



**English 112A: Can I Play, Too?—On Inclusivity in Children’s Literature**  
Fall 2018, San José State University

**Instructor** Daniel Hendel De La O  
**Course** English 112A: Children’s Literature  
**GE Area** A2 Written Communication I  
**Prerequisite** Upper division standing  
**Units** 3

**Section** 2 (50669): Mon/Wed 10:30 – 11:45 a.m., BBC 222

**Office Hours** Tue 10:30 – 11:30 a.m., FOB 111  
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*“The more that you read, the more things you will know.  
The more that you learn, the more places you’ll go.”*

—Dr. Seuss

**Course Theme**

From picture books to chapter books, the canon of children's literature has inspired kids to dream, laugh, face their fears, and engage with the world around them. In fact, given the scale and impact of children's books, it's possible there is no more influential literature in the world. Yet, it's only been in recent decades that the genre has strived to become more inclusive of a broader spectrum of children and backgrounds. Today's children's literature is more likely to reflect its young and diverse readership. This semester, we will examine the canon of children's literature, as well as newer works that explore class, sexuality, race, and other issues facing today's children.

**Course Description**

English 112A is an upper division course designed to introduce the literature of childhood experience to adult readers. Although children are the central characters and the main readers, writers of this genre structure their works using many of the same complex literary devices and themes found in adult literature. We will discuss these techniques as we analyze the readings, which represent a variety of cultures and ethnic diversity. Students will also have the opportunity to become familiar with picture books, fairy tales and folk tales. This course is designed to meet the subject matter requirement for those considering a teaching credential; though the information and curriculum approaches that we will explore will be helpful for elementary, middle or secondary levels of instruction, this is a literature class, not an educational methodology class.

**Required Materials**

All books are available in an electronic edition (e.g. Kindle, Nook), though pagination may vary from print editions. E-books are encouraged, so too are used editions. Also, remember that a great source for these books (and others) may be the kids in your life.

Books:

- *Ada Twist, Scientist* by Andrea Beaty and David Roberts (ISBN: 1419721372)
- *The Name Jar* by Yangsook Choi (ISBN: 0440417996)
- *The Different Dragon* by Jennifer Bryan with Danamarle Hosler (ISBN: 0967446864)
- *Just Juice* by Karen Hesse (ISBN: 0590033832)
- *The House You Pass On the Way* by Jacqueline Woodson (ISBN: 0142417068)
- *Yo Soy Muslim: A Father's Letter to His Daughter* by Mark Gonzales with Mehrdokht Amini (ISBN: 1481489364)
- *Wonder* by RJ Palacio (ISBN: 0375969020)
- *The Other Boy* by M.G. Hennessey (ISBN: 0062427660)
- *The Epic Fail of Arturo Zamora* by Pablo Cartaya (ISBN: 1101997257)
- *Drama* by Raina Telgemeier (ISBN: 0545326990)

Writing Guide:

*The Everyday Writer with Exercises (5th Edition)—Special Edition: San Jose State University* by Andrea A. Lunsford (ISBN: 9781457667121)\*

\*A free electronic version *The Everyday Writer* is available to all SJSU students via Canvas

**English Department Student Learning Objectives (SLOs)**

Students shall achieve the ability to write complete essays that demonstrate college-level proficiency in all of the following:

1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of children's literature
2. Show familiarity with major literary works, genres, periods, and critical approaches to children's literature
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, context, and the nature of the subject
4. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
5. Articulate the relations among culture, history, and texts

**EauZone**

I maintain the EauZone ([eauzone.blogspot.com](http://eauzone.blogspot.com)) as a centralized location for assignments, reminders, documents, important dates, links, and general class information. It also contains an easy-to-reference archive of the course work. In addition, this website will be the location of the course's eReader (eR). These Web articles are required to complete some assignments.

On the homepage, click on "ENGL 112A: Can I Play, Too?" under "Fall 2018 Courses" to be routed to our page. Feel free to use the "Comments" function in each posting; it is often a helpful way to communicate with classmates.

**Course Policies**

Grades and grading:

- I will sometimes make sentence-level corrections to only one page or paragraph of your essay. This is done in an effort to make you a better editor of your own work. You should assume that the corrections I've made are applicable to your entire essay.
- If extra-credit is offered, it will only be once—and likely be modest; please stay up-to-date on your assignments.
- There is a participation component to your grade. It could mean the difference between letter grades. To receive all, or most, of these points, it is important that you actively engage in the classroom experience (e.g. frequently asking questions and/or commenting). Simply attending class is not sufficient to garner full points—points are based on active participation, not attendance.

Assignments:

- All writing assignments are due on the dates indicated on EauZone, which contains the most up-to-date schedule and information.
- Late assignments must be emailed to me no later than the following class after the due date. However, they will be lowered one letter grade—I will not accept an assignment beyond this point.
- Assignments submitted via email, will be graded as any other. However, no hard copy will be returned to you.
- Without prior notification, missed in-class essays and presentations cannot be made up. If you must miss your presentation date, make prior arrangements with a classmate to switch days.
- I will not accept any unstapled assignments.

