ENGL 3350-115 Children’s Literature
Texas A&M University – Central Texas

Summer 2019: 8-Week Session
Instructor: Dr. Amber Dunai
Email: Canvas Course Email
Alternative Email: adunai@tamuct.edu

Mode of Instruction: 100% Online
Meeting Times: N/A
Office Hours: Tuesday 9 AM-12 PM & by appt.
Office: HH 204 K

Important: Pacing of 8-Week Courses
If you have taken an 8-week course at TAMU-CT before, you know that the workload is the same as that of a 16-week course, but is completed twice as fast. For this reason, I recommend that you think of each 8-week class in which you are enrolled as the equivalent of two classes, since you will be completing two weeks’ worth of work (including reading and writing) each week. All students enrolled in this class are expected to manage their time in order to keep up with assignments; although 8-week courses are challenging, deadlines will not be extended for any reasons other than excused emergencies (see Late Submission Policy).

Course Description
A general survey of literature for children. Includes a study of types of literature for children and of the development of criteria for the selection and evaluation of children’s books. This course may be counted as an elective but not towards the 24-hour advanced English requirement for an English major. Prerequisite(s): ENGL 1301, ENGL 1302, and 6 hours sophomore ENGL.

This semester will focus specifically on Shakespeare-related works and adaptations for children. Some course topics will include:

- What criteria we can use to identify an adaptation as a “children’s” adaptation
- What alterations to source material are made in order to render an adaptation “suitable for children,” and the values/beliefs which motivate these alterations
- How authors of children’s Shakespeare adaptations represent or transform the early modern English of the source material
- How Shakespeare and his world are represented in children’s educational literature, including biographies, histories, and historical fiction
- The qualities and goals of immersive/performative forms of Shakespeare for children
Objectives
By the end of this course, you should be able to:

- Recognize and describe features of children’s literature in terms of time period and culture, and discuss the connection between various ideas about children/childhood and literature written for children.
- Analyze children’s literature about Shakespeare and adaptations of Shakespeare’s work for children, discussing the presentation of/alterations to historical knowledge and primary source materials in terms of cultural ideas about children/childhood and suitable literature for children.
- Defend your analyses of children’s Shakespearean literature in thoughtful and well-organized scholarly arguments supported by reference to and discussion of appropriate primary and secondary sources.
- Produce an adaptation of a primary Shakespearean source for children, and describe and defend your adaptational decisions by connecting them to appropriate primary sources and scholarship on children’s literature.

Required Textbooks
Please note that these specific editions (Folger Shakespeare Library) of the assigned plays by Shakespeare are the recommended ones. Because editions of plays may vary significantly based on source texts consulted and other editorial decisions, it is important that we all work from the same edition in class. **If you use an edition other than the recommended one, it is essential that your edition contain line numbers. Line numbers are necessary for correct in-text citation of plays, as you must be able to identify quotations by act, scene, and line(s).**

Cooper, Susan. *King of Shadows.* ISBN: 9780689844454
Williams, Marcia. *Tales from Shakespeare.* ISBN: 9780763623234

Additional readings will be made available on Canvas or the library’s e-reserves.

Course Reading Schedule
Weekly readings (including the “mini-lectures” posted to Canvas) must be completed by Friday of that week, when all assignments related to the week’s reading are also due (by 11:59 PM).
However, it is important that you set additional deadlines for yourself based on your own unique schedule and the amount of time you will require to successfully complete the week’s written assignments. I am available, in person or via email, to discuss strategies and scheduling which will help you to be successful in the class. Note that major assignment deadlines have been included in the schedule for your convenience.

Abbreviations: ER (electronic reserves)

**Unit 1: Introduction to Children’s Literature**

**WEEK 1**  6/7: Poetry for Kids: William Shakespeare; Will’s Words

**Unit 2: Comedies for Kids: A Midsummer Night’s Dream**

**WEEK 2**  6/14: A Midsummer Night’s Dream

**WEEK 3**  6/21: Tales from Shakespeare (Midsummer Night’s Dream chapter); ER: Lamb, Nesbit, and Garfield adaptations of A Midsummer Night’s Dream

**WEEK 4**  6/28: King of Shadows; Who Was William Shakespeare?; ER: Nesbit, “When Shakespeare was a Boy”; Essay 1 Due

**Unit 3: Tragedies for Kids: Hamlet**

**WEEK 5**  7/5: Hamlet

**WEEK 6**  7/12: Tales from Shakespeare (Hamlet chapter); Hamlet for Kids (Shakespeare Can Be Fun! Series); ER: Lamb, Nesbit, and Garfield adaptations of Hamlet

