Course Description:
Introduction to the most familiar fairytales. Students will examine how fairy tales are used in modern work, particularly young adult fiction.

Credit Hour Justification
ENGL 3351 “Fairytales” (3 credits) typically meets on a twice a week schedule for 75-minute sessions or three times a week for 50-minute sessions. The class will also meet for a 2-hour final examination. Students are expected to complete a significant amount of weekly reading of primary and/or secondary source material on classic, Victorian, and contemporary fairytales. The weekly reading will be accompanied by such assignments as reading quizzes and in-class and out-of-class writings, and class presentations. The amount of writing will average between 15-25 pages over the semester and will, at times, require research. The required outside class workload will average 6 hours per week.

Prerequisite
9 semester hours of English.
Required Materials For This Course:
❖ Classic Fairy Tales: Texts & Criticism (2nd edition), edited by Maria Tatar
❖ Alice’s Adventures in Wonderland by Lewis Carroll
❖ The Princess and the Goblin by George MacDonald
❖ The Lion, The Witch, and The Wardrobe by C. S. Lewis
❖ Frog Princess by E. D. Baker
❖ The Hazel Wood by Melissa Albert
❖ Chocolat by Joanne Harris

Additional items: Ability to read various handouts of stories/poems provided to you, enthusiasm, ability to talk in class discussion, ability to keep up with reading.

Why Fairy Tales:
Fairy tales have their roots in oral folklore and are still told in various forms today. In this class, I’ll introduce you (or re-introduce you) to the most familiar tales, particularly those made popular by Walt Disney (“Cinderella,” “Snow White,” “Beauty and the Beast,”), as well as those you may not know (“Bluebeard,” “The Snow Queen”). We will then look at how fairy tales are used in modern work, particularly adult and young adult fiction and poetry. What do we gain by telling these old stories again? We will discuss how fairy tales developed, why people “need” them (as evidenced by the telling them) and the psychological effects they may/may not produce. By the time you leave class, you should see how much fairy tales permeate contemporary life.

PROGRAM LEARNING OUTCOMES

The following Program Learning Outcomes will be achieved:

❖ The student will demonstrate the ability to read complex texts, closely and accurately: We will read several tales, short stories, and novels in the genre, and discuss these at length. Through class discussion, quiz and exam answers, and short papers, the student will demonstrate engagement with the texts.
❖ The student will demonstrate knowledge of literary history in regard to a particular type of literature—in this case fairy tales: I will give you the background/history to the genre through lecture notes. We will discover that social and cultural contexts (the growth in technology and industry, religious questioning, the changes in gender roles, the advent of human rights) are key to understanding the literature. Fairy tales are blueprints for cultural concerns and shift with the cultures that tell them. In papers and exams, you should be able to articulate the historical/social/cultural influences that frame our understanding of fairy tales.
❖ The student will demonstrate the ability to write clear, grammatically correct prose for a variety of purposes in regards to literary analysis: The course is writing intensive and will require the ability to analyze primary and excerpts from secondary texts.
**MY GOALS FOR YOU:**

By the end of the course, you should be:

❖ Reading and interpreting a variety of classic fairy tales (including variants) and articulating their historical and social contexts.
❖ Reading a variety of contemporary fairy tales and discussing how their authors manipulated original texts to comment on contemporary issues.
❖ Reading contemporary fairy tale criticism from leaders in the field.
❖ Becoming more confident in reading and responding to fairy tale literature.
❖ Articulating original ideas about fairy tale literature both in oral and written form.

**GRADING**

SCALE: 100-90=A; 89-80=B; 79-70=C; 69-60=D; 59 or below=F

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**Important Note**

If a student fails two areas listed above, the student will receive a grade no higher than a D. This is regardless of other tabulations.

**ATTENDANCE (10% of total grade)**

If you aren’t here, I count you as absent. If you are asleep in my class, you are absent. Please plan your absences wisely and please inform me if there are extenuating circumstances to you not attending class.

