

**UCC/UGC/ECCC**

Proposal for New Course

***Please attach proposed Syllabus in*** [***approved university format***](http://www4.nau.edu/avpaa/UCCForms/syllabus.doc)***.***

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| 1. Course subject and number: | **ENG 340** | 2. Units: | **3** |

 [**See upper and lower division undergraduate course definitions.**](http://www4.nau.edu/avpaa/UCCPolicy/Uplow.doc)

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| 3. College:  | **Arts and Letters** | 4. Academic Unit: | **English**  |

5**.** Student Learning Outcomes of the new course. *(*[*Resources & Examples for Developing Course Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/CourseLearningOutcomesPDF_090712.pdf)*)*

**Specific, Measurable, and Level-Appropriate Standards:**

* **Students will demonstrate competency at the literary analysis of children’s books. Analysis demonstrating competency appropriate to a 300-level course includes the recognition of literary elements as they appear in individual texts and the connection of literary elements to a text’s theme, style, purpose, and audience. Informal measurement of student knowledge will be conducted through classroom discussion and informal written reading responses; formal measurement consists of targeted reading-response mini-essays.**
* **Students will demonstrate awareness of the major historical ideologies of the child. These ideologies include the Protestant, Environmental, Rousseauvian-Romantic, and Biological. Students will complete in-class quizzes to demonstrate knowledge-comprehension of ideologies of the child; independent practice consists of reading notes on important socio-historical documents defining different concepts of the child (i.e. Locke’s *Some Thoughts Concerning Education*) and three formal essays applying concepts to literary works and film.**
* **Students will practice reading secondary literature and critical discourse and gain awareness of different schools of literary theory. Competency will be determined through formal reading notes in which students identify the thesis, main points of a critical argument, and the “take-aways,” or elements of a secondary source that can be applied to students’ ongoing engagement with literary theory and children’s texts.**

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. *(*[*Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/ProgramLearningOutcomesPDF_090712.pdf)*).*

Relevant undergraduate-level mission of the English program:

 **Department of English Goals relevant to undergraduate degree programs in English**

(1) To improve undergraduate education by enhancing students’ opportunities to appreciate the beauty, power, and scope of literature and language; (3) To enhance research by training students in the use of library resources and technological tools; (4) To assure access toa public-university education in English for all students, enabling their greater understanding of our diverse heritage as it is embodied in language and literature; and (5) To utilize computer technology to increase writing and grammar skills and persuasively address diverse audiences using varied rhetorical strategies.

**Goals for all BA English students (from 1999 assessment report)**

1. To appreciate the beauty, power, and scope of language and literature (Department goal one)

2. To write effectively and grammatically with an awareness of audience and rhetorical purpose (Department goal five)

3. To think critically and analytically in response to the reading of various forms of discourse (fiction, poetry, critical essay, etc.) (Department goal one)

4. To understand the heritage, both traditional and diverse, embodied in English language and literature (Department goal four)

5. To be able to conduct library research on questions of literature, language, and culture including, as appropriate, the use of technological tools (Department goal three)

6. To be able to use language creatively—with a sense of imagination, discipline, and stylistic force—for the purposes of self-expression and communication (Department goal five)

7. To understand the ways in which language is integrally related to gender, race, ethnicity, histories, and cultures (Department goal four)

**BA learning outcomes specific to the literature area**

A graduating English major whose coursework includes a focus on literature

1. can read texts attentively for accurate meaning and for literary form and value (BA Goals 1, 3, 4, 7),

2. can apply important literary concepts or theories across interpretations of one or more literary texts (BA Goals 1, 3, 4, 7),

3. can contextualize interpretation of individual texts, using focused, relevant information about societies, cultures, and histories (BA Goals 4, 7),

4. can articulate an original argument about one or more literary texts (BA Goals 2, 3, 6),

5. can write with rhetorical art and accurate grammar, spelling, and punctuation (BA Goals 2, 6),

6. can do library research on literary topics (BA Goal 5),

7. can skillfully incorporate primary and secondary texts into critical writing that observes the specific conventions of academic writing about literature (BA Goal 2).

Justification:

ENG 340 will further the aims of the BA and BSEd in English by teaching students to understand the traditions of literature as embodied in the genre of children’s books (BA Goals 4, 7, Literature Outcome 3), and to appreciate the power and scope of literature through an analysis of this important literary genre (BA Goals 1, 3, 4, 7, Literature Outcome 1). ENG 340 will help students identify the aesthetic and socio-cultural concerns of different eras as they are expressed in books for children (BA Goals 4, 7, Literature Outcome 1, 3). ENG 340 helps students read literary criticism as applied to children’s texts, and thus students will see how critical approaches help to illuminate the complex humanistic questions that underlie the supposedly simple form of the children’s text (BA Goals 1, 3, 4, 7, and Literature Outcome 2).

