ENG 1145: Writing About Horror For Children

Fall 2015

Time: MWF Period 3   **Room:** Weimer 1076
Instructor: Jaquelin Elliott   **Email:** jpaigee@ufl.edu
Office: 4212 Turlington   **Office hours:** Weds 2-4 pm

COURSE DESCRIPTION

For many children, there is an undeniable attraction to the strange, dark, and terrifying. The question is why? Is it simply the taboo of it? Wanting to experience something that their parents have denied them? Or is this issue, if we can even call it that, more complex? One explanation often put forward is that scary media provides children with an outlet for safely confronting their anxieties - anxieties that are generally ignored by adults under the assumption that children are too innocent to understand the darker realities of life. And yet popular children's literature grapples with dark themes and topics just as often as works for adults do.

In this course, we will be surveying a number of "scary" texts (books, films, fairy tales, etc.) for children and young adults, both texts that deal with dark subject matter and actual horror media that was produced for young readers/viewers. Themes examined in this course may include trauma, abuse, death, abandonment, sexual endangerment, monstrosity, loss of identity, and more. By engaging with these texts and themes through a number of different critical lenses, students will arrive at a better understanding of the social functions that children's literature and horror serve as genres, as well as grapple with important literary issues such as audience, censorship, and the flexibility of genre.

COURSE OBJECTIVES

By the end of this course, students will:

- Develop a knowledge of key themes and concepts prevalent in children's literature and horror media, especially darker undercurrents in children's media, and put these themes to use in the production of new works
- Develop a solid foundational knowledge of key literary/theoretical concepts, including genre studies, Jungian archetypes, feminist criticism, and catharsis
- Understand and explore the ways in which literary genres can be flexible
- Think critically about the production of meaning when writing, and recognize the ways in which narrative is sustained across different genres
- Express critical viewpoints through a number of different academic and creative genres
- Work collaboratively in an academic writing community
- Produce writing that is coherent, focused, and well-organized
- Display a command of grammar, punctuation, spelling, MLA citation, and research skills

REQUIRED TEXTS

- * Tatar, Maria. *The Classic Fairy Tales*. Norton Critical Edition. ISBN: 978-0393972771
- Rossetti, Christina. *Goblin Market and Other Poems*. Dover. ISBN: 978-0486280554
- Carroll, Lewis. *Alice's Adventures in Wonderland*. Bantam. ISBN: 978-0553213454
- Dahl, Roald. *The Witches*. Puffin. ISBN: 978-0142410110
- Gaiman, Neil. *Coraline*. HarperCollins. ISBN: 978-0380807345
- Snicket, Lemony. *The Bad Beginning*. HarperCollins. ISBN: 978-0061146305
- Rowling, J.K. *Harry Potter and the Prisoner of Azkaban*. ISBN: 978-0439136365

* It is crucial that you purchase this edition of *The Classic Fairy Tales*. Alternate editions of all other works on the list are acceptable.

> ***All other readings will be made available on Canvas. You should be able to access these in class either by printing them or by opening them on a digital device in the classroom ***

ASSIGNMENTS

Participation (100 points; 10% of grade): Students are expected to come to class prepared and willing to participate in in-class activities, including writing exercises, quizzes, discussions, group work, peer reviews, workshops, and more. Students are expected to contribute constructively to each class session.

Peer Reviews/Workshops (50 points; 5% of grade): Students are expected to peer-review each other's work in class on designated days, providing constructive criticism and feedback. There will be at least two peer-reviews during the semester on days indicated by the course schedule, plus a mandatory research paper conference with the instructor at the end of term.

Blog Posts (200 points; 20% of grade): Each week, you will be given a blog post prompt and are expected to complete the prompt and post it to a personal blog created specifically for this assignment, due before class on the day specified in the course calendar. Each post will be between 200 – 250 words and highly self-reflective (think of this assignment as a kind of themed journal). You will be given 12 blog prompts over the course of the semester and **must complete at least 10**.

Deliverable: 10 blog posts (200 - 250 words each; **20 points** each).

