

Loyola University Chicago
Children's Literature CIEP 206 – Spring 2010
Course Objectives and Requirements

Instructor:	Mary A. Hicks
Contact Information:	mhicks@boundlessreaders.org 773-989-8582 office 847-401-6757 cell
Office Hours:	Before/after class or by appointment
Course Location:	Dumbach Hall, Room 122
Course Time:	Monday, 4:15-6:45pm

Course Description

This course explores children's literature and provides criteria for the evaluation of contemporary children's books. It is designed for pre-service teachers to explore the genres and issues related to children's literature. Students will read, write about, and discuss a variety of books for children, grades pre-k to 8. Applications for the classroom will also be explored.

Course Objectives:

Through class readings, lectures, discussions, presentations, reflection, sharing, and group and individual projects, students will:

- Become familiar with genres of children's literature and literary elements;
- Become familiar with authors and illustrators of current literature;
- Know a wide range of quality literature and informational text 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;
- Model and share real-life purposes for reading and writing;
- Recognize and evaluate qualities of authentic and well written children's literature;
- Learn a variety of ways to utilize children's literature for instructional and recreational purposes;
- Demonstrate familiarity with a variety of resources available to meet the needs of diverse learners in their classroom to provide access to and engagement with literature;
- Design instructional opportunities for children to respond to literature;
- Recognize culturally diverse works of literature and their value;
- Utilize online resources to access information regarding authors and illustrators, as well as instructional and recreational reading resources; and,
- Recognize the role that independent reading plays in developing decoding, fluency and comprehension skills, along with general world knowledge.

In addition, as defined by the Chicago Teacher Partnership Program (CTPP) students will:

- Understand and articulate the needs for literacy development in general and in specific disciplines or at specific grade levels;
- Know Illinois' and US Common Core instructional standards for the English Language Arts;
- Understand the relationships among reading, writing, speaking and listening;
- Understand language development and the role of language in literacy learning;
- Understand and use technology in multiple ways within the English language arts program (e.g., computers, cameras, interactive web sites, blogs, online research);
- Estimate the difficulty level of text using readability measures and qualitative factors;
- Analyzes content materials to determine appropriate strategies and techniques to create successful learning through reading, writing, speaking, and listening;

- Understand the importance of acquiring and organizing a classroom library that reflects students' interests, backgrounds, and abilities;
- Create a classroom library (print and digital resources) that reflects students' interests, backgrounds, and abilities;
- Understand 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;
- Understand the strategies that proficient readers employ as they make meaning of a variety of texts and genres;
- Understand the role of literature in teaching about social justice and critical literacy.
- Understand, respect, and value cultural, linguistic, and ethnic diversity and know how these differences can influence literacy and language;
- Understand 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;
- Understand factors in text difficulty (what makes texts hard to read and understand) and the importance of choosing just-right books for differentiated instruction;
- Understand 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);
- Understand informational text structure, including description, sequence, comparison, problem-solution, cause-effect and use of graphics (e.g., tables, charts, illustrations);
- Understand the role of digital literacy in the 21st century and knows techniques for helping students navigate online sources, including the importance of critically evaluating the information available online;
- Use literature to promote students' understanding of their lives and society, and as a means to discuss social justice and critical literacy issues;
- Recognize the influence of media (e.g., television, film) on language and reader's point of view with informational and fictional texts;
- Use 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
- Know how, when, and why to use dictionaries, encyclopedias, thesauruses, and other references, including electronic or online versions;
- Know how to identify a topic for research/inquiry and how to gather information on that topic from print and digital sources; and
- Use techniques for evaluating and critiquing print and digital sources.

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 the Chicago area. By using this conceptual framework as a guide to teaching, candidates will be able to broaden their commitment to quality literacy practices:

- **Knowledge** – develop knowledge of research-based literature practices to enhance teaching and communication.

- **Skills** – model effective reading, writing, speaking, and listening practices to refine literature instruction. Use these effective communication systems to build capacity for success in teaching a diverse population of learners.
- **Ethics** – use knowledge and skill to make reasoned decisions about what is just while simultaneously developing a professional and ethical understanding of what students need.
- **Service** – consider how your actions honor and serve others.

