

**LOYOLA UNIVERSITY OF CHICAGO
SCHOOL OF EDUCATION
CIEP 206: Children's Literature
Section 001
Location and Time: Mundelein, Room 608
Tuesday/Thursday 2:30-3:45 pm
Spring 2018**



Instructor: Dr. Aimee Ellis
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Office Hours: By appointment

Course Description: This course is designed to explore the genres of children's literature. Coursework involves reading and responding to various genres and engaging in professional book discussions to learn key strategies for teaching.

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 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.
- 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 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.

Sakai Readings

*There are several articles posted under "Resources" in the Sakai site that you are expected to read.

Required Children's Books

Alexander, K. (2014). *The Crossover*.

Alexie, S. (2016). *Thunder Boy Junior*

Bell, C. (2014). *El deafo*.

Browne, A. (2001). *Voices in the park*.

de la Peña, M. (2017). *Last stop on market street*.

Hall, M. (2015). *Red: A Crayon's Story*.

Hunt, L.M. (2015). *Fish in a Tree*.

Lai, T. (2011). *Inside out and back again*.

Levy, D. (2016). *I Dissent: Ruth Bader Ginsburg Makes Her Mark*

Palacio, R.J. (2012). *Wonder*.

Woodson, J. (2001). *The other side*.

*A poetry book of your choice (within parameters—see syllabus) -

*Books for other assignments (see within syllabus)

***All candidates must have an active account with Live Text.**

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 (for example, if an assignment is due at 4:00 pm, it is considered late beginning at 4:01 pm). 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.**

1. **Personally Relevant Literature Share (5%):** 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 and bring a hard copy of the **one page** to class **and a hard copy of the rubric** on the day it is due. **DUE JANUARY 23.**
2. **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). The bibliography should:
 - a. Include at least two fiction and two nonfiction
 - b. Include at least three different genres
 - c. At least 9 of the 12 books should be titles not read before this semester.
 - d. **Teacher candidates are expected to read all 12 of the books on your list.**
 - e. This assignment will be submitted on Sakai in TWO places---assignments and forum.
 - f. The bibliography should be titled and contain a short introductory paragraph explaining the overall theme of the list and why you selected that theme.
 - g. 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 30**. Final product is due **APRIL 10**.

- 3. Draft of Annotated Bibliography: (5%)** A draft of THREE entries will be due earlier than the final project (see calendar). The professor will provide feedback on the entries that should be used to guide your final product. This is a formative assessment---feedback should be included on final assignment. **DUE ON FEBRUARY 27.**

5. 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). **DUE APRIL 17**

Candidates will:

- 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. Create a QR code project 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. You may include short text, video links, recordings, pictures, or anything else you think is interesting.
- d. Informally "share" the presentation in class with your QR code on a poster, along with other pieces of information that would be helpful to give a snapshot of your author/illustrator.

QR code links:

6. Reflection Paper (5%): 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 (no more than 3 pages) and may be written in the first person. This will be submitted to Sakai and is **DUE APRIL 28.**

7. Assignments related to course readings (15%): Some of the required readings (articles and children's books) will include a specific written assignment to help prepare for the in-class discussion. Teacher candidates are expected to have these completed and in class on the day of the discussion to receive credit.

8. Text Set Assignment (15%). For this assignment, you will select 5 books from your annotated bibliography that work well as a text set on your topic. **This is due on APRIL 26.**

To complete this assignment, you should:

- a. Select a grade level for your text set and be clear on the topic or theme.

- b. Select ONE book that will serve as your anchor text. This book should be the most important, and should connect to future lessons and for text-to-text connections in your instruction.
- c. Select FOUR more texts from your list that connect well to your chosen anchor text. These should be appropriate for a similar grade level (but **should** vary in reading level and complexity). At least one of these should be informational and at least one should be narrative.
- d. Create a written table that contains the author, title, and either Lexile or F&P Guided Reading level of each text.
- e. Write a very short synopsis of each text, making sure to connect each to the overall theme. These should be written **for students**, so they should be age appropriate and should seek to engage them.
- f. Write one lesson description (not a formal lesson plan) that suggests an activity requiring students to complete a task that requires reading multiple texts from the set. There is a folder on Sakai with ideas for activities, or you may find a different one on your own.
- g. On the due date, bring the five texts, a small display with the table, lesson description, and synopsis of each book for classmates to browse.
- h. On Sakai, submit a copy of the table, lesson description, and book descriptions.

