

**Loyola University Chicago School of Education
CIEP 206(001)/ENG 206: Children’s Literature
Spring, 2011**

| | |
|----------------------|--|
| Instructor: | Linda S. Wold, Ed.D. |
| Contact Information: | lwold1@luc.edu ; (312) 915-6108 |
| Office Hours: | Tuesday/before class and 1- 2 P.M. or by appointment Thursday/before class and by appointment |
| Course Location | Corboy Law, Rm. 305; T/Th, 11:30AM-12:45P.M. |
| Course Information | Additional course materials are available on Blackboard (course 3039) |

“Do books simply contribute knowledge about a particular culture, or do they invite reader transformation and promote cross-cultural affective understanding? Do books simply present differences or do they invite readers to explore alternative ways of thinking and living” (Bloem, 2006, p. 217)?

Course Description

The purpose of this course is to develop expertise and resourcefulness for teaching a variety of children’s literature in culturally-diverse classrooms. Through the study of genre in literature texts, participants will explore the history of children’s literature and will learn to evaluate quality texts based on key literary elements. The course is designed for broad reading, writing, and responding to some of the rarest forms of best books for students that help teachers and their students understand the human conditions and world events that unite humanity. Emphasis will be placed on reading literature from a range of cultural settings and on creating a repertoire of quality multicultural and intercultural texts to engage readers fully. This course also reviews classroom library materials and requires students to interview a classroom teacher to learn important ways that literacy and literature provide access to and learning opportunities for students with diverse backgrounds.

The School of Education’s Conceptual Framework

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community service agencies to enhance life-long learning in Chicago.

This course has been designed to address these **Conceptual Framework** indicators.

Candidates demonstrate and apply:

- CF1: an understanding of a current body of literature to evaluate new practices and research in their field. (Text Discussion)
- CF2: knowledge and skills in a variety of school and professional settings. (Book/Poetry Presentation/Genre)
- CF3: an understanding of issues of social justice and inequity. (Genre Study/Literature Inquiry Project)
- CF4: skills that will enable them to work effectively with diverse clients. (Book/Poetry, LIP, Library Project)
- CF5: technological knowledge and skills which enhance education. (Literature Inquiry Technology Project-LIP)
- CF6: professional decision-making skills and behaviors in advancing social justice and service. (LIP)
- CF7: how moral and ethical decisions shape actions directed toward service to others. (Library Project)
- CF8: ethical principles in professional decision-making. (Genre Study, Library Project)

In the area of Knowledge, this course helps candidates to understand and apply research-based literature practices to enhance teaching and communication. For Skills, candidates learn to model effective communication systems to refine literature instruction and build capacity for candidates’ success in teaching a diverse population of learners. In the area of Ethics, reasoned decision-making is targeted to help candidates learn what is considered a “just” curriculum to support their ethical decision making. For Service, this course promotes an understanding of how each candidate’s personal actions and text selections honor and serve others in building a just citizenship.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Diversity

This course incorporates diversity in education and schooling as we seek to learn as a community of learners how literature and related aspects of reading, writing, speaking and listening are critical to the development of teachers who then help their students to become successful readers and writers. We will spend time learning how to differentiate instruction to support the needs of diverse learners as we develop a repertoire of multicultural/intercultural texts that can be used to engage all students.

Technology

Technology is used to enhance instruction whenever possible. Teacher Candidates will use Internet-based resources and Blackboard to design instruction, articulate social justice perspectives in the Literature Inquiry Project, investigate exemplary literature reviews online, and present results of the Library Project.

To access information related to the course text, go to: <http://www.prenhall.com/tunnell/>
See site for online resources for Literature Inquiry/Author Study: http://wps.prenhall.com/chet_literacy_cluster_1
See Blackboard Course Website: <http://blackboard.luc.edu/webapps/login>
See the IRA Classroom Library Position Statement for in-class discussion: http://www.reading.org/downloads/positions/ps1039_libraries.pdf

Required Text: Jacobs, J. S., & Tunnell, M. O. (2008). *Children’s literature, briefly* (3rd ed.). Columbus, OH: Merrill Prentice Hall. *Please be sure that you have the text CD for your own record keeping.*

See also required text readings for each genre under BB: Assignments. Additional texts can be purchased online, from the bookstore, or ordered through the university library. To order texts from the library, be sure to allow at least two weeks for delivery.

