



LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

CIEP 206: Children's Literature

Curriculum, Instruction & Educational Psychology

School of Education, Loyola University Chicago

Spring Semester 2017

Instructor Information

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Campus Office: Lewis Towers, Office 1022 c

Office hours: By appointment

Course Information

Dates: 1/17/17 to 5/4/17

Day: Tuesday/Thursday

Times: 2:30 – 3:45 pm

Campus Location: Cuneo Hall, Room 111, Lake Shore Campus (LSC)

Course Description:

CIEP 206 is designed to explore the genres of children's literature and the role of literature in teaching about social justice and critical literacy. Teacher candidates will explore the elements, genres and applications of children's literature as well as resources available for classroom teachers. Coursework involves professional book discussions, designing instructional strategies to encourage reader response in classroom settings and constructing criteria for the selection of text for educational and personal use.

Course Objectives:

1a. understands and articulates the needs for literacy development in general and in specific disciplines or at specific grade levels.

1b. knows the Common Core State Standards for the English Language Arts.

1d. understands the relationships among reading, writing, speaking and listening.

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

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.

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

3c. understands, respects, and values cultural, linguistic, and ethnic diversity and knows how these differences can influence literacy and language.

3d. 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.

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.

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).

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 a 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, including the importance of critically evaluating the information available online.

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

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

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.

Required Texts for CIEP 206:

Sakai Readings

- There are several readings that will be required and available on Sakai (posted under "Resources").

Required Children's Books

- Bell, C. (2014). *El deafo*. ISBN 978-1419712173.
- Browne, A. (2001). *Voices in the park*. ISBN 978-0789481917.

- Daywalt, D.(2014). The day the crayons quit. ISBN 9780399255373
 - Floca, B. (2013). Locomotive. ISBN 9781416994152.
 - Lai, T. (2011). Inside out and back again. ISBN 978-0061962790.
 - Palacio, R.J. (2012). Wonder. ISBN 978-0375869020
 - Schneider, J. (2014). Tales for very picky eaters. ISBN 9780544339149
 - Woodson, J. (2001). The other side. ISBN9780399231162.
 - Choose ONE Patricia Polacco book (see book list at <http://www.patriciapolacco.com/>). Be sure it is realistic fiction!
 - Choose a fractured fairytale book. Here are some ideas, but there are many more! http://www.readwritethink.org/files/resources/lesson_images/lesson853/FracturedFairyTalesBooklist.pdf
 - Books for Bibliography Project and Book Talk (see within syllabus) *Poetry (see calendar in course calendar)
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LOYOLA UNIVERSITY CHICAGO OFFICIAL POLICIES

School of Education Conceptual Framework Standards

The conceptual framework in the School of Education is *Social Action through Education*. The framework is described at www.luc.edu/education/mission/. Teaching inherently has a connection to the lives of children and their families, as well as the larger community. Throughout this course, we will develop ways for our professional thoughts, beliefs, and knowledge to positively contribute to the literacy development of children. The ways in which we select and utilize literature in future classrooms directly relates to our beliefs about social justice.

SOE Conceptual Framework Standards (CFS)

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
 - CFS2: Candidates apply culturally responsive practices that engage diverse communities.
 - CFS3: Candidates demonstrate knowledge of ethics and social justice.
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IDEA Objectives for the Faculty Information Form

Essential Objectives for this course:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
 2. Learning to apply course material (to improve thinking, problem solving, and decisions)
 3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
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Dispositions

All candidates will be assessed on the dispositions of *Professionalism, Inquiry, and Social Justice*. The rubric for the dispositions can be found on Live Text.

Currently assessed dispositions:

D7	valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (9L, 9N) (IB)
D8	demonstrating how one's beliefs about diverse learners impact teaching and learning and reflecting upon how one's actions affect others by demonstrating respect, fair-mindedness, empathy, and ethical behavior toward all learners, including respect for students' right to privacy. (1F, 9I, 9J) (IB)
D9	demonstrating that authentic literacy instruction is the responsibility of all teachers, across all disciplines and grade levels. (2H, 6A) (IB)
D12	demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students. (4D)
D17	demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

Diversity

This course focuses on the theory, pedagogy, and practice for culturally and linguistically diverse students, specifically focusing on the use of children's literature in classroom practice. Due to the nature of the course topics, issues of diversity will be woven throughout the entire course instruction and assessment.

Academic Honesty, Accessibility, Ethics Reporting Hotline, Electronic Communication Policies and Guidelines

University policies and procedures related to these areas can be found at:
www.luc.edu/education/syllabus-addendum/

CIEP 206 Assignments

Teacher candidates are expected to complete and submit assignments on time. If an assignment is accepted late, there will be a 10% reduction to the overall assignment grade for each late day. An assignment is considered late immediately past the time it is due. Assignments will not be accepted after three late days. If an illness or emergency prevents a student from submitting an assignment on time, a doctor's note stating the illness prevented the student from attending class or submitting an assignment must be presented to the instructor within three days.

*Rubrics for assignments can be found on the course Sakai site.

Personally Relevant Literature Share (10%): For this assignment, teacher candidates will bring a book (either children's book or adult) that is personally relevant. This book should reflect some aspect of the teacher candidate's culture or identity. Candidates will submit a one page description including bibliographic information, a very brief summary of

the book and how this book is personally relevant. Candidate will share the book informally in class.

Annotated Bibliography: (25%): In this assignment, teacher candidates will work individually to create an annotated bibliography of 12 children's books that connect to a common theme or topic related to social justice or diversity. The bibliography should include both fiction and informational texts, contain a range in reading levels that relate to your certification range, and represent a variety of genres and types of text (picture books, informational, novels, etc). Include at least two fiction and two nonfiction, and at least three different genres represented. At least one book should be a novel/chapter book. At least 9 of the 12 books should be titles not read before this semester. **Teacher candidates are expected to read all 12 of the books on your list.** This assignment will be submitted on Sakai in TWO places---assignments and forum.