Diversity

Students will be exposed to literature reflecting cultural, racial, and personal forms of diversity and how they may be used to promote respect among students and faculty within a teaching context. Diversity will also be addressed by fostering respectful dialogue among course participants.

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. For specific policies see http://www.luc.edu/education/academics_policies.shtml#honesty. 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 at Loyola. Returning students should schedule an appointment within the first two weeks of the semester. More information is available at: <http://www.luc.edu/sswd/register.shtml>

Special Circumstances

Students who have any special needs or who may require considerations or modifications for any reason must contact the instructor personally during the first two weeks of the semester so that these issues may be addressed.

Harassment

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/>

Technology

Technology is used to enhance instruction whenever possible. Student will use internet-based resources and Blackboard features to complete class assignments and projects.

Required Reading

The Joy of Children's Literature, Second Edition by Denise Johnson is the required text for the class and is available in the bookstore.

Following is a list of children's books that will read and discussed. **Additional children's books will be assigned during the course of the semester.** Any publication of the assigned children's books will be acceptable; however, the paperback edition is preferred. Assignments for each book can be found in the Course Schedule listed below.

Part of Me by Kimberly Willis Holt (2006) is required reading for February 7 class.

Select one of the following **graphic novels** for February 14 class:

- *Artemis Fowl* by Eoin Colfer and Andrew Donkin (2007)
- *The Mozart Question* by Michael Morpurgo (2006)
- *To Dance* by Siena Cherson Siegel (2006)
- *The Babysitter Club: The Truth About Stacey* by Raina Telgemeier (2006)

Select one of the following for February 28 class:

- *Jeremy Fink and the Meaning of Life* by Wendy Mass (2006)
- *Extra Credit* by Andrew Clements (2009)
- *Waiting for Normal* by Leslie Connor (2008)
- *Scat* by Carl Hiaassen (2009)

Select one of the following books for March 14 class:

- *Chains* by Laurie Halse Anderson (2008)
- *Code Talkers* by Joseph Bruchac (2005)
- *Elijah of Buxton* by Christopher Paul Curtis (2007)
- *Elephant Run* by Roland Smith (2007)

Select one of the following books for March 21 class:

- *Whittington* by Alan Armstrong (2006)
- *Fablehaven* by Brandon Mull (2006)
- *The Invention of Hugo Cabret* by Brian Selnick (2007)
- *When You Reach Me* (2009) by Rebecca Stead

Select one of the following books for March 28 class:

- *Hitler Youth: Growing Up in Hitler's Shadow* by Susan Campbell Bartoletti (2005)
- *Let Me Play: The Story of Title IX: The Law That Changed the Future of Girls in America* by Karen Blumenthal (2005)
- *The Voice That Challenged a Nation* by Russell Freedman (2004)
- *Almost Astronauts: 13 Women Who Dared to Dream* (2009) by Tanya Lee Stone

Select one of the following books for April 6 class:

- *Home of the Brave* by Katherine Applegate (2007)
- *Crossing the Wire* by Will Hobbs (2006)
- *The Year of the Dog* by Grace Lin (2006)
- *The White Giraffe* by Lauren St. John (2006)

Grading Scale

All students enrolled in CIEP 206 are expected to attend class, participate, and complete/submit reports in a timely manner. Assignment of final grade is based upon the completion of course requirements using the following scale:

94-100.....	A
91-93.....	A-
88-90.....	B+
83-87	B
80-82.....	B-
77-79.....	C+
73-76.....	C
70-72.....	C-
67-69.....	D+
63-66.....	D
60-62.....	D-
59 and below.....	F

Notes on Course Schedule and Assignments

The course schedule and assignment are subject to changes that may be announced during class.

Assignments and readings **MUST** be completed by the date listed below and are due by 4:15pm on the assigned date. Written assignments submitted late will lose 10% of the possible points for the assignment for each calendar day past the original due date. If possible, submit written assignments electronically. Include your name, assignment, and date in the subject line of the email.

Written assignments are to be word processed and edited using standard American English. Grammar and spelling will be considered when grading assignments.

Students are **required** to bring the assigned books to class on the date designated in the Course Schedule.

ALL self-selected books (across ALL assignments) must be from 2005 to the present unless otherwise noted in the course schedule below.

