	Course	Ed 3315 Children's Literature
	Professor	Patricia A. Leek, Ph.D.
	Term	FALL 2025
	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 (Email for a day and time)
Modality	Online

General Course Information

Pre-requisites, Co-requisites, & Other restrictions	As prescribed by the Teacher Development Office (972-883-2730)
Course Description	<p>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. Students will develop critical abilities in examining publications, literary language, illustrations, and the importance of literature for children. Students 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. Assignments and quizzes are scheduled.</p> <p>Self-motivation and self-discipline in learning the content of the four units of study and completing the assignments and quizzes on time is paramount for success in the course. <u>Assignments and quizzes must be completed by the scheduled time stated in the syllabus.</u> However, students may turn in any assignment before the due date. Students may work ahead, to meet their own learning time table, and students may request to take any quiz earlier than the</p>

	<p><u>scheduled dates. Email the instructor and ask for early access, if you want to take a quiz before the scheduled days. To be clear, you must meet the deadlines stated in the syllabus, but you may work at your own pace and do the assignments and quizzes ahead of time.</u></p>
<p>Learning Outcomes</p>	<p>Educator Preparation (for future teachers):</p> <ol style="list-style-type: none"> 1. Explicitly integrate knowledge and use of the Open Education Resource Instructional Materials. (TBA when available) 2. Clearly differentiate lesson design from lesson internalization and delivery, reinforcing the skills related to lesson internalization and delivery for novice teachers. (Assignment Choices – reading readiness) 3. Significantly upgrade expectations for teachers to know cognitive science evidence impacting teaching and learning. (Powerpoint and activity posted in Unit 1) 4. Reinforce knowledge and skills for educating all students, including students with disabilities. (Considering diversity) <p>Topics and chapters discuss the educator preparation standards (above)</p> <p>For Children’s Literature:</p> <ol style="list-style-type: none"> A. The students will understand the historical, social, and developmental contexts as well as the characteristics of various genres of children’s literature as shown in assignments and quizzes. B. The students will recognize the value of children’s literature in the aesthetic, efferent, and analytical growth of children as shown in written discourse as well as earning passing scores on embedded quizzes. C. The students will analyze, study, and respond to children’s literature genres and illustrative techniques through targeted assignments. D. The students will also show their knowledge and skills by achieving passing scores on embedded quizzes and/or activities. E. The following list highlights, but is not limited to, goals and activities: <ol style="list-style-type: none"> a. grow in capability to critically read, analyze, and respond to literature. b. demonstrate the ability to select high-quality, current, multicultural literature in a wide variety of genres to share with a diverse population. c. 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>Future Teachers should Connect Reading, Writing, Listening, and Speaking to: (7 areas of TEKS)</p> <p>Developing and sustaining foundational language skills</p> <p>Comprehension Skills</p> <p>Response Skills</p> <p>Multiple Genres</p> <p>Author's Purpose and Craft</p> <p>Composition</p> <p>Inquiry and Research</p>
<p>Required Materials</p>	<p>Required Textbook:</p> <ul style="list-style-type: none"> • Short, Kathy; Cueto, Desiree. (2024). <i>Essentials of children’s literature, 10th edition</i>. Pearson+. Print ISBN 9780137451418, 0137451415; Print ISBN 9780137451418, 0137451415 <p>I really like the Pearson + APP that you can add to your phone. It even provides audio of the book!</p> <p>UT Dallas Bookstore</p> <p>OR</p> <p>Essentials of Children's Literature (Pearson+) 10th edition 9780137451418, 9780137471249 VitalSource</p> <p>https://www.pearson.com/en-us/subject-catalog/p/essentials-of-childrens-literature/P200000001831/9780137451418?utm_source=copystudentlink&utm_medium=referral&utm_campaign=XXLEGP0423PCOM</p> <p>OR (SAME BOOK, Different access)</p> <p>Essentials of Children's Literature, 10th edition eTextBook Subscription Pearson+</p> <p>Required Children’s Books:</p> <ul style="list-style-type: none"> • Alexander, Kwame. (2021). <i>Out of Wonder: Celebrating Poets and Poetry</i>. Candlewick Press. ISBN-10 : 1536221945 ISBN-13 : 978-1536221947 • De La Pena, Matt. (2015). <i>Last Stop on Market Street</i>. Putnam’s Books for Young Readers. • Kelly, Erin. (2024). <i>The First State of Being</i>. Harper Collins Books: New York. • Woodson, Jacqueline. (2012). <i>Each kindness</i>.