Film Review (100 points; 10% of grade): Tropes and motifs from fairy tales have frequently snaked their way into horror films. For this assignment, you will write a film review for a horror/dark fantasy film that you feel draws on fairy tale tropes/themes. Many of these films are available through our library system and via Netflix [see the chart on the next page to help you get started]. This review is to not only evaluate the film, but analyze the ways in which said film makes use of fairy tale imagery/tropes/motifs.

Deliverable: 600-900 word Microsoft Word Document uploaded to Canvas.

Red Riding Hood:	Bluebeard:	Hansel & Gretel:
Hard Candy	*Monsieur Verdoux*	*The Texas Chainsaw Massacre*
Freeway	*The Secret Behind the Door*	*The Blair Witch Project*
Silence of the Lambs	*Rebecca*	*Suspiria*
	The Corpse Vanishes	*Mama*
	Shadow of a Doubt	
	The Stepfather	
Beauty & The Beast:	**Snow White:**	**Other:**
Edward Scissorhands	*Snow White: A Tale of Terror*	*Black Swan*
Candyman	*Snow White and the Huntsman*	*A Nightmare on Elm Street*
The Wolfman		*The Red Shoes*
King Kong	**Rumpelstiltskin:**	*Hanna*
	Rosemary's Baby	*New Nightmare*
		Last House on the Left

Monster Wiki (100 points; 10% of grade): For this research project, you will be choosing a monster/legendary creature and creating a well-sourced, original Wiki page, which will be uploaded to our class Monster Wiki. Think of this assignment as though you were writing an encyclopedia entry. Information sections on the page should include: Introduction, Etymology, Folk History, List of children's texts/media that this monster appears in, and a References section with 7-10 secondary sources (required).

Students will also be required to go into another student's page and add some information that you find important to the entry (NOTE: Please do NOT delete other students' work; add something of note, don't subtract.)

Deliverable: 600-900 word wiki entry uploaded to the class wiki AND submitted as a Word document to Canvas; brief informational addition added to another student's page (100-200 words)

Synthesis Essay (150 points; 15% of grade): To demonstrate the skill of synthesizing sources, students will analyze two or more of the texts we have examined in class, bringing them into conversation with each other to demonstrate how they have reached an enlarged perspective on their chosen synthesis question (possible topics will be provided by the instructor). Essays will require both a strong thesis and textual evidence to support the student's argument.

Deliverable: 900 – 1200 word Microsoft Word Document uploaded to Canvas.

Research Paper (300 points; 30% of grade): The final paper for this course will be a research paper related to one or more of the themes and texts that have been discussed throughout the semester. In this paper, students will make a clear, specific argument about a topic of their choosing that relates to the theme of the course. The argument must be supported with evidence from both the texts we shall read together in class and from outside academic/critical sources (facts, statistics, and quotations from experts in the field relevant to the student's chosen topic).

Deliverable: 1800 – 2100 word Microsoft Word Document uploaded to Canvas.

GRADING & COURSE CREDIT POLICIES

Grading Scale

A	4.0	93-100	930-1000		C	2.0	73-76	730-769
A-	3.67	90-92	900-929		C-	1.67	70-72	700-729
B+	3.33	87-89	870-899		D+	1.33	67-69	670-699
B	3.0	83-86	830-869		D	1.0	63-66	630-669
B-	2.67	80-82	800-829		D-	0.67	60-62	600-629
C+	2.33	77-79	770-799		E	0.00	0-59	0-599

Course grades will be determined based on the following point system:

Final Grade	1000 points
Participation	100 points
Peer Reviews	50 points
Blog Posts	200 points
Film Review	100 points
Monster Wiki	100 points
Synthesis Essay	150 points
Research Paper	300 points

