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Office hours: (please see the last page of this document)

Spring 2014  
Section: 5312  
Hours: T/TH 12:00-1:15  
Classroom: B271

# English 122: Introduction to Literature

*focusing on*

## Children's Literature

### **Class Materials:**

Student Packet in the book store

*Matilda* by Roald Dahl

*Tuck Everlasting* by Natalie Babbitt

Other: Three large Blue Books  
3 Scantron or Grademaster testing sheets

### **Course Description:**

**Welcome to Introduction to Literature.** In this class we will read and discuss literature, specifically fables, fairy tales, poetry, short stories, a play, and novels from a variety of literary voices.

As you may already know, this class will be taught with a focus on children's literature. We'll approach it with a critical eye to engage in serious literary analysis. Not only will you learn to analyze and discuss literature, but you'll also leave this class with a collection of noteworthy children's literature.

Why is this important? Nearly all of us will influence the lives of children: our own current children, future children, nieces, nephews, neighbors, and/or friends. Your involvement and/or encouragement in reading sound, thoughtful literature will certainly make a positive impact on their lives. What better way could you use the knowledge gained from your college experience?

Be prepared to stretch your minds and enrich your lives . . . and the lives of others.

### **Student Learning Outcomes:**

By the end of the semester, students will be able to

- 1) Identify and evaluate the different literary genres and their respective properties in order to identify the value and roles of literature.
- 2) Identify major literary themes in prose, poetry and plays in order to understand and/or appreciate different aspects of literary works.
- 3) Utilize basic literary vocabulary in writings and discussion in order to identify the value and roles of literature.
- 4) Read and analyze prose, poetry and plays written in a minimum of three centuries (two of which must be before the 20th century) and from a minimum of three continents. Identify literal, symbolic and inferred meaning supported by information in these texts.
- 5) Write organized, coherent, developed, and largely error-free critical (analytical) and/or appreciative essays which properly cite sources per MLA methodology and avoid plagiarism, in and out of the classroom, in reaction to the works read in the course.
- 6) Articulate orally and in writing the value and roles of literature in human civilization.

### Grades:

Final grades will be based upon the items listed below:

<b>Assignments:</b>	<b>Points:</b>
Participation and Preparedness	40
Tests (3 tests with essay and objective questions @ 50 points each)	150
Homework Activities (6 @ 10 pts each)	60
Group Presentation	50
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<b>Total:</b>	<b>300</b>

### Points Possible:

275-300	A	215-234	C
270-274	A-	210-214	C-
265-269	B+	185-209	D+
245-264	B	180-184	D
240-244	B-	0-179	F
335-339	C+		

### Attendance:

**Attendance in class is important for your success. If you are tardy, be sure to see me at the**

end of class; otherwise, you'll be marked absent. Two tardies equal an absence. **After four (4) absences, you will be dropped from the course.**

### **Participation and Preparedness:**

Everyone begins the semester with **forty (40)** participation and preparedness points. To keep your **forty** points, arrive on time, don't leave early, participate in activities, turn in all your work, be mentally present, participate actively in preparing for and giving the group presentation, and come prepared to discuss the texts in class. I value students' comments and look forward to hearing from you in class.

The following behaviors will cause you to lose your forty (40) participation and preparedness points: being absent, arriving late, leaving early, stepping outside to take phone calls, answering phones in class, not turning in assignments, doing work for other classes during this class, plagiarizing, talking, sleeping, texting, and/or being disruptive by making strange, irritating sounds. Also, if you do not participate fully in the group presentation (including research and preparation), you'll also lose points.

### **Code of Conduct:**

To foster an atmosphere of mutual respect and courteous behavior, enabling us all to focus on being successful in class, I'll expect everyone to behave as mature, respectful college students.

To do so, please . . .

- Choose a seat away from students with whom you'll feel compelled to talk.
- **Turn off and stow away all electronic devices including laptops, headphones, and earbuds.**
- Arrive on time. If, however, you are late, enter the room quietly, shut the door carefully, and take a seat near the door. Please ***do not disrupt the class.***

The following behaviors are disruptive and unacceptable:

- Offensive remarks
- Strange, irritating sounds
- **TEXTING, SLEEPING, and CHATTING (talking to your neighbors).** These behaviors are disruptive for you, your neighbors, and your teacher, and they cause those involved to be ***mentally absent from class.*** If you are texting, sleeping, or chatting, I will kindly warn you to stop. For the second offense, **I will ask you to leave, mark you absent from class, and deduct 5 participation and preparedness points. Any work missed in class may not be made up.**

- Please note that I reserve the right to dismiss and mark absent disruptive students.

### Tests:

**Three tests are scheduled throughout the semester.** Through essay, objective, and short-answer questions, each will test your knowledge of the reading assignments and the information covered in class. **I do not give make-up tests.** If you plan to be absent, you may make arrangements with me to take a test early.

### Homework Assignments:

Homework assignments are due on the dates assigned. **I do not accept late work.** Type your answers and staple the pages. If you are absent from class, you may leave your work in the envelope hanging outside my door on the date it is assigned.

