

Course Syllabus: copied from Canvas site

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Dr. Lynne Vallone

Spring 2022

Distinguished Professor of Childhood Studies

Jan. 18-May 1, 2022

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Children's Books and Illustration

50:163:360

ON-LINE COURSE

Course Description: This on-line course focuses on the history and development of Anglo-American children's literature and its impact on children's culture and the construction of childhood. We will be examining different forms and types of children's books (including folktales, picture books, memoir, graphic novel, among others), paying close attention to illustrative styles, the relationship between word and image, and to visual literacy. This course requires careful reading, active discussion and critical analysis.

Budgeting Hours in an on-line format: This course offers readings, lecture material, frequent assessments, and online activities, including active discussions and exercises. There are no scheduled meeting times, but deadlines are strictly enforced. If you attempt to submit an assignment late, you will typically be locked out of the site. The class follows a rigorous schedule and you should expect to be working at least as many hours as with a traditionally scheduled class. Please plan to log in to our Canvas site very regularly throughout the week.

Contacting the instructor and TA: We are contactable through email. We will check email regularly and respond to student questions and queries in a reasonable time frame (not necessarily immediately, but typically within 48 hours).

Course Objectives:

- Increase students' knowledge of the history, development and diversity of Anglo-American children's books
- Increase students' ability to understand children's books within the context of children's culture over time
- Improve students' ability to think critically and deeply about literature written for children
- Improve students' ability to analyze illustrations
- Enhance students' enjoyment in reading and thinking about literature intended for children
- Increase students' awareness of issues of diversity in children's books including gender, race, disability and class

Learning Outcomes:

"Learning outcomes" reflect the knowledge, skills and awareness students should gain and demonstrate by the conclusion of the course.

By the conclusion of this course, students should be able to:

- Identify and describe key themes and issues represented in Anglo-American children's literature from the early modern period forward
- Perform close readings of children's books
- Perform visual analyses of picture books

- Work cooperatively through on-line posting contributions and responses to peers' ideas and thoughts

General Education: Please note that this class is approved for the *Art, Aesthetics, and Theories of Interpretation (AAI)* Themes and Approaches under the new General Education curriculum. Art, Aesthetics and Theories of Interpretation offers students an introduction to art, broadly defined to encompass written, oral, aural, visual, and kinesthetic forms. Courses in this category are intended to help students understand how works of art and other expressions of cultural traditions are created, how they mediate the relationship between our thoughts and senses, and how these experiences can be interpreted. Upon completion of this course, students will be able to do the following (from the list of required outcomes for approved AAI courses):

- Analyze works of literature using various critical and theoretical methodologies
- Situate works of literature in their relevant historical, cultural and intellectual contexts
- Construct creative and cogent interpretations of literature in written, oral, visual or digital presentation

Canvas:

We will be using Canvas as our on-line course platform.

If you experience any trouble, please contact the Camden Help Desk:

- help@camden.rutgers.edu
- **833-648-4357**
- **856-225-6274 (Camden OIT)**

Course Books (required): Available in the campus bookstore or readily available for purchase from on-line bookstores such as Amazon or Barnes and Noble. Check out rental and used books to save money! *Any additional readings will be posted on our Canvas course site.*

- Picture This: How Pictures Work, Molly Bang
- The Cat in the Hat, Dr. Seuss
- Charlotte's Web, E. B. White
- Brown Girl Dreaming, Jacqueline Woodson
- Because of Winn Dixie, Kate DiCamillo
- Smoky Night, Eve Bunting and David Diaz
- The Snowy Day, Ezra Jack Keats
- Ramona Quimby, Age 8, Beverly Cleary
- El Deafo, Cece Bell

- Grandfather's Journey, Allen Say
- Little Red, Bethan Woollvin
- The Journey, Francesca Sanna

Course Content: Course content will be delivered in multiple formats—assigned readings, short videos, and voice-over Power-Point lectures. Be sure to read/watch/and listen to all the content for each module. *I suggest that you complete the readings before you listen to the lectures.* For some of the lectures you will need to have your readings handy, so it's best to prepare for that before you start the lecture.

