

**English 504.01W
Picture Books, Graphic Narratives, and the
Art of Illustration**

Little Books, Big Ideas

**Winter Mini 2024
Dr. Karen Roggenkamp**

Email: Karen.Roggenkamp@tamuc.edu

Image: Wood cut from John Newbery's *Little Pretty Pocket Book* (1744), one of the earliest fully-illustrated texts for children



**Course
Description**

This class explores the genre of illustrated books for young readers. We will look at the emergence of the picture book within a historical context and consider how the genre “works” in terms of a multi-layered narrative involving the marriage of text and image work. We will also examine how subtexts about society, gender, history, and childhood itself play out in illustrated texts.

This semester we will be focusing on the concept of “Little Books, Big Ideas.” Many of the books selected for the class introduce young readers to some of the pressing issues of our time: poverty, racism, environmental destruction, and more.

In this class you'll:

- Become more familiar with the mechanics, aesthetics, and ideological nature of texts with pictures and illustrations;
- Become more familiar with some of the theoretical concepts regarding picture books and graphic narratives;

Please note: This is an English department class rather than a College of Education class. As such, we will not be discussing pedagogical issues. Our focus, rather, will be on the critical study of these texts as works of art and as artifacts of material and ideological culture.

Student Learning Outcomes	▪ Students will demonstrate effective written communication and critical thinking skills by participating in at least 80% of online discussion
Course Structure	<p>In brief, in addition to the primary literary texts that you will read, this course will involve Reading Notes, online discussion, and one major writing assignment.</p> <p>1. Reading Notes. These are notes that I have designed to introduce and contextualize our readings. You should always study the Reading Notes before you begin the assigned reading for the week.</p> <p>2. Online Discussions. My grading for the semester will be based on our online discussions. For specific instructions on discussion threads and deadlines, see the weekly schedule at the end of this syllabus. You may post as many times as you like, and you should definitely start posting even if you have not finished the entire reading assignment yet. In fact, sometimes it is very instructive to see people’s responses when they are only mid-way through an assignment. I very much prefer that scenario rather than having everyone wait until the very end of the week to post on the discussion board.</p> <p>I have not set a specific quota for how many posts you need to provide for each week’s discussion. However, as a very general guideline, I will be looking for perhaps four substantive posts total per week to earn a “B/B+” for that week’s discussion, including both responses to other people’s posts and new topics that you start on your own. (By substantive I mean posts that are more than one or two sentences in length, posts that are detailed and specific, posts that work to enrich the conversation—not, in other words, short, overly-generalized posts that simply say “I really liked this story.”) Students who post all their ideas on the night of the deadline will not fare as well as students who post at least two different days during the week.</p> <p>I urge you to write your comments in response to what others have posted, in addition to starting your own threads. If someone has already posted the point that you had wanted to make, add</p>

	<p>to that thread rather than starting an entirely new thread that says the same thing. To me, that latter action implies that you are not reading what other people have written. Remember, the whole idea is to get a discussion going!</p> <p>Additionally, my expectation is that you will read all of the posts that other people put up, which is tracked on my end. Students who do not also read the majority of other people’s posts will not receive full credit, even if they post numerous times themselves.</p> <p>From time to time I will step in and participate in these discussions, and I will read everything you write, but I will not respond to each and every post because I am more interested in what you have to say about the pieces we read than in what I have to say. Please note that if you miss a discussion deadline, you will not be allowed to go back and post there. Thus you would not receive credit for that week’s discussion.</p> <p>3. And, of course, plenty of <u>reading</u>.</p> <p>Each week you should review the schedule on the syllabus carefully each week and make sure you are looking at the "Reading Notes" and "Discussion" areas under the "Week" tabs on the left side of the screen. Be thorough in examining relevant areas of the D2L website, and let me know if you can't find something or if you find an error.</p>
<p>Required Texts</p>	<p>Because the majority of our readings are from picture books, in the interest of keeping costs low for this class, I have elected for you to “read” these books via videos of readers sharing the books on youtube. You will find several additional required readings available in D2L or other online sources. See details in Schedule of Assignments, below.</p> <p>The only book you will likely need to purchase for this class is <i>New Kid</i>, by Jerry Craft.</p>
<p>Grading</p>	<p>Your final grade for the class will be calculated with the following weights:</p>

