

Children's Literature Online/Blended Course Syllabus – Revised Online

Course Information

<i>Course Number/Section</i>	ED 3315.0H1, 0H2
<i>Course Title</i>	Children's Literature
<i>Term</i>	Spring 2020

Professor Contact Information

<i>Professor</i>	Patricia A. Leek
<i>Office Phone</i>	TBA
<i>Other Phone</i>	Teacher Development Center 972-883-2970
<i>Email Address</i>	patricia.leek@utdallas.edu
<i>Office Location</i>	CB1 1.101
<i>Online Office Hours</i>	TBA
<i>Other Information</i>	N/A

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Check with your advisor or The Teacher Development Center for information on Pre-requisites, Co-requisites, and/or Other Restrictions

Course Description

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 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

Student Learning Objectives/Outcomes

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.

The students will recognize the value of children's literature in the aesthetic, efferent, and analytical growth of children as shown in reflections, presentation of genre choices, discussions, as well as earning passing scores on embedded tests.

The students will analyze, study, and respond to children's literature genres and illustrative techniques by successfully creating a graphic representation and documenting broad reading/learning in the discipline.

The students will also show their knowledge and skills by achieving passing scores on embedded tests/quizzes and/or activities.

The following list highlights, but is not limited to, goals and activities:

1. grow in capability to critically read, analyze, and respond to literature.
2. demonstrate the ability to select high-quality, current, multicultural literature in a wide variety of genres to share with a diverse population.
3. 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.

4. 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.

Required Textbooks and Materials

Required Texts

- Bang, Molly. (2016). *Picture this: How pictures work*. Chronicle Books; Anv Exp Re edition. (2000 edition is okay)
- 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.
- Woodson, Jacqueline. (2012). *Each Kindness*. Nancy Paulsen Books; 1st edition.

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!
- **Science fair-type trifold board** for the [Children's Literature Award Winners Gallery Walk](#)
- **Flash drive to back up assignments**
- 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:** Will be posted on elearning or linked through the class calendar.

Suggested Course Materials

Suggested Readings/Texts

N/A

Suggested Materials

N/A

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

Technical Requirements

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.

Course Access and Navigation

This course can be accessed using your UT Dallas NetID account on the [eLearning](#) website.

Please see the course access and navigation section of the [Getting Started with eLearning](#) webpage for more information.

To become familiar with the eLearning tool, please see the [Student eLearning Tutorials](#) webpage.

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 service, and an online chat service.

Communication

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.

Student emails and discussion board messages will be answered within 3 working days under normal circumstances.

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.

Assignments

Assignment	Point Value
The Power of Story Module	Up to 10 points (posted on elearning)
Chapter 3 Module	Up to 10 points (posted on elearning)
Favorite childhood book essay	Up to 20 points
<i>Where I Am From</i> poem	Up to 20 points
Reading-Writing Bingo	Up to 25 points
Interteach Preparation Guides (9)	72 (8 points each, if complete on time; 5 points if completed or submitted late, up to one week (0 thereafter)
Interteach Discussion Records (9)	Up to 18 (completed in class: 0 , if absent or not turned in; or 0, 1, or 2 points each, based on quality and completion)
Test 1	Up to 60 points

Test 2	Up to 60 points
CL Award Winners PAPER	Up to 35 points
Online quiz over poetry	Up to 20 points
Total	Up to 350 points

Point Range	Letter Equivalent
329-350	A Excellent – surpasses expectations
315-328	A-
308-314	B+
294-307	B Generally meets expectations
280-293	B-
273-279	C+
259-272	C Some weak areas
245-258	C-
238-244	D+
224-237	D Unsatisfactory – does not meet expectations
210-223	D-
Less than 210	F Failure to meet course requirements

CHILDREN'S LITERATURE ASSIGNMENTS, SPRING 2020

DESCRIPTIVE PERSONAL NARRATIVE

Pick a favorite book from your childhood. Read/re-examine the book and consider these questions.

1. Why was this book your favorite? What features of it appealed to you then? Was it the words, the artwork, the person reading it to you, or something else?
2. To what degree is your experience with this book today different than what it was then? Explain, with examples. To what degree is your experience with this book today like what it was then?
3. Please do not forget PARAGRAPHS.
4. Write a descriptive personal narrative that tells the story of your experience with literature as a child, particularly as it relates to your childhood favorite book.
5. Consider the seven traits of skillful writing. <https://educationnorthwest.org/traits/trait-definitions>

Where I am From Poem Assignment

Where I'm From (Mauger)

I'm from faces black and brown
from corner stores and city beats
northside homes and
concrete streets.

I'm from festivals and fireworks
from lakeshore views and museum wings
I'm from road trips to grandma's
Christmas feels and winter sleet.

I'm from an urban home and suburban school
dichotomies with being cool
from parents going separate ways
from stacks of books and imaginative play.

I'm from rose-covered thresholds
from buttered biscuits and collard greens
different tastes and eccentricities
from Jeff Buckley - yes, and Prince
(both artists whom I miss).