Grading Rubric

Grade	
A work	You have completed the assignment at a very high quality level. Content is complete, well-organized, pays special attention to genre and style, and is free of typos and grammatical errors. Work in this range demonstrates a high level of critical engagement. You have gone above and beyond what was expected of you.
B work	The assignment has been completed at a satisfactory level, but may still be in need of some revisions. Content is complete and well-organized with special attention paid to style, genre, audience, grammar, and mechanics.
C work	The assignment is complete and logically organized, but is notably in need of revision. It may include multiple typos or grammatical errors that suggest a lack of proofreading. Additionally, style and level of critical engagement may be lacking. The bare minimum of what was required of you.
D work	You have mostly done what was asked of you, but at a very poor quality level. Little to no attention has been paid to style, grammar, and mechanics; the work is in need of significant revision. The work may also be missing some of the requirements of the assignment, incomplete, or poorly organized.
E work	An "E" is usually reserved for students who have failed to complete the assignment or have failed to meet the minimum word requirement for the assignment. However, an "E" may be given if the work in question blatantly fails to meet the aforementioned criteria for evaluation.

Statement of Composition (C) and Humanities (H) credit:

This course can satisfy the UF General Education requirement for Composition or Humanities. For more information see:
https://catalog.ufl.edu/ugrad/current/advising/info/general-education-requirement.aspx

Statement of Writing Requirement:

This course can provide 6000 words toward fulfillment of the UF requirement for writing. For more information, see:
https://catalog.ufl.edu/ugrad/current/advising/info/gordon.aspx

Note: To receive writing credit, you must receive a grade of C (2.0) or higher AND satisfactory completion of the writing component of 6000 words. This means that you must complete EVERY assignment.

Final Grade Appeals

In 1000- and 2000- level courses, students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant in the English Department. Grade appeals may result in a higher, unchanged, or lower final grade.

CLASSROOM POLICIES

Attendance

Attendance and participation in this class is required. You are permitted up to 6 absences in this class throughout the semester. Bear in mind that in-class work may be excused/made up only under the following circumstances:

- Student is absent for a religious holiday
- Student is absent for an athletic or other university-sponsored event (student athletes/students in band, theater, etc.) – documentation required
- Medical reasons - documentation required

For any of these instances, you are required to contact me and provide documentation as noted. In-class work missed for any other reason cannot be made up. Any assignment due on a day you are absent is still due.

After your 6th absence, each additional absence will result in a deduction from your grade:

7 absences	- 10% of possible grade
8 absences	- 20% of possible grade
9 absences	**AUTOMATIC FAILURE OF COURSE**

Tardiness: If a student enters after roll has been called, they are late, which disrupts class. Two instances of tardiness count as one absence. Leaving class before dismissal will also count as tardiness.

Plagiarism and Academic Honesty

Plagiarism is a serious violation of the Student Honor Code and carries suitably serious consequences. The Honor Code prohibits and defines plagiarism as follows:

> Plagiarism: A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to):
> a. Quoting oral or written materials, whether published or unpublished, without proper attribution.
> b. Submitting a document or assignment, which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.
> (University of Florida, Student Honor Code, 15 Aug. 2007)

All students must abide by the Student Honor Code. For more information about academic honesty, including definitions of plagiarism and unauthorized collaboration, see: http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code.

PLEASE NOTE: There is zero tolerance for plagiarism in this class. Plagiarized assignments will receive zero credit and will not count toward the 6,000-word requirement for the course. The Dean of Students Office will also be notified and further disciplinary actions may occur.

If you have questions about whether or not you are citing a source correctly, ask me.

Classroom Behavior

Some of the texts we will discuss and write may engage controversial topics and opinions, so please keep in mind that a) students come from diverse cultural, economic, and ethnic backgrounds and b) it is vital that you demonstrate respect for ideas that differ from your own.

In addition, students will refrain from texting and other behaviors that distract classmates. Disrespectful behavior will result in dismissal from the class and will count as an absence from class. Disrespectful behaviors include: Phone calls, texting, checking Facebook, leaving class repeatedly, sleeping, failure to bring texts, disrespectful language, etc.

Sexual Harassment

UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. For more about UF policies regarding harassment, see: http://www.dso.ufl.edu/sccr/sexual/

Participation

Participation is a vital component to any classroom. Students will be expected to constructively contribute to each class session by participating in group discussions, writing workshops, peer reviews, and other in-class activities. Students must be present for all in-class activities to receive credit for them. In-class work cannot be made up.

