

Children's Literature Section 80

ENGL 112A

Spring 2025 Fully Online 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/24/2025

Course Information

LECTURE

Asynchronous

Canvas

WEEKLY CHECK-IN REQUIRED.

READ WEEKLY ANNOUNCEMENTS FOR DETAILS REGARDING LECTURES & ASSIGNMENTS.

Announcements will post on Wednesdays, Fridays, and Mondays.

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 targeted readers, writers of this genre still structure their works using the same complex literary devices and themes found in adult literature. We will therefore apply standard literary techniques in analyzing the readings for this class.

COURSE THEME

Crossing Borders: Contemporary Children's Literature from the Periphery

"Touch the sea and at once you are joined to its farthest shore." – Salman Rushdie

During this course students acquire an understanding of how children's literature functions in an international context and how cultural diversity may be reflected in children's books. This course will focus on a range of contemporary transnational literatures, either originating from or set in various locales around the world. In the study of these texts, students will gain insight into diverse

human experiences, helping to broaden their perspectives by offering windows into other cultures. Thematically, we will focus on borders and how by crossing borders or through the journey itself protagonists strengthen or redefine individual, cultural, and national identities.

Furthermore, students will be introduced to concepts and contexts that define borders as physical spaces (such as mountains, seas, outer space), ideological spaces (such as national borders), conceptual spaces (such as the past, the future), and imaginary spaces (such as myth, fantasy). With these concepts in mind, texts will be evaluated as literature with the goal of building greater cross-cultural understanding. Additional themes of genre, gender, LGBTQ+, climate change, and diverse voices will also be explored.

The course is designed to meet the subject matter requirement for those considering a teaching credential. The information and curriculum approaches we will explore should be helpful for elementary, middle, and/or secondary levels of instruction. Nevertheless, this is a literature, not an educational methodology course.

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

ATTENDANCE

Although this course is online and asynchronous, students must maintain a regular and active presence in the course. This includes responding to emails and messages, as well as completing module assignments in a timely manner. There are three virtual check-ins during the course of the semester—that is, a response to a required “Citizen” assignment. Also, there is one required Zoom check-in appointment.

IMPORTANT: If there is no response to Canvas message or email and no activity in the Canvas course by the end of the second week of the course, a student may be dropped.

EMAIL & ONLINE COMMUNICATION ETIQUETTE

For this online course, we will do all of our writing in digital spaces—some formal, some informal. An important part of learning to be a successful student and writer is knowing what is appropriate in a given situation. An email to me, to any other faculty or staff member on campus, or to anyone in any

position of authority must be respectful and professional in tone, should come from your official SJSU email account or Canvas message board, and should follow this sample format:

Subject: Request to schedule an appointment

**A subject line is always required and should clearly and briefly represent your purpose for emailing. Emails with no subject line may be mistaken as "junk mail" and may not be read.*

Dear Dr. Nathanael,

**Always use a formal address, such as Professor, Dr., Ms., Mr. Never use the person's first name unless you have been given explicit permission to do so. Never use informal address like "Hey, Prof!"*

I am a student in your ENGL 112B class, and I would like to schedule an appointment with you to discuss my essay draft. I am having trouble with my thesis statement and hope to get your help in clarifying it. Are you available to meet this Wednesday afternoon?

**State your question, concern, or request briefly and clearly, using standardized English. Maintain a polite, respectful tone and avoid using exclamation points, emoticons, texting abbreviations, or coarse language. Avoid asking questions that are answered on the syllabus or assignment sheet, such as "When is our paper due?" or "What is our homework for tomorrow?" Emails that are not professional in style or tone, or that ask questions that are clearly answered on the syllabus or assignment sheets, may be ignored.*

Thank you,

**Use a formal closing, such as "Sincerely," "Respectfully," "Thank you," or "Best regards."*

Martha Jones

ID: xxxxxxxx

**Always sign your full name at the end of your email. Include your student ID and course number as a courtesy if you are not messaging from Canvas. Occasionally, there are students with the same name and this will avoid confusion*

