

**NEW PROGRAM
UNDERGRADUATE
MAJOR OR CONCENTRATION
Within an Existing Degree Program***

*For a new degree program, use procedures and forms found in the "SCHEV Guidelines"

Type of Program (Check One):

____ Major or Concentration (circle one) Name _____
Department _____ Degree _____

Interdisciplinary Program (or Cross-Disciplinary Major or ***Minor***)
Name of Program ***Minor in Children's Literature***

Date ***25 November 2008*** Resubmission of previous proposal? If so,
Date of previous submission _____

- I. Outline of the proposed major, minor, or concentration. *Attach extra sheets.*
- II. New courses which will be proposed as part of this program. Be sure to submit a separate proposal for each course using the appropriate forms). *Attach extra sheets.*

English 383: History of Literature for Young Readers
English 384: Diversity in Literature for Young Readers

- III. Rationale for the program:

At Longwood University, we have the privilege of having three Children's Literature scholars on our faculty. Without needing any further faculty and with only minimal additions to the curriculum, we are positioned to offer a solid, complete undergraduate Minor in Children's Literature that rivals its peers (University of Pittsburgh, Eastern Michigan University, and California State University-Bakersfield, for example). This program would be designed to offer a background as well as an overview of current conversations and research in the field of Children's Literature that would position students to easily transition into a graduate program in Children's Literature as well as other professional fields that involve the reading, writing, evaluating, editing, selecting, and sale of Children's Literature. For students who desire to enter into more traditional graduate Literature or Library Science programs; for Creative Writing students who are considering writing for young readers; for Communications or English majors interested in studying popular culture; for students invested in education, license or non-license seeking Liberal Studies and Secondary Education majors; for professional writing students interested in publishing; for Art and Business majors invested in the illustration or marketing design, this program would serve to diversify a student's understanding of the growing field of literature written for children and young adults.

IV. Resource Assessment

- A. Estimate additional staff requirements for this program. *None*.
- B. Estimate the amount and cost of equipment, library resources, computer hardware and software, and other resources that will be required to carry out this program. *None*.

V. Anticipated enrollment in program after five (5) years. *20+*

VI. Affected Departments or Programs.

If the proposed program changes could have an impact on other departments or programs, the appropriate affected chairs or program directors should be notified of the proposed changes. Where teaching licensure may be affected, the licensure officer should also be notified.

Licensure Officer _____ Date Notified _____

List other departments/programs that might be affected:

Individuals contacted and date contacted:

VII. Approvals

	Date Rec'd	Signature Date	Approved
1. Department Curriculum Committee Chair	_____	_____	_____
2. Department Chair	_____	_____	_____
3. College Dean	_____	_____	_____
4. School Curriculum Committee	_____	_____	_____
5. Educational Policy Committee	_____	_____	_____
6. Faculty Senate	_____	_____	_____
7. Date received by Registrar	_____		

Proposals must be submitted early enough to reach EPC by March 1 in order to be included in next year's catalog.

I. Outline of proposed minor

Minor in Children's Literature/18 credits.

Requirements:

ENGL 209: Introduction to Literary Analysis/3 Credits

ENGL 380: Children's Literature/3 Credits

ENGL 381: Literature for Young Adults/3 Credits

ENGL 383: History of Literature for Young Readers/3 Credits

ENGL 384: Diversity in Literature for Young Readers/3 Credits

Choose one of the following:

ENGL 325: British Literature: Medieval to Renaissance/3 Credits

ENGL 326: British Literature: Restoration to Romanticism/ 3 credits

ENGL 327: British Literature: Victorian to Contemporary/ 3 credits

ENGL 335: American Literature: Colonial to Realism/ 3 credits

ENGL 336: American Literature: Naturalism to Contemporary/ 3 credits

ENGL 445: Studies in Children's Literature/3 Credits

Or another 300- or 400-level literature course that contains content in children's and/or young adult literature, subject to the approval of the chair.

TOTAL 18 credits.

Proposal for New Course
NEW COURSE
NON-GENERAL EDUCATION

Department English Date 10/22/08

Original Submission Resubmission Date of Original Submission 10/22/08
Date of Implementation Fall 2009

Retroactive? (If yes, please specify) _____

I. New Proposed Course Information

Discipline Prefix ENGL Course Number 383

Course Title History of Literature for Young Readers Credit Hours 3

Prerequisite Course Goal 2 and Goal 3

Speaking Intensive No Writing Intensive No

If Cross-Listed:

Secondary Prefix _____ Course Number _____

Course Description

An introduction to British and American literature for children from its roots in the oral tradition and medieval literature through contemporary works.