Mode of Submission

All papers will be submitted as MS Word (.doc) documents to Canvas, unless otherwise noted (blog posts, etc.). Final drafts should be polished and presented in a professional manner. **All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered.** Please do not email your paper to your instructor.

When submitting digital papers, please also include your last name in the file name. (Example: ElliottFilmReview.doc).

It is the student's responsibility to maintain copies of all work submitted in this course should the need arise for resubmission or review of submitted work.

Emails

You can always reach me via email. I expect your emails to me to be professional and to follow the rules of grammar and etiquette, including proper salutations, a subject line, and a signature that includes your name (I can't help unless I know who I'm talking to).

Late Papers

All assignments are due at the beginning of class on the day indicated, unless otherwise noted on the syllabus. **Late assignments will not be accepted.** If you find yourself in a situation that requires an extension, you must contact me **before the due date** to discuss it.

University Writing Center

If you ever need help with any of your written assignments, tutors are available at the University Writing Center in 302 Tigert Hall. You can schedule an appointment ahead by calling (352) 846-1138 or by visiting http://writing.ufl.edu/writing-center/

Students with Disabilities

The Disability Resource Center in the Dean of Students Office provides information and support regarding accommodations for students with disabilities. For more information, see:
http://www.dso.ufl.edu/drc/

Please schedule a meeting with me to discuss accommodations within the first week of class.

SCHEDULE

This schedule may be subject to change according to the needs of the course. Readings available on Canvas will be indicated as such. Readings and homework are due **on the day they are listed**, not the day after.

"CFT" = *The Classic Fairy Tales*

	Readings	Discussion	Due
Week 1:	**Introductions**		
Mon. 8/24	Syllabus	Welcome and introductions	Purchase books
Wed. 8/26	Ruth, "Why Horror is Good For You (and Even Better For Your Kids)" (Canvas)	Horror as catharsis; Introduction to blog posts; Blogging as writing	
Fri. 8/28	View: *The American Nightmare* (YouTube)	Horror as catharsis cont.	
Week 2:	**Fairy Tales**		
Mon. 8/31	Dean, "Explaining Genre Theory" (Canvas)	Genre theory and the intersection of children's media and horror	Blog Signup before 11:59 PM
Wed. 9/2	Intro to Hansel and Gretel, "Hansel and Gretel" (CFT 179-90)	Understanding character archetypes and structuralism	
Fri. 9/4	Bettelheim, "Hansel and Gretel" (CFT 273-80)	Introduction to literary analysis; How to write a strong thesis	Blog Entry #1 before 11:59 PM
Week 3:	**Red Riding Hood + Bluebeard**		
Mon. 9/7	**No class - Labor Day**		
Wed. 9/9	Intro to Bluebeard, "Bluebeard" + Intro to Red Riding Hood, "Red Riding Hood" + Shavit, "The Concept of Childhood and Children's Folktales" (CFT 3 – 11, 138 -144, 317-32)	"Bluebeard" + "Red Riding Hood"; Sexual endangerment narratives	
Fri. 9/11	Angela Carter's "The Company of Wolves" (Canvas)	Feminist criticism; Horror adaptations of fairy tales; Intro to Film Review assignment	Blog Entry #2 before 11:59 PM

