GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:
Copy and paste current course information from Class Search/Course Catalog.

College/School: College of Integrative Sciences and Arts
Department/School: IHC

Prefix: EN Number: 473 Title: Critical Approaches to Children's Literature

Course description: [From Catalog]: Reads picture books, chapter books and fairy tales and analyzes these texts through multiple critical lenses (e.g., feminist, Marxist, historical, structuralism, formalist).

Is this a cross-listed course? No
If yes, please identify course(s):

Is this a shared course? No
If so, list all academic units offering this course:

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? No
If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Requested designation: (Choose One)
Mandatory Review: (Choose one)

Note- a separate proposal is required for each designation.

Eligibility: Permanent numbered courses must have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:
For Fall 2018 Effective Date: October 1, 2017
For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist

Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:
☑ Signed course proposal cover form
☑ Criteria checklist for General Studies designation being requested
☑ Course catalog description
☑ Sample syllabus for the course
☑ Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:
Name: Ian Moulton E-mail: ian.moulton@asu.edu Phone: 480 727-1172

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Ian Moulton Date: 5/10/17
Chair/Director (Signature):
Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. Critical inquiry involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014
Proposer: Please complete the following section and attach appropriate documentation.

**ASU - [L] CRITERIA**

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:

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<tr>
<th>Criterion</th>
<th>YES</th>
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<tr>
<td>CRITERION 1:</td>
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<td>At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <em>In-class essay exams may not be used for [L] designation.</em></td>
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<tr>
<td>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</td>
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<td>2. Also:</td>
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<td><strong>Please circle, underline, or otherwise mark</strong> the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information &quot;C-1&quot;.</td>
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<th>Criterion</th>
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<td>CRITERION 2:</td>
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<td>The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</td>
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<td>1. Please describe the way(s) in which this criterion is addressed in the course design.</td>
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<td><strong>Please circle, underline, or otherwise mark</strong> the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information &quot;C-2&quot;.</td>
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<td>CRITERION 3:</td>
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<td>The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</td>
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<tr>
<td>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</td>
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<td>2. Also:</td>
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<td><strong>Please circle, underline, or otherwise mark</strong> the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information &quot;C-3&quot;.</td>
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<td><strong>CRITERION 4:</strong> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <em>Intervention at earlier stages in the writing process is especially welcomed.</em></td>
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**Syllabus and Justification**

1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments

2. **Also:**

   Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information **"C-4"**.
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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<tr>
<td>1</td>
<td>The two analysis papers together comprise 51% of the course grade.</td>
<td>Picturebook analysis paper (5-7 pages) is worth 21% of the course grade. Chapter book analysis paper 2 (8-10 pages) is worth 30% of the course grade. (See p. 1 of syllabus)</td>
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<tr>
<td>2</td>
<td>Both analysis papers involve scholarly analysis of materials studied.</td>
<td>Picturebook analysis paper (5-7 pages) asks students to analyze a picture book. Chapter book analysis paper (8-10 pages) asks students to analyze a chapter book. (See p. 1 of syllabus)</td>
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<tr>
<td>3</td>
<td>The two analysis papers are substantial in depth, quality, and quantity</td>
<td>Picturebook analysis paper is 5-7 pages; chapter book analysis paper is 8-10 pages. Both are formal academic papers that demand critical inquiry and evaluation. (See p. 1 of syllabus)</td>
</tr>
<tr>
<td>4</td>
<td>Feedback from the first analysis paper is given before students begin the longer second analysis paper.</td>
<td>Picturebook analysis paper is due in Week 5; chapter book analysis paper is due in Week 10.</td>
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ENG 473: Critical Approaches to Children’s Literature (#91900)
Mondays 10:45 a.m. - 1:30 p.m. in PRLTA 210 (Poly)

Instructor: Dr. Wendy Williams
Email: Wendy.R.Williams@asu.edu
Office Hours: By appointment
Office Location: SANCA 251D (Poly)

Course Description
In this course, we will read a wide variety of children’s literature and examine these texts from multiple critical perspectives. Students will have opportunities to read children’s literature in various forms, including picturebooks, chapter books, graphic novels, novels in verse, fairy tales, and short stories.

