

LITR 306: Children's Literature (CRN 183)
Fully Online, Asynchronous
Fall 2020

Instructor: Dr. Amie A. Doughty

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Required Texts:*

Callendar, Kacen. *King and the Dragonflies*. Scholastic Press, 2020. ISBN: 978-1338129335

Craft, Jerry. *New Kid*. Quill Tree Books, 2019. ISBN: 978-0062691194

Florence, Debbi Michiko. *Jasmine Toguchi: Mochi Queen*. Farrar, Straus and Giroux, 2017. ISBN: 978-0374308346

Hernandez, Carlos. *Sal & Gabi Break the Universe*. Rick Riordan Presents, 2020. ISBN: 978-1368023627

Hopkins, Lee Bennett. *I Remember: Poems and Pictures of Heritage*. Lee & Low Books, 2019. ISBN: 978-1620143117

Junior, Otavio. *From My Window*. Barefoot Books, 2020. ISBN: 978-1782859789

Khan, Rukhsana. *King for a Day*. Lee & Low Books, 2019. ISBN: 978-1643790565

Maillard, Kevin Noble. *Fry Bread*. Roaring Brook Press, 2019. ISBN: 978-1626727465

McManis, Charlene Willing. *Indian No More*. Tu Books, 2019. ISBN: 978-1620148396

Morris, Brittney. *Slay*. Simon Pulse, 2020. ISBN: 978-1534445437

Ngan, Natasha. *Girls of Paper and Fire*. Jimmy Patterson, 2019. ISBN: 978-0316561358

Nyong'o, Lupita. *Sulwe*. Simon & Schuster, 2019. ISBN: 978-1534425361

Shah, London. *The Light at the Bottom of the World*. Little, Brown, 2019. ISBN: 978-1368036887

*Note that you may use any unabridged edition of the books above. The ISBN numbers correspond to the editions ordered through the campus bookstore.

A Note about the Readings: The content of some of the books may be disturbing to some of you. In particular, the *Girls of Paper and Fire* contains elements of sexual violence and rape. Other books may also contain difficult topics for readers.

Technology Requirements:

- Internet Access: You will need to be able to access a lot of web-based materials as this course is online. If you have connectivity issues, you need to let me know.
- Blackboard: The majority of the work for this class will be done using Blackboard. You will submit all of your work via Blackboard, whether in drop boxes or on discussion boards.
- Word Processing Program: You will need to use Microsoft Word or another word processing program to write your paper. If you use a program besides Word, you will need to save your files as Word (.doc or .docx) or PDF documents. Please note that as a student at SUNY Oneonta, you can download a copy of Microsoft Office to your device through Office365. You can also use the web-based version of Word and other Office programs through Office 365.
- Slide Show Program: You will need to use Microsoft PowerPoint or another slide show creation program for the genre presentation. If you choose a program besides PowerPoint, you will may to save the file as PDF so that I can read it if you choose the second option of the assignment (see separate description of assignment).
- Video Recording Program (optional): Ideally you will record 2 things for this class: an introductory video and your genre project. If you have a smart phone, you can use it for the introductory video, but you will

need another program, such as Screencastomatic (available on the web) to do the genre project. If you do not have this capability, do not worry. I will give alternative means of fulfilling those assignments.

- Microsoft Stream, YouTube, or another location to save your videos (optional): Because I want you to link any video you make to Blackboard, you will need to have a location on the web to upload it. You have access to Stream through Office 365, but you can also use YouTube if you prefer or a different service. I will give instructions for uploading to Stream and for embedding videos to Blackboard.

Method of Instruction:

Because this class is an asynchronous online course, instruction will occur through the videos and other materials I post to Blackboard and through feedback I give to your work. See the calendar for due dates for the assigned readings and assignments.

Course Description:

Catalog Description: This course explores the diverse literatures for children and adolescents, particularly the multicultural and generic variety of literatures available. Students will read books from a variety of American and international children's authors and situate the texts within the children's literary tradition. Emphasis will be on literary analyses of these children's and adolescent texts. (LA)

Prerequisites: COMP 100, and LITR 150, and 6 s.h. of 200-level ENGL coursework.

