	Course	Ed 3315 Children's Literature
	Professor	Patricia A. Leek, Ph.D.
	Term	Spring 2024
	Meetings	Online

Professor's Contact Information

Office Phone	972-883-2730
Other Phone	
Office Location	HH 2.90
Email Address	patricia.leek@utdallas.edu
Office Hours	by appointment; TEAMS or in-person
Modality	Online

General Course Information

Pre-requisites, Co-requisites, & other strictions	As prescribed by the Teacher Development Office
Course	This course is a broad introduction to children's literature, focusing on the genres and concepts of publications for children from picture books to informational books. Learning experiences are designed to encourage the

<p>Description</p>	<p>greatest possible dialogue (both written and oral) and exchange of views and ideas related to children’s literature. Students will develop critical abilities in examining publications, including literary language and illustrations, for children and will be required to do wide reading in the genres. The primary emphasis will be on the materials themselves, but students will also be expected to become familiar with the extensive variety of resources available for children’s literature.</p>
<p>Learning Outcomes</p>	<p>The students will describe and discuss the historical, social, and developmental contexts as well as the characteristics of various genres of children’s literature in reflections, classroom discourse, and presentations, both written and oral.</p> <p>The students will recognize the value of children’s literature in the aesthetic, efferent, and analytical growth of children as shown in reflections, written discourse, discussions, as well as earning passing scores on embedded quizzes.</p> <p>The students will analyze, study, and respond to children’s literature genres and illustrative techniques by successfully creating a graphic presentation and documenting broad reading/learning in the discipline.</p> <p>The students will also show their knowledge and skills by achieving passing scores on embedded quizzes and/or activities.</p> <p>The following list highlights, but is not limited to, goals and activities:</p> <ul style="list-style-type: none"> • grow in capability to critically read, analyze, and respond to literature. • demonstrate the ability to select high-quality, current, multicultural

	<p>literature in a wide variety of genres to share with a diverse population.</p> <ul style="list-style-type: none"> • demonstrate understanding of the theoretical underpinnings of critical reader response literary criticism (as well as other literary criticism approaches to analyzing literature) and apply these approaches to the analysis of a variety of children’s literature texts. • use a wide variety of print, Internet, and technological resources to gather information about children’s books, authors, illustrators, and important trends in Children’s Literature.
<p>Expectations</p>	<p>Connect Reading, Writing, Listening, and Speaking to:</p> <p>All grade levels from K-12.</p> <p>1. Developing and sustaining foundational language skills</p> <p>These skills cover oral language, spelling (encoding) patterns, vocabulary, fluency, and self-sustained reading.</p> <p>2. Comprehension Skills</p> <p>Comprehension covers listening, speaking, reading, and writing using multiple texts through metacognitive skills. Examples include making inferences, making connection, or making and confirming predictions.</p> <p>3. Response Skills</p>

Response skills covers listening, speaking, reading, and writing using multiple texts through responding to a variety of sources. This could include describing personal connections or using text evidence to support a response.

4. Multiple Genres

Multiple genres cover recognizing and analyzing both literary elements and genre-specific structures with a variety of contemporary and classical literary text. The genres include: fiction, poetry, drama, information, and argumentative text.

5. Author's Purpose and Craft

These skills cover analyzing the author's choices and how they communicate the meaning in a text. This could include author's message and purpose, point of view, and use of imagery/figurative language.

6. Composition

These skills cover the writing process - plan, draft, revise, edit, and publish. It also covers using genre characteristics to compose meaningful text. This could include personal narratives, poetry, letters or correspondence, argumentative text, and informational text.

7. Inquiry and Research

With this, students research on a variety of topics with skills such as generating questions, using primary and secondary sources, identify and gather relevant information.

**Required
Materials**

- Bang, Molly. (2016). *Picture this: How pictures work*. Chronicle Books; Anniversary edition. (2000 edition is also okay and less expensive)
 - De La Pena, Matt. (2015). *Last Stop on Market Street*. G.P. Putnam's Sons Books for Young Readers.
 - Janeczko, Paul and Raschko, Christopher. (2005). *A kick in the head: An everyday guide to poetic forms*. New York: Candlewick Press.
 - Russell, David L. (2019). *Literature for children: A short introduction, 9/e*. New York: Pearson Education. (**older editions are not acceptable**)
 - Tonatiuh, Duncan. (2015). *Funny Bones: Posada and His Day of the Dead Calaveras*. Abrams Books for Young People, N.Y., N.Y.
- OR**
- Tonatiuh, Duncan. (2014). *Separate is Never Equal*. New York: Harry N. Abrams.
 - Hiranandani, Veera. (2020). *The night diary*. Penguin Books
 - Woodson, Jacqueline. (2012). *Each Kindness*. Nancy Paulsen Books; 1st edition.
 - Additional books and stories are part of the Unit readings and are listed on elearning. Most are available as read-alouds on Youtube.
 - Read your choice of a Caldecott Medal Winner: <http://www.ala.org/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottwinners/caldecottmedal>