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 (<https://www.sjsu.edu/english>)

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

Department phone number: 408-924-4425

Course Goals

The specific ways the above PLOs are assessed in ENGL 112A are through

1. the TEAM PROJECT demonstrates PLOs 1, 2, 4, and 5. This assignment requires students to work in small groups of 2-4 and research specific details from the text to create a literary map. Additional research will be needed to clarify historic events and details. Students will present their findings to the class in a recorded presentation and make connections to the assigned readings from the course (fiction).
2. the LITERARY ANALYSIS, or SHORT RESEARCH ESSAY, requirement requires students to demonstrate their ability to 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 (PLO 1); and write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject (PLO 3). Student grades from the Literary Analysis paper will be used for assessment of PLOs 1, 3, 4, and 5
3. the BOOK TALK project demonstrates students' abilities to 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 (PLO 1). They must also articulate the relations among culture, history, and texts, including structures of power (PLO 5).

Course Materials

REQUIRED TEXTS FOR THIS COURSE

Seven novels plus selected short stories, picture books, and articles. Some readings (short stories, picture books, or articles) will be available via .PDF documents on Canvas or via the links available on Canvas. All of the novels listed below are available in e-book and paperback editions through the campus bookstore or other online venues.

NOTE: ALL COURSE ANNOUNCEMENTS ARE REQUIRED READING!

NOVELS & STORIES

Bodil Bredsdorff. *The Crow-girl: The Children of Crow Cove* (Denmark; 1993)

ISBN-13: 978-0374400033

Paul Fleischman. *Seedfolks* (U.S.A.; 1997)

ISBN-13: 978-0064472074

Witi Ihimaera. *Whale Rider* (New Zealand; 1987)

Online link provided.

ISBN-13: 978-0435131081

Hisae Iwaoka. *Saturn Apartments, Vol. 1* (Japan; 2005)

ISBN-13: 978-1421533643

Andri Snær Magnason. *The Story of the Blue Planet* (Iceland; 2000)
ISBN-13: 978-1609805067

Nnedi Okorafor. "The Baboon War." (Nigeria; 2016)
LISTEN: You can listen to this story read by the fabulous Le Var Burton on his podcast:
Le Var Burton Reads (About 44 minutes):
"The Baboon War: (<https://radiopublic.com/LeVarBurtonReads/s1lebfd6>)" by Nnedi Okorafor
Print version of this story available in Nnedi Okorafor's collection *KABU KABU* (2013)
ISBN-13: 978-1607014058

Gudrun Pausewang. *Traitor* (Germany; 1995)
ISBN-13: 978-0761365716
E-copies of this text will be available through the university library.

Anthony Silverston, Raffaella Delle Donne, and Willem Samuel. *Pearl of the Sea* (South Africa; 2022)
ISBN-13: 978-1946395740

PICTURE BOOKS

A selection from the following picture books will be provided in .PDF format or online links.
No purchase required. Translations will be provided where needed.

My Little Round House. Written and Illustrated by Bolormaa Baasansuren (Mongolia; 2009).

I Know Here by Laurel Croza. Illustrated by Matt James (Canada; 2010).

The Promise by Nicola Davies. Illustrated by Laura Carlin (U.K.; 2013)

The Blue Sky. Written and Illustrated by Andrea Petrlik Huseinović (Croatia; 2001).

Nei! sagði litla skrímslið (No! Said Little Monster) by Áslaug Jónsdóttir, Rakel Helmsdal & Kalle Güettler (Faroe-Iceland; 2004).

Memories of Survival. Written by Esther Nisenthal Krinitz and Bernice Steinhardt. Illustrated by Esther Nisenthal Krinitz (Poland-U.S.; 2005).

Ziba Came on a Boat. Written by Liz Lofthouse. Illustrated by Robert Ingpen (Afghanistan-Australia; 2007).

Herr Meier und Herr Müller. Written and Illustrated by Birte Müller (Germany; 2001).