Etiquette:

- It is highly disrespectful to sleep in class. If you sleep in class, you may be asked to leave.
- The use of laptops during class is restricted to note taking only—*absolutely no social media during class time*.
- If you come to class after the first 10 minutes, please wait for an appropriate moment to enter so as not to disturb the class.
- Please do not enter the classroom during a student presentation.

Email:

- To streamline communications, please contact with me via email only (dhdelao@gmail.com)—*do not use Canvas*.
- Indicate your section number in the subject line or somewhere in the body. This helps me reply to your email in a timely manner.
- Email me individually rather than as a reply to a group message because I can easily miss these responses.
- Due to the high volume of email I receive daily, it may take me a day (or more) to respond.
- Unless it affects an in-class essay or presentation, there is no need to contact me if you miss class.
- If you were absent, please do not message me to ask what you missed. As soon possible, obtain the email addresses of at least two other members of the class. They should be able to fill you in on any relevant information. If you still have a question, then feel free to contact me.
- It is also highly recommended you upload a clear photo to your Canvas and email accounts for easier reference.

**MLA Style and Standards for Presentation of Work**

As is standard in American English classes, all typed work must be submitted in MLA Style. Samples are located in both *The Everyday Writer* (pg. 457) and online at EauZone.

Please follow this sample heading for all typed work:

| Full Name  
| ENGL 112A, De La O  
| Assignment

At the end of each typed assignment, include the word count. Example:

| Word Count: 237

**Editing Marks Guide**

Here is a guide to some of the editing symbols (some standard, some my own) you'll be seeing on your papers this semester. Additionally, you will find the corresponding page in *The Everyday Writer* for many of the marks.

Symbol	Meaning	<i>The Everyday Writer</i>	Symbol	Meaning	<i>The Everyday Writer</i>
^	Insert	-	FRAG	Fragment	pg. 38
↑	Text is likely not properly double-spaced	-	ITL	Either add or remove italics	pg. 425, 448
→	Indent 1x	-	HEAD	Issue with page header	-
→ →	Indent 2x	-	PASS	Passive voice	pg. 28c, 32g
+	Good point	-	RO	Run-on sentence	pg. 9, 385
?	Meaning unclear	-	SLANG	Slang	pg. 23a
#	Add space	-	SP	Spelling	
" "	Add quotation marks	pg. 43	SV	Subject-verb agreement	pg. 355
//	Faulty parallelism	pg. 8e, 27	T	Tone	pg. 10d, 17c, 23a, 23d
¶	Start new paragraph	pg. 8	TC	Title case	-
@	Delete	-	TNR	Times New Roman font	-

Symbol	Meaning	<i>The Everyday Writer</i>	Symbol	Meaning	<i>The Everyday Writer</i>
2x	Double-space	-	TRANS	Transition	pg. 8e, 30b
ABB	Abbreviation	pg. 46a	UL	Underline	pg. 47
AWK	Awkward phrasing; reword	-	WC	Word choice	pg. 261
CS	Comma splice	pg. 37			

**Course Work**

Class sessions will employ a combination of lectures, group discussions, presentations, and writing workshops that will cover a range of activities, including analyzing, interpreting, outlining, revising, and editing.

All out-of-class essays should:

- Be typed
- Range from 250 words (approx. 1 page) to 750 words (approx. 2 ½ pages), depending on assignment\*
- Be in MLA Style
- Include a works cited page—unless otherwise noted

*\*Handwritten pages are approximately 200 words per page*

Your semester’s course work is comprised of:

<i>Assignment</i>	<i>Description</i>	<i>SLOs</i>	<i>Word Count</i>	<i>In-class</i>	<i>Workshop</i>	<i>Revised</i>	<i>Point Value</i>
Diagnostic	This in-class essay will be my first opportunity to evaluate your writing.	NA	500	✓			10
Multimedia Presentation	You and up to 2 other classmates will create a 10-minute multimedia presentation based upon a children’s lit-related topic.	1-4	500	✓			20

<i>Assignment</i>		<i>Description</i>	<i>SLOs</i>	<i>Word Count</i>	<i>In-class</i>	<i>Workshop</i>	<i>Revised</i>	<i>Point Value</i>
Book Reflections		For each of this semester's ten books, you will write a 1 ½-page, short-answer response, illustrating everything from theoretical to practical applications.	1-4	4,000				200 (10 x 20)
Final Project	Pt. 1: Annotated Book List	Part 1 of your final project will be to construct a twelve-book themed, annotated reading list that merges canonical works with newer, more inclusive, titles.	1-5	500		✓	✓	30
	Pt. 2: Book List Infographic	For part 2 of your final project, you will translate your book list into an infographic and share it with your classmates as a pedagogical resource.	1-5	500		✓	✓	30
Participation		Attendance alone does not earn participation points, but active and consistent participation in class.						10
Word Count Total: 6,000				Point Total: 300				

### Grading Outline:

A+	194-200
A	188-193
A-	180-187
B+	174-179
B	168-173
B-	160-167
C+	154-159
C	148-153
C-	140-147
D+	134-139
D	126-133
D-	119-125
F	0-118

### Course Schedule

This schedule is subject to change. Always consult EauZone for the most up-to-date information and schedule. Consider any hard copy of this syllabus to be only a rough guide and already out-of-date.