Please attach a proposed syllabus in SACS format

II. Required for a Major, Minor, Concentration (please specify): Minor in Children's Literature.

III. Rationale for Course:

This course offers a historical context for the larger conversation that often gets limited to the literature written in the last sixty years. Students who will be extending their studies to the graduate level will be at an advantage knowing the founding texts alongside of the texts of the current moment.

IV. Resource Assessment

A. How frequently do you anticipate offering this course? *Once every two years*

B. Describe anticipated staffing for the course, including any changes in existing faculty assignments: *Course will be covered by current children's literature faculty.*

C. Estimate the cost of required new equipment: N/A

D. Estimated cost of and description of additional library resources: N/A

E. Will this course require additional computer use, hardware or software? If so, please describe and estimate cost: N/A

V. Approvals

	Date Rec'd	Signature Date	Approved
1. Department Curriculum Committee Chair	_____	_____	_____
2. Department Chair	_____	_____	_____

The Department Chairs, whose programs may be affected, have been notified:

Department _____ Date Notified _____
Department _____ Date Notified _____
Department _____ Date Notified _____

3. College Dean	_____	_____	_____
4. College Curriculum Committee	_____	_____	_____
5. Educational Policy Committee	_____	_____	_____
6. Date received by Registrar	_____		

Proposals must be submitted early enough to reach EPC by March 1 in order to be included in next year's catalog.

Course Discipline & Number: ENGL 383
Course Title: History of Literature for Young Readers
Semester Offered: Fall 2009
Instructor: Brock-Servais
Office Location: Grainger 100A
Office Telephone: 395-2695
Office Hours: MWF 12-1

Course Description:

An introduction to British and American literature for children, from its roots in the oral tradition and medieval literature through contemporary works. Prerequisite: ENGL 150 and completion of General Education Goals 2 and 3. 3 credits.

Required Texts:

Demers, Patricia. From Instruction to Delight.
Nodelman, Perry. The Pleasures of Children's Literature.
Gray, Donald. Alice in Wonderland (Norton Critical Edition)
Tatar, Maria. The Classic Fairy Tales (Norton Critical Edition)
Burnett, Frances Hodgson. The Secret Garden (Norton Critical Edition)

*See daily schedule for all other titles

Course Objectives. Upon completion of this course, students will be able to:

- * understand the history and development of children's literature.
- * analyze literature using various critical approaches.
- * consider a variety and genres of children's literature.
- * discuss the major issues and controversies in children's literature.
- * analyze children's literary based on its literary merits.

Class Schedule (for a summer version of this class):

This syllabus also serves as your text list; any edition of a given work is fine, except for the Norton Critical works. Each book (the titles are italicized) should be carefully read before coming to class on the day listed.

June 20: In class we'll go over Nodelman, Chapters 2 & 5

(I suggest reading Chapter 1, but we won't be doing anything with it. I also strongly suggest reading *Charlotte's Web* as Nodelman uses it as a touchstone text throughout his work)

June 22: Nodelman, Chapters 3, 4, & 10

Demers, Read Introductions to Chapters 1 & 2; skim the primary texts (especially note the *Orbis Sensualium Pictus*)

June 27: Demers, Read Introduction to Chapter 4; skim the primary texts

Tatar, 101 – 137, 179 – 211 & 212 - 245

From the Criticism section, read Bettelheim, Rowe, Warner, Zipes, & Propp

June 29: Nodelman, Chapter 13

Datlow and Windling, *A Wolf at the Door*

Short Essay Due

June 30: Carroll, *Alice's Adventures in Wonderland*

- (*Through the Looking Glass*, if you have time)
From the Criticism section, read Coveney, Auerbach, Polhemus, and Rackin Demers, Read Introduction to Chapter 3; skim the primary texts (pay especial attention to Watts, p. 78)
- July 6: Nodelman, Chapter 12
Gaiman, *Coraline*
- July 11: Barrie, *Peter and Wendy*
Demers, Introduction to Chapters 5 & 6
Read Sarah Fielding, Maria Edgeworth, Thomas Day, & Jacob Abbot
(If time permits, take a look at Chapter 7 in Demers, especially Mary Martha Sherwood).
- July 14: Nodelman, Chapter 8
Sachar, *Holes*
Abstract/Bibliography for Essay Due
- July 18: Nodelman, Chapter 9
Demers, Read Introduction to Chapter 8; skim the primary texts
Burnett, *The Secret Garden*
From the Criticism section, read Lundin, Bixler, Adams, Wilkie, and Philllips
- July 20: Creech, *Walk Two Moons*
Draft of Essay Due (bring 2 copies)
- July 25: Roundtable of Drafts
- July 27: Nodelman, Chapters 6, 7, and 11
Essay and Reflective Paragraph Due

