

SYLLABUS

ONLINE COURSE

WI/ENGLISH 345 CHILDREN AND LITERATURE (3 credits)

University of Hawai'i at Hilo

SUMMER SESSION II June 22 - July 31, 2020



- Instructor: Kirsten Møllegaard, Ph.D.
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- All time references refer to HST (Hawaii-Aleutian Standard Time)

I answer e-mail within 24-48 hours on regular weekdays and within 72 hours on weekends/holidays unless otherwise indicated

REQUIRED TEXTS:

1. Ahuli'i, Gabrielle. *Pele Finds a Home*. Kaneohe: BeachHouse, 2016.
2. Gaiman, Neil. *Coraline*. New York: HarperCollins, 2012.
3. Grenby, M. O. and Andrea Immel. Eds. *The Cambridge Companion to Children's Literature*. Cambridge: Cambridge University Press, 2009.
4. *The Grimm Reader: The Classic Tales of the Brothers Grimm*. Transl. and ed. by Maria Tatar. New York: W. W. Norton & Co., 2010.

COURSE DESCRIPTION:

ENG 345 focuses on literature in English for children, with special emphasis on the ways in which literature promotes social, emotional, and intellectual development. Children's literature is important because it plays a significant role in socializing children into cultural norms, perceptions, and performances of gender.

PRE: C or better in ENG/ESL 100/100T or instructor approval

ENG 345 is listed as WI (Writing Intensive)

STUDENT LEARNING OUTCOMES:

1. Identify cultural, historical, and theoretical contexts in children's literature
2. Analyze children's literature as literary texts, using appropriate analytical terminology and concepts
3. Read and assess full-length theoretical articles from peer-reviewed academic sources
4. Identify literary genre and style in children's literature
5. Analyze narrative interplay between pictures and words in illustrated children's books
6. Integrate critical reading, writing, and research skills in written assignments
7. Practice self-directed learning in an online learning environment
8. Practice academic debate and review in online forums

ACADEMIC INTEGRITY & PLAGIARISM:

- Students are strongly encouraged to familiarize themselves with the [Student Code of Conduct for UH Hilo](#).
- You are expected to behave with integrity and hold both yourself and your peers to the highest standards of ethical behavior. Academic dishonesty encompasses, but is not limited to: (1) plagiarism (i.e., copying another individual's words or ideas without appropriately citing the source); (2) turning in assignments that somebody else has completed; (3) referring to notes or other written/electronic materials, collaborating with others, copying someone else's work, or providing answers to others in any fashion during an examination. Please note that knowledge of others' cheating and failure to report this to instructor can also be construed as complicitness in academic dishonesty.
- If there is reason to suspect that academic dishonesty has occurred, instructor will conduct a thorough investigation or may refer the matter to the Dean of Students for investigation. Possible sanctions should you be found responsible for academic dishonesty could include a failing grade for the course, suspension or even expulsion from the University. Such consequences could negatively affect your candidacy for graduate/professional programs or for some jobs.
- **ONE instance of documented plagiarism results in an "F" for the course. No exceptions.**

POLICIES:

[UH Hilo provides a wide variety of support](#) to students including tutoring, disability services, mental health counseling, and EEO-Title IX support.

COMMUNICATION AND PARTICIPATION:

Asking questions: You are encouraged to ask questions about course content, assignments, or other course-related concerns on the Forums section of Lulima so that all course participants can learn from it. If you have a question about something, it is more than likely that others do too. Therefore, it is in the interest of everybody to communicate openly and inclusively about course-related matters.

Response time: I will respond to private e-mail and Forums postings within 24-48 hours on weekdays, and within 48-72 hours on weekends and holidays. Students are expected to adhere to the same response time when e-mailing with me.

Grading and feedback: You will receive grades and written feedback on Gradebook of your submitted assignments no later than 72 hours after submission.

Late assignments will receive a full grade deduction and are exempted from 72 hour grading rule. Thus, a C paper will receive a D. Late assignments cannot be revised. No late research papers will be accepted.