- Additional books and stories are part of the Unit readings and are listed on elearning. Most are available as read-alouds on youtube and in public libraries.

- Read your choice of a Caldecott Medal Winner:

<http://www.ala.org/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottwinner/caldecottmedal>

Recommended Books

- Bang, Molly. (2016). *Picture this: How pictures work*. Chronicle Books; Anniversary edition. (2000 edition is also okay and less expensive) – There are free materials related to this book linked in the course calendar and on elearning, but it is an excellent book if you want to add it to your library.
- Janeczko, Paul and Raschko, Christopher. (2005). *A kick in the head: An everyday guide to poetic forms*. New York: Candlewick Press.
Great book for future classrooms or home libraries.

Requirements:

- Microsoft Office Suite (including Microsoft Word & PowerPoint) - Your work must be in Microsoft Word or PowerPoint for my assignments. I can also open Adobe (.pdf) documents. Basically, I must be able to open the assignment files you submit! **Do not submit google documents, or any document that requires me to ask for permission to open, .pages documents, or other shareware documents.** Your work will be considered “late” if I cannot open it and must contact you to resubmit in an acceptable format.
- Back up your 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 and bookstores.

	<ul style="list-style-type: none"> Articles and videos: Will be posted on elearning or linked through the class calendar. <p>You are responsible for viewing, reading, and learning from these supplemental resources.</p> <p>Textbooks and some other bookstore materials can be ordered online or purchased at the UT Dallas Bookstore.</p>
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Organizational Structure – Topics (All assignment instructions will be posted on elearning)

Unit 1: Valuing Literature for Children Weeks 1-4

Unit 2: Evaluating Literature for Children Weeks 5-8

Unit 3: Understanding the Categories of Literature Weeks 9-13

Unit 4: Bringing Children and Books Together Weeks 14-16

Assignments & Academic Calendar -


<p>Week 1 – August 25</p>	<p>Begin Unit 1</p> <p>Unit 1 Valuing Literature for Children</p> <ul style="list-style-type: none"> Chapter 1 Connecting to the Value of Story Chapter 2 Connecting Children with Literature Beyond the Text: historical background, brief look at child development Brain-based learning <i>The First State of Being</i> (Kelly) 	<p>Read Unit 1, Chapters 1 & 2, Essentials of Children’s Literature</p> <p>Read:</p> <p><i>The First State of Being</i> by Erin Entrada Kelly. This book is part of your Unit 1 and Unit 2A Assignments! Get started on it right away!</p> <p>Brain-based learning Extra Credit (activity and discussion posted on elearning in Unit 1 folder)</p> <p>Links in the Unit 1 folder on elearning to learn about historical background and child development related to children’s literature.</p>
<p>Week 2 – September 1</p>	<p>Unit 1 Valuing Literature for Children</p> <ul style="list-style-type: none"> Chapter 1 Connecting to the Value of Story Chapter 2 Connecting Children with Literature Beyond the Text: historical background, brief look at child development 	<p>*See Unit 1 on elearning</p> <p>You must complete brain-based learning activity and discussion by 09-07 at 11:59PM to receive 5 points Extra Credit.</p>