Course Objectives:

- ✱ Students will learn about the specific development of literature for children and current trends in the field.
- ✱ Students will gain an understanding of the breadth and depth of multicultural and formal genres of children's literature.
- ✱ Students will expand their abilities to engage critically with texts.

Course Focus: This semester, the focus of the course will be on #WeNeedDiverseBooks, and we will be reading books by minority authors about characters of color. One of the goals of this specific section is to show you the variety of books by and about people of color in terms of age range and genre.

Course Policies:

Office Hours: As long as it is feasible, I will hold my office hours in my physical campus office, Netzer 313, and I will have in-person and virtual office hours during that time. However, you must make an appointment if you plan to attend those office hours so that I can ensure social distancing. You must also wear a mask if you come to speak with me in my office. (I will also wear one.) If you prefer to speak with me in another manner, we can speak by phone or using Teams or Collaborate. You will also need to set up a time for those meetings. To set up a meeting with me, go to my Calendly calendar (<https://calendly.com/doughtaa>) and sign up for a 15-minute meeting (if you think you'll need longer, you can sign up for a longer meeting). When you're setting up the meeting, make note of whether you want to meet in person or via Teams or Collaborate. If you want to meet at a time besides my office hours, e-mail me with possible days and times, and I'll get back to you as soon as I can to set it up.

Course Questions: I have created a Course Questions discussion board for the class. If you have any general questions about the materials, assignments, or any other aspect of the class, post them on this discussion board, and I will answer them as soon as I can. This discussion board will act as a resource for the class. If you have questions specific to your work, you can e-mail me, and I will answer them as soon as I can. An example of a general question is "Can you give examples of other thesis statements for the paper assignment?" An example of a specific question is "What did you mean when you wrote 'you're having comma splice issues' on my post?" If you e-mail me a general question, I will tell you to post it and only answer it once it is posted.

Contacting Me: My preferred method of communication outside of class is e-mail, and I am usually quick to respond to e-mail. If you send me an e-mail message, you should hear back from me within 24 hours during weekdays. If you do not receive a response within 24 hours, try again because it means that I have not received your message. I check my e-mail periodically Monday through Friday (usually between 8 and 5). I am offline on Saturdays and Sundays.

Assignments: You will be assessed in 5 ways for this class, each worth 20% of your final grade. See the separate Assignments Sheet for a full description of each assignment:

- ✖ Original Blackboard Posts and Miscellaneous
- ✖ Participation
- ✖ Picturebook Essay
- ✖ Group Presentation and Handout
- ✖ Final Exam

Assignment Formatting: All assignments must be submitted according to MLA formatting guidelines. For this class, do not use a title page for any of your papers unless instructed to do so in class. Use a 12-point font (yes, I can tell the difference) in **Times New Roman** (no fancy fonts in this class and no use of Courier). Failure to follow formatting instructions will result in your paper's grade being lowered. I will explain what MLA formatting looks like to the class before the first paper is due. You may also find instructions for it in any handbook. You must submit your files in Word (.doc/.docx) or PDF. If you do not submit your document in the correct format, your paper will be considered late and penalized as such, and I will not grade it until you submit the correct type of file.

Grammar and Mechanics: I expect your papers to have correct grammar and mechanics and to be proofread. Grammatical, mechanical, and formatting errors, especially proofreading errors, will lower your paper grade in the following manner: For every page of your out-of-class papers, you will be allowed one different type of error (e.g. 2 types of errors on a 2-page paper; 12 types of errors on a 12-page paper). Once you have exceeded your error allowance, you will lose 1/2 point per additional error type. Error types will be defined using the following rubric:

- ✖ Each proofreading error will count as 1 type (thus 5 proofreading errors will count as 5 types of errors).
- ✖ Homonym, usage, spelling, and other word-level errors will be counted by word (e.g., *their/they're/there* is 1 type; *it's/its* is 1 type; and *wonder/wander* is 1 type—if all 3 appear in the same paper, it will count as 3 types).
- ✖ MLA, mechanical (punctuation), and grammatical errors will be counted by first occurrence of an error only (e.g., 12 comma splices will count as 1 type; 5 comma errors will count as 1 type; a missing header will count as 1 type; a subject-verb agreement error will count as 1 type).