- 0-2 absences = A
- 3 absences = B
- 4 absences = C
- 5 absences = D
- 6 absences = fail the course

- sleeping in class = 1 absence
- coming in late/leaving early = 1/2 absence

Being absent is not an excuse for missed information or assignments. You should either e-mail a classmate (or me) to find out what went on in class if you are not able to attend. You should pick up any missed packets or material. You must be responsible for all the material discussed in class on the days you were absent—and for the material for the next class period. If there are any extenuating circumstances regarding your absence(s), please let me know so we can work things out.
**Electronics Policy:**

Except when allowed for classroom assignments, electronic devices (laptops, cellphones, etc.) must be kept in pockets, purses, or backpacks—unless you are waiting for a notification during a family emergency (please tell me before class begins).

I’d prefer you to have print copies, but if you are using a Kindle/Nook app just let me know.

If you spend your time on electronics in the classroom when you clearly should be doing an assignment or interacting, I will count you as absent and you will receive 0s on your participation grades. Clearly this would affect your overall grade. Repeat offenders will be dropped a letter grade.

**Note:** I have a hearing loss accommodated by hearing aids, which can be adjusted for greater volume via my phone. Please let me know if you have similar accommodations.

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**CLASS DISCUSSION (10%)**

Let me stress that I’m not looking for “right” answers, just tell me what you think. I like the classroom to be lively, so don’t hold back! If you do not wish to talk in class, know your discussion grade (as long as you appear attentive) will be no higher than a C and your grade in the course will be no higher than a B. I grade on:

- Ability to discuss the works in class (high priority)
- Ability to ask intelligent, thoughtful questions. If you do not understand the story, feel free to ask questions about what it means. Feel free to guess as well (oftentimes you won’t be as off base as you might think).
- Engagement with material (have you read?)
- Engagement with other students, particularly when they offer ideas (active listening)
- Respect for yourself, me, other students.

Remember that, although we are talking about fictional plots and characters, they will often touch on a variety of issues that are part of the human character—and because of that, we get attached to them & what they mean. Tread gently but don’t shy away from your opinion either. Even if you don’t agree with someone, treat them well.

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**QUIZZES (20%)**

Please note quizzes are worth more than a paper or exam grade. Reading daily also is as important to me as a paper, that’s why. Ideally, quizzes are given every class period, but they may be on occasion sporadic.
❖ Quizzes are always given at the beginning of class, before class discussion.
❖ Quizzes relate to the reading and are assigned on the syllabus. Some days we will skip a quiz.
❖ Their purpose is to help you learn to read stories/critical material for detail. They also give me a good idea of how well you’re doing with the reading. They will either be structured as true-false, fill in the blank, multiple choice or one word or short answers OR as one question on the reading material which requires a short paragraph response.
❖ You’ll be expected to be able to name any of these: the author, when the story was written and/or published, when the story is set, the characters (their names, personal traits), aspects of the setting, important objects and events, the differences between the variants.
❖ Ten question quizzes are graded like this: 10-9=A; 8=B; 7=C; 6=D; 5 or less=F. I do give half points and they are rounded up (for example, 6.5 = C-). Paragraph answers are graded with A, B, C, D, F.
❖ If you do poorly on a quiz, I will assume you have not read the assignment on that day which affects your attendance & participation grade. There are several, so if you miss or do poorly on one or two, this will not dramatically affect your grade. However, failing several is a good indicator you are not reading and this will cause your grade to slip to below average.
❖ I drop the lowest quiz grade.
❖ If you are continually receiving poor grades on quizzes, but are reading the material, please see me for help.

Note: There are NO make-up quizzes.

PAPERS (30%)

Three short papers (3 pages) will be required during the course. Paper One (10%) will focus on the classic tales. Paper Two (10%) will focus on short stories of the Victorian Age. Paper Three (10%) will focus on our contemporary readings. Papers should be coherent in argument, grammatically precise, and neat in presentation. Explicit prompts will be given and you will be assigned a choice of texts to write about.

You will be put into groups. The due dates for the papers for your group for the papers are indicated on the syllabus. You will not be writing a group paper, but you will be assigned a particular work to comment on (usually a choice between one or two works).