Students will understand the theoretical perspectives underlying the effective teaching of children’s literature in the following **course objectives**. Through successful completion of this course, students will:

- Create a Literature Inquiry Project that addresses a universal theme around social justice and connects a range of quality literary texts that help students understand the human conditions in our world.
- Acquire and use literary elements/vocabulary of literary critics in genre discussions and class presentations.
- Examine the qualities and multiple perspectives in literary presentations by gauging the value of the production. Learn how the interpretation of cultural and historical events in texts produced changes in American culture.
- Communicate effectively by presenting clear and concise text syntheses that link texts to specific genre studied at targeted grade levels. Explain how the texts address universal themes or an author’s need to help others understand world events and the human conditions affecting all people.
- Indicate how texts can provide multiple perspectives about our world that enlarge candidates’ understanding and ability to compare and contrast texts of different genre and specificity.
- Articulate research bases that undergird the study of literature, literature response, and literary criticism.
- Demonstrate ways that texts provide aesthetic and efferent opportunities to learn about and understand social justice and diversity in our world.
- Learn to read like a teacher and select books for students that provide access and opportunity for learning that avoid stereotyping on the basis of race, culture, gender, religion, and age.
- Learn about literary genre, authors, illustrators, uses of children’s literature, and ways to share quality multicultural/ intercultural books/resources with K-9 students to enrich and extend the curriculum.
- Demonstrate how to select and use developmentally appropriate texts and nonprint media targeting the ages, interests, developmental levels, cultural backgrounds, and exceptionalities of a diverse body of students.
- Discover a passion for reading and pass it on. If you love books, you cannot help but get others to enjoy them too!

Expectations

In Children’s Literature, professional knowledge is developed through active participation in each class experience. Attendance and punctuality are two professional behaviors that are extremely important. Professional attitudes and dispositions are related to values such as caring, fairness, honesty, responsibility, and social justice.

Classroom Community

Our work together relies on honest, open, and respectful dialogue so that all participants feel free to express their views. Here are a few guidelines to help facilitate our conversations each week:

- a. There is no such thing as a stupid question.* Ask all questions that you have and remember that by asking your questions, you are allowing us to learn as a community because you are helping to make ideas visible.
- b. Be respectful of others’ ideas and experiences* even if they are different from your own. We do not have to agree but we do owe it to each other to listen to and consider each other’s points of view. Also, please *respect confidentiality* of peers.
- c. Listen to others* by trying not to interrupt until whoever is talking finishes and by trying not to pass judgment until you have heard and considered what others have said. Do not assume that silences are unproductive. Give others time to think, consider, and formulate ideas; *draw them into conversations*.
- d. Monitor your participation.* If you are outgoing and tend to dominate conversation, use this course to practice allowing others a space to participate. If you are less outgoing and tend to let others do the talking, use this course as an opportunity to share your own ideas publicly. It is important to ask others what they think.
- e. Please either turn off or silence cell phones* before each class session out of respect for our community. On a related note, *use laptops appropriately*. Please *turn off all MP3 players*.

Attendance and Preparedness

The teacher candidate will participate in the following learning experiences and assignments:

* *Complete* readings, participate in whole- and small-group discussions, and contribute to ideas related to content.

* *Prepare* and understand the text readings. Lecture/demonstrations will be partly evaluated through your contributions to the class discussions and your scores on the quizzes and core assignments. Since you must be present to participate in the discussions and to complete the quizzes, attendance and punctuality are critical. You will be allowed one absence for illness or a family emergency; each subsequent absence will result in the loss of five (5) points from the “Attendance and Active Classroom Participation” evaluation category. Tardiness or leaving class early will also result in the loss of two points from “Participation.”

* Quizzes will consist of one or more of the following question types: multiple choice, short answer, and/or essay. Only the first quiz may be taken at a different time with a doctor’s note.

* To prepare for the genre discussions, you will be asked to respond to prompts or Think Sheets available in the Blackboard Course Documents. Bring two copies of any written responses or one copy of a class activity (such as Book Boxes. Each genre activity will be posted on Blackboard on Monday, the week before it is due (at the beginning of class) and will be collected prior to the genre discussion. If you are absent from a class, you may **not** turn in the entrance activity for that class at a later time. For a first absence, you may E-mail the work to Dr. Wold.

