

## 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: <b>EN G</b>	Number: <b>473</b>	Title: Critical Approaches to Children's Literature	Units: <b>3.0</b>

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	Chair/Director Initials
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) **IFM** (Required)

**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](mailto: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
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### Department Chair/Director approval: (Required)

Chair/Director name (Typed):	Ian Moulton	Date:	5/10/17
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Chair/Director (Signature):	
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**Arizona State University Criteria Checklist for**  
**LITERACY AND CRITICAL INQUIRY - [L]**

**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:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 1:</b> 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. <i>In-class essay exams may not be used for [L] designation.</i>	Syllabus and justification
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.			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;">             Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-1".           </div> C-1			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 2:</b> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.	Syllabus and Justification
1. Please describe the way(s) in which this criterion is addressed in the course design.			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;">             Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-2".           </div> C-2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 3:</b> 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.	Syllabus and Justification
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;">             Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-3".           </div> C-3			

## ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 4:</b> 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. <i>Intervention at earlier stages in the writing process is especially welcomed.</i>	Syllabus and Justification
<p>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</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
ENG	473	Critical Approaches to Children's Literature	L

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.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	The two analysis papers together comprise 51% of the course grade.	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)
2	Both analysis papers involve scholarly analysis of materials studied.	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)
3	The two analysis papers are substantial in depth, quality, and quantity	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)
4	Feedback from the first analysis paper is given before students begin the longer second analysis paper.	Picturebook analysis paper is due in Week 5; chapter book analysis paper is due in Week 10.

# 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

Hintz, C. & Tribunella, E.L. (2013). *Reading Children's Literature: A Critical Introduction*. New York: Bedford St. Martin's

## 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.





# 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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## ABOUT THE AUTHOR

CARRIE HINTZ is a professor of English and teaches children's literature at Queens College of the City University of New York (CUNY) and The City College of New York. She is the author of *An American Childhood: Letters to Sir Wilfrid* (University of Toronto Press, 2010) and *Elaine Ostry, of Utterance and Your* (University of Toronto Press, 2010). She recently coedited, with Elaine Ostry, *Contemporary Dyslexia: A Guide for Teachers* (forthcoming). She has also published articles on nineteenth-century literature and the history of the Society for the Study of the Child to 2010, and she coedited *Childhood and the Aesthetics of the Young* (University of Toronto Press, 2010).

ERIC L. TRIBUNE is a professor of English at the University of Toronto. His research interests include children's literature, lesbian and sexuality studies, and the history of *Children's Literature* (University of Toronto Press, 2010) and has published articles in journals such as *Children's Literature Association Quarterly* and *Children's Literature*.

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

# The Little Prince

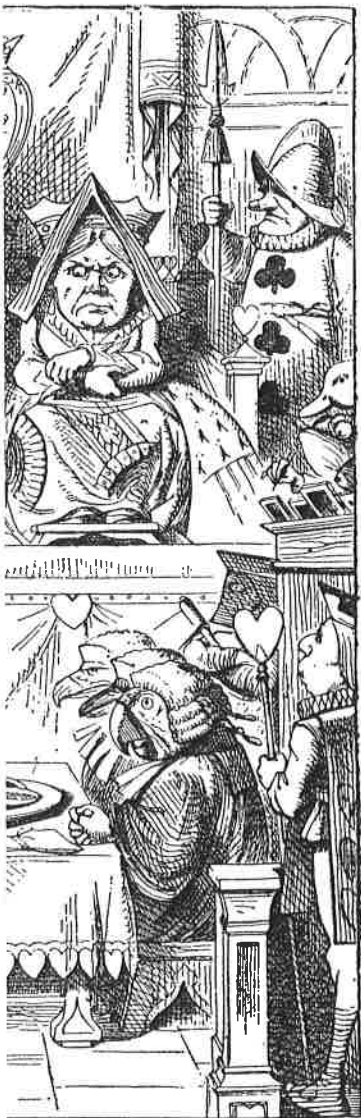
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LEWIS CARROLL  
ALICE'S ADVENTURES  
IN WONDERLAND  
AND  
THROUGH THE  
LOOKING-GLASS  
AND WHAT ALICE FOUND THERE

*Introduction by A. S. Byatt*

*Illustrations by John Tenniel*

*Notes by Lynne Vallone*



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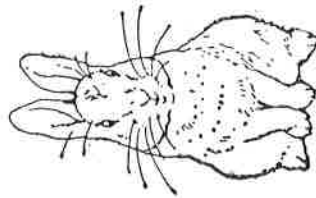
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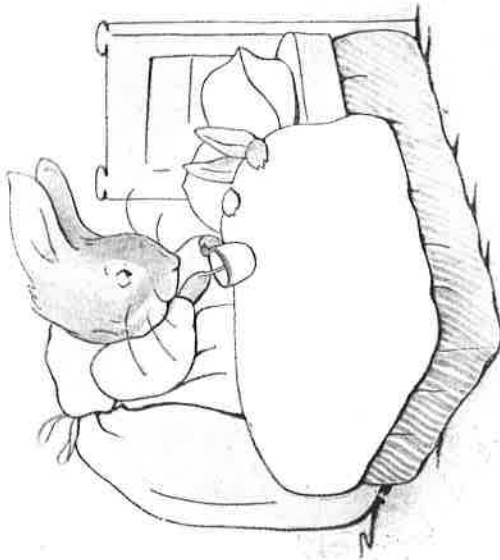
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*There*

*A girl*

*A girl*

*A boy who*

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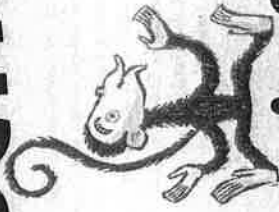
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