CIEP 206 COURSE REQUIREMENTS

REQUIREMENT	DESCRIPTION/EXPECTATION	% of GRADE
Class participation and in-class assignments	<p>Participation is a key component in this course. Students are expected to be prepared for class and fully participate in class discussions and other in-class assignments. Students MUST bring assigned children's books and/or articles to class.</p> <p>See participation rubric for further explanation.</p>	20%
Assigned readings of children's books and reading response assignments	<p>Complete assigned reading and weekly written assignments as outlined in the Course Schedule. Written assignments are due by 4:15pm on the assigned date. Assignments submitted late will lose 10% of the possible points for the assignment for each calendar day past the original due date. Written assignments are to be word-processed and edited using standard American English. Grammar and spelling will be considered when grading assignments.</p> <p>Check Blackboard for instructions about weekly assignments.</p>	25%
Genre presentation	<p>Teams of two students will present on assigned topics. Presentations will include a short lecture on selected topic, read alouds, book talks, and an in-class activity. Presenters may facilitate a class discussion, use video and internet sources to support presentation; some groups may determine weekly written assignment. A written reflection is due by 4:15pm on the Friday following the presentation.</p> <p>See presentation instructions and rubrics on Blackboard for further explanation.</p>	20%
Classroom Library Project	<p>Teams of two students will visit an elementary or middle school and interview a classroom teacher to learn more about classroom literacy resources including the classroom library. Teams will share their experiences in a short presentation at our class meeting. Each team member will also write a reflection about the experience.</p> <p>See presentation instructions and rubrics on Blackboard for further explanation.</p>	25%
Personal bibliography	<p>Each student will maintain a personal bibliography of the books they read/explore during the semester.</p> <p>See bibliography instructions for full explanation of assignment. Bibliography is due at 4:15pm on Tuesday, May 2, 2011.</p>	10%

CIEP 206 COURSE SCHEDULE and WEEKLY ASSIGNMENTS

DATE	ASSIGNMENTS DUE
<p>January 24</p> <p>Introduction to Children’s Literature</p>	
<p>January 31</p> <p>Children’s Literature in the Classroom</p>	<p>Read Chapter 1: <i>The Books: Children’s Literature</i> and Chapter 2: <i>How Children Respond to Literature</i></p> <p>Create a literacy timeline that details your own reading history. What books influenced you at different points in your life? Think about why certain books have remained a part of your memory since childhood/adolescence. Why do certain books appeal to you today? Note: no specific format required for this assignment.</p>
<p>February 7</p> <p>Learning to Read vs. Becoming a Reader</p>	<p>Read Chapter 3: <i>Literacy: How Children Become Good Readers</i> and Chapter 13: <i>Reading to and with Children</i></p> <p>Read <i>Part of Me</i> by Kimberly Willis Holt (2006) and complete assignment.</p> <p>Select one character – Rose, Merle Henry, Annabeth or Kyle – and complete a character map. See Blackboard for character map.</p> <p>Instructor meeting with realistic fiction presentation team.</p>
<p>February 14</p> <p>Using Picture Books Across the Curriculum and at All Grade Levels</p>	<p>Read Chapter 4: <i>Picturebooks: Beyond Words and Illustrations</i></p> <p>Select, read, and bring two picture books to class: one you would use in a 1st/2nd grade class (topic of your choice), one that you would use in a 5th grade social studies class (i.e. Westward Expansion, Civil War, Reconstruction). NOTE: Select books from 2005 to the present.</p> <p>Read one of the following graphic novels and complete the written assignment:</p> <ul style="list-style-type: none"> • <i>Artemis Fowl</i> by Eoin Colfer and Andrew Donkin (2007) • <i>The Mozart Question</i> by Michael Morpurgo (2006) • <i>To Dance</i> by Siena Cherson Siegel (2006) • <i>The Babysitter Club: The Truth About Stacey</i> by Raina Telgemeier (2006) <p>See Blackboard for written reflection assignment.</p> <p>Instructor meeting with historical fiction presentation team.</p>