Assignment Due Dates and Submission Requirements

All assignments are due at the beginning of class as class begins on the date designated in “Session Topics and Assignments.” Final drafts of all written assignments are to be **typed** or word processed using standard English and should be free of distracting errors in grammar, usage, spelling, punctuation, and sentence structure. Multiple, distracting errors will result in a loss of points (up to 10% of the total possible points for that assignment, equivalent to one full letter grade) or an assignment resubmission. Please double-staple in the left hand corner. Use creative paper or illustrations at a later time but these are not needed for this course. *Save trees whenever possible.*

Grade Determination

All assignments integrate the use of effective spoken and written communication skills in Standard English for both content and mechanics. Final grades equal attendance and the instructor’s rating of active participation points earned.

| Assignment | Points | Due |
|--|---------------|--|
| 1. Reading/genre study responses | 30 | For discussion of genre |
| 2. Book talk of award-winning text/poetry/presentation | 20 | Assigned - Genre Study Mar. 23 at Swift |
| 3. Quizzes Literary elements (Literary Elements) | 10 | First two weeks in Feb. |
| Genre and text readings/Library Position | 40 | Final exam schedule |
| 4. Classroom Library Project | 30 | Week of Feb. 20 |
| 5. Literature Inquiry Project on Social Justice (LIP) | 40 | Select presentation date |
| Self-Evaluation of LIP | 10 | |
| 6. Attendance and Active Classroom Participation | 20 | Midterm / end of course |
| Total: 200 pts. | | |

Grading Scale

To receive a grade for CIEP 206, all assignments must be completed. Course grades are assigned based on the following criteria *and* attendance/class participation:

| - | Grade/Points | + |
|---------|--------------------|---------|
| 180-185 | A 186-200 | |
| 160-165 | B 166-175 | 176-179 |
| 140-145 | C 146-155 | 156-159 |
| 120-125 | D 126-135 | 136-139 |
| | F Below 120 | |

Course Assignments

1. Genre Study/Think Sheets (Due at the beginning of each class during genre study) (30pts/15% of total grade) Written Genre Discussion Format and Genre Reference List

Students will become familiar with each genre by responding to questions/Think Sheet activities that link all of the text readings completed in that genre. Students will copy the written responses/Think Sheets, respond to the questions/ prompts, and turn one in to the instructor and use one for their own additional comments. These genre responses/TS will form part of the basis for the final exam. For each genre, you are required to read texts from the “Required Reading List” and select additional texts that are award winning books (either chapter or picture books). These written responses will be used to show your active participation in the course and diligence in preparing for class. The genre categories include: Multicultural/International, Fantasy (traditional and modern), Fiction: Historical and Realistic, Informational, Biography, and Poetry.

2. Book Talk / Poetry presentation (20 pts/10 % of total grade) (Before or during the week of Mar. 22, 2011)

Each student will present a) a three-minute book talk on a quality text, or b) a two-minute performance poem which is memorized and presented to the class (you may partner to present poetry). The book or poem should be interesting and targeted for a particular grade level. You will present *to the whole class* to practice articulating the format you will use when teaching students. Please submit the title of the book or poem to Dr. Wold for approval. z

3. Classroom Library Project (30 pts./15% of total grade) (Week of Mar. 22)

In this project, students will work in groups of four to review a classroom library, draw a schematic of and label literacy settings in the classroom, and interview a classroom teacher. Students will present their projects using multimedia to describe the library and book inventory, and share their learning in relation to key points noted in the Classroom Library Position Statement (www.reading.org, search for Library Position Statement).

Foundations of Literacy: Nature of Readers and Texts

The Classroom Library Assignment involves learning about reading and reading instruction on the continua of literacy development across the grades. We will examine the relationships between different aspects of oral and written language, explore instructional standards and consider the cultural and social influences and implications of literacy teaching. Additionally, candidate will explore the texts and technologies that students read, examine children’s literature, textbooks, and issues of text difficulty and motivation to read.

The following standards will be addressed in this project:

Nature of Readers

- 1a. understands/articulates the need for literature connected to how literacy develops across grade levels and disciplines (in general and in specific disciplines or at specific grade levels).
- 1b. knows Illinois’ instructional standards for the English Language Arts. Knows the instructional resources and standards available for supporting ELA
- 1d. understands the relationships among reading, writing, speaking and listening.

http://www.isbe.state.il.us/common_core/pdf/ELA_common_core_standards.pdf

- 1e. understands language development and the role of language in literacy learning.

Strategies for Understanding Texts

- 2c. understands the connection between reader background knowledge, information in text, and purpose for reading in making meaning during reading, and techniques for activating and building students’ background knowledge to enhance comprehension.
- 2d. understands the strategies that proficient readers employ as they make meaning of a variety of texts and genres.

Role of Literature

- 3a. understands the role of literature in teaching about social justice and critical literacy.