There is no limit to the number of points you can lose with this policy, so go through your papers carefully.

Late Work: I will accept work no more than one week late. All late work will lose 10%. If you know that you won't be able to get work in on time, see me before the due date, and we may be able to make arrangements for an extension.

Plagiarism: Plagiarism is the passing off of another's work (whether quoted, paraphrased or summarized) as your own without proper documentation, including on exams. If you are caught plagiarizing, you are subject to a variety of punishments, including expulsion from the university. Do your own work. See the University's policy below for details on the Academic Dishonesty policy.

Blackboard's Gradebook: I will be creating a gradebook on Blackboard and updating it periodically for your information. Please note that this gradebook is a guide only; however, if you do see what appears to be an error on it, please contact me. Final grades are calculated by me on my Excel gradebook, so if there is a discrepancy between Blackboard's book and mine, I will use my gradebook as the correct one. Also note that the grade marked "Total" is not a weighted total, so it should not be used to estimate your course average. Instead, the "Weighted Total" grade is the one that will indicate best how you are doing in the class.

Grading Scale: The number percentages will be calculated as follows for letter grades:

94-100 A	87-89 B+	77-79 C+	67-69 D+	0-59 E
90-93 A-	84-86 B	74-76 C	64-66 D	
	80-83 B-	70-73 C-	60-63 D-	

University Policies: The following policies can be found in your Student Handbook or the Code of Student Conduct and are particularly applicable to this class. You can find a copy of all policies here:

<https://suny.oneonta.edu/office-provost/course-policies-and-procedures>

Final Exams

Instructors must follow the final exam schedule as posted in *Keydates and Deadlines* (<https://suny.oneonta.edu/office-registrar>). The final exam week is part of the 15 class weeks required by the State Education Department. *If an instructor does not hold a final examination, the final examination period must be used as the final class day.* Exceptions to this may be made only in an emergency and only with prior approval of the department chair and the division dean. Under no condition shall a study day be used to administer a final exam. Students are held responsible for selecting a course schedule with the final exam schedule in mind. There is no policy preventing a student from having exams in one day.

Accessibility Resources

Students Diagnosed with a Disability—All individuals who are diagnosed with a disability are protected under the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973. As such, you may be entitled to certain accommodations within this class. If you are diagnosed with a disability, please make an appointment to meet with Accessibility Resources, 133 Milne Library, ext. 2137. All students with the necessary supporting documentation will be provided appropriate accommodations as determined by the Accessibility Resources Office. It is entirely your responsibility to contact Accessibility Resources and concurrently supply me with your accommodation plan, which will inform me exactly what accommodations you are entitled to. You will only receive accommodations once you provide me with an Accessibility Resources accommodation plan. Any previously recorded grades will not be changed.

Academic Dishonesty

Academic dishonesty is defined as any act by a student that misrepresents or attempts to misrepresent to an instructor or any College official, the proficiency or achievement of that student or another student in any academic exercise for the purpose of influencing a grade on a piece of assigned work, on an examination or quiz or in a Course as a whole, or that is intended to alter any record of a student's academic performance by unauthorized means.

A Student deemed guilty of an act of academic dishonesty may, depending on the nature of the offense, be subject to one or more of the following measures: failure of the assignment or examination, failure of the course, or dismissal from the College. Furthermore, for a second offense, referral of the case to the Standing Disciplinary Board is mandatory. The penalties that may be assessed by the Board are listed under the Procedures of the Standing Disciplinary Board as published in this publication; however, the normal penalty is suspension or dismissal.

It is the Student's responsibility to read and understand the policy on all aspects of academic dishonesty as published in this publication and the Undergraduate Catalog. However, individual faculty members may wish to explain the policy as it relates to their courses. It is emphasized that a student who has any questions about what constitutes academic dishonesty has the responsibility of clarifying them by conferring with his/her instructors.

Examples of Academic Dishonesty:

The following examples, although not all-inclusive, are intended to help students understand what constitutes academic dishonesty. Other acts should not necessarily, be considered as falling outside the scope of this policy because of their absence from this list.