	<ul style="list-style-type: none"> • Week 1 online discussion: 33% • Week 2 online discussion: 34% • Week 3 online discussion: 33% <p>The department of Literature and Languages does not, as a rule, allow the grade of “Incomplete” (X) for its courses; incompletes are <i>only</i> awarded under extraordinary circumstances, pending Department Head and Dean approval. If personal issues or conflicts arise that lead to y33+33</p> <p>our missing a substantial amount of class, I encourage you to consider withdrawing from the class. As a rough guideline for what A-F grades mean, realize that an A is awarded for truly outstanding work (superior), a B denotes work that is significantly above the level necessary to meet basic requirements (above average), a C is for work that meets basic requirements in every way (acceptable), a D is given for work that meets only some of the requirements yet is still deserving of credit (under average), and an F results if work is not completed or if it fails to meet the requirements of the assignment/course.</p>
<p>Technology Requirements</p>	<p>I tend to send several emails over the semester, and I will use your university email account (myLeo), so be sure to check it every day.</p> <p>This course will be administered using myLeo Online (D2L Brightspace), the Learning Management system used by ETAMU. You will need your CWID and password to log into the course page via the myLeo portal. If you do not know your CWID or have forgotten your password, contact Technology Services at 902-468-6000 or helpdesk@online.tamu.org. To complete this course successfully, you will need a computer with internet access (high speed recommended) and a word processor equipped with Microsoft Word. Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system and a recent version of a browser like Internet Explorer or Google Chrome. Your course will also work with Macintosh OS along with a recent version of Safari or Firefox.</p> <p>ETAMU provides students with technical support in the use of</p>

	<p>D2L. Technology problems are not generally an excuse for a late assignment--make sure you submit your work in time to allow for any problems accessing the Dropbox. You may reach the help desk by the following means, 24 hours a day, seven days a week:</p> <ul style="list-style-type: none"> > Phone 866-656-5511 > Email helpdesk@online.tamuc.org <p>Click on “Help” button for information regarding working with D2L</p>
<p>Additional Policies</p>	<ul style="list-style-type: none"> ▪ You are responsible for reading and understanding all items included on this syllabus and on any additional documents you receive during the course. ▪ The Department of Literature and Languages will not tolerate plagiarism or any other form of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalty for students who are found guilty of academic dishonesty include failure of the assignment and/or course, disciplinary probation, suspension, or expulsion. Refer to the ETAMU Code of Student Conduct 13.99.99.R0.10 for details: http://www.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf. Examples of plagiarism include but are not restricted to: turning in an essay written entirely or partly by someone else; copying any portion of someone else’s words and presenting those words as your own (i.e. without quotation or citation); copying paragraphs, sentences, or parts of sentences from another source without citation; using the same ideas that you have found in another writer’s essay and presenting those ideas as your own (again, without quotation or citation). If you are not clear about how to avoid any of these acts, it is up to you to clarify, either via online information or our own Writing Center on the first floor of DTH. Unintentional plagiarism is still plagiarism, and we expect all students to understand what constitutes an act of academic dishonesty. ▪ All students enrolled in the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. ETAMU will comply in the classroom and online courses with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, ethnicity, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual

	<p>orientation, gender identity, or gender expression will be maintained.</p> <ul style="list-style-type: none"> ▪ The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with registered disabilities be guaranteed a learning environment that provides for reasonable accommodation. If you have a disability requiring an accommodation, contact the Office of Student Disability Resources and Services, Gee Library 162; phone 903-886-5150 or 903-886-5835; fax 903-468-8148; email Rebecca.Tuerk@tamuc.edu; website http://www.tamuc.edu/CampusLife/CampusServices/studentDisabilityResourcesAndServices/default.aspx. ▪ Texas Senate Bill 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in ETAMU buildings only by persons who have been issued and are in possession of a Texas license to carry a handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the state of Texas are also permitted to do so. Pursuant to PC 46.035, the open carrying of handguns is prohibited on all ETAMU campuses. Report violations to the University Police Department at 903-886-5868 or 911. ▪ Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Department Head by completing a Student Grievance Form (available in the main office, DTH 141). In the event that the instructor is the Department Head or Assistant Department Head, the student should schedule a meeting with the Dean of the College of Arts, Social Sciences, and Humanities (CHSSA) after following the steps outlined above. If the instructor in question is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult University Procedure 13.99.99.R0.05 (“Student Appeal of Instructor Evaluation”).
Schedule	
Week 1	<ul style="list-style-type: none"> ▪ Read the course syllabus in entirety.