Lecture notes: Instructor will post lecture notes, PowerPoints, and other course information in Resources according to the syllabus Monday through Friday by 12:00 noon HST (Hawaii-Aleutian Standard Time).

Participation: In an online course, you are expected to log on and read instructor's lecture notes, PowerPoints, and other information every day of class (Monday through Friday). Failure to stay connected and updated with course content will affect learning and hence course grade. It is realistic to spend 2-3 hours a day on this course, not including research for the final paper.

NETIQUETTE:

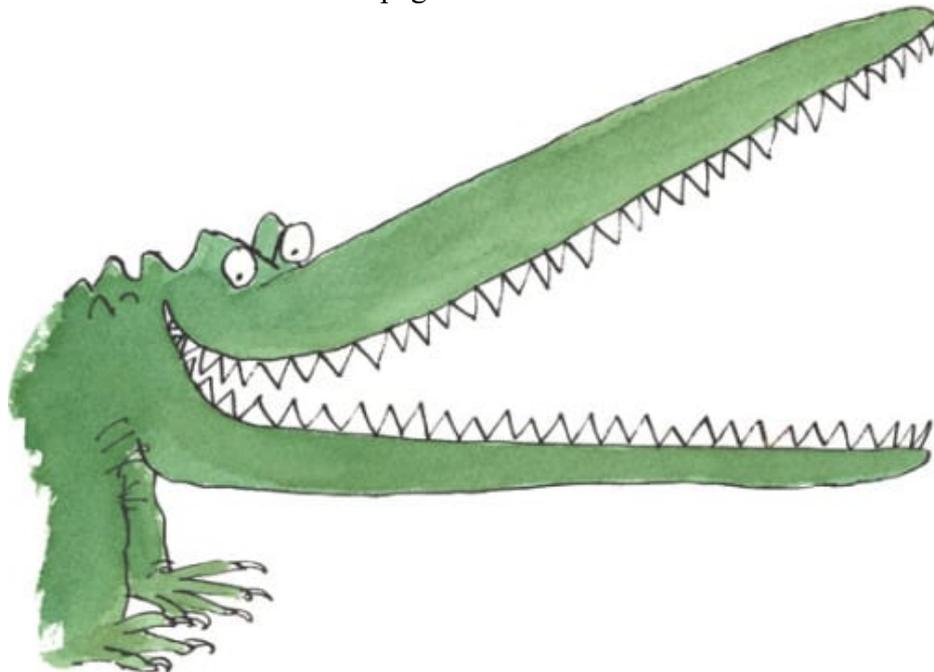
Netiquette are Internet etiquette rules that all course participants are required to follow:

- Recognize that required postings of course assignments on Lulima have the same function as regular paper assignments. They are formal pieces of writing. You will need to express yourself accordingly.
- Remember that the entire class, not just the instructor, will read your Lulima postings. Be sensitive to the fact that course members have various cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Write in standard American prose. "Prose" means complete sentences. Text message shorthand and other forms of non-standard writing are not acceptable.
- Don't use all capital letters when composing your messages as this is considered SHOUTING on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Use good taste when composing your responses. Your Lulima postings are no different from hard-copy papers used in face-to-face instruction. Slang, swearing and profanity do not belong in academic discourse. **You will receive an "F" for the posting the first time it occurs. If it occurs more than once, you will receive an F for the course.**

- Do not reveal intimate or sensitive information about yourself on Laulima. Think of Laulima's Forum as similar to a classroom discussion where people of diverse backgrounds talk about course texts.
- Be respectful of your classmates' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of learning from listening to different points of view. Instead, acknowledge differences and express your point of view in a constructive manner.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- If you feel compelled to use non-English expressions or quotes, italicize the words and provide an English translation in parentheses. For example: "*plus ça change, plus c'est la même chose* (the more things change, the more they stay the same)".