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|  7. Effective **BEGINNING** of what term and year? | **Fall 2014** |  |
|  [**See effective dates calendar**](http://www4.nau.edu/avpaa/timelines/1314Effective.xls)**.** |  |  |

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| 8.  Long course title: | **STUDIES IN CHILDREN’S LITERATURE**  |
|  *(max 100 characters including spaces)* |

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| 9. Short course title: | **STUDIES IN CHILDREN’S LIT** |
|  *(max. 30 characters including spaces)* |

10. Catalog course description *(max. 60 words, excluding requisites):*

**The study of children’s literature in historical and theoretical contexts. Letter grade only. May be repeated for up to six units of credit with different content.**

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?

                                                                                                                                    Yes [ ]  No [x]

 If yes, include the appropriate plan proposal.

12. Does this course duplicate content of existing courses? Yes [x]  No [ ]

If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

**ECI 302 “Children’s Literature” is described in the catalog as follows: “Basis for appreciating, selecting, and presenting the most suitable stories for kindergarten and elementary grades. Lab experience.” It is very unlikely but possible that 20% of the reading material in the ENG 340 course would duplicate ECI 302. Unlike ECI 302, which is an activities-based course for k-6 teachers, ENG 340 is a literature course in which the history and theory of a literary field is explored. The English course emphasis is on historical change, aesthetic appreciation, and literary-critical vocabulary.**

13. Will this course impact any other academic unit’s enrollment or plan(s)?              Yes No xx

       If yes, describe the impact. If applicable, include evidence of notification to and/or response from

 each impacted academic unit

**See attached memo (ECI-pending). The proposed English course will not impact the program of study of any other department. However, the ECI area might wish to be aware of an English course that discusses children’s literature in that such a course would be of interest to their students.**

14. Grading option:      Letter grade **[x]** Pass/Fail **[ ]**Both **[ ]**

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| 15. Co-convened with: |  | 14a. UGC approval date\*: |  |
| (For example: ESE 450 and ESE 550) [See co-convening policy](http://www4.nau.edu/avpaa/UCCPolicy/crosslist.doc). \*Must be approved by UGC before UCC submission, and both course syllabi must be presented. |

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| 16. Cross-listed with: |  |  |
|  (For example: ES 450 and DIS 450) [See cross listing policy](http://www4.nau.edu/avpaa/UCCPolicy/crosslist.doc).      Please submit a single cross-listed syllabus that will be used for all cross-listed courses. |
| 17. May course be repeated for additional units? |  |  Yes [x]     No [ ]  |
|  16a. If yes, maximum units allowed? | **6** |  |
|  16b. If yes, may course be repeated for additional units in the same term? |  | Yes [x]     No [ ]  |
| 18. Prerequisites: | **((ENG 105 or HON 190 or English Placement Test Results (PLACE 60+)) and 3 hours of ENG-English coursework) or International Exchange Student Group.** |  |

 If prerequisites, include the rationale for the prerequisites.

**All courses in English beyond the freshman level require students to have demonstrated basic mastery of college-level writing skills as determined by completion of ENG 105 or equivalency.**

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| 19. Co requisites: |  |  |

 If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?                   Yes [ ]  No [x]

 If yes, include the units specific to each component in the course description above.

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| 21. Names of the current faculty qualified to teach this course: | **Donelle Ruwe, Monica Brown** |

22. Classes scheduled before the regular term begins and/or after the regular term ends may require

 additional action.  Review “see description” and “see impacts” for “Classes Starting/Ending

 Outside Regular Term” under the heading “Forms”

 <http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/>.

 Do you anticipate this course will be scheduled outside the regular term?   Yes [ ]  No [x]

**Answer 22-23 for UCC/ECCC only:**

23. Is this course being proposed for Liberal Studies designation?             Yes [ ]  No [x]

       If yes, include a [Liberal Studies proposal](http://www2.nau.edu/~d-ugstdy/_source/docs/LS_Proposal_form.doc) and syllabus with this proposal.

24. Is this course being proposed for Diversity designation?Yes [ ]    No [x]

       If yes, include a [Diversity proposal](http://www4.nau.edu/avpaa/EthDiv/Divform2010.doc) and syllabus with this proposal.