Note:

- All assignments, including in-class essays, are due or take place, on Wednesdays (for Mon/Wed classes)
- Look for any assignments worth points (in or out of class) to be CAPITALIZED and **bolded** below

Week 1: Wed 8.22	Class: Syllabus review
Week 2: Mon 8.27/Wed 8.29	Class: Introductions; Multimedia presentation partner and topic assignments, Lecture—"Building a Better Multimedia Presentation: An Annotated Look"

Week 3: Mon 9.3/Wed 9.5	Read: <i>Ada Twist, Scientist</i> Class: <b>DIAGNOSTIC</b> ; Reading discussion; Lecture—"The Canon of Children's Literature: A Closer Look" Due: <b>BOOK REFLECTION 1: ADA TWIST, SCIENTIST</b>
Week 4: Mon 9.10/Wed 9.12	Read: <i>The Name Jar</i> Class: Reading discussion; Multimedia presentations Due: <b>BOOK REFLECTION 2: THE NAME JAR</b>
Week 5: Mon 9.17/Wed 9.19	Read: <i>The Different Dragon</i> Class: Reading discussion; Multimedia presentations; Guest speaker: TBA Due: <b>BOOK REFLECTION 3: THE DIFFERENT DRAGON</b>
Week 6: Mon 9.24*/Wed 9.26 <i>*Labor Day—No class</i>	Read: <i>Just Juice</i> Class: Reading discussion; Multimedia presentations Due: <b>BOOK REFLECTION 4: JUST JUICE</b>
Week 7: Mon 10.1/Wed 10.3	Read: <i>The House You Pass On the Way</i> Class: Reading discussion; Multimedia presentations Due: <b>BOOK REFLECTION 5: THE HOUSE YOU PASS ON THE WAY</b>
Week 8: Mon 10.8/Wed 10.10	Read: <i>Yo Soy Muslim: A Father's Letter to His Daughter</i> Class: Reading discussion; Multimedia presentations Due: <b>BOOK REFLECTION 6: YO SOY MUSLIM</b>
Week 9: Mon 10.15/Wed 10.17	Read: <i>Wonder</i> : Part One: August – Part Three: Summer Class: Reading discussion; Multimedia presentations; Guest speaker: TBA
Week 10: Mon 10.22/Wed 10.24	Read: <i>Wonder</i> : Part Four: Jack – Part Eight: August Class: Reading discussion; Multimedia presentations Due: <b>BOOK REFLECTION 7: WONDER</b>
Week 11: Mon 10.29/Wed 10.31* <i>*No Class</i>	Read: <i>The Other Boy</i> : "One" - "Thirteen" Class: Reading discussion; Multimedia presentations
Week 12: Mon 11.5/Wed 11.7	Read: <i>The Other Boy</i> : "Fourteen" – "Epilogue" Class: Reading discussion; Multimedia presentations Due: <b>BOOK REFLECTION 8: THE OTHER BOY</b>
Week 13: Mon 11.12/Wed 11.14	Read: <i>The Epic Fail of Arturo Zamora</i> : "Note to Self" – Chapter 13: ZEMCON 5 Class: Reading discussion; Multimedia presentations
Week 14: Mon 11.19/Wed 11.21* <i>*No Class: Thanksgiving</i>	Read: <i>The Epic Fail of Arturo Zamora</i> : Chapter 14: What Would Abuelo Do? – "Epilogue"; eReader—"The 100 Best Infographics" (Creative Bloq), "10 Tips for Designing Better Infographics" (DotDash), "12 Warning Signs that Your Infographic Sucks" (Visme) Class: Reading discussion; Lecture—"Infographics 101"
Week 15: Mon 11.26/Wed 11.28	Read: <i>Drama</i> Class: Reading discussion; Multimedia presentations Due: <b>BOOK REFLECTION 9: THE EPIC FAIL OF ARTURO ZAMORA; BOOK LIST INFOGRAPHIC (DRAFT 1; BRING 1-2 HARD COPIES OR AN ELECTRONIC VERSION)</b>
Week 16: Mon 12.3/Wed 12.5	Class: Reading discussion; Multimedia presentations Due: <b>BOOK REFLECTION 10: DRAMA</b>
Week 17: Mon 12.10* <i>*Last Day of Instruction</i>	Class: Final location TBD Due: <b>FINAL BOOK PROJECT, PARTS 1 &amp; 2—EMAIL BY 6 PM</b>
Week 18: Tue 12.18* <i>*Final Exam</i>	Meet: 9:45 a.m. – 12:00 p.m., location TBA