Grading:

Quizzes: 5%

Reading Responses: 20%

Discussion activities and responses: 10%

Exams: 30%

Final project: 35%

Quizzes: Quizzes will be completed in modules 1-13 and will be based on the readings and/or lecture content. Each quiz will be made up of five multiple choice questions and will be worth 10 points total. Students will have 15 minutes to complete the quiz, once it has been accessed. **Please note that there will be no make-up quizzes given. The lowest quiz grade will be dropped before final grades are tabulated.** Also, please note that you will be able to access quiz grades on the following Monday (quizzes close on Thursdays). *Note that Module 1 has two quizzes.

Reading Responses: Students will post their original responses to a reading question prompt once per module (although not required in modules in which exams are scheduled: modules 5, 9, 13). Prompts will be designed to encourage students to think critically about the reading material. Strong responses will show that you have engaged deeply and critically with the reading content, answered the question asked completely, and have offered support/evidence for your opinions. Each reading response will be worth 10 points. The grading rubric for Reading Responses may be found under our course "Instructions/Rubrics" tab (found under Modules, then Course Essentials, then "Instructions/Rubrics").

Discussion Activities and responses: Students will complete a discussion activity in most modules. Typically, these activities will require a posting and 2 responses. Although there is no required word count for each posting, be sure to answer thoughtfully and completely, as doing so will allow informed discussion to follow. The grading rubric for Discussion Activities will also help to guide you in terms of expectations. Discussion Activity posts of just a few sentences are likely to be inadequate responses to the query or topic.

The posting may be in response to a prompt or question created by me, or an upload posting (of an image) or something similar. In each case, students will comment on two additional posts on the course discussion forum for the assigned module. All discussion activities are designed to function as catalysts for active engagement with both the module's content and with each other's informed opinions or

choices. Strong replies will show that the poster has engaged deeply and critically with the post made by his/her/their peer and the ideas it contains. Elaysel will access the discussion forum regularly and grade the discussion activities; I will comment and contribute occasionally to the conversations. Students should respond first to posts that have not yet received comments (to be sure that everyone's post receives commentary) and only respond to commented-upon posts if no other posts are available. That is, each student's post should receive two responses. Students may respond to more than two discussion board responses per week (additional responses are welcome, but not required). Each discussion activity is worth 10 points. The grading rubric for Discussion Activities and Responses may be found under our course "Instructions/Rubrics" tab (found under Modules, then Course Essentials, then "Instructions/Rubrics").

Exams: Students will take three exams over the course of the semester. These exams will typically require paragraph-long responses (Exam 1) or essay responses (Exam 2 and Exam 3). Each exam is worth 100 points. Further information about the exams can be found under our course "Assignments" tab and under our course "Instructions/Rubrics" tab (see above for where to access this tab).

Final Project: Your final project will be to complete a visual analysis of a picture book that has not been part of this course's content (either in required course books or available through scans). You will use a combination of Power-Point and the Canvas recording platform for this assignment. Please note that the project will be broken down into smaller units, leading to the final product. Further instructions about this project are available under our course "Assignments" tab, and a rubric outlining expectations for the assignment will also be available under our course "Instructions/Rubrics" tab (see above for where to access this tab).

Module Topics and Dates:

Module 1: Introduction of Self/Favorite Children's Book and The History and Development of Anglo-American Children's Literature and Culture

(Jan. 18-Jan. 23)

Module 2: TRADITIONAL TALES AND MORAL LESSONS: Folktales

(Jan. 24- Jan. 30)

Module 3: TRADITIONAL TALES AND MORAL LESSONS: Moral Tales and the Rationalists

(Jan. 31- Feb. 6)

Module 4: HOW TO READ PICTURES

(Feb. 7- Feb. 13)

Module 5: ABC BOOKS

(Feb. 14- Feb. 20)

Module 6: EDUCATION AND NON-FICTION: Literacy and Early Readers and picture book biography

(Feb. 21- Feb. 27)

Module 7: DOMESTIC LIFE: memoir

(Feb. 28-Mar. 6)

Module 8: DOMESTIC LIFE: Everyday Life and Everyday Life Disrupted

(Mar. 7-Mar. 13)

SPRING BREAK: Mar. 14- Mar. 20

Module 9: THE ART OF THE PICTUREBOOK

(Mar. 21- Mar. 27)