	<ul style="list-style-type: none"> • Brain-based learning 	
<p>Week 3 – September 8</p>	<p>Unit 1 Valuing Literature for Children</p> <ul style="list-style-type: none"> • Chapter 1 Connecting to the Value of Story • Chapter 2 Connecting Children with Literature • Beyond the Text: historical background, brief look at child development, • Brain-based learning 	<p><u>Picturing Books - Timeline</u></p> <p>View the slides and read the captions to see the changes over time.</p> <p>*See Unit 1 on elearning</p>
<p>Week 4 – September 15</p>	<p>Unit 1 Valuing Literature for Children</p> <ul style="list-style-type: none"> • Chapter 1 Connecting to the Value of Story • Chapter 2 Connecting Children with Literature • Beyond the Text: historical background, brief look at child development, Brain-based learning 	<p>See Assignment Choices on elearning,</p> <p>Unit 1 Assignment is due at 11:59PM on Sunday, September 21.</p> <p>Unit 1 Quiz over Chapters 1 and 2 and posted materials available Friday Sept. 19 to Sunday, Sept. 21.</p>
<p>Week 5 – September 22</p>	<p>Begin Unit 2</p> <p>READ:</p> <p>Unit 2 Evaluating Literature for Children</p> <ul style="list-style-type: none"> • Chapter 3 Learning about Literary Elements • Chapter 4 Learning about Illustration and Visual Elements • Chapter 5 Learning about Diversity through Literature • Chapter 6 Picturing Books 	<p>Read Unit 2, Chapters 3, 4, & 5, 6 from Essentials of Children’s Literature</p> <p>Recommended: Bang, Molly. <i>Picture This: How Pictures Work</i>. 2016 or 2000, either edition is acceptable.</p> <p>All areas of the following web site contain important information about children’s book illustrations – read and view: <u>Picturing Books - About Read/View presentation</u></p> <p>View: View: <i>Last Stop on Market Street</i> <u>Last Stop On Market Street by Matt de la Pena: Read-Aloud</u> <i>Watercress</i> <u>"Watercress": A Story of Family, Food, and Culture Children's Read Aloud</u></p>
<p>Week 6 – September 29</p>	<p>Unit 2 Evaluating Literature for Children</p> <ul style="list-style-type: none"> • Chapter 3 Learning about Literary Elements • Chapter 4 Learning about Illustration and Visual Elements • <u>Picturing Books - Visualize</u> 	<p><i>Read:</i></p> <p>Caldecott Medal Winner book of your choice</p> <p>Graphic novels +Plus view Prezi posted in the Unit 2 folder on elearning Gene Yang Article link on elearning</p> <p><i>Read:</i></p> <p><i>Last Stop on Market Street</i></p>

	<ul style="list-style-type: none"> • Chapter 5 Learning about Diversity through Literature • <u>Picturing Books - Toolkit</u> • Chapter 6 Picturing Books 	<p><i>View:</i> "Too Many Tamales" Read Aloud by Ms. Torres</p> <p>Watercress / Written By: Andrea Wang / Illustrated By: Jason Chin</p> <p>Literary language and literary criticism</p> <p>Unit 2A Literary Elements Assignment is due by 11:59PM on Sunday, October 5.</p>
<p>Week 7 – October 6</p>	<p>Unit 2 Evaluating Literature for Children</p> <ul style="list-style-type: none"> • Chapter 3 Learning about Literary Elements • Chapter 4 Learning about Illustration and Visual Elements • Chapter 5 Learning about Diversity through Literature • Chapter 6 Picturing Books 	<p>a kaleidoscope of cultures...picture books for loving a big world! – orange marmalade (orangemarmaladebooks.com)</p> <p>View: Determining the Communicative Purpose of Text and Illustration (kaltura.com)</p>