There is no mystery to doing well on papers and assignments: be professional in your approach, precise in your word choice, neat in your presentation, and follow the guidelines. I am interested in different approaches, but make sure they can be supported by logical reasoning and examples from the story.
I would urge you to be sensible in your approach to writing. We will probably joke a lot in class (I tend to be fairly irreverent) but when it comes to the paper, be as serious as possible. You don’t want to use any kind of slang (chicks for women, for example), and you probably don’t want to say offensive things. **In other words, remember your audience.** It is academic.

**ALL PAPERS MUST:**

- Be in essay form (intro, body of evidence, conclusion).
- Be typed, double-spaced in Times or Times New Roman 12.
- Have a standard heading in the top LEFT corner of the page (your name, date, my name, class title).
- Have an original title (DO NOT use the title of the author’s work as *your* title).
- Include your last name and the page number on each subsequent page (in RIGHT hand corner).
- Be printed in clear ink on good quality paper (mimeo, copy paper, printer paper).
- Be stapled—this lowers the risk of pages of your paper being misplaced.
- Use passages/examples from the novel/story as support.
- Use parenthetical citation—i.e. (Baum 22). This may vary from current MLA format.
- Use block quoting if quote is longer than 4 typed lines of text.

Always keep copies of what you write for your own protection. **Do not give me the original** of anything. In the event that your work should be lost, or misplaced, you want to make sure you have a back-up copy on a computer or flash drive.

**Be aware I do not accept the following:**

- Late papers & assignments (Papers **must** be turned in at the beginning of class)
- Incomplete papers
- Papers not typed in standard format as listed above
- Papers with an abundance of spelling/grammatical errors
- Plagiarized papers will result in failure of the assignment and the course—as well as notification to the Chair & Dean (see plagiarism policy later in this syllabus).

**Grading on Papers**

I grade on both content (logic, reasonable tone, use of examples) and form (spelling, verb tense agreements, and sentence structure). Although there will be several, none of my comments are meant to suggest you are a hopeless or stupid writer/student. Rather they are intended to help you improve your ability to articulate your thoughts on paper. Please feel free to ask me to explain any comments I have given you, especially if they do not make sense to you.

**A**  best written, grammatically correct, insightful

**B**  well written, grammatically above average, above average argumentation but not exceptional.
All students start off as “C” students and are such until they prove they are “above average” or “below average.”

EXAMS (30%)
There will be two exams, each worth 15% of your grade. Exams will cover all reading material, lecture notes and/or secondary material. Exams may consist of identification of important passages, short answer, or essay questions (there will be a choice of questions in each section to answer). There are NO make-up exams. They cannot be taken early.

❖ Exam One is on the classic tales and the Golden Age tales and the periods in which they were written.
❖ Exam Two is on the contemporary work we’ve read and its resonance today.

ÉTIQUETTE

Please do the following and we’ll all have a happy semester! 😊

❖ Arrive on time. Coming in late can be disruptive—and it affects both your attendance grade and your participation grade.
❖ Listen when others are talking. If someone “has the floor,” he/she/they is usually trying to make a worthwhile point. It will be in your interest to listen because it is both polite and because it may show up as an exam question.
❖ Put away your phone/electronics. Texting, looking at the cell phone, etc. is obviously not acceptable in a learning environment, which requires all your senses. Clearly this would affect your participation grade.
❖ Be alert to expectations and due dates. I write them down on the board, tell you in class and usually on the assignment sheet/syllabus. If you choose not to do something, that is totally up to you, but you will be graded accordingly.
❖ Please do not pack up early. I will try to never hold class over the allotted time, but if I am talking or someone else is, don’t move. When I say “that’s it for today” you can start closing your book, putting stuff away, or zipping/unzipping your backpacks.
❖ Be kind. Don’t treat anyone in a way you wouldn’t like to be treated yourself. Arrogance, rudeness, prejudicial comments, general nastiness doesn’t fly here. We will be required due to the subject matter of the course to talk about some difficult subjects, so be understanding.
**Email Etiquette**

When you write/speak to a professor, it is a business exchange. It is a good idea to put your best foot forward. Here are some tips on email.

