

Children's Literature Section 80

ENGL 112A

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/22/2024

Contact Information

INSTRUCTOR: Dr. Tanja Nathanael

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Office: Online

OFFICE HOURS BY APPOINTMENT.

Course Information

LECTURE

ASYNCHRONOUS

CANVAS

REQUIRED: CHECK WEEKLY ANNOUNCEMENTS FOR DETAILS REGARDING LECTURES & ASSIGNMENTS.

Course Description and Requisites

Study of literature for elementary and intermediate grades, representing a variety of cultures. Evaluation and selection of texts.

Prerequisite: Upper division standing.

Letter Graded

Classroom Protocols

Online Classroom Protocol

Email and Electronic Communication Etiquette

For this online course, we will do all of our writing in digital spaces—some formal, some informal. An important part of learning to be a successful student and writer is knowing what is appropriate in a given situation. An email to me, to any other faculty or staff member on campus, or to anyone in any position of authority must be respectful and professional in tone, should come from your official SJSU email account or Canvas message board, and should follow this sample format:

Subject: Request to schedule an appointment

*A subject line is always required and should clearly and briefly represent your purpose for emailing. Emails with no subject line may be mistaken as “junk mail” and may not be read.

Dear Professor Nathanael,

*Always use a formal address, such as Professor, Dr., Ms., Mr. Never use the person’s first name unless you have been given explicit permission to do so. Never use informal address like “Hey, Prof!”

I am a student in your ENGL 112A class, and I would like to schedule an appointment with you to discuss my essay draft. I am having trouble with my thesis statement and hope to get your help in clarifying it. Are you available to meet this Wednesday afternoon?

*State your question, concern, or request briefly and clearly, using standardized English. Maintain a polite, respectful tone and avoid using exclamation points, emoticons, texting abbreviations, or coarse language. Avoid asking questions that are answered on the syllabus or assignment prompt, such as “When is our paper due?” or “What is our homework for tomorrow?” Emails that are not professional in style or tone, or that ask questions that are clearly answered on the syllabus or assignment sheets, may be ignored.

Thank you,

*Use a formal closing, such as “Sincerely,” “Respectfully,” “Thank you,” or “Best regards.”

Martha Jones

*Always sign your full name at the end of your email. Include your student ID and course number as a courtesy if you are not messaging from Canvas.

Program Information

The following statement has been adopted by the Department of English for inclusion in all syllabi: In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog (“The Grading System”).

Grades issued must represent a full range of student performance:

- A = excellent;
- B = above average;
- C = average;
- D = below average;
- F = failure.

Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a +(plus) or -(minus) grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

Program Learning Outcomes (PLO)

Upon successful completion of an undergraduate degree program in the Department of English and Comparative Literature, students will be able to:

1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.
2. Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
4. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
5. Articulate the relations among culture, history, and texts, including structures of power.

Department Information:

Department Name: English and Comparative Literature

Department Office: FO 102

Department Website: www.sjsu.edu/english (<https://www.sjsu.edu/english>)

Department email: english@sjsu.edu (<mailto:english@sjsu.edu>)

Department phone number: 408-924-4425

Course Goals

COURSE DESCRIPTION

English 112A is an upper division course designed to introduce the literature of childhood experience to adult readers. Although children are the central characters and the targeted readers, writers of this genre still structure their works using the same complex literary devices and themes found in adult literature. We will therefore apply standard literary techniques in analyzing the readings for this class.