- Plagiarism that is, using materials from another's work without acknowledgment, using quotations without identification as such or paraphrasing without specific identification of the source.
- Copying and/or modifying another person's computer file, program, printout, or portion thereof for use in an assignment without permission of the instructor.
- Knowingly permitting one's computer file, program, printout, or portion thereof to be copied or modified by another student for use in an assignment without permission of the instructor.
- Unauthorized giving or receiving of information on an examination, laboratory procedure, or other exercise.
- Taking an examination for another student or allowing another student to take an examination for you.

- Altering or attempting to alter a grade on any piece of graded work, a grade written in an instructor's personal records, or a grade written on any College form or transcribed in any official College record.
- Submitting a College form with a forged signature.

Actions for Safety

Please see the College's page for ways of protecting yourself and others during the pandemic:

<https://suny.oneonta.edu/fall-2020-re-start-plan/actions-safety>

Campus Resources:

- [Academic Advisement](#)
- [Accessibility Resource Center](#)
- [Student Learning Center](#)
- [Milne Library](#)
- [Counseling Center](#)
- English Department:
 - Secretary Ruth Carr: 436-3446 or Ruth.Carr@oneonta.edu
 - Chair Dr. Suzanne Black: 436-3446 or Suzanne.Black@oneonta.edu

This calendar is tentative and is subject to change. I will notify you if I need to make any changes.

Week 1: 24-28 Aug: Read Babbitt, Yorio “WNDB,” and Mabbott; Introduction video due to discussion board by 11:59 pm, 30 Aug
Week 2: 31 Aug-4 Sept: Read Nikolajeva and Scott, Chandler, and <i>Sulwe</i> ; Watch video of Nyong’o’s Essence speech; Original post about readings due by 11:59 pm, Friday, 4 Sept
Week 3: 7-12 Sept: Read Sarland, Giles (linked from Picturebook area), <i>Fry Bread</i> , Rochman, and <i>From My Window</i> ; Sign up for genre presentation groups and topics deadline Friday, 12 Sept; Original post about readings due by 11:59 pm, Friday, 12 Sept
Week 4: 14-18 Sept: Read <i>King for a Day</i> , 4-part blog (linked from Picturebook area), <i>I Remember</i> , and Bach and Bickmore; Original post about readings due by 11:59 pm, Friday, 18 Sept
Week 5: 21-25 Sept: Read <i>Jasmine Toguchi: Mochi Queen</i> , de Manuel and Davis; Original post about readings due by 11:59 pm, Friday, 25 Sept ; Last day to submit rough draft of picturebook essay for review (optional)
Week 6: 28 Sept-2 Oct: Read Quigley and <i>Indian No More</i> ; Final draft of picturebook essay due by 11:59pm, Friday, 2 October; Original post about readings due by 11:59 pm, Saturday, 3 Oct
Week 7: 5-9 Oct: Read <i>New Kid</i> , Yorio “New Kid,” and Evans; Original post about readings due by 11:59 pm, Friday, 9 Oct
Week 8: 12-16 Oct: Read <i>King and the Dragonflies</i> and Kidd; Original post about readings due by 11:59 pm, Friday, 16 Oct ; Common Themes and Issues discussion board opens
Weeks 9 & 10: 19-30 Oct: Read <i>Sal and Gabi Break the Universe</i> ; Watch video conversation between Hernandez and Riordan; Original post about readings due by 11:59 pm, Friday, 30 October
Weeks 11 & 12: 2-13 Nov: Read <i>The Light at the Bottom of the World</i> and Bold; Original post about readings due by 11:59 pm, Friday, 13 Nov ; Last day to submit rough draft of genre presentation and handout Friday, 13 Nov
Week 13: 16-20 Nov: Read <i>Slay</i> and Richard and Gray; Watch Videos of Morris; Presentations due by 11:59 pm, Friday, 20 Nov; Original post due by 11:59 pm, Saturday, 21 Nov
23-27 Nov—Thanksgiving Break
Week 14: 30 Nov-7 Dec: Read <i>Girls of Paper and Fire</i> and Desai; Watch video of Ngan; Original post about readings due 11:59 pm, Friday, 4 Dec; Original post in Common Themes and Issues discussion board deadline 11:59 pm, Friday, 4 Dec; Last day to submit response posts Monday, 7 Dec
Final Exam: You can retrieve the prompt for your final exam on Thursday, 10 Dec. The exam is due by 11:59 pm, Friday, 11 Dec.
Note: Throughout the semester, you should be writing response posts to your classmates original posts in all of the discussion boards (plan to post once or twice a week). These responses will be graded for you participation grade and will be graded approximately every 3 weeks.