EXPECTATIONS FOR ONLINE POSTINGS:

- **You must post one journal and a minimum of three comments each week.** Your journals and your comments to other students' journals account for 55% of your course grade. To access the Forums area, click on the **Forums** link in the menu bar on the left-hand side of our course home page. The discussions will be locked at the end of the week, which means students will no longer be able to post, but discussions are still available to read.
- **Photos:** To enhance the social space of the online classroom, you are asked to accompany your introduction with a recent photo of yourself (please show maturity in your selection: no nudity, offensive body language, rude facial expressions, etc.). Don't forget to smile!
- **How to add a picture to your introduction Forum post:** see tutorial under "Announcements" on our home page.



TECHNICAL ASSISTANCE:

If you have trouble downloading or opening Laulima materials posted by your instructor, or need to know more about one of the tools you can:

- Click on the **Help** link in the Course menu. Try this first as many times, depending upon your problem, you may be able to find a quick answer here.
- Email the UH system Laulima techies and get a quick response by scrolling to the bottom of every Laulima portal page and clicking on the "Request Assistance" link. An email message form will open. Complete it and click "Submit." A confirmation email will immediately appear at the email address you provide and a response from the techies will follow within an hour to 24 hours.
- Email your instructor by using the **Email** provided in this course -- click on "Email" in the Course Menu, click on "Roles," and then select "Instructor" in the "To" options.
- You can also email me from your regular email account at mollegaa@hawaii.edu.

If you need assistance with a computer or have software problems, you can:

- contact the ITS help desk toll free at (800) 558-2669 or send an email to help@hawaii.edu

HELPFUL LAULIMA RESOURCES:

[Tutorials for Students](#) - Provides help on specific Laulima issues. To view these tutorials you will need [Adobe Flash Player](#), which can be downloaded for free.

[FAQs page for Students](#) - Questions posed by many students with the Laulima techies' responses.

[Help for DL Students webpage](#) - This page provides other helpful Laulima links, general DL FAQs, UHH library services, test proctoring information, and more.



METHODS OF ASSESSMENT:

All assignments must be submitted on time by 12:00 noon HST. Research paper must be submitted to instructor on time as e-mail attachment in Word.doc or .docx, using correct MLA citation style, 12 pt. Times New Roman, double-spaced.

- 5 journals posted on Forum (@ 5 points)..... 25 points
- 3 weekly Forum comments (@ 2 points x 5 weeks).....30 points
- Research paper proposal..... 3 points
- Annotated bibliography.....7 points
- Abstract of research paper.....5 points
- Peer review of research paper draft..... 5 points
- Research paper..... 25 points

- TOTAL.....100 points

A (90-100 points), B (80-89 points), C (70-79 points), D (60-69), F (below 60 points). +/- grades will be calculated within these parameters:

100-95%=A	89-87%=B+	79-77%=C+	69-60%=D	59-Below=F
94-90%=A-	86-84%=B	76-74%=C		
	83-80%=B-	73-70%=C-		

RUBRICS: Grading rubrics for information literacy and communication, complying with UHH GE standards, are posted on Laulima in Resources.

This course offers no options for extra credit. Make sure to post all assignments on time

ASSIGNMENTS:

Five JOURNALS (@ 5 points): 600-700 words per journal.

See tutorial on **copying and pasting your work from MS Word** in "Announcements"

Journals must be posted on Laulima’s Forum by 12:00 HST on the day they are due.

Journal structure and content:

- State your name and date on each journal. For example: “Janelle Doe. June 23, 2020. Journal #2”.
- List the text(s) you’re responding to.
- Respond to the prompt (description) following each journal topic listed below.
- Describe what you find compelling, interesting, surprising, important or otherwise noteworthy about the text(s).
- UHH student conduct code for plagiarism applies.
- When you cite sources, use [MLA Handbook 8th ed.](#) citation.