COURSE THEME

Crossing Borders: Contemporary Children's Literature from the Periphery

“Touch the sea and at once you are joined to its farthest shore.” – Salmon Rushdie

During this course students acquire an understanding of how children’s literature functions in an international context and how cultural diversity may be reflected in children’s books. This course will focus on a range of contemporary transnational literatures, either originating from or set in various locales around the world. In the study of these texts, students will gain insight into diverse human experiences, helping to broaden their perspectives by offering windows into other cultures. Thematically, we will focus on borders and how by crossing borders or through the journey itself protagonists strengthen or redefine individual, cultural, and national identities. Furthermore, students will be introduced to concepts and contexts that define borders as physical spaces (such as mountains, seas, outer space), ideological spaces (such as national borders), conceptual spaces (such as the past, the future), and imaginary spaces (such as myth, fantasy). With these concepts in mind, texts will be evaluated as literature with the goal of building greater cross-cultural understanding.

The course is designed to meet the subject matter requirement for those considering a teaching credential. The information and curriculum approaches we will explore should be helpful for elementary, middle, and/or secondary levels of instruction. Nevertheless, this is a literature, not an educational methodology course

Course Learning Outcomes (CLOs)

English Department Program Learning Objectives (PLO)

Upon successful completion of this course, students will be able to:

1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of children’s literature.
2. Show familiarity with major literary works, genres, periods, and critical approaches to children’s literature.
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, context, and the nature of the subject.
4. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
5. Articulate the relations among culture, history, and texts.

Course Materials

Required Texts for this Course

Eight novels plus selected short stories, picture books, and articles. Some readings (short stories, picture books, or articles) will be available via .PDF documents on Canvas or via the links available below. All of the novels listed below are available in e-book and paperback editions through the campus bookstore or other

online venues.

NOTE: ALL COURSE ANNOUNCEMENTS ARE REQUIRED READING!

Novels & Stories

Bodil Bredsdorff. *The Crow-girl: The Children of Crow Cove* (Denmark; 1993)

ISBN-13: 978-0374400033

Paul Fleischman. *Seedfolks* (U.S.A.; 1997)

ISBN-13: 978-0064472074

Witi Ihimaera. *Whale Rider* (New Zealand; 1987)

ISBN-13: 978-0435131081

Hisae Iwaoka. *Saturn Apartments, Vol. 1* (Japan; 2005)

ISBN-13: 978-1421533643

Andri Snaer Magnason. *The Story of the Blue Planet* (Iceland; 2000)

ISBN-13: 978-1609805067

Nnedi Okorafor. "The Baboon War." (Nigeria; 2016)

LISTEN: You can listen to this story read by the fabulous Le Var Burton on his podcast:

Le Var Burton Reads (About 44 minutes): "[The Baboon War Links to an external site.](https://radiopublic.com/LeVarBurtonReads/s1!ebfd6)
(<https://radiopublic.com/LeVarBurtonReads/s1!ebfd6>)" by Nnedi Okorafor

Print version of this story available in Nnedi Okorafor's collection KABU KABU (2013)

ISBN-13: 978-1607014058

Gudrun Pausewang. *Traitor* (Germany; 1995)

ISBN-13: 978-0761365716

E-copies of this text will be available through the university library.

Salmon Rushdie. *Haroun and the Sea of Stories* (India; 1990)

ISBN-13: 978-0140157376

Anthony Silverston, Raffaella Delle Donne, and Willem Samuel. *Pearl of the Sea* (South Africa; 2022)

ISBN-13: 978-1946395740

Picture Books

A selection from the following picture books will be provided in .PDF format or online links.

No purchase required. *Translations will be provided where needed.*

My Little Round House. Written and Illustrated by Bolormaa Baasansuren (Mongolia; 2009).

I Know Here by Laurel Croza. Illustrated by Matt James (Canada; 2010).

The Promise by Nicola Davies. Illustrated by Laura Carlin (U.K.; 2013)

The Blue Sky. Written and Illustrated by Andrea Petrlik Huseinović (Croatia; 2001).

Neil! sagði litla skrímslið (No! Said Little Monster) by Áslaug Jónsdóttir, Rakel Helmsdal & Kalle Güettler (Faroe-Iceland; 2004).

Memories of Survival. Written by Esther Nisenthal Krinitz and Bernice Steinhardt. Illustrated by Esther Nisenthal Krinitz (Poland-U.S.; 2005).