Week 4:	*Goblin Market*		
Mon. 9/14	Read "The Company of Wolves" blog and NYT Review (Canvas)	Writing Reviews/Evaluation Essays	
Wed. 9/16	Rossetti, *Goblin Market*	Sexual endangerment + The Uncanny in *Goblin Market*	Film Review topic
Fri. 9/18	Finish *Goblin Market* (if you haven't already) Recommended screening: *Labyrinth*	*Goblin Market* cont; MLA Citation	Blog Entry #3 before 11:59 PM
Week 5:	Down the Rabbit Hole		
Mon. 9/21	*Alice's Adventures in Wonderland* Chapters 1-7	Introduction to *Alice's Adventures in Wonderland* and the Golden Age of Children's Literature.	
Wed. 9/23	Finish Alice Optional screening: *Pan's Labyrinth*	*Alice*, Children's Skepticism, and Body Horror	
Fri. 9/25	**Peer Review: Bring Film Review draft to class**	Peer Review; Alice in illustrations/horror film	Blog Entry #4 before 11:59 PM
Week 6:	The Vault of Horror: EC Comics and Censorship		
Mon. 9/28		Introduce Monster Wiki assignment; Choosing good sources	**Film Review due**
Wed. 9/30	"Judgment Day," "The Whipping," and "Eye For an Eye" (Canvas)	EC Comics + censorship; Analyzing images as texts	Wiki Signup
Fri. 10/2	*More Scary Stories to Tell in the Dark* (Canvas). Pay attention to illustrations and be sure to fully read xi–7, 31–41, 54 – 57	EC Comics cont; Censorship of children's horror illustrations.	Blog Entry #5 before 11:59 PM + Monster wiki topic
Week 7:	Roald Dahl, *The Witches*, and Censorship		
10/5	*The Witches* Chapters 1-12	Roald Dahl's Troubling Tales and the Censorship of Children's Literature	
10/7	Finish *The Witches*	*The Witches,* Roald Dahl, and Monstrous Adults.	
10/9		Incorporating sources; Monster Wiki workshop	Blog Entry #6 before 11:59 PM

Week 8:	At the Mouse of Madness - Disney Horror		
10/12	Buckingham "Distress and Delight: Children's Experience of Horror" (Canvas)	Children's response to visual horror media; Horror animation for children	
10/14		Disney Horror (1938 – 1988)	
10/16		The Disney Renaissance (1989 – 1999); Disney villains and monstrosity	Blog Entry #7 before 11:59 PM
Week 9:	Horror Animation for Kids		
10/19		Introduce synthesis assignment; Writing synthesis essays	**Monster Wiki entry due**
10/21		Crafting introductions and conclusions	
10/23		Children's animated horror shows: 1960s -Now	Blog Entry #8 before 11:59 PM
Week 10:	Halloween		
10/26		*The Halloween Tree*	**Monster Wiki edit due**
10/28		*The Halloween Tree*	
10/30		Are You Afraid of the Dark? "The Tale of the Midnight Madness"	Blog Entry #9 before 11:59 PM
Week 11:	Children's Horror Anthologies and Serials		
11/2		Children's TV horror serials; Are You Afraid of the Dark? "The Tale of the Lonely Ghost" + "The Tale of the Dangerous Soup"	
11/4	**Peer Review: Bring synthesis essay draft to class**	Peer Review	
11/6	**No class - Homecoming**		Blog Entry #10 before 11:59 PM

Week 12:	*Coraline*		
11/9		Introduction to Research Paper; writing a research paper	**Synthesis essay due**
11/11	**No class – Veteran's Day**		
11/13	*Coraline* Chapters 1 – 7	Neil Gaiman, *Coraline*, and the Child Hero	Blog Entry #11 before 11:59 PM
Week 13:	*A Series of Unfortunate Events*		
11/16	Finish *Coraline*	*Coraline*	Paper proposal due via email
11/18	*The Bad Beginning* Chapters 1-5	*A Series of Unfortunate Events*	
11/20	*The Bad Beginning* Chapters 6-10	*A Series of Unfortunate Events*	Blog Entry #12 before 11:59 PM
Week 14:	Workshop		
11/23	Finish *The Bad Beginning*	Research Paper workshop	
11/25	**No class – Thanksgiving**		
11/27	**No class – Thanksgiving**		
Week 15:	The Boy Who Lived		
11/30	*Harry Potter and the Prisoner of Azkaban* Chapters 1-8	*Harry Potter* as a cultural phenomenon + *Prisoner of Azkaban*	
12/2	*PoA* Chapters 9 - 17	*Harry Potter and the Prisoner of Azkaban*	
12/4	Finish *PoA*	*Harry Potter and the Prisoner of Azkaban*	
Week 16:	Closing Thoughts		
12/7		Research Paper conferences	
12/9		Closing thoughts; Course evaluation	

RESEARCH PAPER DUE MONDAY, 12/14