<p>Week 8 – October 13</p>	<p>Unit 2 Evaluating Literature for Children</p> <ul style="list-style-type: none"> • Chapter 3 Learning about Literary Elements • Chapter 4 Learning about Illustration and Visual Elements • Chapter 5 Learning about Diversity through Literature • Chapter 6 Picturing Books 	<p>Recommended: Bang, Molly. <i>Picture This: How Pictures Work</i>. 2016 or 2000, either edition is acceptable.</p> <p>See Unit 2 on elearning</p> <p>View: Picturing Books - About Read/View presentation</p> <p>Schneider eBook HowToReadPictureBook Olivia (kaltura.com)</p> <p>Visual Purpose and Illustrative Style (kaltura.com)</p> <p>Molly Bang’s Principles (youtube.com)</p> <p>Understanding Formal Analysis (getty.edu)</p> <p>Understanding Formal Analysis (getty.edu)</p> <p>introducing_line.pdf (getty.edu)</p> <p>introducing_shape.pdf (getty.edu)</p> <p>principles_design.pdf (getty.edu)</p> <p>Unit 2B Illustrative elements Assignment is due at 11:59PM on Sunday, Oct. 19.</p> <p>Quiz over chapters 3, 4, 5, 6 and all posted content</p>
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		under Unit 2 on elearning. It will be available from Friday Oct. 17 to Sunday Oct. 19 at 11:59PM.
Week 9 – October 20	Begin Unit 3 Understanding the Categories of Literature <ul style="list-style-type: none"> • Chapter 7 Poetry • Chapter 8 Traditional Literature • Chapter 9 Fantasy and Science Fiction • Chapter 10 Realistic Fiction • Chapter 11 Historical Fiction • Chapter 12 Nonfiction: Biography and Informational books 	Read Unit 3: Chapters 7-12 Recommended: Bang, Molly. <i>Picture This: How Pictures Work</i> . 2016 or 2000, either edition is acceptable. Read Out of Wonder (Alexander, Kwame) See Unit 3 on elearning View: Schneider eBook BrothersGrimm (kultura.com)
Week 10 – October 27	Understanding the Categories of Literature <ul style="list-style-type: none"> • Chapter 7 Poetry • Chapter 8 Traditional Literature • Chapter 9 Fantasy and Science Fiction • Chapter 10 Realistic Fiction • Chapter 11 Historical Fiction • Chapter 12 Nonfiction: Biography and Informational books 	Chapters 7+ documents posted on elearning under Unit 3 Additional Read-alouds are posted in elearning Read: <i>Each Kindness</i> (available on youtube, but a great book for your library) See Unit 3 on elearning
Week 11 – November 3	Understanding the Categories of Literature <ul style="list-style-type: none"> • Chapter 7 Poetry • Chapter 8 Traditional Literature • Chapter 9 Fantasy and Science Fiction • Chapter 10 Realistic Fiction • Chapter 11 Historical Fiction • Chapter 12 Nonfiction: Biography and Informational books 	Chapters 7+ documents posted on elearning under Unit 3 Poetry: READ THIS Open Sources poetry chapter. Chapter 10: Waxing Poetic with Deliberate Description and Aesthetic Argument (usf.edu) View: Survey of Poetry (Kaltura) Additional Read-alouds are posted on elearning See Unit 3 on elearning Poetry Assignment posted on elearning, due Sunday, Nov. 9 by 11:59PM
Week 12 – November 10	Understanding the Categories of Literature <ul style="list-style-type: none"> • Chapter 7 Poetry • Chapter 8 Traditional Literature • Chapter 9 Fantasy and Science 	Read/View: 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)

	Fiction <ul style="list-style-type: none"> • Chapter 10 Realistic Fiction • Chapter 11 Historical Fiction • Chapter 12 Nonfiction: Biography and Informational books 	Read Out Loud ONCE A MOUSE - YouTube Additional Read-alouds are posted on elearning See Unit 3 on elearning
Week 13 – November 17	Understanding the Categories of Literature <ul style="list-style-type: none"> • Chapter 7 Poetry • Chapter 8 Traditional Literature • Chapter 9 Fantasy and Science Fiction • Chapter 10 Realistic Fiction • Chapter 11 Historical Fiction • Chapter 12 Nonfiction: Biography and Informational books 	Additional Read-alouds are posted on elearning Survey of Information Books (kaltura.com) See Unit 3 on elearning Genre Assignment (two choices) posted on elearning, due Sunday, Nov. 23 Quiz over chapters 7, 8, 9, 10, 11, 12 and all posted content under Unit 3 on elearning. It will be available from Friday, 11-21 to Sunday, 11-23
Week 14 – November 24	Fall Break Thanksgiving Break	
Week 15 – December 1	Unit 4: Bringing Children and Books Together <ul style="list-style-type: none"> • Chapter 13 Literature in the Curriculum • Chapter 14 Engaging Children with Literature 	View: <i>Frog and Toad Are Friends</i> Schneider eBook readalong frog and toad 720 (kaltura.com) See Unit 4 on elearning
Week 16 – December 8 & 9	Unit 4: Bringing Children and Books Together <ul style="list-style-type: none"> • Chapter 13 Literature in the Curriculum • Chapter 14 Engaging Children with Literature • You will have the rest of the week to do the Unit 4 Assignment and take the Unit 4 Quiz. 	Assignment choices posted on elearning...due Sunday Dec. 14, 11:59PM. Quiz over Chapters 13 And 14 and Unit 4 posts on elearning. It will be available from Wednesday, Dec. 10 to Sunday, Dec. 14, 11:59PM