Ziba Came on a Boat. Written by Liz Lofthouse. Illustrated by Robert Ingpen (Afghanistan-Australia; 2007).

Herr Meier und Herr Müller. Written and Illustrated by Birte Müller (Germany; 2001).

Mohammed's Journey: A Refugee Diary. Written by Anthony Robinson and Anne-Marie Young. Illustrated by June Allan (Iraq-U.K.; 2009).

Balam and Lluvia's House. Written by Julio Serrano Echeverría. Illustrated by Yolanda Mosquera. Translated by Lawrence Schimel (Guatemala; 2023).

Migrant. Written by Maxine Trottier. Illustrated by Isabelle Arsenault (Mexico-Canada; 2011).

The Park in the Dark. Written by Martin Waddell. Illustrated by Barbara Firth (U.K.; 1989).

NOTE: Additional readings such as articles, blogs, essays, and videos will be assigned along with the above main readings.

See weekly assignments for details.

Course Requirements and Assignments

NOTE: "Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus." In other words, expect to dedicate about 10 hours per week to this course. See breakdown of grading and assignment descriptions below.

Course assignments (described in detail below) will consist of three module quizzes, one essay, one team project, one book talk, weekly "side trips" (participation credit), and one final exam.

DESCRIPTION OF ASSIGNMENTS

TEAM PROJECT: MAPPING A LITERARY TEXT (10 points total)

Working in teams of three or four, students will a collaborative mapping project using texts assigned in Module 1. Student teams will be expected to set up a regular meeting schedule to discuss a project plan, assigned roles, and expected outcomes. Student teams may utilize email, phone calls, and Zoom to conduct their meetings, depending on individual schedules. Students will be graded individually on their roles as a team member and their contribution to the overall project. Grading criteria will include: 1) analysis of overall project and team process; 2) analysis of individual contribution to project; 3) analysis of another group project. Formal assignment prompts and grading rubrics will be distributed at the time the project is assigned. Student teams will confirm their project plan with the instructor. The Team Project will be due at the conclusion of Module 1. (PLO 3-5)

SHORT ESSAY (10 points total; 4 pages, or approx. 1000 words required)

Students will demonstrate their ability to critically evaluate literature and defend a position in a four page critical essay. Some additional research will be required and essays must quote from credible academic sources with citations. Successful essays will have a clear thesis, present ideas in an organized, logical, and coherent form, and use Standard English grammar, punctuation, spelling, and usage. Formal assignment prompts and grading rubrics will be distributed at the time the essays are assigned. The essay will be due at the conclusion of Module 2. (PLO 1-5)

BOOK TALKS (10 points total)

Students are required to research one international picture book not assigned in class and present a 10-minute Book Talk to their peers. In their Book Talks, students will provide brief biographical information about the author and artist, some cultural background about the country/culture in which the book is

published, any interesting textual history about the publication of the book, a summary of the book's contents and plot, an evaluation of the text, and a recommendation about pairing that text with others we have read for use in teaching a course along with a connection to course themes. Every student will present one Book Talk in a recorded video format on Canvas. PowerPoint is recommended. A sample Book Talk, prompt, and a rubric will be distributed on Canvas upon assignment. Book Talk books do not need to be purchased, but may be ordered from the library. Book Talk books must be approved by the instructor. Book Talks will be due at the conclusion of Module 3. (PLO 1, 2, 4, 5)

SIDE TRIPS (15 points; 5 activities required per module)

Side Trips consist of a selection of small activities in which the student may demonstrate additional knowledge or skills based on the current module's assignments. The completion of one Side Trip = one badge. Over the 15 week semester, students are required to achieve 15 badges for 15 points. Activities include: illustrating a text, watching and responding to a TED Talk, responding to a scholarly article, and more. See Side Trips in Canvas for more details. (GELO 1-4)