Mohammed's Journey: A Refugee Diary. Written by Anthony Robinson and Anne-Marie Young. Illustrated by June Allan (Iraq-U.K.; 2009).

Balam and Lluvia's House. Written by Julio Serrano Echeverría. Illustrated by Yolanda Mosquera. Translated by Lawrence Schimel (Guatemala; 2023).

Migrant. Written by Maxine Trottier. Illustrated by Isabelle Arsenault (Mexico-Canada; 2011).

The Park in the Dark. Written by Martin Waddell. Illustrated by Barbara Firth (U.K.; 1989).

NOTE: Additional readings such as articles, blogs, essays, and videos will be assigned along with the above main readings. See weekly assignments in Canvas for details.

Course Requirements and Assignments

NOTE: "Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus."

In other words, expect to dedicate about **10 hours per week** to this course. See breakdown of grading and assignment descriptions below.

Course assignments (described in detail below) will consist of three module quizzes, one essay, one team project, one book talk, weekly "Side Trips" (Module Activities), 20 "Citizen" assignments (participation credit), and one final exam.

DESCRIPTION OF ASSIGNMENTS

TEAM PROJECT: Mapping a Literary Text (10 points total; approx. 1000 words, but may vary)

Working in teams of three or four, students will a collaborative mapping project using texts assigned in Module 1. Student teams will be expected to set up a regular meeting schedule to discuss a project plan, assigned roles, and expected outcomes. Student teams may utilize email, phone calls, and Zoom to conduct their meetings, depending on individual schedules. Students will be graded individually on their roles as a team member and their contribution to the overall project. Grading criteria will include: 1) analysis of overall project and team process; 2) analysis of individual contribution to project; 3) analysis of another group project. Formal assignment prompts and grading rubrics will be distributed at the time the project is assigned. Student teams will confirm their project plan with the instructor. The Team Project will be presented to the class in audio/visual format and due at the conclusion of Module 1. (PLO 3-5)

SHORT ESSAY (10 points total; 4 pages, or approx. 1000

words required)

Students will demonstrate their ability to critically evaluate literature and defend a position in a four-page critical essay. Some additional research will be required and essays must quote from credible academic sources with citations. Successful essays will have a clear thesis, present ideas in an organized, logical, and coherent form, and use Standard English grammar, punctuation, spelling, and usage. Formal assignment prompts and grading rubrics will be distributed at the time the essays are assigned. The essay will be due at the conclusion of Module 2. (PLO 1-5)

BOOK TALKS (10 points total)

Students are required to research one international picture book not assigned in class and present a 10-minute Book Talk to their peers. In their Book Talks, students will provide brief biographical information about the author and artist, some cultural background about the country/culture in which the book is published, any interesting textual history about the publication of the book, a summary of the book's contents and plot, an evaluation of the text, and a recommendation about pairing that text with others we have read for use in teaching a course along with a connection to course themes. Every student will present one Book Talk in a recorded video format on Canvas. A sample Book Talk, prompt, and a rubric will be distributed on Canvas upon assignment. Book Talk books do not need to be purchased, but may be ordered from the library. Book Talk books must be approved by the instructor. Book Talks will be due at the conclusion of Module 3. (PLO 1, 2, 4, 5)

SIDE TRIPS (15 points; 5 activities required per module)

Side Trips consist of a selection of small activities in which the student may demonstrate additional knowledge or skills based on the current module's assignments. The completion of one Side Trip = one point. Over the 15 week semester, students are required to achieve a total of 15 points. Activities include: illustrating a text, watching and responding to a TED Talk, responding to a scholarly article, and more. See Side Trips in Canvas for more details. (PLO 1-4)

CITIZEN (Participation credit; 20 points)

In addition to the Side Trips listed above, students must complete a selection of required assignments marked "Citizen." These assignments are necessary for the successful completion of the course. Such assignments include workshops, opening and closing reflections, and a student conference appointment with the instructor held on Zoom. (PLO 1-5)

