

**English 251: Children's Literature and Folklore**  
**Spring 2022 – Term 4 Online**  
**March 22 – May 10**

**Dr. Margaret J. Godbey**

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**M-F I respond to email within 24 hours; on weekends I reply by Sunday afternoon**

**Virtual Office Hours: Office hours will be posted in Blackboard**

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**Course Description:** A critical survey of literature for and about children. Readings cover a range of literary genres, explore the history and interpretation of children's literature, and consider how children's literature conveys cultural and aesthetic values. The course introduces prospective teachers and others to the practical implications of book selection. Required for certification in early childhood and elementary education. Prerequisite: English 112 or English 210

**Learning Outcomes**

Successful students will be able to:

1. Demonstrate knowledge of the history of children's literature
2. Demonstrate knowledge of critical issues in the field of children's literature
3. Read and analyze various genres of children's literature through a literary lens
4. Evaluate and select literature for young people, and understand the implications of text selection
5. Create thoughtful, coherent, researched arguments about a text, author, and/or aspect of children's literature

**Requirements**

Students are responsible for:

- Critically reading and annotating all required texts, including films
- Active participation in Blackboard discussions
- Quizzes, scheduled and unscheduled
- Attending a minimum of one scheduled conference with the professor
- Researched presentation – full assignment guidelines on Blackboard
- Writing a midterm exam and a comprehensive final exam

Students must submit all assignments to receive a grade for this course.

**Required Books:**

D'Aulaires, *D'Aulaires' Book of Greek Myths*

D'Aulaires, *D'Aulaires' Book of Norse Myths*

Gantos, *Joey Pigza Swallowed the Key*

Hintz and Tribunella, *Reading Children's Literature: A Critical Introduction*, 2<sup>nd</sup> edition

Lin, *Where the Mountain Meets the Moon*

Richardson, *And Tango Makes Three*

Sendak, *Where the Wild Things Are*

Takaki, *a different mirror: A History of Multicultural America for Young People*

Woodsen, *Brown Girl Dreaming*

**Supplemental required readings posted on Blackboard**

## **Course Policies**

### **Attendance:**

Online classes require internal motivation and time-management skills. This class is designed to help you stay engaged and organized, but it is up to you to establish routines that will help you be successful. Keep up with all readings and the assignments. Should you become ill, seek care, but please let me know.

I will request a virtual meeting with any student who misses two Blackboard discussions or falls behind on assignments. If a student falls behind, it can be difficult to catch up. We may need to discuss an alternative plan to complete the class, or it may be necessary for a student to withdraw. The final day for withdrawal without academic penalty is April 26.

### **Due Dates:**

All assignments must be completed on the due date. Electronic copies must be uploaded to Blackboard. Five (5) points will be deducted for each day an assignment is late. Requests for an extension must be made before the posted due date. If it is not on Blackboard it has not been turned in.

### **All assignments must be completed to pass the class.**

### **Technology Requirements:**

All students are expected to know how to:

- Navigate the internet and Blackboard
- Use word-processing software such as Word or Google Docs
- Create a formatted paper using MLA guidelines
- Use a library database to find appropriate articles and books for research
- Have a backup plan in case the internet connection or computer fails. Technical issues are not acceptable excuses for late work or missed assignments.

**If any of this is unfamiliar, please let me know as soon as possible so that I may assist you or direct you to someone who can.**

### **Writing Format:**

All writing will follow MLA format, use 11 or 12-point type, and a standard font such as Times New Roman. Blackboard conversations may be casual, but they must remain professional. This means using standard spelling and punctuation and revising and editing before posting. I encourage students to schedule a meeting with me to discuss their writing and to schedule regular appointments with the Writer's Studio. I also encourage students to register for a free Grammarly account.

### **Blackboard Discussions and/or Reading Journals:**

Discussions and reading journals responses are graded writing assignments. See Writing Format. Guidelines and the grading rubric are posted in Blackboard. I recognize and reward students who demonstrate increased participation over the semester.

**Quizzes will appear throughout the semester.** They are mandatory and they compose 20% of the weekly reading grade. To do well, keep up with the reading and the independent online work.

### **Email Policy**

Students need to develop a sense of audience when writing an email because it prepares them for communication with current faculty and future employers. Email is one way you present yourself to the world. Frequently, it provides the first impression to people you do not know; therefore, email should be

professional and should not use a casual tone. For this reason, an email addressed to me should include an appropriate salutation such as Professor Godbey or Dr. Godbey and not Mrs. Godbey or “Hey.”