Journals make you practice student learning outcomes 1-7. Journals segue into your research paper because they allow you to explore various topics and test ideas. Journals require you to discuss course readings in the context of instructor's lecture notes and *The Cambridge Companion to Children's Literature*. Some journals require you to research information and read examples of children's literature (rhymes, poetry, fairy tales, picture books, novels, etc.),

which are *not* on the list of required readings. Make sure to give a short, concise summary of the text you read if it is not on our course's reading list. You can assume that everyone has read the texts required for class, so there is no need to summarize them.

JOURNAL TOPICS:

Journal #1 Historical Perspectives on the Origins and Development of Children's Literature. Discuss a pre-1900 example of children's literature (rhymes, poetry, fairy tales, picture books, novels, etc.) of your own choice. Include two quotes from instructor's lecture notes and two quotes *The Cambridge Companion to Children's Literature*. Don't forget to cite your sources.

* For example, for journal #1, you may want to focus on Lewis Carroll's (pseudonym for mathematician Charles Lutwidge Dodgson) *Alice's Adventures in Wonderland* (1865). Briefly summarize *Alice* and discuss something you find interesting, surprising, annoying, or noteworthy about it in relation to two quotes from lecture notes and two quotes from *The Cambridge Companion to Children's Literature*.

Journal #2 The Brothers Grimm: Cinematic Retellings. Watch a cinematic retelling (adaptation) of any of the fairy tales from *The Grimm Reader* and discuss how the film version is similar to, or different from, the Grimm version. Include two quotes from instructor's lecture notes and two quotes *The Cambridge Companion to Children's Literature*. Don't forget to cite your sources.

* For example, for journal #2, you can choose to discuss one of the classic Disney animated films or you may want to focus on one of the contemporary action-horror versions, like *Hansel and Gretel: Witch Hunters* (2013). Focus on how the film retells the fairy tale's central plot elements, reimagines the characters, and what message it communicates to its audiences. Use of analytical film vocabulary recommended.

Journal #3 Picture Books: Visual Messages. Choose a picture book from the following list of critically acclaimed picture books and discuss its visual complexity and artwork, its legibility for small children, and its cultural messages (for example regarding gender and family roles, the spaces of home, or the uses of animal characters acting and living in a human world). Some picture books are completely wordless, others have some text. Explain how your chosen book tells the story. Include two quotes from instructor's lecture notes and two quotes from *The Cambridge Companion to Children's Literature*.

- Eric Carle. *The Very Hungry Caterpillar* or *Brown Bear, Brown Bear, What Do You See?*
- Any of *The Berenstain Bears* books by Stan and Jan Berenstain
- Any picture book by Jan Brett
- Nancy Ekholm Burkert. *Snow White*
- Any picture book by Leo Lionni
- Any picture book by Tomie dePaola
- Maurice Sendak. *In the Night Kitchen*
- Any picture book by Dr. Seuss
- William Steig. *The Amazing Bone* or *Sylvester and the Magic Pebble*
- David Wiesner. *Tuesday*

You may look for additional choices via the [Association for Library Service to Children](#).

Journal #4 Young Adult Fiction: Putting *Coraline* into Context. Choose a YA novel (or series) from the following list, compare it to *Coraline*, and discuss how fantasy fiction maps out alternative social and geographical spaces, how quests or journeys force protagonists to leave home, how the protagonists are faced with choices leading them toward the adult world of politics and sexuality, and how their emerging adult identity is formed. Include two quotes from instructor's lecture notes and two quotes from *The Cambridge Companion to Children's Literature*. Don't forget to cite your sources.

- Cassandra Clare. *The Mortal Instruments* series
- Suzanne Collins. *The Hunger Games* series
- Scott O'Dell. *Island of the Blue Dolphins*
- Madeleine L'Engle. *A Wrinkle in Time*.
- Ursula K. Le Guin. *Earthsea* series
- C. S. Lewis. *The Chronicles of Narnia* series
- Grace Lin. *Where the Mountain Meets the Moon*
- Philip Pullman's *His Dark Materials* trilogy
- J. K. Rowling. The *Harry Potter* series

You may look for additional choices via the [Association for Library Service to Children](#).