Module Quizzes (15 points; 3 quizzes at 5 points each)

Module quizzes will be taken online in Canvas and will be available during a seven day window at the conclusion of each module (see schedule for details). Once the window is closed, no one may take the exam except with a university approved excuse (illness, etc.) Module quizzes will consist of 10 questions at one half point (0.5) each. Module quizzes will contain a selection of matching, multiple choice, short answer questions. Study guides and practice quizzes will be available. (PLO 2)

Final Examination (20 points)

The Final Exam will be taken online in Canvas and will be available during a seven-day window during Finals Week. Once the window is closed, no one may take the exam except with a university approved excuse (illness, etc.) The Final will consist of 40 questions at one half (0.5) point each. The Final will contain a selection of matching, multiple choice, short answer questions. (PLO 2, 3)

EXTRA CREDIT POLICY: EASTER EGGS

Extra credit may be earned by responding to specially marked assignments called "Easter Eggs." These discussion board posts are available on a weekly basis but for a limited time. Easter Egg badges must be collected as a group to earn tiered rewards. See Canvas page for list of rewards.

LATE WORK POLICY: SPEND ONE EASTER EGG

At any time, one Easter Egg may be spent to gain an extension on a main module assignment like a project or quiz. Extensions are not granted for one-point assignments like Citizen or Side Trips. Message the instructor for details.

AI TOOLS USE POLICY

AI Tools, such as ChatGPT, are now a part of our reality, but their usefulness in education is still under debate. Throughout this course, we will engage with and analyze the efficacy of such tools.

IF YOU CHOOSE TO USE AI TOOLS AS A WRITING AID, an AI Use Statement must be included in completed assignments that explicitly states what the student used AI tools for.

For example:

Appropriate AI uses:

To think about key terms for research

To brainstorm ideas

To organize or outline ideas

For review and editing

Do NOT use AI tools to:

Generate original work

USING AI TOOLS TO GENERATE ORIGINAL WORK IS A FORM OF CHEATING AND WILL NOT BE TOLERATED

Grading Information

Criteria

Student progress will be assessed by means of essays and exams, along with a team project and some shorter assignments (Side Trips). Students will receive prompts and rubrics—posted to Canvas and discussed in lectures—that will outline the specific expectations of the assignments. Students will receive written feedback on assignments along with a letter grade based on a 10-point scale per assignment. As this is an online class, students are encouraged to stay in regular contact with the instructor with regard to any questions about assignments or class expectations.

Specific grading criteria for assignments are indicated in the descriptions. Late papers and make-up exams must be arranged with the instructor. By department policy, in all 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.

Breakdown

DETERMINATION OF GRADES

Grades are determined on a 100-point scale, as follows:

- 10 points = Team Project (to be completed after Module 1)
- 10 points = Short Essay (to be completed after Module 2)
- 10 points = Book Talk (to be completed after Module 3)
- 15 points = 3 Module Quizzes at 5 points each
- 15 points = Side Trips (Module activities; 15 minimum required)
- 20 points = Citizen (Participation credit)
- 20 points = Final
- 100 points total

Grading Scale:

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F 0-59

This course must be passed with a C or better as a CSU graduation requirement.

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

Please log into Canvas to view the updated course schedule.

Schedule is subject to change at instructor's discretion.

Schedule adjustments will be announced via Canvas Announcements and email.

COURSE ANNOUNCEMENTS ARE REQUIRED READING!!

MODULE 0

GETTING STARTED ORIENTATION

23 JAN – 28 JAN

WEEK 1

DUE: MODULE 0 QUIZ

DUE: CITIZEN: INTRODUCE YOURSELF

DUE: CITIZEN: THE SINGLE STORY

MODULE 1

ARBITRARY BORDERS

23 JAN – 28 JAN

WEEK 1: INTRODUCTION TO COURSE (Approx. 5 hours)

WATCH: LECTURE: Introduction to Children's Literature

WATCH: LECTURE: Course Theme

READ: See Canvas page for selected articles

29 JAN – 4 FEB

WEEK 2.p1: NIGERIA (Approx. 5 hours)

WATCH: Lecture: Nnedi Okorafor & Africanfuturism

WATCH: Video: Where is Nigeria located?