<p>(12/16-12/22)</p>	<ul style="list-style-type: none"> ▪ Introduce yourself under the appropriate Week 1 discussion thread. ▪ Study the Week 1 Reading Notes ▪ Read: <ul style="list-style-type: none"> ▪ Excerpts from Perry Nodelman, <i>Words About Pictures</i>, located in D2L Week 1 Readings. Read pages vii-21, 40-46, 77-89, and 101-105. ▪ Jon Klassen, <i>This Is Not My Hat</i> (2012), located in D2L Week 1 Readings ▪ John Newbery, <i>Little Pretty Pocket Book</i> (1744), located in D2L Week 1 Readings ▪ Heinrich Hoffmann, <i>Struwwelpeter</i> (1845), located in D2L Week 1 Readings ▪ Robert Lawson, <i>The Story of Ferdinand</i> (1936), located in D2L Week 1 Readings ▪ Virginia Lee Burton, <i>The Little House</i> (1942), located in D2L Week 1 Readings ▪ Post on the Week 1 discussion board as you read. The discussion board closes at 11:59 p.m. on Sunday, December 22.
<p>Week 2 (12/23-1/3)</p>	<ul style="list-style-type: none"> ▪ Study the Week 2 Reading Notes ▪ Read: <ul style="list-style-type: none"> ▪ Excerpts from Perry Nodelman, <i>Words About Pictures</i>, located in D2L Week 2 Readings. Read pages 158-163, 171-178, 199-202, 222-232 ▪ Matt de la Peña, <i>Last Stop on Market Street</i> (2016). Read/listen at https://www.youtube.com/watch?v=G-Rau8rreIU&t=96s&ab_channel=MagicalLittleMinds-ReadAlongStorytime ▪ Yuyi Morales, <i>Dreamers</i> (2018). Read/listen at https://www.youtube.com/watch?v=sYTv0yox6AQ&t=20s&ab_channel=LearnConmigo123 ▪ Carole Lindstrom, <i>We Are Water Protectors</i> (2020). Read/listen at https://www.youtube.com/watch?v=0yLtBjVG0No&ab_channel=LearnConmigo123 ▪ Doreen Rappaport, <i>Martin's Big Words</i> (2001), located in D2L Week 2 Readings

	<ul style="list-style-type: none">▪ Mordecai Gerstein, <i>The Man Who Walked Between the Towers</i> (2003). Read/listen at https://www.youtube.com/watch?v=OT309Wvrhh0&ab_channel=JamesReadsBooks▪ Emily Murphy, “Life on the Wire: Post-9/11 Mourning in Mordicai Gerstein’s <i>The Man Who Walked between the Towers</i>,” <i>Lion and the Unicorn</i> 38 (2014): 66-85, located in D2L Week 2 Readings <p>▪ Post on the Week 2 discussion board as you read. The discussion board closes at 11:59 p.m. on Friday, January 3.</p>
<p>Week 3 (1/4-1/10)</p>	<ul style="list-style-type: none">▪ Study the Week 3 Reading Notes<ul style="list-style-type: none">▪ Read: Jerry Craft, <i>New Kid</i> (2019)▪ Read: Jerry Craft, “Most kids cheer for the heroes to succeed no matter who they are,” https://www.npr.org/2022/12/28/1144950726/author-jerry-craft-on-new-kid-book-banning▪ Listen: “Banned Books: Author Jerry Craft on telling stories all kids can identify with,” https://www.npr.org/2022/12/28/1144458555/banned-books-author-jerry-craft-new-kid <p>▪ Post on the Week 2 discussion board as you read. The discussion board closes at 11:59 p.m. on Friday, January 10.</p>