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| **FLAGSTAFF MOUNTAIN CAMPUS** |  |
| **Scott Galland**  | **01/15/2014** |
| Reviewed by Curriculum Process Associate | Date |
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| **Approvals**: |  |
|  |  |
| Department Chair/Unit Head (if appropriate) | Date |
|  |  |
| Chair of college curriculum committee | Date |
|  |  |
| Dean of college | Date |
|  |  |
| **For Committee use only:** |  |
|  |  |
| UCC/UGC Approval | Date |

Approved as submitted: Yes [ ]  No [ ]

Approved as modified: Yes [ ]  No [ ]

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| **EXTENDED CAMPUSES** |  |
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| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals:**  |  |
|  |
| Academic Unit Head | Date |
|  |
| Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  |
| Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) | Date |
|  |
| Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  |
| Chief Academic Officer; Extended Campuses (or Designee) | Date |
|  |  |

Approved as submitted: Yes [ ]  No [ ]

Approved as modified: Yes [ ]  No [ ]

**ENG 340**

**Studies in Children’s Literature: History, Theory, and Politics**

**Semester: Fall 2014**

**Instructor: Dr. Ruwe**

**Department: English, College of Arts and Letters**

**3 credits.**

**I. Contact Information**

Phone: 523-6729

Email: Donelle.Ruwe@nau.edu

Office: LA 102

Hours: Monday 10-1:00, or by arrangement

MW: 2:00-3:15

Prerequisites: ENG 105 or HON 190 or English Placement Test Results (PLACE 60+) and 3 hours of ENG-English coursework) or International Exchange Student Group

**II. Course Description**

“Childhood, in fact, operates both as an adult imaginary kingdom and as an adult research institute,” Judith Plotz, *Romanticism and the Vocation of Childhood.*

This course explores children's literature history and theory. We'll examine how the fairy tale genre began as court literature for adults, and how this genre was gradually co-opted for children and then Disneyfied in the 1930s. We’ll examine the opposing forces of the Romantic and Environmental understandings of the child, and how these approaches shaped the history of books for children. We'll examine the history of corporate authors working under pseudonyms like “Caroline Keene” at the Stratemeyer Syndicate, and how Stratemeyer established a blockbuster formula that made children's detective fictions like Nancy Drew, Tom Swift, and the Hardy Boys bestsellers--and established a book authorship method modeled after the assembly line. We'll examine the rise of sentimental literature for kids and the political and moral imperative behind certain bestsellers like *Help! Mom! There are Liberals Under my Bed!*, *Go the F\*\*k to Sleep*, *It’s Just a Plant*, and Horton *Hears a Who--*and we'll also consider whether or not these titles really "count" as children's literature. The emphasis of our course is on interpretive approaches and the body of critical literary theory on children's books.

**III. Student Learning Outcomes and Course Objectives**:

* Students will demonstrate competency at the literary analysis of children’s books. Analysis demonstrating competency appropriate to a 300-level course includes the recognition of literary elements as they appear in individual texts and the connection of literary elements to a text’s theme, style, purpose, and audience. Informal measurement of student knowledge will be conducted through classroom discussion and informal written reading responses; formal measurement consists of targeted reading-response mini-essays.
* Students will demonstrate awareness of how children’s literature participates in major literary-historical movements (i.e. Romantic, Enlightenment) as well as demonstrate awareness of historical ideologies of the child. These ideologies include the Protestant, Environmental, Rousseauvian-Romantic, and the Biological. Students will complete in-class quizzes to demonstrate knowledge-comprehension of ideologies of the child; independent practice includes reading notes on important socio-historical documents defining different concepts of the child (i.e. Locke’s *Some Thoughts Concerning Education*) and formal essays applying concepts to literary works and film.
* Students will practice reading secondary literature and critical discourse and gain awareness of different schools of literary theory. Competency will be determined through formal reading notes in which students identify the thesis, main points of a critical argument, and the “take-aways,” or elements of a secondary source that students add to their own ongoing engagement with literary theory and children’s texts.

**IV. Course Approach.**

Students will complete assignments on a daily basis and come prepared for class discussion and in-class lecture and activity.

**V. Required Materials**

Locke, *Some Thoughts Concerning Education* (Hackett)

Keene, *Secret of the Old Clock* (Grossett) isbn 10-0448095017

Dixon, *The Tower Treasure* (Grossett) isbn 10-0448089645

Burnett, *The Secret Garden* (Norton) 0-393-92645-4

Reynolds, Kimberly. *Children's Literature, a Brief Introduction* (Oxford)

Barrie, *Peter Pan* (Broadview Press)

Wyss, Johann. *The Swiss Family Robinson* (Oxford)

BbLearn documents (essays and picture books) and film shorts.

