

# CHILDREN AND CHILDHOOD

## ENGL 2303-012

### SPRING 2018

**Instructor:** Dr. Jennifer Miller

**Office:** 417 Carlisle Hall

**Office Hours:** Monday/Wednesday 1-2 and Tuesday/Thursday 11- 12

**Email:** [jennifermiller@uta.edu](mailto:jennifermiller@uta.edu)

**Faculty Profile:** <https://mentis.uta.edu/explore/profile/jennifer-miller>

**Time of Course:** Monday/Wednesday/Friday 11:00 – 11:50

**Place of Course:** TH 20

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#### **Course Description**

This section of ENGL 2303 explores representations of children and childhood in a variety of cultural texts with an emphasis on literature. Students are introduced to key terms and theories to develop a deeper understanding of representational practices, the cultural construction of children and childhood, and social issues related to children and childhood.

#### **Course Objectives**

This course satisfies the University of Texas at Arlington core curriculum requirements in Language, Philosophy, and Culture. The required objectives of these courses are the development of students' critical thinking, communication skills, personal responsibility, and social responsibility. Many elements of this course foster development of these objectives, which are explicitly addressed in the "Signature Assignment" (see below).

- Development of critical thinking skills
- Effective written and oral communication skills
- Improved reading comprehension
- Cultural competency
- Visual literacy

## Course Assignments

Classwork (Quizzes, Discussions, and Writing)	10%
Character Analysis (Due 2/23)	20%
Graphic Memoir (Due 3/30)	20%
Comparative Analysis (Due 4/30)	20%
Signature Assignment Proposal (5/4)	0%
Signature Assignment (University scheduled exam day)	30%

### Classwork

Classwork include discussions, quizzes, and writing assignments. Attendance is expected. If you are absent on the day of a quiz or writing assignment you will receive a "o" unless the absence is excused in advance.

### Character Analysis

The character analysis assignment requires students to identify and analyze a character from John Boyne's *The Terrible Thing that Happened to Barnaby Rocket* or Doris Lessing's *The Fifth Child*. These brief papers must be 2-pages, double-spaced, times new roman, 1-inch margins. You must make a clear analytical claim that you develop throughout the short paper.

### Graphic Memoir

The graphic memoir assignment requires students to explore concepts and techniques of visual narrative to create their own short graphic memoirs. Students may use a variety of artistic techniques to create a graphic text that represents an aspect of their childhood.

### Comparative Analysis

The comparative analysis assignment requires students to identify an element that Toni Morrison's *The Bluest Eye* and Harper Lee's *To Kill a Mockingbird* have in common. For instance, a child narrator or racial injustice. Student must create an analytical argument about the texts. These papers are brief, 2-pages, double-spaced, times new roman, 1-inch margins.

### Signature Assignment Proposal

The signature proposal assignment requires students to create a research proposal, including a research question, an explanation of research method, an early thesis, and annotations for 2 appropriate outside

sources. Students will also clearly identify how their paper addresses social responsibility, a core requirement of the assignment. The assignment will be evaluated pass or fail. If students fail the assignment 10 points will be deducted from the signature assignment.

### Signature Assignment

The signature assignment addresses all four of the course objectives. Personal responsibility: This essay includes the integration of outside sources; it, therefore, requires students to demonstrate personal responsibility as they use the words and ideas of other writers in an accurate and ethical manner. Citing sources properly isn't just a matter of mechanics. It's a question of personal responsibility (with real consequences for students) that overlaps with students' responsibility to the academic community of which they are a part. The construction of a clearly articulated thesis statement supported by a careful analysis of textual evidence demonstrates critical thinking and communication skills. The development of a well-organized essay that demonstrates the correct use of grammar and other writing mechanics and demonstrates an awareness of the how to appeal convincingly to an audience further addresses the communication objective. The critical analysis of the way the selected text engages a significant issue of social responsibility addresses the social responsibility outcome.

### Specific Requirements

Write a well-organized, effectively developed, **5-page analysis of at least one of the course texts**. The paper should critically analyze the way **the text engages a significant issue of social responsibility**. Students should anchor the paper's argument with a clearly articulated thesis statement and use careful analysis of textual evidence to support their claims. Papers must be formatted according to MLA guidelines and should include a Works Cited page.

### Possible Areas of Focus

Race; class and/or economic oppression; war; cultural difference and/or cultural discrimination; national identity controversies; sexual orientation; disability; globalization; the way the work of literature itself is a rhetorical attempt to engage effectively in significant regional, national, or global issues.

### Responsible Integration of Sources

Students must **properly integrate material from two secondary sources** into their analysis in a way that gives credit to the authors whose ideas and language they are incorporating. This is not a research paper or a summary of the work of literature, but a paper in which you draw on secondary sources to communicate an interpretive argument about your chosen text through the lens of social responsibility.

Here is a list of credible sources:

- National newspapers (e.g., New York Times, Washington Post, USA Today, Dallas Morning News, Fort Worth Star Telegram)
- Print magazines (e.g., The Atlantic, Harper's, New Yorker, Time, Newsweek)
- Online magazines (e.g., Slate, Salon)

- Scholarly articles (e.g., academic articles published in peer-reviewed journals; you can find citations for these articles by using the MLA International Bibliography database, JSTOR, or Project Muse—all which UTA's library gives you access to online)
- Scholarly books or book chapters (it's a good bet a book is scholarly if it's published by an academic press, such as Duke University Press; if you're not sure, ask your instructor)
- Historical documents (e.g., old newspaper articles, letters, speeches, journal entries) from academic databases (see the History subject guide on the library website for ideas)

