Name of Course: Children's Literature   Course No. ENGL 403, Section 5221
Department: English   Division: Education and Humanities
Instructor: Tiffany S. Chapman, ABD   Email: tteofilo@wvup.edu
ONLINE

Course Description
This online Children's Literature class is a comprehensive study of print and non-print materials with emphasis on pre-school through upper elementary aged children. The purpose of the course is to acquaint you with a vast number of materials, with an emphasis on books, to be able to match the right material with the right child in a given situation or sequence of events. The class will be of special interest to parents, librarians, future teachers and everyone who ever loved a great children's book.

Course Objectives
Students enrolled in Children's Literature may...
- Learn to bring children and books together.
- Realize that for every child there is a right book at a right time.
- Learn to categorize and discuss children's books according to type.
- Be able to discuss a breakdown of the book with relation to type, plot, characterization, theme and style.
- Create projects that encourage reading.
- Be able to tell a story to a group of children.
- Recognize diversity within children's books.

Textbooks*:
Your books are available at the campus bookstore.

A Light in the Attic by Silverstein
Corduroy by Freeman
The Lorax by Dr. Seuss
Matilda by Dahl
Mrs. Frisby and the Rats of NIMH by O'Brien
Harry Potter and the Sorcerer's Stone by Rowling

*You will also have required readings throughout the semester that will be provided for you on eCampus and weekly assignments that may require you to purchase or borrow from the library children's books of your choice. Alternatively, a database of websites with children's stories or content will be available for the weekly projects as well. You are also welcome to choose other children's books to use when researching your final project.

Grades
The assignments in this course add up to 1000 total points. Your final grade will be assigned based on this chart:

A 935-1000	A- 905-934	B+ 875-904	B 835-874
B- 805-834	C+ 775-804	C 735-774	C- 705-734
D+ 675-704	D 635-674	D- 601-634	F 0-600

Reading Schedule

Intro Articles	1.14.13-1.19.13
Corduroy	1.21.13-1.26.13
Lorax	1.28.13-2.2.13
Light in the Attic	2.4.13-2.20.13
Matilda	2.25.13-3.13.13
Mrs. Frisby and the Rats of NIMH	3.15.13-4.6.13
Harry Potter and the Sorcerer's Stone	4.8.13-4.24.13

Please check the eCampus calendar each time you log on to assure you're on track with readings and assignments.

West Virginia University at Parkersburg
Course Syllabus – Spring Semester, 2013
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Assignments

1. **Choice of Mini Lesson Plan or Mini Analysis**

   A. Mini Lesson Plans [20% of your final grade]
   Due at the end of each reading schedule date per text. See calendar on eCampus for details.
   These "Mini Lesson Plans" will be due at the end of the assigned reading period for each textbook in the course. They will outline a lesson you might do in the classroom for each book. You may use the template available in the "Various Course Documents" learning module on eCampus or ANY format of lesson plan you prefer. You will also include a discussion of your thoughts on the text with a brief analysis of either (a) What makes this text a classic of children's literature or (b) How kids can relate to the story. Each Lesson Plan will be 1-2 pages double-spaced in 12pt Times New Roman font and the included analysis should be at least 1 page. See the eCampus calendar for due dates.

   OR

   B. Mini Analyses [20% of your final grade]
   Due at the end of each reading schedule date per text. See calendar on eCampus for details.
   For these "Mini Analyses," you must choose a theme from the book you're reading and compare it to another book, a current television series or a film. Comparing books to film/TV is a means of understanding how literature remains an important part of our popular culture, which always helps keep literature relevant for children. For examples of the types of themes you can discuss, consider: Friendship, Jealousy, Guilt, Freedom, Happiness, etc… Use any theme that jumps out at you in the book you're reading and discuss as you see fit. You will also include a discussion of your thoughts on the text with a brief analysis of either (a) What makes this text a classic of children's literature or (b) How kids can relate to the story. Each analysis should be 2-3 pages in length and typed in 12 pt. Times New Roman font, double-spaced. See the eCampus calendar for due dates.