CITIZEN (Participation credit; 20 points)

In addition to the Side Trips listed above, students must complete a selection of required assignments marked "Citizen." These assignments are necessary for the successful completion of the course. Such assignments include workshops, opening and closing reflections, and a student conference appointment with the instructor held on Zoom. (PLO 1-5)

MODULE QUIZZES (15 points; 3 quizzes at 5 points each)

Module quizzes will be taken online in Canvas and will be available during a seven day window at the conclusion of each module (see schedule for details). Once the window is closed, no one may take the exam except with a university approved excuse (illness, etc.) Module quizzes will consist of 10 questions at one half point (0.5) each. Module quizzes will contain a selection of matching, multiple choice, short answer questions. Study guides and practice quizzes will be available.

(PLO 2)

FINAL EXAM (20 points)

The Final Exam will be taken online in Canvas and will be available during a seven day window during Finals Week. Once the window is closed, no one may take the exam except with a university approved excuse (illness, etc.) The Final will consist of 40 questions at one half (0.5) point each. The Final will contain a selection of matching, multiple choice, short answer questions. (PLO 2, 3)

EXTRA CREDIT POLICY: EASTER EGGS

Extra credit may be earned by responding to specially marked assignments called "Easter Eggs." These discussion board posts are available on a weekly basis but for a limited time. Easter Egg badges must be collected as a group to earn tiered rewards. See Canvas page for list of rewards.

LATE WORK POLICY: SPEND ONE EASTER EGG

At any time, one Easter Egg may be spent to gain an extension on a main module assignment like a project or quiz. Extensions are not granted for one-point assignments like Citizen or Side Trips. Message the instructor for details.

AI TOOLS USE POLICY

AI Tools, such as ChatGPT, are now a part of our reality, but their usefulness in education is still under debate. Throughout this course, we will engage with and analyze the efficacy of such tools.

IF YOU CHOOSE TO USE AI TOOLS AS A WRITING AID, an AI Use Statement must be included in completed assignments that explicitly states what the student used AI tools for.

For example:

Appropriate AI uses:

For review and editing

To think about key terms for research

To brainstorm and generate ideas

To organize or outline ideas

Do NOT use AI tools to:

Generate original work

USING AI TOOLS TO GENERATE ORIGINAL WORK IS A FORM OF CHEATING AND WILL NOT BE TOLERATED

✓ Grading Information

Student progress will be assessed by means of essays and exams, along with a team project and some shorter assignments (Side Trips). Students will receive assignment prompts and rubrics—posted to Canvas and discussed in lectures—that will outline the specific expectations of the assignments. Students will receive written feedback on assignments along with a letter grade based on a 10-point scale per assignment. As this is an online class, students are encouraged to stay in regular contact with the instructor with regard to any questions about assignments or class expectations.

Specific grading criteria for assignments are indicated in the descriptions. Late papers and make-up exams must be arranged with the instructor. By department policy, in all English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure

DETERMINATION OF GRADES

Grades are determined on a 100-point scale, as follows:

10 points = Team Project (to be completed after Module 1)

10 points = Short Essay (to be completed after Module 2)

10 points = Book Talk (to be completed after Module 3)

15 points = Side Trips (Module Activities; 15 minimum required)

20 points = Citizen (Participation) credit

15 points = 3 Module Quizzes at 5 points each

20 points = Final
100 points total

Grading Scale:

A 90-100

B 80-89

C 70-79

D 60-69

F 0-59

This course must be passed with a C or better as a CSU graduation requirement

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Please log into Canvas to view the updated course schedule.

Schedule is subject to change at instructor's discretion. Schedule adjustments will be announced via Canvas Announcements and email.