Required Materials

- Microsoft Office Suite (including Microsoft Word & PowerPoint) - available on campus free or for a low price because of a campus-wide purchase agreement. Take advantage of this opportunity! Your work must be in Microsoft Word or PowerPoint for my assignments. Basically, I must be able to open the assignment files you submit! Do not submit google documents or other shareware documents.
- Flash drive to back up assignments -save often so you don't lose work in the event of a problem with your computer.
- Wide reading across the genres is important. You will read many children's books and stories in a variety of formats and venues; many will be your choice and are available online or at libraries or bookstores.
- Articles and videos: Will be posted on elearning or linked through the class calendar.


Textbooks and some other bookstore materials can be ordered online or purchased at the [UT Dallas Bookstore](#).

Assignments & Academic Calendar -

[Topics, Assignments, Due Dates, Exam Dates, Texas Educator Standards, Research Sources]

<p>Week 1 – 1/15</p>	<p>Begin Unit 1</p> <p>Contexts of Children’s Literature; Sharing Children’s Literature</p> <p>You will find course resources, chapter guides, and all course materials posted on elearning.</p> <p>Post an introduction of yourself on the discussion board in Unit 1. Submit Your Introduction and receive a SURPRISE!</p> <p>Read and comment on some of your classmates and you will earn 2 point extra credit.</p>	<p>Russell Ch. 1, History of Children’s Literature, and child development</p> <p>See Unit 1 on elearning</p> <p>Hiranandani, Veera. (2018). <i>The night diary</i>. Penguin Books</p> <p>*Complete the before reading activities.</p> <p>*Start reading this novel as soon as possible.</p> <p>*Complete the guide by 2/11. This is your Unit 1 Assignment!</p>	<p>Texas Teacher Standards (TTS) EC-6, ELAR I, IV, VIII, XII</p> <p>TTS 4-8 ELAR I, IV, V, VII, VIII</p>
<p>Week 2 – 1/22</p>	<p>Unit 1</p> <p>Contexts of Children’s Literature; Sharing Children’s Literature</p>	<p>Russell Ch. 2, Reading the World: Cultural Diversity and Inclusion</p> <p>Choice of Duncan Tonatiuh books</p> <p>Grace Lin: How food and stories connect me to my culture - YouTube</p> <p>Hiranandani, Veera. (2019). <i>The night diary</i>. Penguin Books</p> <p>See Unit 1 on elearning</p>	<p>Texas Teacher Standards (TTS) EC-6, ELAR I, IV, VIII, XII</p> <p>TTS 4-8 ELAR I, IV, V, VII, VIII</p>
<p>Week 3 – 1/29</p>	<p>Unit 1</p> <p>Contexts of Children’s Literature; Sharing Children’s Literature</p>	<p>Russell Chapter 3: Sharing Children’s Literature</p> <p>Russell Chapter 4: The Art and Craft of Fiction: The Medium and the Message</p> <p><i>Each Kindness</i></p> <p><i>Last Stop on Market Street</i></p> <p>Literary language and literary criticism</p>	<p>Texas Teacher Standards (TTS) EC-6, ELAR II, IV, VIII, XII</p> <p>TTS 4-8 ELAR I, IV, V, VII, VIII</p>

