ENG 221 - Children’s Literature
Take-home essay exam option - Winter 2010

DUE DATE: the start of our final exam time period or submit electronically anytime before then. If you do the latter, please attach a Word or Word Perfect file to an e-mail. Even if you submit electronically, you are still required to come Tuesday of finals week to pick up your Annotated Bibliography.

This essay exam should demonstrate your ability to:
• select, describe, and evaluate children’s literature.
• write clear, effective essays, organized and well-supported with details and specific examples.

DIRECTIONS: You will write four essay responses. #1 and #2 are required. Then you can choose two more from the list that follows the required essay questions.

GUIDELINES (Read carefully!):
• Draw from your close reading of our text, your notes, and our class discussions.
• For each response, please begin with an opening statement and end with a concluding statement. As you develop your response, please use specific details. It is the support (the evidence) that you cite that indicates the thoughtfulness of your critical thinking.
• It should be evident that you are using information in our text and from various Blackboard links to support your responses. Anytime you cite the text, be sure to include a signal phrase and an in-text citation in MLA style. (Example: Our text emphasizes that fantasy authors should “firmly ground a story in reality before gradually moving into fantasy” (355). Natalie Babbitt accomplishes this in Tuck Everlasting when she . . . )
• Please do not use any other outside sources of information. You MAY NOT use any books you included in your Annotated Bibliography, but you MAY use books we discussed in class this term if you did not put them in your bibliography.
• Give the title, author, publisher, and date of each book you evaluate. You can list this before each essay response.
• Include a couple sentences at the end of each essay response explaining why this is a quality book for children.

FORMAT: Word process, using single-spacing and 12 point font (Times New Roman preferred). Clearly label each response, which should be about 3/4 of a page in length. Use paragraphing when appropriate.

1. (Required) Describe and evaluate any children’s picture book you’ve read/enjoyed recently. Begin by identifying the title, the author, and the genre. Then evaluate the book addressing at least three of the following elements from Guidelines for Evaluating Children’s Literature (page 14) in our text: Setting; Theme; Characterization; Style; Point-of-View.
2. **(Required)** Choose a quality children’s picture book that reflects diversity in some way. Indicate which category it falls into (multicultural, gender, individual differences, alternative family units, power). Evaluate this book, drawing upon the guidelines in the handouts you received earlier in the term and the chapter evaluation guidelines (see appropriate genre chapter). Also consider using the information in the external link in Blackboard, “Evaluating Children’s Literature for Bias and Stereotyping,” and in the notes you took earlier in the term on books of diversity.

Choose two additional prompts from the following:

1. Our text discusses **five personal values** that literature offers children (pp.5-7). Choose the same book that you worked with in #1 above. Use that book to identify and illustrate **three** of these personal values. (“Illustrate,” in this sense, does **not** mean draw pictures. It means provide examples from the book to explain your answer.)

2. **Read a quality picture book the folktale category.** Evaluate this folktale in terms of the common characteristics discussed on pp. 101-106. (Plot structures, characterization, style, themes, and motifs and variants).

3. Choose a children’s poem that has enough going on to merit a thoughtful discussion. Analyze your chosen poem using the information on pp.156-163 in your text. **Please include a copy of the poem.**