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### Course Texts

John Boyne's *The Terrible Thing That Happened to Barnaby Rooker*

Doris Lessing's *The Fifth Child*

David Small's *Stiches*

Marjane Satrapi's *Persepolis*

Toni Morrison's *The Bluest Eye*

Harper Lee's *To Kill a Mockingbird*

Karen Gocsik and Coleman Hutchison's *Writing About American Literature* (2014)

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### Course Calendar

*All readings must be completed by the day we discuss them in class. For instance, on 1/19 you must come to class prepared to discuss Flasher's "Adultism."*

#### **W 1/17**

Syllabus

#### **F 1/19**

"Adultism" by Flasher (available on BB)

#### **M 1/22**

*Writing about American Literature* ("Generating Ideas" pp. 41-67)

#### **W 1/24**

John Boyne's *The Terrible Thing That Happened to Barnaby Rooker* (Chapters 1-4)

In class introduction to literary terms

**F 1/26**

John Boyne's *The Terrible Thing That Happened to Barnaby Brocket* (Chapters 5-7)

In class introduction to literary perspectives part I

**M 1/29**

John Boyne's *The Terrible Thing That Happened to Barnaby Brocket* (Chapters 8-12)

In class introduction to literary perspectives part II

**W 1/31**

John Boyne's *The Terrible Thing That Happened to Barnaby Brocket* (Chapters 13-17)

In class introduction to literary perspectives part III

**F 2/2**

John Boyne's *The Terrible Thing That Happened to Barnaby Brocket* (Chapters 18-21)

**M 2/5**

John Boyne's *The Terrible Thing That Happened to Barnaby Brocket* (Chapters 22-26)

**W 2/7**

Doris Lessing's *The Fifth Child* (stop at p. 31 "Even before the crowd gathered before Christmas of 1973...")

**F 2/9**

Doris Lessing's *The Fifth Child* (stop at p. 61 "The summer holidays again. It was 1975...")

**M 2/12**

Doris Lessing's *The Fifth Child* (stop at p. 91 "When she was sure Ben had recovered...")

**W 2/14**

Doris Lessing's *The Fifth Child* (finish the book)

**F 2/16**

*Writing about American Literature* ("Getting Started" (pp. 4-11) and "Writing about Characters" (pp. 25-28))

**M 2/19**

*Writing about American Literature* (“Developing Your Thesis” (pp. 83-93) and “Considering Structure and Organization” (pp. 94-114)

**W 2/21**

In class introduction to reading graphic novels

**F 2/23**

### Character Analysis Due

David Small’s *Stiches* (p. 106)

**M 2/26**

David Small’s *Stiches* (p. 156)

**W 2/28**

David Small’s *Stiches* (p. 242)

**F 3/2**

David Small’s *Stiches* (finish)

**M 3/5**

*Writing about American Literature* (“Contextual Analysis” (19-22))

In class context for *Persepolis*

**W 3/7**

Marjane Satrapi’s *Persepolis* (p. 39 stop at “The Party”)

**F 3/9**

Marjane Satrapi’s *Persepolis* (p. 71 stop at “The Trip”)

**M 3/12 (No Class)**

**W 3/14 (No Class)**

**F 3/16 (No Class)**

**M 3/19**

Marjane Satrapi’s *Persepolis* (p. 102 stop at “The Party”)

**W 3/21**

Marjane Satrapi’s *Persepolis* (finish)

**F 3/23**

Workshop: Graphic Memoir

**M 3/26**

Harper Lee's *To Kill a Mockingbird* (chapters 1-3) and "A Short History of the Tomboy" by King (on BB)

**W 3/28**

Harper Lee's *To Kill a Mockingbird* (chapters 4-6)

**F 3/30**

**Graphic Memoir Due**

Harper Lee's *To Kill a Mockingbird* (chapters 7-9)

**M 4/2**

Harper Lee's *To Kill a Mockingbird* (chapters 10-12)

**W 4/4**

Harper Lee's *To Kill a Mockingbird* (chapters 13-15)

**F 4/6**

Harper Lee's *To Kill a Mockingbird* (chapters 16-18)

**M 4/9**

Harper Lee's *To Kill a Mockingbird* (chapters 19-24)

**W 4/11**

Harper Lee's *To Kill a Mockingbird* (chapters 25-31)

**F 4/13**

*Writing about American Literature* ("Comparative Analysis of a Work of American Literature" (pp. 23-25)) and Toni Morrison's *The Bluest Eye* (pp. 1-31 (stop at chapter beginning: "There is an abandoned store..."))

**M 4/16**

Toni Morrison's *The Bluest Eye* (pp. 32-57 (stop at Winter))

**W 4/18**

Toni Morrison's *The Bluest Eye* (pp. 61- 93 (stop at Spring))

**F 4/20**

Toni Morrison's *The Bluest Eye* (pp. 97-131 (stop at chapter beginning: "When Cholly was four days old..."))

**M 4/23**

Toni Morrison's *The Bluest Eye* (pp. 132-183 (stop at Summer))

**W 4/25**

*Writing about American Literature* (Researching American Literature pp. 69-81)

**F 4/27**

Workshop: Proposal

**M 4/30**

**Comparative Analysis Due**

No Class: Mandatory Individual Conference

**Signature Assignment Proposal Due at Conference**

**W 5/2**

No Class: Mandatory Individual Conference

**Signature Assignment Proposal Due at Conference**

**F 5/4**

No Class: Mandatory Individual Conference

**Signature Assignment Proposal Due at Conference**

**\*\*\* Signature Assignment Due on University Scheduled Exam Day**

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### **Other University Policies**

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may



be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/ao/fao/>).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate based on disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364.

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto:jmhood@uta.edu).

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located at the stairwell next to the elevators. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will decide to assist individuals with disabilities.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>

**Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381.**