		See Unit 1 on elearning	
Week 4 – 2/05	Unit 1 Contexts of Children’s Literature; Sharing Children’s Literature	Chapters 1-4+ documents posted on elearning under Unit 1 See Unit 1 on elearning Unit 1 Assignment due 02/11/24 Unit 1 Quiz completed by 11:59pm 02/11/24	Texas Teacher Standards (TTS) EC-6, ELAR II, IV, VIII, XII TTS 4-8 ELAR I, IV, V, VII, VIII
Week 5 – 2/12	Begin Unit 2: Formats of Children’s Literature	Russell Chapter 5: The Union of Story and Art Bang, Molly. <i>Picutre This: How Pictures Work</i> . 2016 or 2000, either edition is acceptable. See Unit 2 on elearning Picturing Books - About	TTS EC-6, ELAR IV, VIII, X, XII TTS 4-8 I, II, V, VII
Week 6 – 2/19	Unit 2: Formats of Children’s Literature	Caldecott Medal Winner book of your choice Gene Yang Article link on elearning See Unit 2 on elearning	TTS EC-6, ELAR IV, VIII, X, XII TTS 4-8 I, II, V, VII
Week 7 – 2/26	Unit 2: Formats of Children’s Literature	Chapters 5+ documents posted on elearning under Unit 2 See Unit 2 on elearning Unit 2 Assignment due 3/03/24 Unit 2 Quiz completed by 3/03/24	TTS EC-6, ELAR IV, VIII, X, XII TTS 4-8 I, II, V, VII

Week 8 – 3/4	Begin Unit 3: Poetry!	Russell Chapter 6: For the Love of Language Janezko and Raschko, 2005. <i>A kick in the head: An everyday guide to poetic forms</i> . See Unit 3 on elearning	TTS EC-6, ELAR, V, VI, VII, X, XI, XII TTS 4-8 II, III, IV, VII, VIII
Week 9 – 3/11	Spring Break		

Week 10 – 3/18	Unit 3: Poetry!	Chapters 6+ documents posted on elearning under Unit 3 See Unit 3 on elearning	TTS EC-6, ELAR, I, II, IV, XII TTS 4-8 I, II, V, VII
Week 11 – 3/25	Unit 3: Poetry!	Chapters 6+ documents posted on elearning under Unit 3 See Unit 3 on elearning Unit 3 Assignment due 3/31/24 Unit 3 Quiz due 3/31/24	TTS EC-6, ELAR, I, II, IV, XII TTS 4-8 I, II, V, VII
Week 12 – 4/01	Begin Unit 4: Genres of Children’s Literature	Russell Chapter 7 Folk Narratives: The Oldest Stories Russell Chapter 8: Fantasy: The World of Make-believe Find a Cinderella tale from another culture, read it, and be ready to discuss. Read: The goose-girl at the well - Grimm (grimmstories.com) or The Goose-Girl at the Well (americanliterature.com) The Talking Eggs - San Souci, Robert D. The Talking Eggs - - Video Search Results (yahoo.com) Read Out Loud ONCE A MOUSE - YouTube See Unit 4 on elearning	TTS EC-6, ELAR, I, II, IV, XII TTS 4-8 I, II, V, VII
Week 13 – 4/08	Unit 4: Genres of Children’s Literature	Russell Chapter 9 Realistic Fiction: The Days of Our Lives Russell Chapter 10 Non-fiction: Telling It Like It Is See Unit 4 on elearning	TTS EC-6, ELAR, I, II, IV, XI, XII TTS 4-8 I, II, V, VII
Week 14 4/15	Unit 4: Genres of Children’s Literature	Additional books linked on elearning Award Winners See Unit 4 on elearning	TTS EC-6, ELAR, I, II, IV, XI, XII TTS 4-8 I, II, V, VII
Week 15 – 4/22	Unit 4: Genres of Children’s Literature	Chapters 7-10 + documents posted on elearning under Unit 4 Additional books and readings posted on elearning See Unit 4 on elearning	TTS EC-6, ELAR, I, II, IV, XI, XII TTS 4-8 I, II, V, VII
Week 16 – 4/29	Unit 4: Genres of Children’s Literature	Chapters 7-10 + documents posted on elearning under Unit 4 Unit 4 Assignment due 5/03/24	TTS EC-6, ELAR, I, II, IV, XI, XII TTS 4-8 I, II, V, VII

		Unit 4 Quiz due 5/03/24	
		No final exam	

Organizational Structure – Topics (All assignment instructions will be posted on elearning)

Unit 1: The Contexts of Children’s Literature (history, child development, diversity; Sharing Children’s Literature (methods, critical elements, literary criticism) **Weeks 1-4**

Unit 2: Formats of Children’s Literature (early childhood, picture books, graphic novels chapter books, multimedia/multimodal, poetry): **Weeks 5-7**

