



**English 112A: Can I Play, Too?—On Inclusivity in Children's Literature  
Spring 2019, 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

**Office Hours** Mon/Wed 10:30 – 11:30 a.m., FOB 111  
**Phone** 408.924.5019  
**Email** dhdelao@gmail.com  
**Website** eazone.blogspot.com

**Section** 2 (26508): Mon/Wed 9:00 – 10:15 a.m., SH 413

**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:**

- Picture Books (0-5):
  - *Ada Twist, Scientist* by Andrea Beaty and David Roberts (ISBN: 1419721372)
- Early Readers (5-7):
  - *The Name Jar* by Yangsook Choi (ISBN: 0440417996)
  - *The Different Dragon* by Jennifer Bryan with Danamarle Hosler (ISBN: 0967446864)
  - *Yo Soy Muslim: A Father's Letter to His Daughter* by Mark Gonzales with Mehrdokht Amini (ISBN: 1481489364)

- Chapter Books (7-12):
  - *Just Juice* by Karen Hesse (ISBN: 0590033832)
  - *The Other Boy* by M.G. Hennessey (ISBN: 0062427660)
  - *Wonder* by RJ Palacio (ISBN: 0375969020)
- Middle Grade (12-14):
  - *Husky* by Justin Sayre (ISBN: 0448484145)
  - *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 "Spring 2019 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

##### General:

- I'm happy to call you by whatever name you like, but please be consistent. For example, if your name is John Wilson, but you by Jack, then you'd use "John (Jack) Wilson" on all assignments.
- Please upload a clear photo to your Canvas and email accounts for easier reference.

##### 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 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, as they are based on active participation, not attendance.
- Look on Canvas for your most updated grades.

##### Assignments:

- All writing assignments are due on the dates indicated on EauZone, which contains the most up-to-date schedule and information.
- Email late assignments no later than the following class after the due date. They will be lowered one letter grade. No assignments will be accepted beyond this point.
- Assignments submitted via email, will be graded per usual, but 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.
- You will automatically be docked 5 points on your final draft for coming to class on a writer's workshop day without anything to share.
- Unstapled assignments will not be accepted.

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 15 minutes, please wait for an appropriate moment to enter so as not to disturb the class.

Email:

- Indicate your section number in the subject line, or somewhere in the body. This helps me reply to your email in a timelier manner.
- Google Docs users: PLEASE REMEMBER TO GRANT ME PERMISSION TO EDIT IT BEFORE YOU SHARE. Otherwise, I have to request permission to edit your document, lengthening the process.
- 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 are absent, please do not message me to ask what you missed. You should have the contact information of at least two other classmates. They should be able to fill you in on any relevant information. If you still have a question, then feel free to contact me.

**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.

Symbol	Meaning	Symbol	Meaning	Symbol	Meaning
^	Insert	@	Delete	SP	Spelling
↑	Text is likely not properly double-spaced	2x	Double-space	SV	Subject-verb agreement
→	Indent 1x	AWK	Awkward phrasing; reword	T	Tone
→ →	Indent 2x	CS	Comma splice	TC	Title case
+	Good point	FRAG	Fragment	TNR	Times New Roman font
?	Meaning unclear	ITL	Either add or remove italics	TRANS	Transition
#	Add space	HEAD	Issue with page header	UL	Underline
" "	Add quotation marks	PASS	Passive voice	WC	Word choice
//	Faulty parallelism	RO	Run-on sentence		
¶	Start new paragraph	SLANG	Slang		

**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:

Assignment	Description	SLOs	Word Count	In-class	Workshop	Revised	Point Value
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
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		✓	✓	40
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	C+	154-159
A	188-193	C	148-153
A-	180-187	C-	140-147
B+	174-179	D+	134-139
B	168-173	D	126-133
B-	160-167	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
- Write Book Reflections according to their form (A, B, or C). Book forms templates can be found on the class website.
- Look for any assignments worth points (in or out of class) to be CAPITALIZED and **bolded** below