**WEEK 7**  7/19: “Ophelia: The Rose of Elsinore” (link on Canvas); Essay 2 Due

**Unit 4: Shakespeare as Play**

**WEEK 8**  7/26: Shakespeare’s Hamlet for Kids; ER: Weinstein; Children’s Adaptation & Critical Preface Due

**Grades**

25% Short Written Reflections

25% Essay 1

25% Essay 2

15% Children’s Adaptation

10% Children’s Adaptation: Critical Preface

Grading scale: 90-100: A; 80-89: B; 70-79: C; 60-69: D; 0-59: F

All grades will be posted to Canvas’s grade book, and students will be able to view their grades (along with instructor feedback) as they are returned. You can generally expect grades to be returned within one week of the assignment deadline.
Major Assignment Due Dates
Essay 1: Friday, June 28
Essay 2: Friday, July 19
Children’s Adaptation & Critical Preface: Friday, July 26

Short Written Reflections
You will complete a total of eight short written reflections over the course of the semester, which will be a minimum of 400 words in length each. These reflections are due at 11:59 PM on the Friday of each week they are assigned. A rubric with more information regarding Short Written Reflections will be made available during Week 1. The Plagiarism Quiz administered during Week 1 will also count toward the Short Written Reflections average, as will the required Introductions discussion post also due at the end of Week 1. This brings the total number of Short Written Reflections scores to ten.

Essays 1 & 2
Over the course of the semester prompts and rubrics for two analytical essays will be made available. Each essay is designed to respond to topics discussed and readings completed over the course of the semester. The essays will be 3-5 pages in length. Essay 1 will focus on A Midsummer Night’s Dream and its adaptations for children; Essay 2 will focus on Hamlet and its adaptations for children. See the prompt and rubric for each essay for specific requirements regarding content and sources. Each essay will be submitted to VeriCite via the assignment links in Canvas.

Children’s Adaptation & Critical Preface
A prompt and rubric with details on both parts of this project will be made available during the first week of class. This project will involve the production of a children’s adaptation of a specific Shakespearean primary source with which the student has familiarity (students may choose to adapt one of the plays assigned this semester or to pursue adaptation of a different work by Shakespeare). The adaptation will be accompanied by a preface which discusses, in detail and with reference to relevant primary and secondary sources, scholarly work in the area of children’s literature and influential adaptations of Shakespeare which inform the student’s own adaptation for children. This preface will also include discussion of the anticipated audience of the adaptation and any pedagogical or other goals driving it. The final draft of both parts of this project will be submitted to VeriCite via the assignment links in Canvas.

Instructor Availability
You are welcome to contact me with questions or comments via email (but please send emails to me via the Canvas messaging system only, unless the site is down). I endeavor to answer all
emails within 24 hours of receiving them, not counting weekends and holidays. Appointments are not required during regularly-held office hours (see top of syllabus for details); you can stop by at any time during office hours. **Students who are taking this class long-distance (more than an hour drive away from the Killeen campus) and therefore cannot come in to physical office hours should let me know if they need to meet so that we can set up a conversation via Canvas chat or another distance-learning tool.** You may request an appointment outside normal office hours in person or by email; however, I do ask that any appointment request be made at least 24 hours in advance of the desired meeting time. Do not assume that the meeting will take place unless I have responded to your request and confirmed the time. **Please only request an appointment if it is impossible for you to meet during regularly-scheduled office hours.**

**Draft Review Policy**

Students often ask me whether I’ll look at major assignment drafts and give advice on how to improve them. The answer is yes, with two requirements. First, students who wish for me to review an entire draft must come to office hours or make an appointment to do so and must bring a print copy of the draft with them. I will not review drafts that are emailed to me with no explanation; over email, I will only address specific questions that can be answered in a brief email response. **Students who are taking this class long-distance (more than an hour drive away from the Killeen campus) and therefore cannot come in to physical office hours should let me know if they need to meet so that we can set up a conversation via Canvas chat or another distance-learning tool.** Second, students who wish for me to review an entire draft must also come to the meeting with two or three specific areas in their assignment that they’d like to discuss. They might mention punctuation, paragraph structure, thesis statement strength, document organization, or other such topics. This does not mean that I will not comment on other areas for improvement; I have just found that beginning by discussing specific aspects of the project identified by the student helps to make the meeting time more effective and focused.