WATCH: Video: The history of Nigeria explained in six minutes (3000 years of Nigerian history)

READ: Blog post: What is Africanfuturism? (online)

READ: Essay: "Stephen King's Super-Duper Magical Negroes" (online)

LISTEN: Short story. Nnedi Okorafor. "The Baboon War"

29 JAN – 4 FEB

WEEK 2.p2: DENMARK (Approx. 5 hours)

WATCH: Video: Denmark Time-Lapse Map

WATCH: Lecture: Bodil Bredsdorff's The Crow-Girl

READ: Novel: Bodil Bredsdorff. The Crow-girl: The Children of Crow Cove (full book)

5 FEB – 11 FEB

WEEK 3: GERMANY (Approx. 6+ hours)

WATCH: Video: History of Germany

WATCH: Lecture: Gudrun Pausewang's Traitor

READ: Novel: Gudrun Pausewang. Traitor (Ch 1-11) (begin)

12 FEB – 18 FEB

WEEK 4: GERMANY continued (Approx. 6+ hours)

NO LECTURE THIS WEEK

READ: Article: "What was the Sudeten Crisis?"

READ: Novel: Gudrun Pausewang. Traitor (Ch 12-22) (finish)

WATCH: Eastern Front of WWII animated:1944/45 (YouTube)

19 FEB – 25 FEB

WEEK 5: END MODULE 1

WORK WEEK (Approx. 6+ hours)

TEAMS: MODULE 1 TEAM PROJECT IN PROGRESS

DUE: MODULE 1 QUIZ (7-day submission window)

DUE: FIVE SIDE TRIPS DUE AT END OF MODULE 1

MODULE 2

EMERGING ECO-CITIZENS & THE ENVIRONMENT

26 FEB – 4 MAR

WEEK 6: (Approx. 5+ hours)

WATCH: Lecture: Andri Snær Magnuson's The Story of the Blue Planet

WATCH: Video: Iceland on Google Earth View

WATCH: Video: "On Time and Water" on YouTube

READ: Novel: Andri Snær Magnuson's The Story of the Blue Planet (full book)

DUE: TEAM PROJECTS DUE AT THE END OF WEEK 6

5 MAR – 11 MAR

WEEK 7: (Approx. 6+ hours)

WATCH: Lecture: Witi Ihimaera's Whale Rider

WATCH: Video: Location: New Zealand Google Earth

WATCH: YouTube: Entire History of New Zealand

READ: Novel: Ihimaera, Whale Rider (full text)

DUE: TEAM PROJECT ANALYSIS DUE AT THE END OF WEEK 7

12 MAR – 18 MAR

WEEK 8: (Approx. 5+ hours)

READ: PEARL OF THE SEA

WATCH: Location of South Africa

READ: About the Authors/Artists

19 MAR – 25 MAR

WEEK 9.p1: (Approx. 5+ hours)

WATCH: Lecture: Japan, Manga & Saturn Apartments

WATCH: YouTube: Helen McCarthy's "A History of Manga"

WATCH: YouTube: "History of Japan: Every Year" - This is a timeline of geographic territory and emperors.

WATCH: YouTube: "History of Japan" - This one has more culture and history.

READ: Graphic Novel: Iwaoka, Saturn Apartments, Vol. 1 (full text)

19 MAR – 25 MAR

WEEK 9.p2: (Approx. 5+ hours)

WATCH: Lecture: Paul Fleischman's Seedfolks

WATCH: YouTube: An excerpt from Sonja Parks' one-woman show

READ: Novel: Fleischman, Seedfolks (full text)

[SPRING BREAK: 31 MAR – 4 APR]

26 MAR – 28 MAR // 7 APR – 8 APR

WEEK 10: END MODULE 2

WORK WEEK (Approx. 9+ hours)