Memories inside of me
old journals

old drawings

old dreams

Poetry activity

Make a list of words and phrases that describe where you are from (e.g., mobile home, reunion tower, lake to lake, white rock to muddy boggy, trees and flowers, grass expanse, etc.)

Use the Mauger poem as a mentor text, but feel free to take “poetic license”.

Where I'm From – Dr. Leek

I'm from lakes and trees

From Winfrey Point and Flag Pole Hill.

I'm from Birthdays outside, hot dogs, and Vavra's

I'm from neighbors and chilled melons on hot summer nights

I'm from homemade ice cream, climbing trees, and scraped knees.

I'm from uniforms and rulers

Church and school together.

I'm from swing sets, slides, and merry go rounds

I'm from the hum of the AC, and the woosh of the furnace.

I'm from days that seemed quieter and free.

I'm from movies and tv and books and games,

Cousins and friends on vacations to home.

I'm from Friday night fish fries and Sunday chicken dinners

I'm from bicycles and walking, often alone

I'm from here, and it's more than my home.

Memories inside me

In boxes

In albums

On shelves and walls: A heritage of art

But mostly in my heart

Project Choice

Read your choice of Award Winners for the assignment. You will write a paper about the six award winning books you choose to read. The six awards categories are:

1. Newbery
2. Caldecott
3. Pura Belpre
4. Coretta Scott King
5. NCTE Excellence In Poetry, (poet or book)
6. Robert Sibert or Orbis Pictus

You can find your book choices at libraries, bookstores, and online. You will read your choice of award winners from the above awards. Your paper should have a theme, thesis, and exhibit critical thinking. Your grade will reflect your ideas and how they are developed and organized. Your VOICE should shine through, uniquely you. Word choices, sentence construction, and overall presentment will factor into your grade.


Your work should be a minimum of 600 words (no maximum, use enough words to thoroughly address your thesis) in length. Thorough discussion of your book choices and treatment of your theme and thesis will require at least that many words. Remember that you must have an interesting, engaging beginning, a well-paced, thorough middle, and a satisfying, targeted ending. I will post additional information and resources as soon as possible.

OR


Choose an illustrator of Children's Literature and create a PowerPoint presentation that introduces the illustrator and his work. Focus on his or her work, both the process and the product. You should be able to do this assignment entirely using Internet resources. I'll post a rubric soon.

Reading-Writing Bingo, posted on elearning under Assignments (25 points)

Academic Calendar

WEEK/ DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY	DUE DATE
01/13-14 1	Course syllabus and hybrid format		Get to know you Inter-teaching Design	
Online	The power of story	Jane Yolen article + readings in module	Module posted on elearning	Comment on Discussion Board
01/20-21 2	Martin Luther King Day 	Read your choice of Duncan Tonatiuh books, Tonatiuh, Duncan. (2015). <i>Funny Bones: Posada and His Day of the Dead Calaveras</i> . Abrams Books for Young People, N.Y., N.Y. OR Tonatiuh, Duncan. (2014). <i>Separate is Never Equal</i> . New York: Harry N. Abrams.		No class Monday
Online	Reading the World: Cultural Diversity and Inclusion (2)	Read Russell Ch. 2 Read <i>Last Stop on Market Street</i>	Complete Inter-teaching Preparation Guide (IPG) for Chapter 2 (posted on elearning) ; bring a hard copy to class or access from your device	IPG 2 due 01/27 – submit to elearning before class
01/27-28 3	Reading the World: Cultural Diversity and Inclusion (2)		Chapter 2 Discussion/activity Introduce Ch. 1	
Online	History of CL and child development (1)	Read Russell Ch. 1	Complete Inter-teaching Preparation Guide (IPG) for Chapter 1 (posted on elearning); bring a hard copy to class or access from your device	IPG 1 due 02/03 – submit to elearning before class
02/03-04 4	History of CL and child development		Chapter 1 Discussion/activity Introduce Ch. 3	
Online	Experiencing Literature: Reading, Writing, Talking, and Doing (3)	Read Russell Chapter 3 Read <i>Each Kindness</i> Read <i>Last Stop on Market Street</i>	Chapter 3 learning module posted on elearning under Week 4	Chapter 3 learning module – submit to elearning by 11:59pm on 02/10

