

# Children's Literature Section 01

## ENGL 112A

Spring 2025 In Person 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/23/2025

### Course Information

---

## Course Description

English 112A is an upper division course designed to introduce the literature of childhood experience to adult readers. Although children are the central characters and the main readers, writers of this genre structure their works using many of the same complex literary devices and themes found in adult literature. We will discuss these techniques as we analyze the readings, which represent a variety of cultures and ethnic diversity. While the assigned readings are all chapter books, students will also have the opportunity to become familiar with picture books, fairy tales, and folk tales. This course is designed to meet the subject matter requirement for those considering a teaching credential; though the information and curriculum approaches that we will explore will be helpful for elementary, middle, or secondary levels of instruction, this is a literature class, not an educational methodology class.

### Course Description and Requisites

---

Study of literature for elementary and intermediate grades, representing a variety of cultures. Evaluation and selection of texts.

Prerequisite: Upper division standing.

Letter Graded

### \* Classroom Protocols

---

#### Classroom Protocol

Attendance and participation are key components in this class. Come to class on time, be prepared, have your reading completed, and be ready to contribute to discussions. Lack of attendance/participation affects your grade. Put mobile phones and electronics away.

# Program Information

---

The following statement has been adopted by the Department of English for inclusion in all syllabi: In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System").

Grades issued must represent a full range of student performance:

- A = excellent;
- B = above average;
- C = average;
- D = below average;
- F = failure.

Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a +(plus) or -(minus) grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

## **Program Learning Outcomes (PLO)**

Upon successful completion of an undergraduate degree program in the Department of English and Comparative Literature, students will be able to:

1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.
2. Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
4. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
5. Articulate the relations among culture, history, and texts, including structures of power.

---

## **Department Information:**

**Department Name:** English and Comparative Literature

**Department Office:** FO 102

**Department Website:** [www.sjsu.edu/english](http://www.sjsu.edu/english) (<https://www.sjsu.edu/english>)

**Department email:** [english@sjsu.edu](mailto:english@sjsu.edu) (<mailto:english@sjsu.edu>)

**Department phone number:** 408-924-4425

---

## Course Learning Outcomes (CLOs)

---

# English Department Course Learning Objectives (CLOs)

Students shall achieve the ability to write complete essays that demonstrate college-level proficiency in all of the following:

1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of Children's Literature.
2. Show familiarity with major literary works, genres, periods, and critical approaches to Children's Literature.
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, context, and the nature of the subject.
4. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
5. Articulate the relations among culture, history, and texts.

## Course Materials

---

### Required Texts/Readings

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

L'Engle, Madeleine. *A Wrinkle in Time*

Rowling, J.K. *Harry Potter and the Sorcerer's Stone*

Babbitt, Natalie. *Tuck Everlasting*

Lowry, Lois. *Number the Stars*

Spinelli, Jerry. *Maniac Magee*

Ellis, Deborah. *The Bread Winner*

### Miscellaneous

- A notebook or laptop for taking notes in class
- Oxford English Dictionary (Optional)
- Yellow Examination Booklets (Available from Spartan Bookstore) for in-class Essay Exams
- Black or Blue pen

## Course Requirements and Assignments

---

# Course Assignments and Grading Policy

## Reading:

Reading is a crucial part of this course. We move fairly quickly through the works. Look ahead on the syllabus and make sure you have your reading completed for the class. (SLO 1&2)

## Class Participation and Home Work:

This course is primarily based on discussion. Participation means that you are present in class, have read the material, and are ready to contribute your ideas and questions. Reading responses, quizzes, and presentations also factor into this portion of your course grade. In-class assignments cannot be made up; therefore, be sure not to miss class, and be there on time. (SLO 1, 4&5)

## Mini Essay:

You will write a minor paper on an assigned course text using MLA format and present this essay to the class. (SLO 2&3)

## Exams:

There will be a mid-term and final exam (dates on schedule). There will be essay portions for both exams, so you will need to bring large yellow books. Both exams are open-notes, open-book. (SLO 2&3)

## Film Review:

You will write an essay on analyzing and evaluating a movie adapted from a novel. In your review you will write about the story (plot), message, complexity/clarity, acting, visual qualities, and creativity in the film. You will also compare the film to the novel which will form the conclusion of the essay. (SLO 2, 3&5)

## Annotated Bibliography:

You will prepare an annotated bibliography of non-fiction, fiction, or poetry for a particular age range. You will receive further details in class. (SLO 2&4)

## Book Project:

Working in groups, you will create (write, illustrate, and bind) your own children's book. (SLO 1, 3&5)

## Submitting Work:

All work assigned is due on the date indicated on the schedule. Late work is graded down one letter grade for each day it is late.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas conveyed. Your grade depends on what you say—and how you say it. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which are broken down into three major areas: content (this includes maturity and sophistication of thought), proper organization, and clarity of expression. All assignments and exams are graded on a traditional A-F scale.

The following are the criteria by which your essays will be evaluated in this course:

An "A" essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.

A "B" essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.

A "C" essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A "D" essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

An "F" essay does not fulfill the requirements of the assignment.

### **Grading Breakdown:**

**Grading:** A-F. This class must be passed with a C or better.

English 112-A is graded on a system of A, B, C, D or F. Students will be awarded letter grades for the essays assigned above. Each grade will be worth points and will constitute a certain percentage of the total grade (as given in the breakdown). The final grade for the course will be calculated out of a total of 100%. The point range for each letter grade is as follows. A 93 or above; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 63-66; D- 60-62; F 59 or lower. For homework and class participation, students will receive a point each time they turn in homework and participate in class for the day. 10% class participation/homework/quizzes will be calculated on the basis of the points received by each student out of the total due.

