

E 314L • Banned Books and Novel Ideas

Instructor: Erica Brozovsky

Prerequisites: One of the following: E 303C (or 603A), RHE 306, 306Q, or T C 303C (or 603A).

Description: What could possibly be so wrong with a beloved picture book that it would get banned?

In this course, we will read and discuss a range of children and young adult texts that have been banned or challenged since their publishing for a variety of reasons. We will ask what qualities made these books appear threatening to those who argued that they be banned and will examine the contexts of each book's suppression, asking what the work has to teach us about the societies in which it is banned. The goal is to provoke wide-ranging discussions on both nostalgic and new texts that will intrigue and excite students on many levels.

The primary aim of this course is to help students develop and improve the critical reading, writing, and thinking skills needed for success in upper-division courses in English and other disciplines. They will also gain practice in using the Oxford English Dictionary and other online research tools and print resources that support studies in the humanities. Students will learn basic information literacy skills and models for approaching literature with various historical, generic, and cultural contexts in mind.

This course contains a writing flag. The writing assignments in this course are arranged procedurally with a focus on invention, development through instructor and peer feedback, and revision; they will comprise a major part of the final grade.

Required Readings

Where the Sidewalk Ends – Shel Silverstein; *Drama* — Raina Telgemeier; *The Hate U Give* — Angie Thomas; *Speak* — Laurie Halse Anderson; *Looking for Alaska* — John Green; Selected picture books, short stories, poems, and essays made available on Canvas

Writing Flag

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

Coursework and Grading

Grades in this class will adhere to the university standard established below:

A = 94-100	B = 84-86	C = 74-76	D = 64-66
A- = 90-94	B- = 80-83	C- = 70-73	D- = 60-63
B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 0-59

The assignments will be weighted according to the following scale:

Paper 1 – 15%

Paper 1 Revision – 10%

Paper 2 – 15%

Paper 3 (Research paper) – 25%

Short Writing Assignments (3) – 15%

In-class Presentation – 10%

Participation, Quizzes, Group Work – 10%

Major Assignments

For this course, you will complete three short papers, the first of which will require instructor-guided revision; so, effectively, you will produce three independent papers and at least one additional paper that is a revised version of one of those three. Subsequent papers may also be revised and resubmitted by arrangement with the Instructor. Writing projects will be weighted at 80% of the final grade evaluation.

The remaining 20% will be determined by participation, a presentation, quizzes, and in-class group work.

Late Work

It's due when it's due. Work that is submitted past the deadline, *even by a margin of minutes*, will be a significant hindrance to high achievement in this class. Late assignments will be accepted at a 10% point reduction for every 24 hours past the deadline, with a maximum of 3 days. Past the 3-day point, assignments will no longer be accepted and will receive a 0%.

Class Policies

Email Policy

If you have any questions about homework, assignments, or any other class-related matter, be sure to refer to the following resources:

- The syllabus
- Canvas
- Your notes and/or material recently passed out in class
- Your classmates

If your question was not answered by either of these resources, I am available by email. Keep in mind that I check my email only a handful of times a day, and rarely after business hours. You can expect a response from me within forty-eight business hours, but you should not expect to hear back immediately, and you should plan accordingly. Please be sure to use a proper salutation and observe proper rules of grammar and punctuation. If your question cannot be answered in a few sentences, you should come see me in office hours.

Learning Procedures

It is never okay to laugh at, belittle, or harass a colleague because of their opinion or point of view. **Always think about how your comments will support our learning as a group.** However, safe doesn't mean operating in an environment where beliefs and ideas go unchallenged. Challenging colleagues to explain their arguments in a thoughtful manner is key to creating an engaging learning community.

- Make a commitment to understand unfamiliar positions from the context or point of view of your peers.
- Speak for yourself rather than for a group (use "I" statements).
- Be present – really listening to your colleagues will dramatically improve your in-class experience and prevent most misunderstandings.
- Take risks in speaking honestly; this will help the learning of the group.

Course Schedule

I reserve the right to alter the following course schedule at any point in the semester.

Week	Day	Lesson	Assignments Due	Required Preparation
1	T 1/21	Class Introduction		
1	Th 1/23	UNIT 1: CLOSE READING 1/24: Last Day to Add/Drop		Selected poems: On Canvas
2	T 1/28	Close Reading Basics		
2	Th 1/30	Using the OED		
3	T 2/4	Close Reading Practice	Short Assignment 1 due by 1pm	
3	Th 2/6	Wrapping up Unit 1		
4	T 2/11	UNIT 2: INFORMATION LITERACY		Drama: 1-119
4	Th 2/13	Research Skills		Drama: 120-233
5	T 2/18	Assessing Sources	Short Assignment 2 due by 1pm	Speak: 3-78
5	Th 2/20	Using Databases		Speak: 79-137
6	T 2/25	UNIT 3: ESTABLISHING CONTEXT		Speak: 141-198
6	Th 2/27	Peer Review	Paper 1 draft due in class	HARD COPY: 2+ pages
7	F 2/28	NOT A CLASS DAY	Paper 1 due by 5pm	
7	T 3/3	NO CLASS: WRITING CONFERENCES		
7	Th 3/5	NO CLASS: WRITING DAY	Revision due by 1pm	
8	T 3/10	Additional Research Skills	PRESENTATIONS BEGIN	LFA: 3-59

8	Th 3/12	Integrating Sources	If presenting	LFA: 59-111
9	T 3/17 - Th 3/19	NO CLASS: SPRING BREAK		
10	T 3/24	Texts, Contexts, and Conflicts	If presenting	LFA: 111-169
10	Th 3/26	Types of Context	If presenting	LFA: 169-221
11	T 3/31	Peer Review	Draft of Paper 2 due in class	HARD COPY: 2+ pages
11	Th 4/2	Wrapping up Unit 3	If presenting Paper 2 due by 1pm	Huck Finn: Ch 8 (online)
12	T 4/7	UNIT FOUR: PUTTING IT ALL TOGETHER	If presenting	THUG: Ch 1-3 (3-49)
12	Th 4/9	Productive Research Questions	If presenting	THUG: Ch 4-6 (50-103)
13	T 4/14	Implementing Research	If presenting	THUG: Ch 7-9 (104-163)
13	Th 4/16	Implementing Research 2	Last presentation day	THUG: Ch 10-12 (164-219)
14	T 4/21	In-class writing workshop	Short Assignment 3 due by 1pm	THUG: Ch 13-15 (220-278)
14	Th 4/23	Reading Experience		THUG: Ch 16-19 (281-334)
15	T 4/28	Reading Experience II		THUG: Ch 20-22 (337-387)
15	Th 4/30	Literature as Culture		THUG: Ch 23-26 (373-444)
16	T 5/5	Peer Review	Draft of Paper 3 due in class	HARD COPY: 3+ pages
16	Th 5/7	LAST CLASS	Paper 3 due by 1pm	