Course Requirements:

- Essays (2 4-6 pgs each)
Final Essay (10+ pgs, outside research)
Final Exam (in-class essay exam)
Classroom Presentation

Grading:

- Essays (2): 40%
Final Essay (1): 30%
Final Exam: 15%
Classroom Presentation: 15%

- A = 90-100
B = 80-89
C = 70-79
D= 60-69
F= 0-59

Attendance Policy:

Because a major part of English 383's curriculum is class participation (posing thoughtful questions, responding during large and small group discussions, contributing thoughtful and well formed ideas about a text or idea, and demonstrating in other ways

that you are intellectually engaged with the reading material and course concepts and that you are willing to share your thoughts and questions with the group), attendance is necessary.

Missing class is a problem and can cause you to fail the class, regardless of work completed. Upon your ninth absence, except in very unique circumstances, you have failed the class.

Honor Code:

This course will follow all academic policies of the University. Students should acquaint themselves with the policies on plagiarism and cheating.

Longwood University Pledge:

I have neither given nor received help on this work, nor am I aware of any infraction of the Honor Code.

Proposal for New Course
NEW COURSE
NON-GENERAL EDUCATION

Department English Date 10/22/08
 Original Submission Resubmission Date of Original Submission 10/22/08
Date of Implementation Fall 2009

Retroactive? (If yes, please specify) _____

I. New Proposed Course Information

Discipline Prefix ENGL Course Number 384

Course Title Diversity in Literature for Young Readers Credit Hours 3

Prerequisite Course Goal 2 and Goal 3

Speaking Intensive No Writing Intensive No

If Cross-Listed:

Secondary Prefix _____ Course Number _____

Course Description

This course provides opportunities for investigating children's literature that is representative of a variety of ethnic and religious groups. We will discuss major issues of multiculturalism, the history of multicultural children's books, stereotyping, authenticity of perspective, criteria for selecting and evaluating these books.

Please attach a proposed syllabus in SACS format

II. Required for a Major, Minor, Concentration (please specify): *Minor in Children's Literature*

III. Rationale for Course:

Literature of diversity offers a dedicated examination of the texts that create the big picture of the field, the perspectives of the often-overlooked authors and characters that represent the diverse population of real readers. Students who will be extending their studies to the graduate level will be at an advantage knowing the larger body of texts alongside of more mainstream texts.

IV. Resource Assessment

A. How frequently do you anticipate offering this course? *Once every two years*

B. Describe anticipated staffing for the course, including any changes in existing faculty assignments: *Course will be staffed by current children's literature faculty.*

C. Estimate the cost of required new equipment: N/A

D. Estimated cost of and description of additional library resources: N/A

E. Will this course require additional computer use, hardware or software? If so, please describe and estimate cost: N/A

V. Approvals

	Date Rec'd	Signature Date	Approved
1. Department Curriculum Committee Chair	_____	_____	_____
2. Department Chair	_____	_____	_____

The Department Chairs, whose programs may be affected, have been notified:

Department _____ Date Notified _____
Department _____ Date Notified _____
Department _____ Date Notified _____

3. College Dean	_____	_____	_____
4. College Curriculum Committee	_____	_____	_____
5. Educational Policy Committee	_____	_____	_____
6. Date received by Registrar	_____		

Proposals must be submitted early enough to reach EPC by March 1 in order to be included in next year's catalog.

Course Discipline & Number: ENGL 384
Course Title: Diversity in Literature for Young Readers
Semester Offered: Fall 2009
Instructor: Jennifer Miskec
Office Location: Grainger 204
Office Telephone: 395-5258
Office Hours: MWF 12-1

Course Description:

This course provides opportunities for investigating children's literature that is representative of a variety of ethnic and religious groups. We will discuss major issues of multiculturalism, the history of multicultural children's books, stereotyping, authenticity of perspective, as well as criteria for selecting and evaluating these books. Prerequisite: ENGL 150 and completion of General Education Goals 2 and 3. 3 credits.