### Author Presentation and Packet:

Since I firmly believe in the value of active learning, I've designed this class so that you'll be actively involved in your own learning experience. At the beginning of the semester, you'll form a small group to research and present information about an author of children's literature.

### Plagiarism:

**The Communication Arts Department has a zero tolerance policy for cheating or plagiarism.** Plagiarism, or copying someone else's words or ideas, will result in a failing grade for that assignment.

According to the Cuyamaca College Catalog, Student code of Conduct, Academic Dishonesty, such as cheating or plagiarizing, is grounds for instructional and administrative sanctions. That means that if you present the words, ideas or work of someone else as your own, or if you have your work heavily rewritten by someone else and turn it in as your own, your instructor has the right to fail the assignment. The same is true if you are seen or otherwise caught cheating on a quiz, exam or other non-collaborative assignment.

In addition to earning a "0" on the assignment, your misconduct will be reported to the Department Chair, the Instructional Dean and the Associate Dean of Student Affairs. The Associated Dean of Student Affairs will keep a master list of cases of student misconduct. Any student who is reported to have cheated or plagiarized twice will be called in for a meeting with that dean. It will be up to the dean's discretion to determine what action to take, but students may be **SUSPENDED FROM THE COLLEGE OR PERMANENTLY EXPELLED** for repeated acts of cheating or plagiarism.

Please feel free to consult the college catalog for further information or visit <http://www.cuyamaca.edu/ascc/conduct.asp>.

### SafeAssign:

To prevent plagiarism, essays written outside class will be submitted to SafeAssign through Blackboard and ***will not be accepted without a report of submission attached***. Upon submission, your work will be added to a nationwide database.

### Accessing Blackboard and Your Points:

Step 1 Go to Cuyamaca's Website; Scroll down from "Online Services" to click on "Blackboard."

Step 2 You will see the Blackboard Welcome Page; Click "Login."

Step 3 Type your User ID: firstnamelastname (no spaces).  
Type your Password: six digit birth date (MMDDYY).  
Click Login.

Step 4 You will see "Welcome, \_\_\_\_\_" and "My Courses"; Choose which course you want to enter (in this case, English 122).

Step 5 Note the menu on the left-hand side and click on "My Grades" to review your points earned throughout the semester.

Step 6 **To determine your percentage in the class, divide the number of points possible by the number of points earned so far in the class.**

### Note:

**Save all your graded papers in your notebook until you receive your final grade in the class.**

As with your other college courses, you may expect to spend approximately two to three hours of time outside class for every hour spent in class. Since this is a three-hour class, **expect to spend six to nine hours per week outside class to pass**. If you are unwilling or unable to devote this much time, please consider withdrawing from this course, or be prepared to take it again.

### Group Members:

Please write down your group members' names and contact information. You'll be working often with these students throughout the semester. In case you're absent, you are responsible for calling them to borrow notes and check for schedule changes. An absence is **not an excuse** for

being unprepared for class.

**name:**

**phone number:**

**email address:**

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### Extra Help:

Take advantage of the *free tutoring* in the Writing Center, located on the first floor of the B building. After the third week of classes, trained tutors will be available to work with students most days of the week. *Data shows that students who utilize the Writing Center show an average 22 percent improvement in their grades.*

If you are eligible for DSP&S services, please notify me during the first week of school, so I can make necessary accommodations. Students may contact DSP&S in person in the A building or by phone at (619) 660-4239.

You are welcome to visit my office in B266, where I meet with students individually to answer questions and give guidance about the class. Please feel free to stop in *or call* (660-4372) any time during my office hours listed below. For best results, make an appointment.

<b>Monday</b>	<b>8:15-9:15; 11:30-12:30</b>
<b>Tuesday</b>	
<b>Wednesday</b>	<b>8:15-9:15; 11:30-12:30</b>
<b>Thursday</b>	<b>8:15-9:15</b>

### Additional Opportunity:

**Night at the Theater to see *Water by the Spoonful*, Winner of the 2012 Pulitzer Prize for Drama in its California Premiere**

**Friday, May 9**

**Old Globe Theatre**

**Tickets: \$22**

After serving in Iraq, wounded soldier Elliot Ortiz returns home to reconnect with his family and start a new life. At the same time, four lonely souls with wounds of a different sort reach out across the internet to an online support group in search of healing connections of their own. Soon the real world and the virtual one come together in ways neither could ever have foreseen. The *Hartford Courant* proclaimed *Water by the Spoonful* “a very funny, warm and, yes, uplifting, play with characters that are vivid, vital and who stay with you long after the play is over.” *Contains strong language.*

To sign up, log onto WebAdvisor, go to Continuing Education, select “Register and Pay for Continuing Education Classes,” click on the down arrow next to “Topic Code,” choose “Arts **d**

Crafts,” and make your selections for the play (\$21). Then click “SUBMIT.” The screen for payment will appear, or call 660-4350 to pay over the phone.