Course Goals
1. Become familiar with key texts, issues, and developments within children’s literature.
2. Consider how a society’s ideas about childhood are reflected in the literature it produces.
3. Analyze children’s literature through multiple critical lenses (e.g., feminist, Marxist, historical, structuralism, formalist, etc.).

Grading Scale
A = 90-100%  B = 80-89.99%  C = 70-79.99%  D = 60-69.99%  E = 50-59.99%

Point Breakdown
21% Picturebook Analysis (5-7 pages)  9% Participation  10% Midterm Exam
30% Chapter Book Analysis (8-10 pages)  20% Creative Project  10% Final Exam

Required Textbook

Required Children’s Literature (* = available through Project Gutenberg)
The Little Prince (Antoine de Saint-Exupery)
Alice’s Adventures in Wonderland (Lewis Carroll)*
Peter Rabbit (Beatrix Potter)* and choice of two additional books by Beatrix Potter*
Choice of graphic novel (or a chapter book told partly through illustrations) written for children
Inside Out and Back Again (Thanhha Lai)
Charlie and the Chocolate Factory (Roald Dahl)
Selected fairy tales (links online)
The Wonderful Wizard of Oz (L. Frank Baum)*
A Wrinkle in Time (Madeleine L’Engle)
Sideways Stories from Wayside School (Louis Sachar)
Ninth Ward (Jewell Parker Rhodes)
The Bad Beginning (Daniel Handler/Lemony Snicket)
Selected picturebooks (in class)
**Attendance and Participation**
Your attendance and participation are essential components of this course. Please be on time and remain for the entire class. Arriving late, vanishing, leaving early, or being absent will result in lost classwork points that cannot be reclaimed. Missing more than 15 minutes of a class will count as an absence for that day. Students may miss 1 class without penalty; beyond that, the following deductions will apply: 2 absences = -3%, 3 absences = -6%, 4 absences = -9%. A student with 5 absences will automatically fail the course.

Bring the assigned readings with you to class each day, and be prepared to demonstrate your familiarity with texts through discussions and other class activities.

**Missed Assignments and Late Work**
Late work will receive a penalty of -10% per week beginning immediately after collection. No work will be accepted after our class on December 4. If you are absent on a day when a paper is due, email it to your instructor before the class start time to avoid late penalties. Missed exams cannot be made up.

**Academic Dishonesty**
Academic dishonesty is not tolerated at ASU, and it will result in a grade of zero for an assignment and a semester grade of “E” with accompanying transcript notation. Always do your own work, and cite any sources you use. See ASU’s policy on academic dishonesty for more information.

**Offensive or Upsetting Content**
Like other literature courses, this course may contain content that some people deem offensive or upsetting. After all, we will sometimes read about real life, which contains offensive and upsetting language, acts, etc. If you think reading a particular text will be painful for you, please send me an email or talk to me. I am happy to work with you to find a suitable replacement.

**Use of Technology**
Please put away cell phones, laptops, and tablets. Using technology for texting, tweeting, social media, or other purposes not directly related to our class session pulls your attention away from us and can distract others around you. Those who engage in this sort of behavior will lose some or all of the points available for the day at the instructor’s discretion. Please note: E-books are allowed.

**Accommodations for Students with Disabilities**
Any student in need of an accommodation for a disability should register with the Disability Resource Center immediately. DRC paperwork is necessary to receive accommodations.

**Religious Holidays and School-Sanctioned Events**
If a class meeting conflicts with one of your religious holidays or a required school-sanctioned event, please notify your instructor in writing during the first week of the semester so a reasonable accommodation can be made.