DAY 1: MODULE 0: GETTING STARTED ORIENTATION

MODULE 1: ARBITRARY BORDERS

WEEK 1: INTRODUCTION TO COURSE (Approx. 5 hours)

- WATCH: LECTURE: Introduction to Children's Literature
- WATCH: LECTURE: Course Theme
- READ: See pages for selected articles

WEEK 2: NIGERIA (Approx. 5 hours)

- WATCH: Lecture: Nnedi Okorafor & Africanfuturism
- WATCH: Video: Where is Nigeria located?
- WATCH: Video: The history of Nigeria explained in six minutes (3000 years of Nigerian history)
- READ: Blog post: What is Africanfuturism? (online)
- READ: Essay: "Stephen King's Super-Duper Magical Negroes" (online)
- LISTEN: Short story. Nnedi Okorafor. "The Baboon War"

WEEK 2 continued: DENMARK (Approx. 5 hours)

- WATCH: Video: Denmark Time-Lapse Map
- WATCH: Lecture: Bodil Bredsdorff's *The Crow-Girl*
- READ: Novel: Bodil Bredsdorff. *The Crow-girl: The Children of Crow Cove* (full book)

WEEK 3: GERMANY (Approx. 6+ hours)

- WATCH: Video: History of Germany
- WATCH: Lecture: Gudrun Pausewang's *Traitor*
- READ: Novel: Gudrun Pausewang. *Traitor* (Ch 1-11) (begin)

WEEK 4: GERMANY continued (Approx. 6+ hours)

- NO LECTURE THIS WEEK
- READ: Article: "What was the Sudeten Crisis?"
- READ: Novel: Gudrun Pausewang. *Traitor* (Ch 12-22) (finish)
- WATCH: Eastern Front of WWII animated:1944/45 (YouTube)

WEEK 5: WORK WEEK (Approx. 6+ hours)

- WORK WEEK: MODULE 1 TEAM PROJECT
- DUE: MODULE 1 QUIZ (7-day submission window)

MODULE 2: EMERGING ECO-CITIZENS & THE ENVIRONMENT

WEEK 6: (Approx. 5+ hours)

- WATCH: Lecture: Andri Snær Magnússon's *The Story of the Blue Planet*
- WATCH: Video: Iceland on Google Earth View
- WATCH: Video: "On Time and Water" on YouTube
- READ: Novel: Andri Snær Magnússon's *The Story of the Blue Planet* (full book)

WEEK 6 continued (Approx. 5+ hours)

- READ: Novel: Rushdie, Salman. *Haroun and the Sea of Stories* (begin)

WEEK 7: (Approx. 6+ hours)

- WATCH: Lecture: Salman Rushdie's *Haroun & the Sea of Stories*
- WATCH: Video: India: Location
- WATCH: Video: 5000 Years History of India
- READ: Novel: Rushdie, Salman. *Haroun and the Sea of Stories* (finish)

WEEK 8: (Approx. 6+ hours)

- WATCH: Lecture: Witi Ihimaera's *Whale Rider*
- WATCH: Video: Location: New Zealand Google Earth
- WATCH: YouTube: Entire History of New Zealand
- READ: Novel: Ihimaera, *Whale Rider* (full text)

WEEK 9: (Approx. 5+ hours)

- READ: PEARL OF THE SEA
- WATCH: Location of South Africa
- READ: About the Authors/Artists

WEEK 10: (Approx. 5+ hours)

- WATCH: Lecture: Japan, Manga & Saturn Apartments
- WATCH: YouTube: Helen McCarthy's "A History of Manga"
- WATCH: YouTube: "History of Japan: Every Year" - This is a timeline of geographic territory and emperors.
- WATCH: YouTube: "History of Japan" - This one has more culture and history.
- READ: Graphic Novel: Iwaoka, *Saturn Apartments, Vol. 1* (full text)

WEEK 10 continued: (Approx. 5+ hours)

- WATCH: Lecture: Paul Fleischman's *Seedfolks*
- WATCH: YouTube: An excerpt from Sonja Parks' one-woman show
- READ: Novel: Fleischman, *Seedfolks* (full text)