Genre Study/Literature Circles

- 3aa. Understands and applies literary elements in the analysis and interpretation of texts
- 3c. understands, respects, and values cultural, linguistic, and ethnic diversity in literature and knows how these differences can influence students’ literacy and language.
- 3d. understands his or her own point of view and biases about diverse learners and their families and how this perspective can impact his or her own teaching.

Text Structure, Literary Elements and Devices

- 3g. understands literary text structure, including genre, elements of fiction, figurative language, poetic devices, and literary elements (e.g., folk tales, fairy tales, metaphor, simile, onomatopoeia, hyperbole, assonance, consonance, heroes/villains; quests/challenges).

3h. understands informational text structure, including description, sequence, comparison, problem-solution, cause-effect and use of graphics (e.g., tables, charts, illustrations).

Text Selection

3e. knows a wide range of quality literature and informational texts for students as well as how to choose literature and informational texts that address the various interests, backgrounds and learning needs of all students in class.

3f. understands factors in text difficulty (what makes texts hard to read and understand) and the importance of choosing just-right books for differentiated instruction.

3o. estimates the difficulty level of text using readability measures and qualitative factors.

Technology and Media

3i. understands and is able to use technology in multiple ways within the English language arts program (e.g., computers, cameras, interactive web sites, blogs, online research).

3j. recognizes the influence of media (e.g., television, film) on language and reader’s point of view with informational and fictional texts.

3k. understands the role of digital literacy in the 21st century and knows techniques for helping students navigate online sources

Assessment

3kk. Understands processes to critically evaluate the information available online.

Literature Teaching

3m. uses literature to promote students’ understanding of their lives and society, and as a means to discuss social justice and critical literacy issues.

3q. teaches students how, when, and why to use dictionaries, encyclopedias, thesauruses, and other references, including electronic or online versions.

3r. teaches students how to identify a topic for research/inquiry and how to gather information on that topic from print and digital sources.

3s. teaches students techniques for evaluating and critiquing print and digital sources.

3t. uses a variety of text and research resources (written, visual, digital, auditory) to enhance student learning from reading, learning from writing, and learning from oral communication.

3u. analyzes content materials to determine appropriate strategies and techniques to create successful learning through reading, writing, speaking, and listening.

See BlackBoard for further details and the rubric for assessing the project.

4. Literature Inquiry Project/Author Study Inquiry (40 grp pts/20%of total grade/individ/10pts evaluation) (End of term):

After researching texts related to social justice, you will determine which texts provide key links to a universal theme that is important for students to know and understand in a particular grade level. You will investigate a variety of sources (print and nonprint media) and prepare a ten-minute multimedia presentation to the class. The checklist is located in BB course documents. Turn in your evaluative statement when you present your study.

Prepare a computer generated one-page handout for your peers that includes information about the inquiry, notable books, major honors such as Caldecott or Newbery, web addresses (if available), supporting resources such as videos, key links and reasons for including a social justice LIP. Also include any reference information, particularly from the Library of Congress web site, and import graphics to increase visual appeal. Submit all artifacts in the digital dropbox in BB and also bring a hard copy to be turned in the day of the presentation.

Self-Evaluative Statement for the Inquiry Project (10 pts/5%): (a single paragraph for each question):

1. What I have learned that impacts my future teaching:

Address what you as a future teacher have learned about honoring social justice and literature research (all part of the standards related to this project) and how that information may impact your future teaching.

2. How I intend to use the Inquiry Project in my life and why it is worthwhile:

Describe ways that you might use the Library of Congress web site or other technologies to enhance your own ability to find archival information or important details related to children’s literature.

3. How the integrated communication systems used in the Literature Inquiry Project (spoken, written, and visual communications) will support and enhance my personal learning and those of others:

Explain how this inquiry project: a) advances specific communication skills that enhance your thinking capacity as a future teacher; and b) how it promotes spoken, written, and visual communication systems and why.

4. Assessments (50 pts/25% of total grade):

| | | |
|---|----|------------|
| Literary elements (Quality Indicator Quiz) | 10 | Feb. 3 |
| Quiz--all genre and text readings & IRA Library Statement | 40 | Final Quiz |

5. Attendance and Active Classroom Participation (20 pts/10% of total grade) (Due Midterm and end of course)

Active participation in whole group discussions, inquiry projects, and problem-solving responses throughout the semester will be considered in participation points. A rubric will be provided to gauge the range of final points to be determined by the instructor’s review of attendance and an individual’s whole class participation.