**Dropping and Adding:** Students are responsible for understanding the policies and procedures about add/drop, academic renewal, etc. Refer to the current semester's catalog policies section at <http://info.sjsu.edu/static/catalog/policies.html> for any add/drop deadlines, policies, and procedures

section and specific registration information. Late drop policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

## ✓ Grading Information

---

### Grade Breakdown:

**Participation:** This includes a) class participation b) Discussion Board: Getting to know you (Module Week One) c) Book Responses and quizzes: 10%

**Mini Essay:** 10%

**Mid Term Exam:** 15%

**Annotated Bibliography:** 15%

**Film Review:** 10%

**Final Exam:** 20%

**Book Project:** 20%

### Grade Break Down:

A = 93 or above

A- = 90-92

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79

C = 73-76

C- = 70-72

D+ = 63-66

D = 60-62

F = 59 or lower

# University Policies

---

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

---

Course Schedule is subject to change with fair notice. Please be prepared to discuss the assigned reading in class. At the end of each novel you will either write a Reader Response or answer some Quiz questions.

**AI Policy:** Here's my AI Policy for this course. There is a place for AI but not in this class. English 112-A is designed to develop students' abilities to think and write critically about literary texts. You are not allowed to use Artificial Intelligence tools like chatGPT, Grammarly, and others. I want you to have an opinion and voice of your own when you write Reader Responses and Essays assigned for this class.

When	Topic	Notes
Thursday, January 23	Syllabus Review	
Tuesday, January 28	Diagnostic Essay Exam	Diagnostic Essay Exam on picture book. Please bring a picture book with text in it. You will need a yellow exam book (purchase from the Spartan bookstore) and a black pen to write this essay in class.
Thursday, January 30	Children's Lit Background	History of Children's Literature. Picture books: Fantasy -- Cinderella Assignment.
Tuesday, February 4	Charlotte's Web	<i>Charlotte's Web</i> (Chapters 1-12). <b>Mini Essay Assigned.</b>

When	Topic	Notes
Thursday, February 6		<i>Charlotte's Web</i> (Chapter 13-end). Reader Response Homework Assigned.  <b>Discuss and Assign Annotated Bibliography.</b>
Tuesday, February 11	A Wrinkle in Time	<i>A Wrinkle in Time</i> (Chapters 1-3).
Thursday, February 13		<i>A Wrinkle in Time</i> (Chapters 4-6).  <b>Discuss Book Projects and form groups.</b>
Tuesday, February 18		<i>A Wrinkle in Time</i> (Chapters 7-10).
Thursday, February 20		<i>A Wrinkle in Time</i> (Chapters 11-end). Reader Response Homework Assigned.  <b>Mini Essay Presentation #1.</b>
Tuesday, February 25	Harry Potter and the Sorcerer's Stone	<i>Harry Potter and the Sorcerer's Stone</i> (Chapters 1-5).
Thursday, February 27		<i>Harry Potter</i> (Chapters 6-8).  <b>Assign Movie Review Essay.</b>
Tuesday, March 4		<i>Harry Potter</i> (Chapter 9-13).
Thursday, March 6		<i>Harry Potter</i> (Chapters 14-end). Reader Response Homework Assigned.  <b>Mini Essay Presentation # 2.</b>



When	Topic	Notes
Tuesday, March 11	Harry Potter movie	<i>Harry Potter</i> (The Movie: Part 1).
Thursday, March 13	Harry Potter Movie	<i>Harry Potter</i> (The Movie: Part 2).
Tuesday, March 18	Tuck Everlasting	Tuck Everlasting (Chapters 1-12).  <b>Movie Review Essay due.</b>
Thursday, March 20		<i>Tuck Everlasting</i> (Chapters 13-end). Reader Response homework Assigned.  <b>Mini Presentation # 3.</b>  <b>Brief Project Plan for Book Project due (One per group).</b>
Tuesday, March 25	Number the Stars	Number the Stars (Chapter 1-7)
Thursday, March 27	Midterm Exam	<b>Midterm Exam.</b> Please bring a yellow book and a pen to write this exam. You can use your books (the novels <i>Charlotte's Web</i> , <i>A Wrinkle in Time</i> , <i>Harry Potter and the Sorcerer's Stone</i> , and <i>Tuck Everlasting</i> ) for this Midterm as it is an open book exam.
March 31 -April 4	Spring Break	No classes held this week. School will be closed for Spring Break from Monday, March 31 - Friday, April 4
Tuesday, April 8		<i>Number the Stars</i> (Chapters 8 - end). Reader Response Homework Assigned.  <b>Mini Essay Presentation # 4.</b>

When	Topic	Notes
Thursday, April 10	Annotated Bibliography Presentations	Annotated Bibliographies due: Begin Presentations. Group 1.
Tuesday, April 15		Annotated Bibliography Presentations continued. Group 2
Thursday, April 17	Maniac Magee	<i>Maniac Magee</i> (Chapters 1-17).
Tuesday, April 22		<i>Maniac Magee</i> (Chapter 18-32).
Thursday, April 24		<i>Maniac Magee</i> (Chapters 33- end). Reader Response Homework assigned.  <b>Mini Essay Presentation # 5.</b>
Tuesday, April 29	The Bread Winner	<i>The Bread Winner</i> (Chapters 1-7).
Thursday, May 1		<i>The Bread Winner</i> (Chapters 8-15). Reader Response Homework Assigned.  <b>Mini Essay Presentation # 6</b>
Tuesday, May 6	Book Project due	<b>Book Project Presentations.</b>
Thursday May 8	Book Project due	<b>Book Project Presentations.</b>
Tuesday, May 20	Final Exam	In-Class Final from 8:30 -10:30 A.M.

Course calendar and related activities