Unit 3: Poetry! (Nursery rhymes, all things poetry, verse novels, nonfiction verse, multi-genre): **Weeks 8-10**

Unit 4: The Genres of Children’s Literature (poetry, traditional tales, fantasy, historical realistic fiction, contemporary realistic fiction, nonfiction) **Weeks 11-16**

Links for Educators	Website
TEKS	Texas Essential Knowledge and Skills Texas Education Agency
InTASC standards	InTASC Standards - Department of Education Montana State University
Texas Teacher standards, English Language Arts EC-6	Oral Language (texas.gov)
Texas Teacher Standards, ELAR 4-8	ELA and Reading 4-8 .PDF (texas.gov)
Approved Educator Standards Texas Education Agency	https://tea.texas.gov/texas-educators/preparation-and-continuing-education/approved-educator-standards
Educator Standards Middle School	https://texreg.sos.state.tx.us/public/readtac\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=235&rl=41
TEA Pre-kindergarten Guidelines	https://tea.texas.gov/academics/early-childhood-education/texas-prekindergarten-guidelines
Educator Code of Ethics	https://tea.texas.gov/texas-educators/investigations/educators-code-of-ethicsAcademic
Academic Language Toolkit	Academic-Language-Function-Toolkit.pdf (kirtlandschools.org)
TEExES Competencies (ELAR)	Oral Language (texas.gov)
EC-6 Core Subjects Study guide-practice test	TEExES Core Subjects EC-6: ELAR Practice Test & Study Guide 2022 TEExES Test Prep - Teacher Certification
Science of Teaching Reading (STR)	https://www.tx.nesinc.com/content/docs/TX293_SciOfTeachingReading_PrepManual.pdf
7 Strands of the ELAR TEKS	Breaking Down the TEKS - Texas ELA Standards (thesouthernreach.com)
ELPS/TELPAS	untitled (texas.gov)
STAAR ELA Resources	https://tea.texas.gov/student-assessment/testing/staar/staar-reading-language-arts-resources

Week	Date	Assignment -Quiz	Points
Your Assignments will be applications of the course concepts.			
		Unit 1 Assignment – Novel Study	25
		Unit 2 Assignment – Illustrator Presentation	25
		Unit 3 Assignment – Plan a poetry analysis (for kids)	25
		Unit 4 Assignment – Plan Your Own Book	25
Your quizzes will be over the unit contents. Study the texts and postings for the quizzes.			
		Unit 1 Quiz – Chapters 1, 2, 3, 4 and related posts	25
		Unit 2 Quiz – Chapter 5, Picture This & other format posts, Caldecott Book	25
		Unit 3 Quiz – Chapter 6, A Kick in the Head & related posts	25
		Unit 4 Quiz – Chapters 7, 8, 9, 10 & related books and posts	25
TBD		Pop-up extra credit	(Varies)
		Total	200

<p>Course Policies</p>	<p>Participation</p> <p>Regular class participation is expected. Students who fail to participate in class regularly are inviting scholastic difficulty. Failure to comply with these University requirements is a violation of the Student Code of Conduct.</p> <p>Class Recordings</p> <p>Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the Student Code of Conduct.</p> <p>The instructor may record meetings of this course. These recordings will be made available to all students registered for this class if the intent is to supplement the classroom experience. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law.</p>	
-------------------------------	---	--

<p>Make-up Exams</p>	<p>Make-up exams will only be allowed under extreme circumstances. Students must contact the instructor prior to the exam to qualify.</p>
<p>Extra Credit</p>	<p>There will be opportunities for extra credit. You will be informed on Announcements and by email.</p>

Distance Learning Student Resources

Online students have access to resources including the McDermott Library, Academic Advising, The Office of Student AccessAbility, and many others. Please see the [eLearning Current Students](#) webpage for more information.

Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online [eLearning Help Desk](#). The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that

Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

UT Dallas Syllabus Policies and

Procedures

The information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

Grades and Quality Points

Grade		Quality Points	Childrens' Literature
A	Superior	4.0	94-100%
A-		3.7	90-93%
B+		3.3	88-89%
B	Good	3.0	84-87%
B-		2.7	80-83%
C+		2.3	78-79%
C	Adequate	2.0	74-77%
C-		1.7	70-73%
D+		1.3	68-69%
D	Unsatisfactory	1.0	64-67%
D-		0.7	60-63%
F	Failure	0.0	<60%

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.