- Make sure you have a subject line; I know I tend to ignore things that don’t have one. So, “English 351” in the subject line is helpful, or “Alice Liddell from 351”
- Salutations are nice: “Hi, Dr. C. (or Christine)” is fine. “Dear Dr. McDermott” is nice, too.
- Be succinct and to the point about what you need: “Could we set up an appointment to talk about why I keep failing quizzes?”
- Try to avoid writing last minute. If you write an email at 3 am, I won’t answer it before class at 9:30 am. I usually don’t check non-personal email between the hours of 8 pm-9 am. If I don’t respond, I’ve either gotten swamped and/or missed it, please resend or check in.

Please note, **I will not open an attachment without a clear explanation of the attachment in the body of the email.** (i.e. Dear Dr. C, Here’s a copy of my paper. Cheers, The Frog Prince).

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**University Policies You Need to Know**

**Academic Integrity (A-9.1)**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Acceptable Student Behavior**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program
provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Withheld Grades Semester Grades Policy (A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Psychological/medical needs**
A faculty member is *not* a trained counselor. If you need emotional counseling (and several of us do), please make sure you take advantage of SFA's free services.

**Contact:**

3rd Floor, Rusk Building  
Phone: 936-468-2401  
counseling@sfasu.edu  
Hours: M-F 8:00am-5:00 pm

**After hours resources:**

UPD: 936-468-2608  
MHMR CRISIS LINE: 1-800-392-8343  
911 for life threatening situations

If you fall ill, be sure to take care of yourself but inform your instructors if you must miss class. Take advantage of medical services offered on campus or go to urgent care.

If you have a temporary limiting situation or condition that requires extra care or management, make sure to contact the Students Rights and Responsibilities Office, as they can assist you with informing your teachers of your needs/absences while maintaining confidentiality. They are located in Rusk 315, Phone: 936-468-2703
Last Words
College (and life!) can be very demanding. So, while keeping your goals in mind, also take the time to take care of yourself. You won't succeed if you spread yourself too thin. So be good to you, and when things get bleak, remember to relax, talk to me if you need to, and have fun! ☺ And remember, life is full of magic—if you know where to look.

Calendar for English 351- Fairy Tales
(Subject to Revision if Necessary)

Note: CFT refers to The Classic Fairy Tales (edited by Tatar)

WEEK ONE
1/16 R Introduction to the Course; Go over Syllabus/Policies. FOR NEXT TIME: “Story of the Grandmother” (CFT 14-16)

WEEK TWO
1/23 R Quiz. Discuss “Childhood” stories: Little Red Riding Hood & brother/sister variants. FOR NEXT TIME: Read “Snow White” (Grimms, CFT 95-102) and “The Goose Girl” (Grimms, handout/D2L). Group One writes Paper One on “Snow White” or “The Goose Girl.”

WEEK THREE

WEEK FOUR
2/6  R  Quiz. Discuss “Courtship & Marriage” stories. **FOR NEXT TIME:** Read “The Snow Queen” by Hans Christian Andersen (handout/D2L). Tip: Read this one in sections (there are 7) not all at once.

**WEEK FIVE**

2/11  T  Intro to The Golden Age. **Paper Two Assignment given. FOR NEXT TIME:** Read “Little Mermaid” (Andersen, CFT 30-60), review “The Snow Queen.” Group One and Group Two write paper on “The Snow Queen” or “The Little Mermaid.”

2/13  R  Quiz. Discuss “The Snow Queen” and “The Little Mermaid. **Groups One & Two Turn in Paper Two. FOR NEXT TIME:** Read Lewis Carroll’s Alice’s Adventures in Wonderland through Chapter 6, “Pig and Pepper.”

**NOTE:** If you do not have a hard copy of Alice, you can access it here: https://en.wikisource.org/wiki/Alice%27s_Adventures_in_Wonderland_(1866), clicking on each chapter.