Journal #5 Classics and Canons: What IS Good Children's Literature? Based on your readings of assigned texts and texts of your own choice, discuss what qualities are important in literature for children. Consider any texts discussed in class so far from the wordless picture book spectrum to fantasy novels for young adults. Include two quotes from instructor's lecture notes and two quotes *The Cambridge Companion to Children's Literature*. Don't forget to cite your sources.

* For example, what lessons does Maurice Sendak's *Where the Wild Things Are* teach about acceptable indoor behavior, respect for authority, and means of disciplining misbehavior? How does Sendak's book reflect cultural values, gender behavior, and middleclass norms? How does *The Little Prince* address adults' narrow-mindedness and lack of imagination and open up ways of thinking about individual responsibility, curiosity, and mysticism? In comparison, what do the parallel worlds in *Coraline* reveal about the choices children need to make to become well-rounded adults? How does *Coraline's* play on love, magic, and the triumph of good over evil reinforce family values? What do children learn from stories such as these? And what about these stories make them classic examples of "good" literature for children?

COMMENTS:

Three weekly forum comments (30 points): 150-200 words per comment.

Comments focus on student learning outcome #8: practice academic debate and review, which are important critical thinking and communication skills for all members of our academic community.

Comments must be posted on Laulima by 12:00 HST on the day they are due.

You can post more than one comment per day. In fact, you can post an infinite amount of comments. The minimum requirement is three comments per week.

You will be graded for following the guidelines, deadlines, and for the analytical depth of your comments. Your comments should demonstrate the level of critical thinking expected in an upper-division literature course.

You are required to refer to and comment on at least two other students' journals or comments in each comment.

For maximum points, follow the guidelines below.

Guidelines for Comments:

- Make it clear whose journals or comments you are commenting on.
- Explain important insights and other information these journals and comments give you.
- Identify and discuss important themes and motifs.
- Expand on the discussion by connecting themes, insights and information to similar social, cultural, or historical issues.
- Be respectful of differences and show intellectual maturity: sarcasm, name-calling, put-downs, patronizing lectures, etc. belong as little in your comments and they do in a face-to-face classroom situation.
- UHH student conduct code for plagiarism applies. Use MLA citation when appropriate.

RESEARCH PAPER:

Research Paper (30 points): 2200-2500 words, double-spaced, 12 pt. font, MLA citation style, Word .doc or .docx. E-mail to mollegaa@hawaii.edu.

This assignment requires you to demonstrate that you master student learning outcomes 1-8. The research paper must demonstrate that you have acquired the knowledge, terminology, analytical insight, and writing skills expected in a 300-level English course.

- Topic:

Expand on one of the journal topics to write a research paper, in which you dig deeper into the topic and write an argumentative analysis of the texts of your choice, supported by relevant sources from UHH library and databases. You may include a consideration of a film adaptation, but the main emphasis should be on literary analysis and the interpretation of illustrations. Research involves reading and referencing academic books, peer-reviewed journal articles, and reviews and articles in well renowned national newspapers like *The New York Times*. You must include citations to a minimum of **seven** non-assigned academic sources.

- How to choose a research topic:

Carefully read and re-read your own and your fellow students' journals and comments. Which themes stand out for you as interesting? Start freewriting about them. Try to narrow the topic down to something you find interesting, intriguing, and ultimately meaningful about children's literature. Your proposal (200-250 words) explains what you intend to do. Include a tentative thesis statement, description of why your topic is interesting, and explain what sources you intend to use to support your argument.