Assignments

For this class you will be assessed in 5 ways, each worth 20%: Blackboard postings, a picturebook essay, a group presentation and paper, participation, and a final exam. All written assignments must be typed, and all need to be in MLA format (8th edition).

Original Blackboard Posts and Miscellaneous: You will be required to write 12 original discussion board posts on Blackboard. The first will be your introductory post, either a video introduction or a written one. You will also be required to write one post at some point in the second half of the semester about a common theme or issue that you're seeing in the literature we're reading. In addition to those two posts you will be required to complete 10 of the 11 readings posts for the class. (If you do all 11, I will drop your lowest grade.)

For the reading posts, I will give the class a list of questions and topic from which to choose. Only 3 people may choose to write about any of those topics, and you must label it by the question/topic in the Subject line. If you have a different topic than those on the list that you would like to write about, you may contact me and ask for permission to write about that topic. I'm looking for a solid paragraph or two of concrete, specific analysis, and I encourage you to reference specific passages in the texts in your analyses.

I will be grading the original posts each week. Posts will be graded on a scale of 0 to 10: 0 = no post; 1-5 = E; 6 = D; 7 = C; 8 = B; 9-10 = A. Flaming posts will earn you an automatic 0 for the post, and a second occurrence of flaming will earn you a 0 for the remainder of this portion of your grade. Grades for the posts will be available on Blackboard. The grammar and mechanics policy will not be applied to the posts; however, excessive errors will have an adverse effect on your post's grade. You may submit late posts up to one week late. After one week, you will receive a 0 for the post. Due dates for posts will be listed on the calendar and in the discussion board instructions.

In addition to the Blackboard posting, I may occasionally assign additional writings or give reading quizzes if I am dissatisfied with the quality of that class's work. The additional work will count as part of this component of your final grade.

Picturebook Essay: For this assignment, you will choose a picturebook (see restrictions below) and write a paper in which you argue an interpretation of the book that includes a discussion of both the text and images. Because this is an argumentative essay, your paper must include a clear thesis statement. Your goal in this paper is to show how images and text work together to create the meaning you claim. Here are two sample thesis statements based on the picturebook *Where the Wild Things Are* by Maurice Sendak:

- Maurice Sendak's *Where the Wild Things Are* replicates colonialism and the silencing of the colonized in Max's journey.
- Maurice Sendak's *Where the Wild Things Are* demonstrates the importance of home and family through the common children's literature theme of home-away-home.

The first thesis is more advanced, but both are argumentative theses than can be supported through examples in the book and thus appropriate for this paper. To argue either thesis successfully will require showing through specific textual and visual examples how the book demonstrates these positions.

I recommend that you choose a book from the list below, though you are welcome to choose a different book as long as you clear it with me first. Make sure whatever you choose is fictional. Non-fiction books will not work well for this assignment. You may only use *Where the Wild Things Are* if you work with a thesis different from the ones above. The following list of picturebooks should all work well:

David Weisner's works, including *The Three Pigs*, *Tuesday*, *Flotsam*, *Sector 7*, *Free Fall*, *Mr. Wuffles!*, *June 29, 1999*, and *Art & Max*

Jon Scieszka's works, including *The True Story of the Three Pigs*, *The Stinky Cheese Man and Other Fairly Stupid Tales*, *The Book That Jack Wrote*, and *The Frog Prince Continued* [note: The Time Warp Trio books are not picturebooks and may not be used]

Ian Falconer's *Olivia* books (any in series)