Respect and civility are critical for meaningful intellectual inquiry and debate; therefore, we will all exhibit good manners and maintain a professional demeanor in the online environment.

**Remember, good questions are often more useful than simple propositions**

### **Course Evaluation Scale and Grade Descriptions:**

Comments on written and visual/audio work will consider the following aspects in the context of the specific assignment: purpose, content, expression, organization, development of ideas, mechanics, and maturity of thought. Revised work should demonstrate significant revision.

“A” (90-100) Writing attempts and is successful in achieving a sophisticated and original discussion. The thesis reflects the complexity of thought and is thoroughly developed in the discussion. Style is creative and suited to the discussion. Research, if required, is synthesized and cited accurately.

“B” (80-89) Writing attempts original thesis and discussion with uneven success. The writing shows some complexity of ideas, though it may not maintain the same degree of complication throughout. Overall, this document is carefully written, especially the mechanics. Research, if required, is evident and for the most part, cited accurately.

“C” (70-79) Writing meets requirements adequately, that is, there is a thesis with explanation and some support. Mechanics are sound, though there may be errors. Problems: the fullness of explanation; apt examples. Research, if required, demonstrates a minimal attempt. Citation errors are evident.

“D” (60-69) Writing fails to meet the minimum requirements of the assignment. There is an incoherent discussion and serious problems at the sentence level. Nevertheless, the writer demonstrates an attempt to fulfill the assignment. Research, if required, is unacceptable in both content and format.

“F” (below 60) Writing fails to meet the requirements of the assignment. The writing is incoherent and there are unacceptable problems at the sentence level. The writer does not seem to have attempted to fulfill the requirements of the assignment.

**“D” and “F” assignments are considered unsatisfactory for college-level writing.**

Semester evaluations will be based on:

### Weights for Semester Grade Calculation

Weekly Discussions and Reading Journals (includes reading quizzes)	40%
Researched Presentation	20%
Midterm Exam	20%
Final Exam	20%
Total	100%

### **Plagiarism:**

Academic honesty standards will be strictly enforced. The following is an excerpt from the Coker College Student Handbook:

Academic dishonesty includes plagiarism, cheating, or failing to appropriately cite sources. Any form of academic dishonesty is wholly incompatible with the Code of Student Responsibility, the Mission of the College, and generally understood standards of ethical academic behavior. Academic dishonesty is

among the most serious of violations that might be committed at the College; for that reason, penalties for academic dishonesty may include suspension or expulsion from the College.”

Plagiarism: A student guilty of plagiarism when he/she submits work purporting to be his/her own, but which borrows ideas, organization, wording, or anything else from other sources—a published article, a chapter of a book, a friend's paper, etc.--without appropriate source acknowledgment. Plagiarism, as a form of cheating, also includes employing or allowing another person to alter or revise the academic work the student submits as his/her own. Students may generally discuss assignments among themselves or with an instructor or tutor, but the student alone must do the actual work. When an assignment involves research with outside sources of information, the student must carefully acknowledge exactly what they are, and where and how he/she employed them.

**Your writing must be a product of your thoughts and responses. Do not pass off online sites or study aids such as Spark Notes etc as your work. If you use material from online sites, such as those provided for you each week, they must be properly cited. If you are uncertain about how to cite a source, ask me, the tutors in the Writer's Studio, or reference the Purdue Online Writing Lab: <https://owl.purdue.edu/>**

**The first case of academic dishonesty will earn a zero on the assignment and a report added to the student's file in the Office of Academic Affairs. A second case will result in failing the class.**

**Assistance:**

Reasonable accommodations will be provided for qualified students with documented physical, sensory, learning, or psychiatric disabilities that require assistance to fully participate in this class. If you have a disability that will likely need some accommodation, you should contact Jennifer Rhodes with Learning Support Services ([jrhodes@coker.edu](mailto:jrhodes@coker.edu)) to provide the necessary documentation. No accommodations can be made without documentation from LSS.

**IMPORTANT REMINDERS:**

- Respect and civility are critical for meaningful intellectual inquiry and debate.
- Respect for one another, for your professors, university staff, and the process of education is central to the work of the academy.
- At all times, we will be mindful of one another. We may disagree, but our writing and our conversation must remain professional, respectful, and calm.
- Be thoughtful in your writing, and generous in your comments. Think before you hit Submit.