- How to find books and research sources:

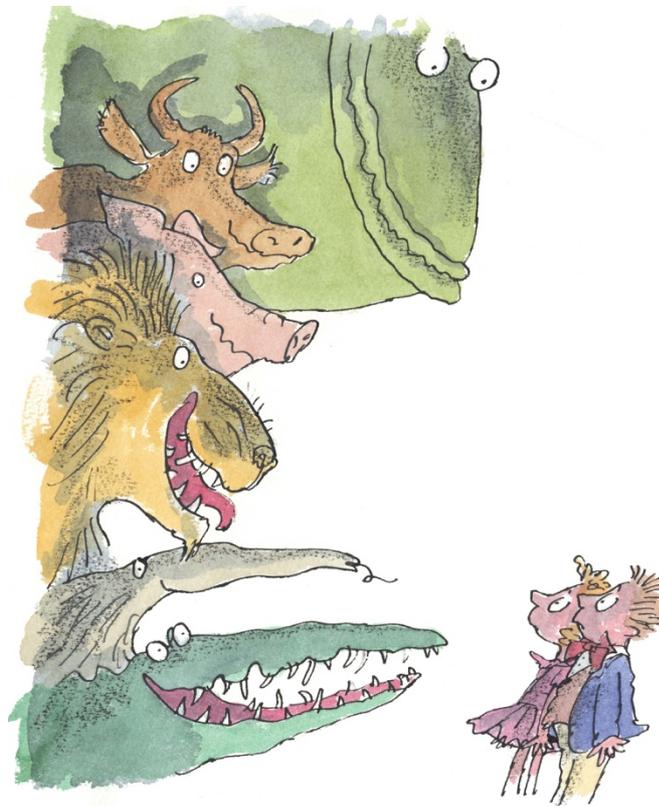
With your UH Hilo ID, you can access the library's databases and browse through the different resources. Finding relevant articles takes time, so plan ahead. I suggest that you start with Academic Search Premier, which is the largest. JSTOR is also very good for topics in the humanities, but the material is not as updated as some of the other search engines. Use these databases to find seven relevant sources for your annotated bibliography.

[UH Hilo's Mookini Library.](#)

Contact librarian Amy Saxton (saxton@hawaii.edu) for help with library research.

Components of research paper:

- E-mail mollegaa@hawaii.edu a proposal (200-250 words) that clearly states your topic, provides a tentative thesis statement, and lists the text(s) you'll be analyzing (3 points).
- E-mail mollegaa@hawaii.edu an annotated bibliography of SEVEN sources, MLA, each with a 100-150 word annotation (7 points).
- E-mail peer reviewer research paper draft (min. 1800 words) in Word .doc or .docx, double-spaced, 12 pt. font, MLA citation. Use the peer review form provided for the review. It must be attached to the final revision of your paper (5 points).
- Revise, revise, revise!!!
- E-mail mollegaa@hawaii.edu revised paper, 2200-2500 words, error-free, in Word .doc or .docx, double-spaced, 12 pt. font, MLA citation. Peer review must be attached (25 points). NO LATE RESEARCH PAPERS WILL BE ACCEPTED.
- Post 300-350 word abstract (summary) of your research project on Laulima's Forums section (5 points).



SCHEDULE

Date	Assigned Readings & Online Activities	All Assignments Due at 12:00 Noon HST
M June 22	Read ENG 345 syllabus [Laulima: Read "345 FAQs" [Laulima:	Forward certificate e-mail you mollegaa@hawaii.edu to show Online Learning Readiness
Tu June 23	Read Lecture #1 [Laulima: Resources]	Post 150-200 word profile of yourself with photo on Laulima: Forums. Explain why you're taking this course, what you hope to achieve in the course, and if you have any favorites in children's literature
W June 24	Read Chapter 1: "The Origins of Children's Literature" & Chapter 2: "Children's Books and Constructions of Childhood" [<i>The Cambridge Companion</i> 3-34]	
Th June 25	Read Lecture #2 [Laulima: Resources] Read Chapter 6 "Retelling Stories Across Time and Cultures" [<i>The Cambridge Companion</i> 91-108]	Journal #1: post on Laulima: Forums
F June 26	Read "Reading the Brothers Grimm" [<i>The Grimm Reader</i> xxi-xxxix] Read <i>The Grimm Reader</i> 3-33	Comment #1: Post on Laulima: Forums
M June 29	Read Lecture #3 [Laulima: Resources] Read <i>The Grimm Reader</i> 33-86	Comment #2: Post on Laulima: Forums
Tu June 30	Read <i>The Grimm Reader</i> 86-113	Comment #3: Post on Laulima: Forums