Texts:

Watsons Go to Birmingham by Christopher Paul Curtis
Roll of Thunder Hear My Cry by Mildred Taylor
Whale Talk by Chris Crutcher
Ruby Lu, Brave and True by Lenore Look
American Born Chinese by Gene Luen Yang
Under the Blood Red Sun by Graham Salisbury
The Dark Pond by Joseph Bruchac
Sweetgrass Basket by Marlene Carvell
Esperanza Rising by Pam Munoz Ryan
Buried Onions by Gary Soto
The Secret Fruit of Peter Paddington by Brian Francis
All of a Kind Family by Sydney Taylor
Witness by Karen Hesse
Kissing Doorknobs by Terry Spencer Hesser
Class Selected Novel

Course Objectives. Upon completion of this course students will be able to:

- * read and analyze culturally diverse literature written for children and young adults.
- * read and analyze academic literature concerning critical perspectives on diversity and multiculturalism.
- * consider the historical and cultural contexts in which books from various cultural groups have been written.
- * demonstrate a familiarity with a variety and genres of children's literature.
- * discuss the most pressing issues and controversies in children's literature.
- * analyze children's literary based on its literary merits.

Course Schedule:

Class Schedule:	Monday	Wednesday		
Week 1 8/24	Course overview/review of syllabus Discussion: First Texts for Children	Discussion: Categories under the big umbrella of Children's Literature: What are they? What is genre? What does it mean to be a Typical Case Prototype (TCP) children's book? a TCP YA book? How does literature of diversity escape from and conform to TCP conventions?	stories matter tangled threads	
Week 2 8/31	<i>Snowy Day</i> <i>Tar Beach</i> <i>White Socks Only</i> <i>Black is Brown is Tan</i> <i>The House That Crack Built</i>	<i>Watsons Go To Birmingham</i>	W - Presenter 1	
Week 3 9/7	<i>Labor Day: No Class</i>	<i>Roll of Thunder Hear My Cry</i> Reading Journal 1 Due	W - Presenters 2	
Week 4 9/14	<i>Roll of Thunder Hear My Cry</i>	<i>Whale Talk</i>	M - Presenter 3 W - Presenter 4	
Week 5 9/21	The Chinese Cinderella Fa Mu Lan Lon PoPo	<i>Ruby Lu, Brave and True</i>	W - Presenter 5	
Week 6 9/28	<i>American Born Chinese</i>	<i>American Born Chinese</i> Reading Journal 2 Due	M - Presenter 6 W - Presenter 7	
Week 7 10/5	<i>Under the Blood Red Sun</i>	Midterm Exam	M - Presenter 8	
Week 8 10/12	<i>Fall Break: No Class</i>	Rough Faced Girl Brother Eagle, Sister Sky Thirteen Moons on Turtle's Back		

Week 9 10/19	<i>The Dark Pond</i>	<i>Sweetgrass Basket</i>	M - Presenter 9 W - Presenter 10
Week 10 10/26	Too Many Tamales Snapshots of a Wedding Chato's Kitchen	<i>Esperanza Rising</i> Reading Journal 3 Due	W - Presenter 11
Week 11 11/2	<i>Buried Onions</i>	<i>Buried Onions</i>	M - Presenter 12 W - Presenter 13
Week 12 11/9	Heather Has Two Mommies Daddy's Roommate Tango Makes Three King and King	<i>The Secret Fruit of Peter Paddington</i>	W - Presenter 14
Week 13 11/16	<i>All of a Kind Family</i>	<i>Witness</i> Reading Journal 4 Due	M - Presenter 15 W - Presenter 16
Week 14 11/23	I Have a Sister and My Sister is Deaf River of Hands I'm Deaf and That's OK Octopuses Farting	<i>Kissing Doorknobs</i>	W - Presenter 17
Week 15 11/30	TBA (class selected novel) Final Project Due	TBA (class selected novel) Final Exam Review	M - Presenter 18 W - Presenter 19
Week 16 12/7	Final Exam		Presenters 20, 21, 22, 23, 24, 25

Course Requirements:

Participation, Attendance

New Concepts Reading Journals (4 3+ page essays connecting course concepts to new readings)

Midterm and Final Exams (in-class essay, picture book analysis)

Final Project (essay, 7+ pages, requires outside reading, research)

Picture Book Presentation (independently selected picture book that connects to required reading, analyzed on handout, read to class)

Reading Quizzes

Grading:

Participation, Attendance: 10%

New Concepts Reading Journals: 20%

Midterm and Final Exams: 15% each

Final Project: 20%

Picture Book Presentation: 15%

Reading Quizzes: 5%

A = 90-100

B = 80-89

C = 70-79

D= 60-69

F= 0-59

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