WEEK 11: (Approx. 9+ hours)

- WORK WEEK
- DUE: QUIZ: MODULE 2 QUIZ (7-day submission window)
- DUE : ESSAY WORKSHOPS: REQUIRED
- ESSAYS DUE END OF WEEK 12

MODULE 3: DISRUPTING THE "SINGLE STORY"

WEEK 12 (Approx. 4+ hours) (1/4)

- WATCH: Lecture: The Power of Picture Books
- REVIEW: TEDTalk: Adichie, "The Danger of the Single Story"

THEME: CROSSING BORDERS

- READ: Philip Nel's "Migration, Refugees, and Diaspora in Children's Literature" (.PDF provided)
- READ: *Memories of Survival*. Written by Esther Nisenthal Krinitz and Bernice Steinhardt. Illustrated by Esther Nisenthal Krinitz (Poland-U.S.; 2005). (.PDF provided)
- READ: *Migrant*. Written by Maxine Trottier. Illustrated by Isabelle Arsenault (Mexico-Canada; 2011). (.PDF provided)
- READ: *Mohammed's Journey: A Refugee Diary*. Written by Anthony Robinson and Anne-Marie Young. Illustrated by June Allan (Iraq-U.K.; 2009). (.PDF provided)
- READ: *Ziba Came on a Boat*. Written by Liz Lofthouse. Illustrated by Robert Ingpen (Afghanistan-Australia; 2007). (.PDF provided)

WEEK 13 (Approx. 4+ hours) (2/4)

- WATCH: Video: "A History of Children's Books"
- WATCH: Video: "The ABC of It: Why Children's Books Matter"
- WATCH: Video: "Translating Poetry for Children: Balam and Lluvia's House"

THEME: REPRESENTATIONS OF HOME

- READ: Sonia Landes' "Picture Books as Literature"
- READ: *Balam and Lluvia's House*. Written by Julio Serrano Echeverría. Illustrated by Yolanda Mosquera. Translated by Lawrence Schimel (Guatemala; 2023). (Link provided).
- READ: *I Know Here*. Written by Laurel Croza. Illustrated by Matt James. (Canada) (.PDF provided)
- READ: *My Little Round House*. Written and Illustrated by Bolormaa Baasansuren. (Mongolia) (.PDF provided)
- READ: *The Park in the Dark*. Written by Martin Waddell. Illustrated by Barbara Firth. (U.K.) (.PDF provided)

WEEK 14 (Approx. 2+ hours) (3/4)

THEME: IMAGES & FEELINGS

- READ: Perry Nodelman's "How Picture Books Work" (.PDF provided)
- READ: *The Blue Sky*. Written and Illustrated by Andrea Petrlik Huseinović (Croatia; 2001). (Link provided)
- READ: *Nei! sagði litla skrímslið (No! Said Little Monster)* by Áslaug Jónsdóttir, Raket Helmsdal & Kalle Güettler (Faroe-Iceland; 2004). (.PDF provided)
- READ: *Herr Meier und Herr Müller*. Written and Illustrated by Birte Müller (Germany; 2001). (video provided)

THEME: CARING FOR THE ENVIRONMENT

- READ: Marek Oziewicz's "What is Climate Literacy?" (.PDF provided)
- WATCH: *The Promise*, by Nicola Davies and illustrated by Laura Carlin (UK; 2013)
- WATCH: Introduction by the author (about 3 mins): LINK PROVIDED
- WATCH: Film version of the book (about 7 mins): LINK PROVIDED
- WATCH: Interview with the artist (about 5 mins): LINK PROVIDED

WEEK 15 (Approx. 6+ hours) (4/4)

- DUE: MODULE 3 QUIZ [5 points]
- DUE: BOOK TALKS
- END MODULE 3

FINALS WEEK: FINAL EXAM AVAILABLE ALL WEEK.