## Author Presentation and Packet

At the beginning of the semester, you'll form a small group to research and present information about one of the following authors of children's literature:

- Isaac Bashevis Singer (*Stories for Children*)
- Beatrix Potter (*The Tale of Peter Rabbit*)
- Roald Dahl (*Matilda, Charlie and the Chocolate Factory*)
- Natalie Babbitt (*Tuck Everlasting*)
- Suzanne Collins (*The Hunger Games*)
- E. B. White (*Charlotte's Web, Stuart Little*)
- J. K. Rowling (*Harry Potter* series)
- Kate DiCamillo (*Tale of Desperaux, Because of Winn Dixie*)
- Lewis Carroll (*Alice in Wonderland*)
- Pam Munoz Ryan (*Esperanza Rising*)
- Rita Williams-Garcia (*One Crazy Summer*)
- Sid Fleischman (*By the Great Horn Spoon*)
- Francisco Jimenez (*The Circuit*)
- Melba Patillo Beals (*Warriors Don't Cry*)
- J. M. Barrie (*Peter Pan*)
- Robert Louis Stevenson (*Treasure Island, A Child's Garden of Verses*)
- Shel Silverstein (*Where the Sidewalk Ends, The Giving Tree*)
- Langston Hughes

When the time comes to share your knowledge with the class, your group will give a PowerPoint presentation with photos and information. **Please be sure to proof-read and check spelling before your presentation.**

When evaluating your presentation and assigning a grade, I'll be looking for the following:

- An informative presentation under 10 minutes
- Information about the author, focusing on main events (biographical or historical) that may have influenced his or her writing (include the years the author lived)
- At least two photos of the author
- A list of the author's main literary works, their dates of publication, brief (one- to three-sentence) plot summaries, and the genre of each (fantasy, historical fiction)
- An explanation of the value of the author's work (What can we gain from it?)
- A passage that exemplifies the author's skillful and notable literary writing, and explain why you think it's so
- Three (3) thought-provoking questions about the author's work(s) of literature to contribute to that week's class discussion.
- Three (3) objective test questions (true/false or multiple choice) about the author and/or his or her writing. (***These questions must be approved by me before they are shared with the class. What do you want students to remember about your chosen author?***)
- A one-page synopsis of your information (sent to and approved by me ***at least three school days before your presentation***). **Be sure to proof-read before submitting your work.**
- A printed copy of the PowerPoint presentation, including all the presenters' names. Hand this to me right before your class presentation.



- Your peers' evaluation of your participation and preparedness in the group activity.

## Evaluation of Your Group Presentation

**(Please staple this to the top of the printed PowerPoint presentation, and hand the packet to me right before your group presents.)**

When evaluating your presentation and assigning a grade, I'll be looking for the following:

- \_\_\_/5 An informative presentation under 10 minutes
- \_\_\_/5 Information about the author, focusing on main events (biographical or historical) that may have influenced his or her writing (include the years the author lived)
- \_\_\_/4 At least two photos of the author
- \_\_\_/5 A list of the author's main literary works, their dates of publication, brief (one- to three-sentence) plot summaries, and the genre of each (fantasy, historical fiction)
- \_\_\_/5 An explanation of the value of the author's work (What can we gain from it?)
- \_\_\_/5 A passage that exemplifies the author's skillful and notable literary writing, and explain why you think it's so
- \_\_\_/3 Three (3) thought-provoking questions about the author's work(s) of literature to contribute to that week's class discussion
- \_\_\_/3 Three (3) objective test questions (true/false or multiple choice) about the author and/or his or her writing. *(These questions must be approved by me before they are shared with the class. What do you want students to remember about your chosen author?)*
- \_\_\_/10 A one-page synopsis of your information (sent to and approved by me *at least three school days before your presentation*). *Be sure to proof-read before submitting your work*
- \_\_\_/5 A printed copy of the PowerPoint presentation, including all the presenters' names. (Hand this to me right before your class presentation.)
- \_\_\_/50 **Total Points**

**(Note: A poor peer evaluation of one's participation and preparedness in the group activity will negatively affect the total points earned, thereby earning the student a lower grade than that assigned to the other group members.)**

# Group Member Evaluations

(Please turn this in separately with your name on it.)

To help me assign appropriate grades to individual students, please evaluate your group members' participation and preparedness. Circle the appropriate number of points (with 5 being the highest score), and feel welcome to provide comments. *This information will not be shared with your group members.*

**Group Member's name:** \_\_\_\_\_

Effective communication: 1 2 3 4 5

Thorough and careful research: 1 2 3 4 5

Thorough and careful editing: 1 2 3 4 5

Preparation of assigned tasks: 1 2 3 4 5

**Group Member's name:** \_\_\_\_\_

Effective communication: 1 2 3 4 5

Thorough and careful research: 1 2 3 4 5

Thorough and careful editing: 1 2 3 4 5

Preparation of assigned tasks: 1 2 3 4 5

**Group Member's name:** \_\_\_\_\_

Effective communication: 1 2 3 4 5

Thorough and careful research: 1 2 3 4 5

Thorough and careful editing: 1 2 3 4 5

Preparation of assigned tasks: 1 2 3 4 5

Did I forget anything?

Thanks for your feedback.