**VI. Course Outline**: See Class Schedule of Activities, below, and deadlines for major assignments.

**VII. Methods of Assessment**

I will require numerous reading-comprehension assignments. For almost every class, students will be quizzed on the material or asked to submit a reading response. For paper deadlines, please refer to the course outline.

**VIII. Grading and Grading Criteria**

I grade on a point system: each assignment is worth a certain number of points (tests and essays are typically worth 50-75 points, quizzes and homework are typically worth 10 points). At the end of the semester, I add your total accumulated points and divide this number by the total number of points possible to figure out your percentage grade. These percentages correspond to grades as follows:

90-100% A

89-80% B

79-70% C

69-60% D

59-0% F

**IX. Course Policies and Student Responsibilities**

**Attendance**

Students are to complete all assignments on time, be present for classes, and participate in class discussions. For missed classes, students should consult with classmates about what occurred, borrow notes, and ask me for copies of any handouts. Students who miss three days of class are okay. Students who miss FOUR days (the equivalent of 2 weeks of class) shall receive a 10 percent final grade reduction (in other words, the grade will drop a full letter grade from an A to a B, or a B to a C, etc.). Students who miss FIVE class sessions (or, over two weeks of class) will be asked to withdraw from class or, if withdrawal is not possible, will be given an "F" in the class. Excessive tardies will be considered as an absence.

**Electronic Devices:**

Computers are NOT fine in this class, except with limited use and permission. Recent studies have shown that approximately 70% of all websites visited during an undergraduate class have NOTHING to do with the course. In other words, students tune-out and misbehave. I expect 300-level students to have a level of maturity, but nevertheless, abuse of computers does happen. If YOU are misusing your computer, you will lose computer privileges AND you will receive an ABSENCE for the day.

CELL PHONE usage during class is annoying, inappropriate, and a sign of a modern sickness contracted by those individuals who cannot survive 1 hour and 15 minutes without texting or other forms of e-communication. Repeated cell phone use will be treated as an ABSENCE in my class (see absence policy, above). I will not enable cell phone addiction.

**Make-up work**

I accept no late work. If a student misses a class for a university-approved absence, s/he will know about this absence in advance and should make arrangements to submit any assignments in advance (or have another student hand in the assignment). Please staple documentation to the top of the assignment. For catastrophic events or illness, students should be prepared to supply evidence of the absence, and the missing work should be submitted at the first class session after the student returns to school. I do not accept late work when a student has missed a deadline because of an excused absence.

**Plagiarism, Cheating, and Academic Dishonesty:**

A student who cheats receives an F in the class. A student who plagiarizes receives the grade of an F in the class. A student who demonstrates academic dishonesty by re-submitting the same paper written by him or herself--or a revised version of the same paper--in more than one class shall receive an F in the class. When in doubt, attribute any phrases, sentences, paragraphs, or ideas to whoever originally provided the sentences, paragraphs, or ideas. It’s good to incorporate other people’s ideas into your own work, but don’t act as if these ideas are your own. Don’t steal. Give credit where credit is due. Any form of academic dishonesty is a clear indication that you have failed to learn how to write and think about literature. In other words, you fail. Familiarize yourself with the student handbook guidelines on academic dishonesty.

**University policies:**

Please see the Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies as provided on the following document: <http://www4.nau.edu/avpaa/UCCPolicy/plcystmt.html>.

**Outline of Class Activites**

**I. Literary Theory and Children’s Literature: Learning Critical Approaches**

**Week 1**

August 27 Introduction, Syllabus Review, Defining Children’s Literature

August 29 Reynolds, “Introduction: What is Children’s Literature?” (1-5)

 Nodelman, “Common Assumptions about Childhood” (Shell)

 Aries, excerpt from *Three Hundred Years of Childhood* (Shell)

**Week 2**

[Labor Day]

September 5 Introduction to the Fairy Tale (power point)

 Grimm, “Hansel and Gretel” (shell)

 Bettelheim, analysis of “Hansel and Gretel” (shell)

**Week 3**

September 10 Giambattista Basile, “Sole, Luna, E Talia” (shell)

 Thomas, “Woods and Castles, Towers and Huts” (shell)

 Vladimir Propp, excerpt from *Morphology of the Folktale* (shell)

September 12 Grimm, “Snow White and the Seven Dwarves” (shell)