**Tentative Course Calendar
CIEP 206, Spring, 2011**

| Date | Topic/Chapter Title | Assignment |
|----------------|---|---|
| Jan. 18 | Introductions; course overview; genre discussion; What is a reader? Reading Like a Teacher... | Prepare chapter readings |
| Jan. 20 | Ch. 1-2: Why Read? What is a Good Book? | Chapters 1 and 2 |
| Jan. 25 | Ch. 3-4: What Makes a Book Well Written? The words--The pictures...Literary Elements | Chapters 3 and 4 |
| Jan. 27 | Ch. 5: History of Children’s Literature Picture Books and Texts from the 1400s | Chapter 5 |
| Feb. 1 | Ch. 6-7: The Categories of Children’s Literature and Picture Books; genre intro; | Chapter 6 and Chapter 7 Prepare for Quiz |
| Feb. 3 | Review Genre Literary Elements Quiz | Review and study |
| Feb. 8 | Discuss Library Project; determine interviews and plans | Small group work |
| Feb. 10 | Freshman Seminar | Lake Shore Campus |
| Feb. 15 | Introduce Multicultural/International Texts Discuss Chapter 15: Multicultural and International Texts | Read <i>If the World Were a Village</i> by David Smith and other genre selections; Prepare Written Genre/Think Sheet on Multicultural and International Texts or Activity Booktalk: Multicultural/International Texts |
| Feb. 17 | Genre discussion on Multicultural/ International Texts | |
| Feb. 18 | Introduce Fantasy Discuss Chapters 9 and 10: Fantasy | Chapters 9 and 10 |
| Feb. 22 | Fantasy Genre Discussion | Prepare Written Genre/Think Sheet on Fantasy Texts/Personal Reading or Activity Booktalk: Fantasy |
| Feb. 24 | Genre Discussion on Fantasy texts | |
| Mar. 1 | Introduce Ch. 11-12 Realistic Fiction and Historical | Chapters 11-12 Booktalk: Realistic Fiction |
| Mar. 3 | Genre Discussion-Realistic Fiction | Prepare Written Genre/Think Sheet on Realistic Fiction Texts/Personal Reading or Activity |
| | <i>Spring Break Mar. 6 - 13!</i> | |
| Mar. 15 | Genre Discussion Historical Fiction Review genre | Prepare Written Genre/Think Sheet Booktalk: Historical Fiction |
| Mar. 17 | Present Informational, Biography, Poetry | Chapter 14 |

| | | |
|----------------|---|---|
| | Introduce Ch. 14: Informational Texts Discussion Informational Texts/Text Structure | Booktalk: Informational Texts |
| Mar. 22 | Group work on Library Projects | Swift School Read Aloud, March 23 |
| Mar. 24 | *Library Project Due/Present projects Informational Genre Discussion | Prepare Written Genre/Think Sheet on Informational Texts/Personal Reading |
| Mar. 29 | Introduce Biography Discuss Chapter 13: Biography | Chapter 13 Review Appendices for in-class discussion |
| Mar. 31 | Biography Genre Discussion | Prepare Written Genre Format on Required and Personally Selected Readings Booktalk: Biography |
| Apr. 5 | Introduce Poetry Discuss Chapter 8: Poetry | Chapter 8 |
| Apr. 7 | Poetry Genre Discussion Poetry Presentations “Every Person Response” Poetry | Prepare Written Genre/Think Sheet on Poetry Texts/Personal Reading or Activity Booktalk: Poetry Poetry I-Search: What can you find online about children’s poetry? Publishing student poetry? |
| Apr. 12 | Book Talks/Poetry Presentations | |
| Apr. 14 | Discuss position statement Illinois Language Arts/Literature Standards Matching Books to Readers (text selection) | --Read the full text of the IRA Classroom and School Library Position Statement for discussion (know for final quiz) http://www.reading.org/downloads/positions/ps1039_libraries.pdf |
| Apr. 19 | <i>The Readers’ Bill of Rights</i> (Daniel Pennac) Micro-teaching with texts and LIP Group Work | Prepare LIP Group Presentations |
| | <i>Easter April 21-25</i> | |
| Apr. 26 | Literature Inquiry Presentations (LIP) Discussion of Teacher as Reader Reading Like a Teacher... | The Teacher as Reader I-Search: is it important for teachers to be readers? What can you find online as evidence of your position? |
| Apr. 28 | Literature Inquiry Presentations Children’s Magazine Review Literature Inquiry Projects (LIP) Appendix Review <i>Declaration of Readers’ Rights</i> | Bring in an interesting children’s magazine Attendance and Participation Guide |
| May 3 | Final quiz 9 – 11 AM | |