**WEEK SIX**

2/18  T  Quiz. Discuss Lewis Carroll's Alice’s Adventures in Wonderland through Chapter 6. **FOR NEXT TIME:** Finish Alice’s Adventures in Wonderland.

2/20  R  Quiz. Discuss Lewis Carroll’s The Adventures of Alice in Wonderland Ch 7. through end. **FOR NEXT TIME:** Oscar Wilde’s “The Selfish Giant,” Laurence Housman’s “The Rooted Lover” and Mary de Morgan’s “The Toy Princess” (handout/D2L). **Groups Three and Four write paper on Wilde, Housman, or de Morgan.**

**WEEK SEVEN**

2/25  T  Discuss Wilde, Housman, De Morgan. **Group Three and Four turn in Paper Two. FOR NEXT TIME:** Read George MacDonald’s The Princess and the Goblin, Chapters 1-13.

2/27  R  Quiz. Discuss MacDonald. **FOR NEXT TIME:** Finish MacDonald.

**NOTE:** If you do not have a hard copy of The Princess & the Goblin, you can access it here: https://www.gutenberg.org/files/34339/34339-h/34339-h.htm

**WEEK EIGHT**

3/3  T  Quiz, Discuss MacDonald. Mid-term Exam Guide given. **FOR NEXT TIME:** Study for Midterm.

3/5  R  Midterm; its focus will be on classic tales and Golden Age (esp. Carroll & MacDonald). **FOR NEXT TIME:** Read James Thurber’s “Little Red Riding Hood and the Wolf” and handout & Angela Carter’s “The Company of Wolves” (handout/D2L)

**WEEK NINE—SPRING BREAK**
WEEK TEN
3/17 T Lecture/1920s to contemporary. Paper Three Assignment given. FOR NEXT TIME: Read C. S. Lewis’s The Lion, The Witch, and the Wardrobe (through chapter 8)

WEEK ELEVEN
3/24 T Quiz, Discuss Lewis. Group One turns in Paper Three. FOR NEXT TIME: Read Frog Princess by E. D. Baker (through chapter 8, page 75)

WEEK TWELVE
3/31 T Quiz, Discuss Frog Princess. Group Two turns in Paper Three. FOR NEXT TIME: Read “The Key” (Hawkins/handout/D2L), “Bones” (Block/handout/D2L), and “Blue-Bearded Lover” (Oates/handout/D2L). Group Three writes Paper Three on Hawkins, Block, or Oates.

4/2 R Quiz, Discuss Bluebeard retellings by Hawkins, Block, and Oates. Group Three turns in paper. FOR NEXT TIME: “The Beauty and the Chad” (Brennan/handout/ D2L) and “Snow in Summer” (Yolen/handout/D2L). Group Four writes Paper Three on Brennan or Yolen.

WEEK THIRTEEN
4/7 T Quiz, Discuss stories by Brennan and Yolen. Group Four hands in paper. FOR NEXT TIME: Read The Hazel Wood by Melissa Albert (to page 174, through chapter 17)
4/9 R Easter Break

WEEK FOURTEEN
4/14 T Quiz, Discuss The Hazel Wood. FOR NEXT TIME: Read The Hazel Wood by Melissa Albert (175 to 244, chapters 18-23)
4/16 R Quiz, Discuss The Hazel Wood. FOR NEXT TIME: Read The Hazel Wood by Melissa Albert (to end, chapters 24-31)

WEEK FIFTEEN
4/21 T Quiz, Discuss The Hazel Wood. FOR NEXT TIME: Read Joanne Harris’s Chocolat (to page 67, through Chapter 11-Thursday, February 20)
4/23 R Quiz, Discuss Chocolat. FOR NEXT TIME: Read Joanne Harris’s Chocolat (to 219, through Chapter 27-Thursday, March 13)
WEEK SIXTEEN
4/28  T    Quiz, Discuss Chocolat. FOR NEXT TIME: Read Joanne Harris’s Chocolat (to end)

FINAL DUE DURING FINALS WEEK DURING ANY OFFICE HOUR
T/R/F: 9-12 or W 10-1:30 pm