*The bibliography should be titled and contain a short introductory paragraph explaining the overall theme of the list and why you selected that theme.

*Each title entry should follow APA format and contain a 40-75 word description of the book and its connection to your social justice/diversity theme. This description needs to be in your OWN words. The entries should be listed alphabetically.

Each entry should follow this format exactly:

Author last name, author first initials. (Year of publication). *Title of book*. Publication city, publication state: Publishing company. Keywords: *list the overall themes of each book*. Recommended grade level: Genre, Picture book or novel:

Short paragraph describing book.

Example:

Bunting, E. (1993). *Fly away home*. New York, NY: Houghton Mifflin. Keywords: homelessness, poverty, family. Recommended grade level: 2-4. Genre: Realistic Fiction, picture book. This book explores the concept of homelessness as it follows the story of a young boy and father. The two live in the airport, moving between terminals, trying not to get noticed by airport security and staff. One day, the young boy discovers a bird that is trapped in the airport and finds some hope for his own life when the bird gets free.

You will be asked to sign up for your topic by **January 26th**.

Draft of Annotated Bibliography: A draft of THREE entries will be due earlier than the final project (see calendar). You will peer edit these during class.

Diverse Picture Book Talk (20%): For this assignment, teacher candidates will select a quality multicultural/diverse picture book, read it, and prepare a 1-2 page paper on this book that includes:

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- a brief summary of the plot/characters of the book, whose perspective the book is told from (and possibly whose is missing), and information about who the author is and when the book was written
 - justification concerning the criteria that constitutes the text as a quality multicultural or diverse book, using information from course readings and discussions. Include how you found the text.
 - a concluding paragraph concerning how/why you might use this in your classroom
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The paper for the book talk assignment should be written in 12 point font, double spaced. Please include a citation for the readings used to support thinking. On the day the assignment is due, teacher candidates will bring the paper (with rubric attached), and picture book to class and will share the book informally with classmates.

Author/Illustrator Study (20%): For this assignment, teacher candidates will select a significant children's book author or illustrator to investigate. A list of choices will be provided and candidates will sign up for the author/illustrator (only one person will be allowed to present on a particular author or illustrator). Candidates will:

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- a. Locate and read 4-6 books by the author or illustrator
 - b. Create a brief annotated bibliography about each text (just bibliographic information and a very short summary of the text)
 - c. Write a paper (two pages maximum) outlining the work of the author/illustrator, what he or she is known for, the commonalities seen across the texts selected, recommendations for grade levels, themes, or content areas that the books could be used for, and other important information about the individual.
 - d. Incorporate all the information into a digital presentation (i.e., PPT, Prezi, etc.) to submit on the Sakai Forum.
 - e. Review at least 2 other presentations and comment on those presentations in Sakai.
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Reflection Paper (15%): This final paper is an opportunity for you to reflect on the learning that occurred for you in relation to children's literature, with particular focus on how you changed your own beliefs, opinions, understandings, or knowledge about children's literature. The paper should be 1.5-3 pages in length (3 pages maximum) and may be written in the first person. This will be submitted in Sakai.

Attendance/Participation/Assignments Related to Course Readings: (10%): Teacher candidates are expected to be in class, on time, each day, prepared with completed assignments, including the reading assignments. Part of the daily attendance/participation grade is based on contributions to small and large group discussions. Candidates are advised to come prepared with questions or comments already written down about the assigned readings to ease participation in class discussions. There may be times when candidates are called on to share questions and reactions to the readings. Absences related to illnesses that have a doctor's note will be excused. Candidates should email the professor as soon as possible when an absence will occur.

CIEP 206 Course Assignments (rubrics are posted in Sakai)

- Personally Relevant Lit Share 10%
 - Annotated Bibliography 25%
 - DRAFT Annotated Bibliography
 - Book Talk 20%
 - Author/Illustrator Study 20%
 - Reflection paper 15%
 - Class Participation/Attendance 10%
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Grading Scale

A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
C-	70 - 72
D	61 - 69
F	60 or below

CIEP 206 Participation

The following guidelines for participation will be considered in the course grade.

Professional Attitude and Demeanor Part I

- 2-Always prompt and regularly attend sessions.
- 1-Rarely late and regularly attend sessions (No more than 1 absence).
- 0-Often late and/or poor attendance at sessions (More than 2 absences).

Professional Attitude and Demeanor Part II

- 2-Always prepared for sessions with assignments and required materials.
- 1-Rarely unprepared for sessions with assignments and required materials.
- 0- Often unprepared for sessions with assignments and required materials.

Level of Engagement in Class

- 2-Always a willing participant. Contributes by offering ideas and asking questions in sessions, small groups and the whole class.
- 1-Often a willing participant. Contributes by offering ideas and asking questions in sessions, small groups or the whole class.
- 0-Rarely a willing participant. Rarely contributes to sessions by offering ideas or asking questions.

Integration of Readings into Classroom Participation

- 2-Often cite from readings; use readings to support points.

- 1-Occasionally cite from readings; sometimes use readings to support points.
- 0-Rarely cite from readings; rarely use readings to support points.

Listening Skills

- 2-Listen when others talk, both in groups and in sessions. Incorporate or build off of the ideas of others.
- 1-Listen when others talk, both in groups and in sessions
- 0-Rarely listens when others talk, both in groups and in sessions

Loyola University Chicago

School of Education

Syllabus Addendum

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty*, *accessibility*, *ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.