DUE: QUIZ: MODULE 2 QUIZ (7-day submission window)

DUE: ESSAY WORKSHOPS: REQUIRED

DUE: FIVE SIDE TRIPS DUE AT END OF MODULE 2

MODULE 3

DISRUPTING THE "SINGLE STORY"

9 APR – 15 APR

WEEK 11 (Approx. 4+ hours)

THEME: CROSSING BORDERS

WATCH: Lecture: The Power of Picture Books

REVIEW: TEDTalk: Adichie, "The Danger of the Single Story"

READ: Philip Nel's "Migration, Refugees, and Diaspora in Children's Literature" (.PDF provided)

READ: Memories of Survival. Written by Esther Nisenthal Krinitz and Bernice Steinhardt. Illustrated by Esther Nisenthal Krinitz (Poland-U.S.; 2005). (.PDF provided)

READ: Migrant. Written by Maxine Trottier. Illustrated by Isabelle Arsenault (Mexico-Canada; 2011). (.PDF provided)

READ: Mohammed's Journey: A Refugee Diary. Written by Anthony Robinson and Anne-Marie Young. Illustrated by June Allan (Iraq-U.K.; 2009). (.PDF provided)

READ: Ziba Came on a Boat. Written by Liz Lofthouse. Illustrated by Robert Ingpen (Afghanistan-Australia; 2007). (.PDF provided)

DUE: ESSAYS DUE AT END OF WEEK 11

16 APR – 22 APR

WEEK 12 (Approx. 4+ hours)

THEME: REPRESENTATIONS OF HOME

WATCH: Video: "A History of Children's Books"

WATCH: Video: "The ABC of It: Why Children's Books Matter"

WATCH: Video: "Translating Poetry for Children: Balam and Lluvia's House"

READ: Sonia Landes' "Picture Books as Literature"

READ: Balam and Lluvia's House. Written by Julio Serrano Echeverría. Illustrated by Yolanda Mosquera. Translated by Lawrence Schimel (Guatemala; 2023). (Link provided).

READ: I Know Here. Written by Laurel Croza. Illustrated by Matt James. (Canada) (.PDF provided)

READ: My Little Round House. Written and Illustrated by Bolormaa Baasansuren. (Mongolia) (.PDF provided)

READ: The Park in the Dark. Written by Martin Waddell. Illustrated by Barbara Firth. (U.K.) (.PDF provided)

23 APR – 29 APR

WEEK 13 (Approx. 2+ hours)

THEME: IMAGES & FEELINGS

READ: Perry Nodelman's "How Picture Books Work" (.PDF provided)

READ: The Blue Sky. Written and Illustrated by Andrea Petrlik Huseinović (Croatia; 2001). (Link provided)

READ: Nei! sagði litla skrímslið (No! Said Little Monster) by Áslaug Jónsdóttir, Raket Helmsdal & Kalle Güettler (Faroe-Iceland; 2004). (.PDF provided)

READ: Herr Meier und Herr Müller. Written and Illustrated by Birte Müller (Germany; 2001). (video provided)

30 APR – 6 MAY

WEEK 14 (Approx. 2+ hours)

THEME: CARING FOR THE ENVIRONMENT

READ: Marek Oziewicz's "What is Climate Literacy?" (.PDF provided)

WATCH: The Promise, by Nicola Davies and illustrated by Laura Carlin (UK; 2013)

WATCH: Introduction by the author (about 3 mins): LINK PROVIDED

WATCH: Film version of the book (about 7 mins): LINK PROVIDED

WATCH: Interview with the artist (about 5 mins): LINK PROVIDED

7 MAY – 12 MAY

WEEK 15: END MODULE 3

WORK WEEK (Approx. 6+ hours)

DUE: MODULE 3 QUIZ (7-day submission window)

DUE: BOOK TALKS

DUE: FIVE SIDE TRIPS DUE AT END OF MODULE 3

FINALS WEEK: FINAL EXAM AVAILABLE 14 MAY – 20 MAY