WEEK/ DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY	DUE DATE
02/10-11 5	Special Online Class My Favorite Childhood Book Essay Introduce Chapter 4	Read Russell Chapter 4 Literary language and literary criticism introduction on elearning under Week 5	Directions for My Favorite Childhood Book Essay are posted on elearning	My Favorite Childhood Book Essay submit to elearning before class on 02/17
Online	The Art and Craft of Fiction: The Medium and the Message (4)	Read Russell Chapter 4 Literary language and literary criticism		IPG 4 due 02/17 – submit to elearning before class
02/17-18 6	The Art and Craft of Fiction: The Medium and the Message		Chapter 4 Discussion/activity Bring a hard copy or on your device of IPG 4 to class. Introduce Ch. 5	
Online	Picture Books: The Union of Story and Art (5)	Read Russell Chapter 5 Read <i>Picture This: How Pictures Work (Molly Bang)</i>		IPG 5 due 02/24 – submit to elearning before class
02/24-25 7	More Picture books		Chapter 5 Discussion/activity Bring a hard copy or on your device of IPG 5 to class. Introduce Ch. 6	
Online	Poetry: For the Love of Language (6) Literary Language	3 read method Read Russell Chapter 6 <i>A Kick in the Head: An Everyday Guide to Poetic Forms</i>		IPG 6 due 03/02– submit to elearning before class
03/02-03 8	Poetry and test preparation <i>Where I Am From Poem</i>		Chapter 6 Discussion/activity Bring a hard copy or on your device of IPG 6 to class.	Submit <i>Where I am From Poem</i> before class on 03/09
Online	Test One: Chapters 1-6 (6 will be on both tests); Jane Yolen, Yang article, Swanson article, readings)			Testing Center open hours 03/04-03/05
03/09-10 9	Test debrief and Where I am From Poem		<i>Where I am From Poem</i> Introduce Ch. 7	
Online	Folk Narratives: The Oldest Stories (7)			IPG 7 due 03/23– submit to elearning before class

WEEK/ DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY	DUE DATE
03/16-17				
03/23-24 10	Extended Break			
03/30-31 11 Online	Folk Narratives: The Oldest Stories (7) Poetry Quiz		Chapter 7 Online discussion Poetry quiz will be posted to elearning on April 1 and April 2. You can access it on your Course home page	IPG 8 due 04/06-07 Poetry quiz - .Complete by end of day April 2. You may use books and notes, but you may not collaborate with classmates or others.
04/06-07 12 Online	Fantasy: The World of Make-Believe (8)		Chapter 8 Online discussion	IPG 9 due 04/13-14
04/13-14 13 Online	Realistic Fiction: The Days of Our Lives (9)		Chapter 9 Online discussion	IPG 10 due 04/20-21

WEEK/ DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY	DUE DATE
04/20-21 14 Online	Non-fiction: Telling It Like It Is (10) Award Winners Test Preparation Posted to elearning		Chapter 10 Online discussion	Reading Bingo due
04/27-28 15 Online	Literary Analysis of Six Award Winners-in Children's Literature paper OR Illustrator study due by end of day 04/29 Submit Children's Literature Reading Bingo by end of day 04/30			
04/29-30	Test 2 – Chapters 6, 7, 8, 9, 10 and associated readings Testing Center open hours 04/29-04/30 Test will be online.			

Proctored Final Exam Procedures

N/A – Children's Literature literary analysis paper in lieu of a final exam

Grading Policy

- A student who exceeds the number of absences allowed (2) will lose at least 10 points for each absence and cannot earn an A in the class. The student may receive an F or be asked to withdraw from the class. This applies to in-class absences in the first 9 weeks only.
- You are expected to interact and participate online, meeting deadlines and completing all assignments. This will be tracked going forward online.
- The instructor will not "pre-grade" assignments. Pre-grading gives some students an unfair advantage and should not be necessary for university students.
- Quality, neat work is expected. Work will be graded based upon the instructor's evaluation of the quality of the work as well as completion of the work. Average work will result in average grades.

Course Policies

Attendance

If a student misses more than two on campus classes (first 9 weeks only), there is a deduction of 10 points from the total earned for each subsequent absence. The only excused absences are religious holidays (with written notice before the absence) or UT Dallas sponsored activities/teams. Doctor's notes will be taken into consideration, but they are not considered "excused absences." The instructor recognizes that sometimes students must be absent, which is why two absences are allowed without penalty. However, limited on campus class time in this hybrid format makes attendance essential. Arrive on time, stay until dismissed, and attend every class.

Make-up exams

No make-up exams are allowed except for extreme reasons. Testing Center tests cannot be made up if the student fails to reserve a space at the testing center. Sign up early, have a Comet card, and be on time.

Extra Credit

TBA – some IPGs have extra credit opportunities

Late Work

- Assignments are due by the end of day on the days listed in the calendar, unless stated otherwise.
- Assignments are to be completed and turned in on time; late assignments may not be accepted.
- Submit your assignments as stated in the directions. If they are submitted in any other way, they may not be accepted. No assignments are to be emailed.
- If an assignment is not turned in on time or in the prescribed manner due to serious illness or another grave reason, contact the instructor before class to arrange for an extension. Depending on individual circumstances, the assignment will either be accepted for credit, a minimum 25% deduction will be taken, or all points will be lost. NO emailed assignments will be accepted!
- Technology problems (other than elearning system problems) are NOT acceptable excuses for late work! Complete your assignments enough in advance to make sure your computer, Internet provider, printer, elearning, etc. are in working order such that you can turn in your work on time. Save your work often and seek advice and resources from the campus technology help desks.

Special Assignments

Class Participation

Students are expected to participate positively and productively online.

Classroom Citizenship

- Respectful, positive interaction is expected online.

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 [UT Dallas Syllabus Policies](#) webpage for these policies.

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