Any student unable to exhibit self-control, or who is disrespectful, insulting, or rude in the online forum will earn a 0 for Discussion and may be blocked from further Discussion.

**Learning Support Services:**

(From the *Coker University Student Handbook*)

Reasonable accommodations will be provided for qualified students with documented physical, sensory, learning, or psychiatric disabilities that require assistance to fully participate in this class. If a student has a disability that will likely need some accommodation by the instructor, the student should contact Robin Richardson in the Learning Support Services Office (ext. 8021, [rrichardson@coker.edu](mailto:rrichardson@coker.edu)) to provide the

necessary documentation. No accommodations can be made without documentation from LSS. The student is solely responsible for contacting Robin Richardson.

**Learning Environment:**

To learn effectively you must have basic security: a roof over your head, a safe place to sleep, enough food to eat. If you're having trouble with any of those things, please talk with me so that I may put you in contact with someone on campus who can help.

Coker University, in compliance with all applicable state and federal laws, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 does not discriminate based on race, color, ethnicity, national origin, religion, sex, sexual orientation, gender identity and expression, age, marital status, veterans or military status, or against individuals with disabilities, or other legally protected classifications in the areas of employment, admissions, financial aid or access to educational or extracurricular programs, activities, or facilities.

All people have the right to be addressed and referred to by names and pronouns that reflect their identity. I will ask students to indicate their preferred names and pronouns. I will address all students according to their preferences and expect everyone to respect how each person identifies and how they would like to be addressed.

One of my professional responsibilities is to help create a safe learning environment for my students and the campus as a whole. As a member of the university community, I have the responsibility to report any instances of sexual harassment, sexual violence, and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence, or discrimination with a confidential employee who does not have this reporting responsibility, please see below.

**Title IX and Reporting of Discrimination and Sexual Harassment**

As a recipient of Federal Funds, Coker University is required to comply with Title IX legislation, which prohibits discrimination based on sex in educational programs or activities, admission, and employment.

Coker's Commitment to Equality Equal access to educational experiences is an important part of the Coker experience. If you feel you have been discriminated against based on your sex, gender, gender identity/expression, or sexual orientation, or if you have experienced sexual harassment, misconduct, or violence, we encourage you to report this to a member of the Coker Community.

What is Sexual Harassment? Sexual harassment is unwelcome conduct of a sexual nature, including unwelcome sexual advances and requests for sexual favors. Sexual violence is a form of sexual harassment and includes sexual assault, dating violence, domestic violence, rape, sexual battery, sexual coercion, and sexual exploitation.

Who Can I Talk to? While faculty and staff are happy to listen to your concerns, please be mindful of how much you wish to disclose since all Coker faculty and staff members are 'mandatory reporters.' This means that if they are made aware of potential discrimination, harassment, misconduct, or violence that has occurred involving any Coker student, staff, or faculty member, they are required by law to report it to Coker's Title IX Officer. This includes incidents that occur on campus or at an off-campus Coker-sponsored event or activity in the recent present or the past. Of course, you may also contact Coker University's Title IX Coordinator, Michael Williamson Student Center, 2nd floor, mwilliamson@coker.edu, 843-383-8194 directly. At any time that you fear for your immediate safety, contact Campus Safety (843-383-8140) or dial 911.

**Confidential Reporting** If you wish to talk with someone who is better able to keep your information confidential, please visit or call Coker's Center for Health and Wellness (843-917-4044).

Additional information is located under the Title IX section on the Coker website:  
<https://www.coker.edu/about-coker/offices-services/campus-safety/title-ix/>.

**Health & Medical Clinic Services:**

**Counseling Services:** Fill out [this form](#) to schedule your appointment with MUSC TelePsych or call [843-792-9907](tel:843-792-9907) and press 3 for TeleHealth Services

**Health & Medical Clinic Services:** [843-917-4044](tel:843-917-4044) | [healthservices@coker.edu](mailto:healthservices@coker.edu)

**COVID-19 – Frequently Asked Questions**

**Information will be updated as conditions and information changes:**

<https://www.coker.edu/offices-services/campus-safety/alerts/covid-19-information-and-faq/>

**Course Schedule - TBD**

The schedule will be posted in Blackboard and is subject to change based on class needs and progress. All adjustments will be announced and posted on Blackboard.