 Gilbert and Gubar, excerpt from *Madwoman in the Attic* (shell)

 Hallet, “The Story of Grandmother” (shell)

 Angela Carter, “The Company of Wolves” (shell)

**Week 4**

September 17 Kevin Shortsleeves, “Why Disney Scares Us.” (shell)

 Lucy Rollin, “Uncanny Micky Mouse and his Domestication” (shell)

 **Essay #1 is Due.**

**II. The History of Children’s Literature: Enlightenment and Romantic Modes**

September 19 Hornbooks and James Janeway’s child martyrs

 Reynolds, Chapter 2 “Why and How are Children’s Books Studied?” (31-60)

**Week 5**

September 24 Locke, *Some Thoughts Concerning Education*

September 26 Locke, *Some Thoughts Concerning Education*

Immel, “Children’s Books and Constructions of Childhood” (shell)

 Barnes and Noble “Sudden Death” assignment is due.

**Week 6**

October 1 Maria Edgeworth, “The Purple Jar” (shell)

 Stevenson, “History of Children’s and Young Adult Literature” (shell)

October 3 3 Wordsworth Poems (shell)

 Marah Gubar, “Innocence” (shell)

**Week 7**

October 8 Johann David Wyss, *The Swiss Family Robinson*

October 10 Johann David Wyss, *The Swiss Family Robinson*

**Week 8**

October 15 Karen Sanchez-Eppler, "Castaways: The Swiss Family Robinson, Child Bookmakers, and the Possibilities of Literary Flotsam.” (shell)

 J. Hillis Miller, "Reading The Swiss Family Robinson as Virtual Reality." (shell)

October 17 Ann Taylor, “My Mother” (shell)

 Fraustino, “The Apple of her Eye” (shell)

*Love You Forever*, *The Runaway Bunny*,and *Guess How Much I Love You* sudden death is due.

**Week 9**

October 22 Frances Hodgson Burnett, *The Secret Garden*

October 24 Frances Hodgson Burnett, *The Secret Garden*

**Week 10**

October 29 Maureen Martin, “Healing National Manhood” (shell)

Jen Cadwallader, “The Three Veils: Death, Mourning, and the Afterlife in *The Secret Garden*”

October 31 J. M. Barrie, *Peter Pan: The Stage Play*

**Week 11**

November 5 Linda Robertson, “To Die Will be an Awfully Big Adventure” (shell)

 Kenneth Kidd, “Boyology in the Twentieth Century” (shell)

November 7 ICR Film: Disney’s *Peter Pan*

 Susan Ohmer, “Disney’s Peter Pan: Gender, Fantasy, and Industrial Production”

 **Essay #2 is Due.**

**III. Children’s Literature as Popular Texts and Political and Racial Acts**

**Week 12**

(Veteran's Day Holiday)

November 14 Frank Dixon, *The Tower Treasure* (First Hardy Boys book)

 Catherine Sheldrick Ross, “Dime Novels and Series Books” (shell)

**Week 13**

November 19 McGee, “The Power of Secrets” (shell)

 Shillock, “A Hardy Boys Identity” (shell)

 Cornelius, “Nomenclature of Boy Sleuths” (shell)

November 21 (Thanksgiving)

**Week 14**

November 26 Caroline Keene, *The Secret of the Old Clock* (Nancy Drew 1980’s edition)

 Nancy Drew, first edition excerpts (1930s edition) (shell)

 Race and Sexism Sudden Death assignment is due.

November 28 Fisher, “Nancy Drew and the F Word” (shell)

 Gill, “Hardy Cameraderie” (shell)

 Reynolds, chapter 3, “Transforming the Texts of Childhood”

**Week 15**

December 3 Katherine DeBrecht, *Help! Mom! There are Liberals Under my Bed*! (shell)

 Michelle Abate, “Raising Your Kids Right” (shell)

 Reynolds, chapter 6, “Ethical Debates in Children’s Literature”

December 5 *The Red Balloon*: Film / Final Review and In-Class Practice Test

 **Essay #3 is due.**

**Week 16 FINALS**

Wednesday 12th at 12:30-2:30

Watch one of the following (on BbLearn) and respond to the **test questions** that will ask you to apply critical vocabulary and insights regarding how a particular ideology of the child is an essential element of how the film portrays its socio-political era:

a. *Swiss Family Robinson* (Disney, 1960)

b. *Pollyanna* (Disney, 1960)

c. *Land of the Lost* (1974 NBC series, season 1, episodes 1-5)

d. *Just Around the Corner* (1938, Shirley Temple film).