Week	Date	Assignment -Quiz	Points
Your Assignments will be applications of each unit's concepts.			
4	09/21	Unit 1 Assignment	25

6	10/05	Unit 2 Assignment A (Literary Elements)	25
8	10/19	Unit 2 Assignment B (Illustrative Elements)	25
11	11/09	Unit 3 Assignment A (Poetry)	25
13	11/23	Unit 3 Assignment B (Genres)	25
16	12/14	Unit 4 Assignment	25
4	09/21	Unit 1 Quiz – Chapters 1, 2, and related posts	25
7	10/19	Unit 2 Quiz – Chapter 3, 4, 5, 6 Picture This & other format posts, Caldecott Book	25
14	11/23	Unit 3 Quiz – Chapter 7, 8, 9, 10, 11, 12, <i>Out of Wonder</i> & related posts	50
16	12/14	Unit 4 Quiz – Chapters 13, 14 & related books and posts	25
2	09/07	Brain-based learning Extra Credit	0
TBA	TBD	Possible Pop-up Extra Credit	TBD
TBA	TBD	Possible Pop-up Extra Credit	TBD
TBA	TBD	Possible Pop-up Extra Credit	TBD
		Total	275

Plagiarism and the Use of AI	
Course Policies	<p>Now it is easier than ever to find sources and information that help you learn online. However, there is also a fine line between using these online sources to enhance your learning and using them to avoid the hard work of inquiry, synthesis, and critical thinking. Unit assignments will be submitted to Turn-it-in, and students who are flagged for similarity to online sources (plagiarism) and “large</p>

language models” (AI) will be reported for academic dishonesty. Grammarly is a “large language model,” and it states that it is AI in its Information. Obviously, using Chat GPT and the other AI sites is risking your reputation. Although students can ask the sites to change the “VOICE” (humanizing) of the content to mimic student work, Turn-it-in is becoming increasingly adept at identifying it as AI. As a college student you are here to LEARN, and it is not worth risking your reputation and future academic and career pursuits.

That said, AI can be a useful TOOL, and, if used ethically, it can be an excellent learning assistant. For example, you could ask AI to suggest good, reputable web sites to research a topic. Or you could ask AI to tell you the components of a good book review. If you are struggling with understanding a concept, you could ask AI to help explain it. You can certainly use grammar and spell check, but do not ask AI to rewrite text for you. Turn-it-in will usually flag that. I use Microsoft Word grammar/spell check and run it through their “similarity to online content” check. However, I only use it to spot typos and errors like subject-verb agreement. I’m always interested in ways students find to use AI to enhance their learning, so share that if you find a good use. If you are not sure, run your own work through Turn-it-in before submitting it or check with me to see if it is an acceptable use.

Participation

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](#).

Class Recordings

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](#)

	<p>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>

Make-up Exams	Make-up exams will only be allowed under extreme circumstances. Students must contact the instructor prior to the exam to qualify.
Extra Credit	There will be opportunities for extra credit. You will be informed on Announcements and by email.
Late Work	Assignments are due by 11:59pm on the dates specified in the calendar, unless noted otherwise. Late work may be accepted with a 25% deduction in the grade, depending on the circumstances. Other than exceptional situations, late work will not be accepted after one week from due date.

Technology	<p>In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the Getting Started with eLearning webpage.</p> <p style="text-align: center;">Course Access and Navigation</p> <p>This course can be accessed using your UT Dallas NetID account on the eLearning website.</p> <p>Please see the course access and navigation section of the Getting Started with eLearning webpage for more information.</p> <p>To become familiar with the eLearning tool, please see the Student eLearning Tutorials webpage.</p>
Technical Require-	<p>UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The eLearning Support Center includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request</p>

<p>ments</p>	<p>service, and an online chat service.</p> <p style="text-align: center;">Communication</p> <p>This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the Student eLearning Tutorials webpage for video demonstrations on eLearning tools.</p> <p>Student emails and discussion board messages will be answered within 3 working days <u>under normal circumstances</u>.</p> <p style="text-align: center;">Distance Learning Student Resources</p> <p>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.</p> <p style="text-align: center;">Server Unavailability or Other Technical Difficulties</p> <p>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.</p>
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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	Children's 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+	Unsatisfactory	1.3	68-69%
D		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.