**Class Etiquette**

Students are to maintain a high level of collegiality and respect when interacting with one another and the instructor, whether online or in person. Disagreements are a normal and often productive aspect of academic discourse, and differences in viewpoint relevant to the class topic may be expressed and explored during discussion portions of the class (for example, on the optional discussion board forums). However, participants engaged in any variety of class-related discussion must remain respectful to all parties involved and focused on a topic relevant to the course.
Late Submission Policy
I do not accept late/make-up work for assignments unless the student has missed the deadline due to a university-excused absence or emergency (for example, an illness or injury experienced by the student or a member of his or her immediate family).

If you miss a deadline due to a university-approved reason, it is your responsibility to initiate a discussion regarding a deadline extension in a timely manner, ideally within 24 hours of missing the deadline. After a new deadline for the assignment is established and the confirmation of the new deadline is emailed to you, you must abide by this deadline or else receive a zero on the assignment. In all situations regarding missed and/or extended deadlines, it is the student’s responsibility to contact the instructor if any issues arise. If I do not hear from you and do not have your submission after a deadline passes, I will assume that you do not intend to turn in the assignment and will put a zero in the gradebook.

Attendance Policy
Because this is a 100% online class, there is no set meeting time. However, students are encouraged to log in to the site daily (excluding weekends and holidays) in order to view materials, check email, and complete assignments in a timely manner.

Program Assessment Statement
To ensure the learning outcomes are met in the English Department, there is a program-wide artifact collection process. To that end, some of the projects you complete for ENGL 3350 this semester may be used for programmatic assessment. Please note that all efforts will be made to keep your identity anonymous; as such, all identifying markers will be removed from your work if used for programmatic assessment. If you have any questions or concerns, please contact Dr. Dunai.

Drop Policy
If you discover that you need to drop this class, you must complete a Drop Request Form [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the
procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Incompletes
Incompletes are only assigned due to unexpected emergency situations which occur after the final drop date (for example, an emergency medical situation experienced by the student). If you simply find yourself overwhelmed by the semester’s demands, you do not qualify for an incomplete. If you experience an emergency which you believe will prevent you from completing the semester’s work before the final drop date, you are expected to drop. If you experience an unexpected emergency situation after the final drop date which you believe will prevent you from completing the semester’s work, please contact me as soon as possible so that we can discuss whether you qualify for an incomplete.

Technology Statement
Technology Requirements:
Because this is a 100% online course, it is important that you have regular access to a computer with an internet connection in order to keep up with course assignments. All work submitted must be in Microsoft Word or PDF format, and you must be able to open Microsoft Word and PDF files.

This course will use the TAMUCT Instructure Canvas learning management system.
Logon to TAMUCT Canvas [https://tamuct.instructure.com]

Username: Your MyCT username
(xx123 or everything before the "@" in your MyCT e-mail address)
Password: Your MyCT password

Canvas Support
Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.
For issues related to course content and requirements, contact your instructor.

Other Technology Support
For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu
Phone: (254) 519-5466
Web Chat: [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Plagiarism is the act of presenting another person’s work as if it were your own. This might be done by quoting a source without indicating that you are quoting (if you neglect to include quotation marks and/or a citation); paraphrasing without making significant changes to the source text or without acknowledging the source; and/or intentionally or unintentionally taking part or all of another text and presenting it as your own. Self-plagiarism means submitting part or all of an assignment that you previously submitted to another class for credit; submitting work done for previous courses is not permitted. You are responsible for understanding how to use sources correctly and ethically. You are also responsible for understanding the differences between quoting, paraphrasing, and summarizing, and for understanding how to cite a source which you have quoted, paraphrased, or summarized. Even if a student does not understand what constitutes plagiarism, s/he is not exempt from the consequences for plagiarizing.

If you have questions about using and citing sources, please ask. Any assignments that fail to attribute sources properly, were written in part or in whole by someone other than the student who submitted it, and/or were previously submitted for credit to another course will receive a grade of zero and will be reported to the Office of Student Conduct. All major writing assignments will be checked for plagiarism via a service such as VeriCite.
Academic Accommodations
At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university’s programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Important information for Pregnant and/or Parenting Students
Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education’s Office of Civil Rights, the Dean of Student Affairs’ Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the Student Affairs web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution’s Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator.

The University Writing Center
Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-4:00 p.m. Monday thru Thursday with online only hours Monday thru Thursday from 6:00-9:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students’ ideas and writing,
our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WCOnline. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

**Tutoring**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

**Library Services**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.
Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [http://tamuct.libguides.com/index].

911 Cellular
Emergency Warning System for Texas A&M University – Central Texas
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at 911Cellular [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

The professor reserves the right to amend this syllabus at any time during the semester as issues or needs arise. Written addendums will be distributed should this need occur.