W July 1	Read Lecture #4 [Laulima: Resources] Read <i>The Grimm Reader</i> 113-167	
Th July 2	Read <i>The Grimm Reader</i> 167-216	Journal #2: Post on Laulima: Forums
F July 3	Read Lecture #5 [Laulima: Resources] Read Chapter 4: "Picture-Book Worlds and Ways of Seeing" [<i>The Cambridge Companion</i> 55-76] Read Gabrielle Ahuli'i <i>Pele Finds a Home</i>	Comment #4: Post on Laulima: Forums
M July 6	Read Baghban "Immigration in Childhood" [Laulima: Resources]	Comment #5: Post on Laulima: Forums
Tu July 7	Read Lecture #6 [Laulima: Resources]	Comment #6: Post on Laulima: Forums
W July 8	Read picture book(s) of your own choice (see syllabus page 7) Read Chapter 15: "Animal and Object Stories" [<i>The Cambridge Companion</i> 242-258]	
Th July 9	Read Lecture #7 [Laulima: Resources]	Journal #3
F July 10	Read <i>Coraline</i> 1-86	Comment #7: Post on Laulima: Forums
M July 13	Read <i>Coraline</i> 86-160	Comment #8: Post on Laulima: Forums
Tu July 14	Read Chapter 14: "Fantasy's Alternative Geography for Children." [<i>The Cambridge Companion</i> 226-242]	Comment #9: Post on Laulima: Forums
W July 15	Read Lecture #8 [Laulima: Resources]	Research paper proposal due (200-250 words) by 12:00 noon HST to mollegaa@hawaii.edu
Th July 16	Read a YA (Young Adult) novel of your own choice (see syllabus page 8)	Journal #4: Post on Laulima: Forums

F July 17	Continue to read YA (Young Adult) novel of your own choice (see syllabus page 8)	Comment #10: Post on Laulima: Forums
M July 20	Read Chapter 9: "Gender Roles in Children's Fiction." [<i>The Cambridge Companion</i> 143-159] Work on research paper draft	Annotated bibliography (seven sources, each with a 100-150 word annotation) due to mollegaa@hawaii.edu by 12:00 noon HST
Tu July 21	Work on research paper draft	Comment #11: Post on Laulima: Forums
W July 22	Read Lecture #9 [Laulima: Resources] Read Chapter 7: "Classics and Canons." [<i>The Cambridge Companion</i> 108-127]	Comment #12: Post on Laulima: Forums
Th July 23	Read Chapter 11: "Ideas of Difference in Children's Literature." [<i>The Cambridge Companion</i> 174-193]	Journal #5: Post on Laulima: Resources
F July 24	Read Lecture #10 [Laulima: Resources] Read Chapter 12: "Changing Families in Children's Fiction." [<i>The Cambridge Companion</i> 193-209]	Research paper draft (min. 1800 words) due to your peer reviewer by 12:00 noon HST
M July 27	Read Lecture #11 [Laulima: Resources] Read Chapter 16: "Humor and the Body in Children's Literature." [<i>The Cambridge Companion</i> 258-272]	Comment #13 and #14: Post on Laulima: Forums
Tu July 28	Revise research paper	Peer review due to your partner. Use the form provided.
W July 29	Read Lecture #12 [Laulima: Resources] Revise research paper	Comment #15: Post on Laulima: Forums
Th July 30	Revise research paper	Post abstract of research paper (300-350 words) on Laulima: Forums

F July 31	Course evaluations Keep yourself updated on final Announcements	Revised research paper due, 2200-2500 words, Word.doc E-mail revised paper to mollegaa@hawaii.edu by 12:00 noon HST
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Please note:

syllabus is subject to change



All illustrations are by Quentin Blake