Pat Hutchins's books, including *Rosie's Walk*, *Clocks and More Clocks*, *Good-Night Owl!*, *The Very Worst Monster*, and *The Wind Blew*

Babette Cole's books, including *Prince Cinders*, *Princess Smartypants*, *The Trouble with* series (Dad, Mom, etc.) [make sure it's fiction]

Bruce Whatley's books, including *Wait! No Paint!*, *Diary of a Wombat*, and *Clinton Gregory's Secret*

Lauren Child's books, including, *Beware of Storybook Wolves*, *Who's Afraid of the Big Bad Book?*, the Charlie and Lola series, and *The Princess and the Pea* [make sure it's a picturebook and not a chapter book]

Chris Van Allsburg's books, including *Jumanji*, *Bad Day at Riverbend*, *The Garden of Abdul Gasazi*, *The Stranger*, *Zathura*, and *The Polar Express*

David Ezra Stein's books, including *Interrupting Chicken*, *I'm My Own Dog*, and *Ice Boy*

Jan Brett's books, including *The Mitten*, *Mermaid*, *Trouble with Trolls*, and *The Hat*

The paper should be 4-6 pages long and is due by **11:59pm on Friday, 2 October**. If you want me to look at a full or partial draft, I am willing to do so, but you must give me 24 hours to read it, and I will not read one after **Friday, 25 Sept**. Submit the final drafts to the drop box on Blackboard in either Microsoft Word or PDF format.

Group Presentation and Handout: For this assignment, you will work with 1 or 3 others. Though I would prefer you to work in a group, you may request to work by yourself. You will choose a genre of children's literature and create a presentation about the topic during which you explain, using specific examples from the books and research that you've read, what the genre is—elements that it must contain, common but not required elements, elements frequently mistaken as part of the genre. You have 2 options for the presentation:

- 1) You may record a video in which you voice over a slide show and explain your genre. (Screencastomatic works well for creating this type of video.) You will embed the video in the Genre Presentations discussion board.
- 2) You may create a slide show (using PowerPoint or another program) and write up notes for the slides explaining what you'd say if you were doing a presentation (PowerPoint has a function for writing these notes with the slides). If you're not using PowerPoint, you will need to save the file to a PDF format. You will upload the slide show to the Genre Presentations discussion board.

You will also create a handout that contains the following information:

- 1) An MLA heading and header;
- 2) The name of your genre as the title of the handout;
- 3) A definition of the genre, including themes/issues/ideas in it and specific examples to support the definition (3-4 paragraphs minimum);
- 4) An annotated list of the books each member of the group read (see specifics below);
- 5) A list of at least 10 additional books that fit your topic (any combination of picture books and chapter books);
- 6) An annotated list of 5 secondary sources related to your topic.*

This handout must be posted as an attachment to Genre Presentations discussion board (post it as a Microsoft Word document or a PDF). The handout may be single-spaced.

Each group will have a focal text that everyone in the group must read (it can be either a picture book or a chapter book/novel). In addition, each group member must read 2 additional books, chapter or picture, that fit the genre. Each book read must be annotated for the handout (a group of 3 would have 7 annotations). Your annotations of the children's literature should include 1) a summary of the book, 2) a brief explanation of how it fits the genre, 3) the reading or grade level (usually listed on the book), and 4) a list of awards the book has won, if any. The annotations of the secondary sources should contain a brief summary (no more than 3 sentences) and an explanation of how they connect to the genre you're defining. If one of the books from class fits your genre, you may use it as one of the books you annotate (I recommend it be the focal text). You may not choose more than one book from the same series for annotating, though you may list one other from the series in the additional books list.

Your goal for the presentation is to clearly and specifically articulate a definition of your chosen genre. You will need to mention specific examples from the books you have read. Your secondary sources should help you to make your definition, though you should not rely on those sources for the full definition. Talk about some of the similarities and differences between books in the genre. What makes them all fit in the genre? Where do they differ from each other? Do the books for younger readers differ significantly from those for older readers in the genre? For those groups working with multicultural/underrepresented genres, think about who is entitled to create books in the genre (i.e., Do authors have to be part of the group?). Your presentation should not be a recitation of all the books that you've read; rather, it's a chance for you to show how the books in your genre belong there, to define the genre. You will also want to consider the dividing lines—what would a text that is close to the genre but not part of it look like?