**Unexpected Instructor Absence**
In the unlikely event that your instructor is not in the classroom for the first 15 minutes of class, you are free to go. Check your email account that is linked to Blackboard for instructions.
Calendar

Aug. 21  Course Overview / Assumptions about Children’s Literature / Schools of Literary Criticism / Exploring the Range of Picturebooks Available

Aug. 28  Historicizing Childhood / Picturebooks and Childhood
Due Today:  Chapter 1: Historicizing Childhood
              The Little Prince

Sep. 11  Children’s Lit History / Early Picturebooks / Picturebook Analysis Directions and Planning
Due Today:  Chapter 2: The Early History of Children’s Literature
              Alice’s Adventures in Wonderland

Sep. 18  Visual Analysis / Art and Design in Picturebooks
Due Today:  Chapter 5: Picturebooks, Visual Media, and Digital Texts
              Peter Rabbit
              Two additional books by Beatrix Potter

Sept. 25  Visual Analysis Continued / Art and Design in Picturebooks Continued
Due Today:  Picturebook Analysis
              Children’s graphic novel or chapter book told partly through illustrations

Oct. 2   Poetry / Poetry Picturebooks / Review for Midterm
Due Today:  Chapter 3: Poetry
              Inside Out and Back Again

Oct. 16  Midterm Week / Children’s Literature and Film / Picturebooks and Film
Due Today:  Study for Today’s Midterm Exam
              Charlie and the Chocolate Factory

Oct. 23  Fairy Tales / Fairy Tale Picturebooks / Chapter Book Analysis Directions and Planning
Due Today:  Chapter 4: Fairy Tales
             Selected Tales (links online)

Oct. 30  Genres of Children’s Literature / Genre Picturebooks
Due Today:  Chapter 9: Fantasy, Realism, and Genre Fiction
             The Wonderful Wizard of Oz

Nov. 6   Science Fantasy / Genre Picturebooks Continued
Due Today:  Chapter Book Analysis
             A Wrinkle in Time

Nov. 13  Short Stories / Creative Project Directions and Planning
Due Today:  Sideways Stories from Wayside School

Nov. 20  Race, Ethnicity, and Culture / Diversity and the Picturebook Industry
Due Today:  Chapter 10: Race, Ethnicity, and Culture
             Ninth Ward

Nov. 27  Gender and Sexuality / Diversity and the Picturebook Industry Continued / Review for Final
Due Today:  Chapter 11: Genders and Sexuality
             The Bad Beginning

Dec. 4   Finals Week / Present Creative Projects
Due Today:  Study for Today’s Final Exam
             Creative Project
Reading Children’s Literature
A Critical Introduction

CARRIE HINTZ
Queens College and
The Graduate Center,
City University of New York

ERIC L. TRIBUNELLA
The University of
Southern Mississippi

BEDFORD | ST. MARTIN'S
Boston | New York
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- Forgotten Children’s Poets of the Nineteenth Century
- Nineteenth-Century Humorous and Nonsense Poetry
- Twentieth- and Twenty-First-Century Poetry

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ABOUT THE AUT

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ERIC L. TRIBUNI English at the Uni research interests literature, lesbian and sexuality stuc lia and Maturatio Children's Literatur 2010) and has put ture Association C and Children's Lit
The Little Prince
Written and Illustrated by
Antoine de Saint Exupéry
Translated from the French
by Katherine Woods

"I believe that for his escape he took advantage of the migration of a flock of wild birds."

SCHOLASTIC INC.
New York Toronto London Auckland Sydney
Mexico City New Delhi Hong Kong
Lewis Carroll

Alice's Adventures in Wonderland

and

Through the Looking-Glass

And What Alice Found There

Introduction by A. S. Byatt

Illustrations by John Tenniel

Notes by Lynne Vallone

The Modern Library

New York
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The first line of Robert Graves's poem praises the prime heroine of our nation's (largely) imaginary little girl, the ground and behind the door, the British and the world's in obsessive play as Shakespeare's children on both sides of the ocean. It has been and illustrated by many disordered and been able to displace the attracted logicians, literary experts on childhood, experts on childhood, and a whole industry known as Baconian. Many others, my first reading was the redefining experiences of my childhood. About Charles Lutwidge and relations with the original, I remember the nature and beauty of the poem.
THE TALE OF PETER RABBIT

BY BEATRIX POTTER

LONDON

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NEW YORK

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by

L. Frank Baum

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Madeleine L’Engle

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FARRAR STRAUS GIROUX
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A Coretta Scott King Honor Book

A Today show Al's Book Club for Kids pick

A Parents' Choice Gold Award

A School Library Journal Best Book of the Year

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