource/747/01/](http://owl.english.purdue.edu/owl/resource/747/01/)

**Students are not allowed to recycle work that they have written for other
classes.**

**Other Notes on Written and Creative Work:**

Lateness will result in lowered grades. A “B” will become a “B-” if the work is one
day late, a “C+” if it is two days late—and so on. Extensions may be granted if the
student contacts the professor in advance of the due date; however, late work will
not be accepted on a consistent basis. I will not agree to grade multiple assignments
from individuals who suddenly realize that they’re about to fail the class because
they haven’t been doing the work!

**VIII. Academic Support Resources.**

Students are encouraged to take advantage of academic support resources such as
the Writing Center, Smarthinking, and reference librarians. These services will be
especially helpful for students who may be unfamiliar with MLA standards. You will
need to come to campus to visit the Writing Center in the Chick building, but
Smarthinking is an online tutoring service. You can find the link under “Tools” on
Blackboard.
IX. Course Outline (Assignment Schedule)

You should complete the reading of material for each date prior to participating in discussion board for the week. I will post some reading questions to guide you so that you will be looking for relevant examples and details as you prepare to participate. After students have had the opportunity to discuss the reading and to pose questions, I will provide commentary that will help you to prepare for the four reading analysis assignments, which operate like take-home essay exams. You will be expected to demonstrate your comprehension of the genres and assigned texts.

Week 1 (August 18-23): Please introduce yourself in discussion board. You may also upload a photo of yourself. You may tell your classmates why you are taking this class. Are you an education major? Are you hoping to write children's stories one day? Are you taking the class as an elective, because you are a parent or grandparent who wants to learn more about children’s books for your own children’s or grandchildren’s sake? Do you enjoy reading children’s or adolescent’s books for entertainment? Note that children’s literature includes adolescent literature so the Norton Anthology includes everything from simple lullabies to controversial narratives that would only be appropriate for teen readers. I will also post a thread that will allow you to discuss the syllabus. You may wish to ask specific questions/concerns. (If you want to communicate with me about a personal concern that you don’t want to share with the entire class, feel free to e-mail or call me.)

Unit 1: Verse

Week 2 (August 24-30): Read all the Lullabies and Baby Songs (1132-1138) and all the Nursery Verse (1138-1147)

Week 3 (August 31-Sept. 6): Jarrell “The Bat-Poet” (1239-1252); Clifton “Some of the Days of Everett Anderson” (1267-1269); Mora “Confetti: Poems for Children” (1270-1274)

Week 4 (Sept. 8-13): Nelson “from Carver: A Life in Poems” (1274-1282)

Unit 2: Folk Tale

Week 5 (Sept. 14-20): Essay 1 (on Verse) due. Rouse “The Talkative Tortoise” (403-404) and Bryan “Tortoise, Hare, and the Sweet Potatoes” (410-412)
Week 6 (Sept. 21-27): Kipling “How the Camel got His Hump” (404-407); Hoban “The Sea-Thing Child” (413-417); Lacapa “Antelope Woman: An Apache Folktale” (336-338)

Week 7 (Sept. 28-Oct.4): Lester “Jack and the Devil’s Daughter” (317-324) and “John Henry” (491-496); “Annie Christmas” (story posted on blackboard); Grace McEntee’s review of Davy Crockett’s Riproarious Shemales and Sentimental Sisters: Women’s Tall Tales from the Crockett Almanacs (1835-1856) by Michael A. Lofaro (available via library database). Guidelines for accessing will be posted on Blackboard.

Week 8 (Oct.5-11): Perrault “Little Red Riding Hood” (342-344); Emberly “Ruby” (368-380); Block “Wolf” (381-386) [Warning: Block’s story is intended for young adults! It contains language that would earn a PG13 rating if it were a movie.]; SurLaLune website links on “Little Red Riding Hood” (accessible via weblink on Blackboard).

Week 9: Oct12-14, 17-18: **Paper 2 due on October 12.** (I will report midterm grades on October 15.) Note that you do not have additional reading for this week. I recommend that you begin reading for the following week if you have time after composing your essay. Ruth Park’s novel (also in the Norton anthology) is intended for young adults so reading will require more time and effort than the material assigned in the first half of the semester.

**Unit 3: Speculative Fiction**

Week 10 (Oct.19-25): Park “Playing Beatie Bow” (Chapters 1-5, 700-737)

Week 11 (Oct. 26-Nov.1): “Playing Beatie Bow” (Chapter 6-13, 738-794)

Week 12 (Nov. 2-8): **Paper 3 due.** McIntyre “Of Mist, and Grass, and Sand” (1025-1038)

**Unit 4: Realistic Fiction and Nonfiction**

Week 13 (Nov. 16-22): “Benjamin Banneker” and “The Story of Harriet Tubman” from *The Brownies’ Book* (1518-1521, 1529-1531); Taylor “Roll of Thunder, Hear My Cry” (Chapters 1-4, 2289-2330)

Week 14 (Nov. 16-22): Finish “Roll of Thunder, Hear My Cry” (Chapters 5-12, 2330-2400)
Week 15 (Nov.23-25): Grimes “Bronx Masquerade” (2011-2039) [You can stop reading after Tyrone’s response to Devon’s poem, “Black Box.”]

Week 16 (Nov.30-Dec3): Finish “Bronx Masquerade” (2039-2065); **Paper 4 due.**

Final Exam Week (Dec.5-11): **Creative Research Projects due.**

**Since grades for graduating Seniors are due on Dec 7, I will need to receive their final projects by noon on that day.**

X. **Teaching Strategies**

The class is web-based. The professor will post reading questions and discussion board threads. Students will discuss the assigned materials in that forum before the instructor adds lecture materials, which the students should also respond to on discussion board. Students will compose essays in each of the four units in order to demonstrate their comprehension of genre characteristics and concepts.

The class is designed to promote imaginative and intellectual interaction with literature designed for children.

XI. **Bibliography.**


**CLWG: The Children’s Literature Web Guide: Internet Resources Related to Books For Children and Young Adults.** Online. 
<http://www.ucalgary.ca/~dkbrown/index.html>


**Surlalune Fairy Tales: Annotated Fairy Tales, Fairy Tale Books, and Illustrations.** Online. <http: www.surlalunefairytales.com>