Sign up for the group presentation is **Friday, 12 September**, though you may have until 18 September to choose your genre (see below for possible topics). There may be no overlap of genre, so have a couple of options in mind when you sign up in case someone else selects your first choice. Presentations are due on **Friday, 20 November by 11:59pm**. I am happy to read a rough draft of your handout, but you must submit it by Friday, November 13 for me to do so.

*Only one secondary source may be a web site (and it may not be Wikipedia), and only one may be from a children's literature textbook. The remaining sources must be journal articles and/or critical books about your topic. For this secondary research, you may need to interlibrary loan materials, so get started early. I don't want to hear the day before you present that you can't get any materials. If you have questions about finding secondary sources (or any other sources, for that matter), contact me.

Possible Genres:

African American Literature

Latino Literature (can be broken down by Latino culture—Chicano, etc.)

Asian American Literature (should be broken down by region/country—East Asia, Southeast Asia, India, Japan, etc.)

Native American Literature (can be broken down by specific tribe/nation or region—Plains tribes; Canadian First Nations; Kiowa, etc.)

LGBTQ+ (can be narrowed)

Disabilities (can be broken down by specific disability—Deaf/hearing impaired; wheelchair-bound; ADHD; developmental; mobility, etc.)

Religious (can be broken down by specific religion—Jewish, Christian, Buddhist, etc.)

International (can be broken down by specific country or continent—Scandinavian, Australian, Asian, South American, etc.)

Historical (MUST be broken down by historical period or event—Middle Ages, Roman Britain, Civil

War, Holocaust, World War II, etc.)

Non-Fiction (MUST be broken down by area—Biography/Autobiography, Science, Nature, History, Grammar, etc.)

Fantasy/Science-Fiction (MUST be divided or narrowed by type of fantasy—Animal Fantasy, Contemporary Fantasy, High Fantasy, Dystopian Literature, Apocalyptic Literature, Science Fantasy, Steampunk, etc.)

Folktales (can be traditional and/or revisions; can be narrowed by culture)

Mythology (can be narrowed by type of mythology)

Classic/Golden Age of Children's Literature

Contemporary Realism (can be narrowed by type/topic—loss/death, divorce, etc.)

Banned/Challenged Books (can be narrowed by reason for banning/challenging—language, occult issues, challenging authority, etc.)

Mystery/Detective/Suspense Literature

Horror/Scary Literature

Boys' Books

Girls' Books

Humorous Literature

Poetry

Environmental Literature

Participation: Because this class is fully online and asynchronous, it will be hard to generate discussions. In an attempt to increase interaction and the level of discussion of the readings, I am requiring everyone to respond to others' posts throughout the semester. For each of the discussion boards, you must respond to a minimum of 2 posts, starting with the introductions discussion board. When you're choosing which posts to respond to, choose ones that do not have responses or that have few responses so that we can have a balanced discussion. Also try to choose topics that you have not written about already.

These responses should engage with what the author of the original post has said in some way beyond "Good idea!" or "I don't agree." Be specific and offer your own perspectives on the topics. This specificity is especially important in the reading discussion boards and the common themes and issues board. Be polite, even if you strongly disagree with the author. (Flaming post rules apply here as well as in the Original Blackboard Posts grade.)

If you do the bare minimum of 2 posts per discussion board, you will get at least a C average for participation. To get higher than that grade, you must write more responses and/or write substantive responses.

Final Exam: Your final exam will be an essay response to a prompt that I post the day before the final exam is scheduled (**Friday, December 11**) and will be due at 11:59pm on December 11. You will be synthesizing the materials that we've covered in class throughout the semester and should be prepared to write about 10 of the 13 children's texts we've read in class as well as 1 of the books you read for your presentation, a total of 11 books (you will, of course, be welcome to write about more than those). I will talk more about the exam when we're closer to the end of the semester, and I will be opening a discussion board about common themes and issues in the literature that we've read halfway through the semester to begin collecting ideas about topics.