Week 1: Mon 1.21/Wed 1.23

Class: NO CLASS

Week 2: Mon 1.28/Wed 1.30

Class: Syllabus review; Introductions

Week 3: Mon 2.4/Wed 2.6

Read: *Ada Twist, Scientist*

Class: Reading discussion; Lecture—"The Canon of Children's Literature: A Closer Look;" Watch—"Why We Need Diverse Children's Books" (Fusion) and "Missing Adventures: Diversity and Children's Literature" by Brynn Welch (TED)

Due: **BOOK REFLECTION 1: ADA TWIST, SCIENTIST (FORM A)**

Week 4: Mon 2.11/Wed 2.13

Read: *The Name Jar*

Class: Reading discussion; Lecture—"Building a Better Multimedia Presentation: An Annotated Look;" Multimedia presentation partner and topic assignments

Due: **BOOK REFLECTION 2: THE NAME JAR (FORM A)**

Week 5: Mon 2.18/Wed 2.20

Read: *The Different Dragon*

Class: Reading discussion; Guest speaker: TBA

Due: **BOOK REFLECTION 3: THE DIFFERENT DRAGON (FORM A)**

Week 6: Mon 2.25/Wed 2.27

Read: *Yo Soy Muslim*

Class: Reading discussion; Multimedia presentations

Due: **BOOK REFLECTION 5: YO SOY MUSLIM (FORM A)**

Week 7: Mon 3.4/Wed 3.6

Read: *Just Juice*

Class: Reading discussion; Multimedia presentations

Due: **BOOK REFLECTION 5: JUST JUICE (FORM B)**

Week 8: Mon 3.11/Wed 3.13

Read: *Wonder*: Part One: August — Part Three: Summer

Class: Reading discussion; Multimedia presentations Watch—"R.J. Palacio, Author of *Wonder*, Talks to Kids about Kindness" (Random House Kids)

Week 9: Mon 3.18/Wed 3.20

Read: *Wonder*: Part Four: Jack — Part Eight: August

Class: Reading discussion; Multimedia presentations; Guest speaker: TBA

Due: **BOOK REFLECTION 7: WONDER (FORM B)**

Week 10: Mon 3.25/Wed 3.27

Read: *The Other Boy*

Class: Reading discussion; Multimedia presentations; Watch—"Transgender" from *You Can't Ask That* (ABC Australia) and "Transgender Kids are Just Kids After All" by Amber Briggie (TED)

Due: **BOOK REFLECTION 8: THE OTHER BOY (FORM C)**

Week 11: Mon 4.1/Wed 4.3

**NO CLASS—SPRING BREAK**

Week 12: Mon 4.8/Wed 4.10

Read: *The Epic Fail of Arturo Zamora*: "Note to Self" — Chapter 13: ZEMCON 5

Class: Reading discussion; Multimedia presentations

Week 13: Mon 4.15/Wed 4.17

Read: *The Epic Fail of Arturo Zamora*: 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; Watch—"What it's Like to Get Kicked Out of Your Neighborhood" (Buzzfeed)

Due: **BOOK REFLECTION 9: THE EPIC FAIL OF ARTURO ZAMORA (FORM C)**

Week 14: Mon 4.22/Wed 4.24

Read: *Drama*

Reading discussion; Multimedia presentations; Lecture—"Infographics 101"

Due: **BOOK REFLECTION 10: DRAMA (FORM C)**

Week 15: Mon 4.29/Wed 5.1

Class: Reading discussion; Multimedia presentations; Writers workshop

Due: **BOOK LIST INFOGRAPHIC (DRAFT 1; BRING 1-2 HARD COPIES OR AN ELECTRONIC VERSION)**

Week 16: Mon 5.6/Wed 5.8\*

Class: Reading discussion; Writers workshop

Due: **BOOK LIST INFOGRAPHIC (DRAFT 2; BRING 1-2 HARD COPIES OR AN ELECTRONIC VERSION)**

*\*Final class meeting of the semester*

Week 17: Thu 5.16\*

Final Exam: 0715-0930 (Location TBD)

Due: **FINAL BOOK PROJECT, PARTS 1 & 2—EMAIL BY 6 PM**

*\*Final exam period*