<p>February 21</p> <p>People Now: Contemporary Realistic Fiction</p>	<p>Read Chapter 7: <i>Realistic Fiction</i></p> <p>Read one of the following books and complete written assignment:</p> <ul style="list-style-type: none"> • <i>Jeremy Fink and the Meaning of Life</i> by Wendy Mass (2006) • <i>Extra Credit</i> by Andrew Clements (2009) • <i>Waiting for Normal</i> by Leslie Connor (2008) • <i>Scat</i> by Carl Hiassen (2009) <p>See Blackboard for written reflection assignment.</p> <p>Instructor meeting with modern fantasy presentation team.</p>
<p>February 28</p> <p>Reading and Learning about the Past : Historical Fiction</p>	<p>Read Chapter 8: <i>Historical Fiction</i></p> <p>Read one of the following books and complete written assignment:</p> <ul style="list-style-type: none"> • <i>Chains</i> by Laurie Halse Anderson (2008) • <i>Code Talkers</i> by Joseph Bruchac (2005) • <i>Elijah of Buxton</i> by Christopher Paul Curtis (2007) • <i>Elephant Run</i> by Roland Smith (2007) <p>See Blackboard for written reflection assignment.</p> <p>Instructor meeting with traditional literature presentation team.</p>
<p>March 7</p> <p>Spring Break – No Class</p>	
<p>March 14</p> <p>Exploring Alternate Worlds with Science Fiction and Fantasy</p>	<p>Read Chapter 6: <i>Modern Fantasy</i></p> <p>Read one of the following books and complete written assignment</p> <ul style="list-style-type: none"> • <i>Whittington</i> by Alan Armstrong (2006) • <i>Fablehaven</i> by Brandon Mull (2006) • <i>The Invention of Hugo Cabret</i> by Brian Selnick (2007) • <i>When You Reach Me</i> (2009) by Rebecca Stead <p>See Blackboard for written reflection assignment.</p> <p>Instructor meeting with nonfiction presentation team.</p>
<p>March 21</p> <p>Once Upon A Time</p>	<p>Read Chapter 5: <i>Traditional Literature</i>.</p> <p>Assignment to be determined by presentation team - see Blackboard assignment.</p> <p>Instructor meeting with multicultural literature presentation team.</p>

<p>March 28</p> <p>Don't Forget About Non-Fiction</p>	<p>Read Chapter 10: <i>Nonfiction: Biographies and Informational Books</i></p> <p>Read one of the following books and complete written assignment:</p> <ul style="list-style-type: none"> • <i>Hitler Youth: Growing Up in Hitler's Shadow</i> by Susan Campbell Bartoletti (2005) • <i>Let Me Play: The Story of Title IX: The Law That Changed the Future of Girls in America</i> by Karen Blumenthal (2005) • <i>The Voice That Challenged a Nation</i> by Russell Freedman (2004) • <i>Almost Astronauts: 13 Women Who Dared to Dream</i> (2009) by Tanya Lee Stone <p>See Blackboard for written reflection assignment.</p> <p>Instructor meeting with poetry presentation team.</p>
<p>April 4</p> <p>Literature About Kids in Many Cultures</p>	<p>Read Chapter 11: <i>Diverse Perspectives in Children's Literature</i></p> <p>Read one of the following books and complete written assignment:</p> <ul style="list-style-type: none"> • <i>Home of the Brave</i> by Katherine Applegate (2007) • <i>Crossing the Wire</i> by Will Hobbs (2006) • <i>The Year of the Dog</i> by Grace Lin (2006) • <i>The White Giraffe</i> by Lauren St. John (2006) <p>See Blackboard for written reflection assignment.</p> <p>Instructor meeting with new literacies presentation team.</p>
<p>April 11</p> <p>How many ways can you use poetry in a classroom?</p>	<p>Read Chapter 9: <i>Poetry</i></p> <p>Bring three poems to class: one that can be used to teach a math concept, one to use in a social studies lesson, and one to use during a science unit. Find poetry published since 2000.</p> <p>See Blackboard for written reflection assignment.</p>
<p>April 18</p> <p>The New Literacies: the World of Online Children's Literature</p>	<p>Read Chapter 12: <i>The New Literacies: The World of Online Children's Literature</i></p> <p>Assignment to be determined by presentation team and will be posted on Blackboard.</p>
<p>April 25</p> <p>What did we learn this semester?</p>	<p>Classroom library presentations and reflection due</p>
<p>May 2</p>	<p>Personal bibliography due</p>