Module 10: ANIMAL FRIENDS: Animal Fantasy

(Mar. 28-Apr. 3)

Module 11: ANIMAL FRIENDS: Realistic Novel

(Apr. 4- Apr. 10)

Module 12: IDENTITY: Race and Ethnicity

(Apr. 11-Apr. 17)

Module 13: IDENTITY: Disability

(Apr. 18-Apr. 24)

Module 14: PICTURE BOOK ANALYSIS PROJECT

(Apr. 25-May 1)

For a **Schedule of Modules, Assignments, Readings and Due Dates**, please see Course Essentials (under “Modules,” then “Course Essentials” then “Course Schedule.”)

Course Policies:

Late Assignments: Students should be prepared to take the quizzes and examinations when scheduled and to hand in all work on time. There are no make-up quizzes given; the lowest quiz grade will be dropped before final grades are determined. Your exams and final presentation will be assessed a penalty—a ½ letter grade penalty per day an assignment is late if submitted past the deadline. No work will be accepted 3 days past the due date. If an emergency arises that makes it impossible to adhere to the schedule of due dates, please contact me as soon as possible.

Incompletes: Incompletes will be given only in rare instances and in accordance with Rutgers University regulations.

Posting Etiquette: Please be courteous when posting and respect your classmates’ opinions, even if they challenge or differ from your own. It is expected that students will disagree with each other—disagreement is part of learning! However, when disagreeing, please do so in a respectful way. Keep your posts focused on the topic and refrain from making personal, insulting or insensitive remarks. For more information on “netiquette,” please see “Discussion Activities.”

Academic Integrity:

Plagiarism—passing off another’s ideas or words as one’s own—is a serious act of academic dishonesty and represents a serious violation of the academic integrity policy of Rutgers University. Careless or inadequate citing of ideas or words borrowed from another also constitutes an act of academic dishonesty. It is each student’s responsibility to acquaint him/herself with Rutgers University’s rules on academic integrity:

<http://academicintegrity.rutgers.edu/> (Links to an external site.)

Any actions of academic dishonesty will be adjudicated. If, after reviewing these rules, you are unsure about which actions constitute violations of the academic integrity policy, please contact me before handing in an assignment; I will be happy to help.

ADA Statement:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Disability Services (ODS). I cannot offer an accommodation if the ODS and I do not know about it.

Office of Disability Services:

The Office of Disability Services (ODS) provides students with confidential advising and accommodation services in order to allow students with documented physical, mental, and learning disabilities to successfully complete their course of study at Rutgers University – Camden. The ODS provides for the confidential documentation and verification of student accommodations and communicates with faculty regarding disabilities and accommodations. The ODS provides accommodation services, which can include readers, interpreters, alternate text, special equipment, and note takers. The ODS acts as a signatory for special waivers. The ODS also works with students, faculty, staff and administrators to enforce the American with Disabilities Act of 1990.

For more information, please visit this website: <https://learn.camden.rutgers.edu/disability-services> (Links to an external site.)

IMPORTANT LINKS FOR COURSE (also available through Canvas):

“Little Red Riding Hood” versions:

<http://www.pitt.edu/~dash/perrault02.html> (Links to an external site.)

<http://www.eastoftheweb.com/short-stories/UBooks/LittRed.shtml> (Links to an external site.)

“A Pretty Little Pocket-Book” and A History of Little Goody Two Shoes:

<https://www.bl.uk/collection-items/a-pretty-little-pocket-book> (Links to an external site.)

<https://www.bl.uk/collection-items/the-history-of-little-goody-two-shoes> (Links to an external site.)

[https://en.wikisource.org/wiki/Goody_Two-Shoes_\(1888\)](https://en.wikisource.org/wiki/Goody_Two-Shoes_(1888)) (Links to an external site.)

“The Purple Jar” and “The Birthday Present”

<https://www.bl.uk/collection-items/the-purple-jar-and-other-tales> (Links to an external site.)

<http://etc.usf.edu/lit2go/68/fairy-tales-and-other-traditional-stories/5098/the-purple-jar/> (Links to an external site.)

<http://www.online-literature.com/aria-edgeworth/parents-assistant/6/>