2. *Weekly Children's Literature Exploration Posts* [15% of your final grade]
   Due every Saturday beginning 1/26 and ending 3.23.13.
   Each week beginning Saturday, January 26th and ending Saturday, March 23rd you will post to the course Discussion forums about a children's book, story or website of your choice. You may not use any course texts for this assignment, but sequels or works by the same authors are fine. A database of online stories and literature sites is under the Learning Module called "Online Children's Literature Resources." Your discussion will give the following information about your readings: (1) What age group is this book or reading meant for? (2) What is the theme of the story? (3) List 3 books you could recommend to a child who likes this story and wants to read more. (4) Write a 150-200 word review of the story.

3. *Choice Book Project* [20% of your final grade]
   Due Friday, 4/5 by 11:59pm. No late projects will be accepted.
   This assignment will be a short research paper (4-6 pages) about a children's book of your choice. Full assignment details are posted in the "Course Documents" section of eCampus. Feel free to get a head start, but don't neglect the other readings and assignments!! ☺

4. *Final Project* [45% of your final grade]
   Due Friday, 5/10 by 11:59pm. No late projects will be accepted. eCampus access closes at Midnight on 5/11.
   This assignment will be an in-depth research project (8-10 pages) using a topic you will develop, the books we read in this course and other books of your choice (if you like). There will be several graded components of this assignment and they will add up to be 45% of your final grade. You will need to complete each component on time so you do not feel rushed as you write the paper. Full details of this assignment will be available on Monday, 3/11 so that you have time to consider ideas for the project before the first part of the assignment is due on 4/12. I cannot accept any late final projects, as I have to grade them and submit your final grade by 8am the following day.

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Attendance Policies:
This online course requires as much work as a traditional in-class course. You are expected to complete your readings and assignments regularly, and to check eCampus at least 3 times per week for updates and changes. Due dates are firm, so be sure to keep track of your eCampus calendar at all times. Extensions are typically *not* given for any assignments.

Available Support
If you are having difficulty in this course or others, a tutor may be available to give you assistance. Visit the Learning Assistance Center in Room 0404. Professional counselors are available to assist you with either personal or academic issues. To arrange an appointment, visit the Student Advising Center in Room 1213 or call 424-8310.

Diversity Statement
In conjunction with the Social Justice policy, one of the objectives of this course is to prepare students for a full and meaningful participation in a changing world. This course will raise awareness of students to foster tolerance and acceptance of diversity of all persons regardless of race, ethnic background, gender, age, religion, sexual orientation, color, national origin, veteran status or disability in the following ways:

> Content: Critical reading/thinking develops the ability to view issues from multiple perspectives and to process information logically
> Materials: Reading selections represent multiple disciplines and explore complex issues (e.g. Japanese-American internment during WW II, conditions in Afghanistan, freedom of the press)
> Methodology: Students frequently work in small groups

Disability Statement
If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Disability Services (424-8378).

Plagiarism Statement
Plagiarism will NOT be tolerated in this class. This is a 400-level English course, and therefore all students should already be familiar with MLA style for citing the work of others. Any plagiarism in this course, including quoting the work of someone else (whether it be an author, a friend, a website, etc) without proper citation will result in a failing grade for the entire course. There are MANY excuses for not turning in your work. There are NONE for using the work of someone else without proper citation. If you need help with citing the work of others, go to the WVUP library website's citation guide or email me for clarification.

Copying from other students during a test or quiz, providing other students with answers to homework exercises, using cheat notes during exams, resubmitting papers from a previous course and copying someone else's written work (of any kind, whether it be a friend or Wikipedia) all constitute plagiarism and will result in an immediate F for the course. Second abuses are dealt with in the university's student handbook and usually involve suspension.

Social Justice Statement
West Virginia University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.