8. Attendance/Participation: (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.

Grading:

Personally Relevant Lit Share	5%
Annotated Bibliography	25%
DRAFT Annotated Bibliography	5%
Text Set Assignment	15%
Author/Illustrator Study	20%
Reflection paper	5%
Assignments Related to Readings	15%
Class Participation/Attendance	10%
	100%

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 - 0

Course Calendar

Date	Readings and Assignments	Class Topics	Class Activities
Jan. 16	Bring copy of syllabus (digital is fine)	Intro to course Background knowledge Why do we read?	Discuss Questionnaire about childhood books List Group Label on Children's Literature Kahoot about children's lit topics Overview of Semester and Assignments Get group for next class assignment
Jan. 18	<p>Sakai: "History of Children's Literature" article: construct a visual that shows evolution of children's books</p> <p>Book awards: Explore a children's book award site: Group A: http://www.ala.org/alsc/awardsgrants/bookmedia/newberymedal/newberymedal Group B: http://www.ala.org/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottmedal Group C: http://www.ala.org/rt/emiert/ctskbookawards Group D: http://www.underdown.org/pura-belpre-award.htm Group E: http://www.cbcbooks.org/ccba/</p>	<p>History of Children's Literature</p> <p>Award winning children's books</p>	<p>Review history of children's literature/discuss article Share visual of evolution of books</p> <p>Discuss children's book awards</p> <p>Group sharing of book awards</p>

Jan. 23	<p>Read Serafini & Layne article on Sakai</p> <p>Personally relevant Literature Share is due</p>	<p>Well Written Books Personally Relevant Book Share</p>	<p>Personally Relevant Literature Share Discuss article on well written books</p>
Jan. 25	<p>*Must have topic for Annotated Bib.</p> <p>Explore list of Caldecott Winner/Medal books: http://www.ala.org/alsc/awardsgrants/bookmedia/caldecottmedal/caldecott honors/caldecottmedal</p>	<p>Well Illustrated Books Library Resources at LUC (guest speaker)</p>	<p>Sign up for topic for annotated bib project</p> <p>Discuss “well illustrated” children’s books</p> <p>Guest Speaker</p> <p>Exit ticket: What is one thing you learned from the guest speaker? What is something you still wonder?</p>
Jan. 30	<p>Read <i>Last Stop on Market Street</i>: create a Word Cloud or Wordle (electronic or by hand) representing your thoughts on the text, themes, ideas, etc.</p> <p>Read “Windows, Mirrors, Sliding Glass Doors” on Sakai</p>	<p>Multicultural and Culturally Relevant Texts</p> <p>Discussion of <i>Last Stop on Market Street</i></p>	<p>Graffiti Walk on perceptions of representation and quotes from article Discussion of picture book: share wordle in groups</p> <p>Significance of setting of <i>Last Stop...</i></p> <p>Connect to Sakai reading</p>
Feb. 1	<p>Read “Culturally Diverse Books” article on Sakai</p> <p>Explore these sites: http://weneeddiversebooks.org/ http://www.kidslikeus.org/</p>	<p>Culturally relevant texts</p>	<p>Article discussion Definition of culturally diverse and culturally relevant texts Explore children’s texts that represent different cultures</p>
Feb. 6	<p>Read <i>Thunder Boy Junior</i>, bring to class</p> <p>Skim this blogpost: http://readingwhilewhite.blogspot.com/2016/06/naming-names-thunder-boy-jr.html</p> <p>*Must select author or illustrator for project</p>	<p>Identity and Children’s Texts</p>	<p>Identity Activity Literature Circle on <i>Thunder Boy, Junior</i> Discussion of use of cultural texts in classrooms Sign up for Author/Illustrator</p>
Feb. 8	<p>*Sakai reading: Critical Literacy: come prepared with 3-2-1: 3 new or</p>	<p>Critical Literacy</p>	<p>Background on Critical Literacy 3-2-1 on article</p>

	interesting ideas; 2 connections; 1 question		
Feb. 13	Bring <i>Voices in the Park</i> , (do not need to read in advance)	Critical Literacy	Activity with Voices in the Park Examine illustrations of VIIP Give One-Get One on Critical Literacy Explore books that disrupt the status quo in small groups
Feb. 15	Read <i>Wonder</i> ; bring to class; Bring Three "seed questions"	Literature Discussion <i>Wonder</i>	Use of Book Clubs and Literature Circles in Classrooms Literature Circle on Wonder
Feb. 20	Review handouts on Sakai related to interest inventories and leveled reading	Selecting Books/Matching books to readers	Leveled reading systems Interest Inventories Classroom Libraries
Feb. 22	Read "Wordless Picture Books" on Sakai	Books for Younger Readers Popular Book Characters/Series	Emergent literacy materials Primary grade texts Explore texts
Feb. 27	Draft of Annotated Bib (3 entries) due on Sakai by 11:59 pm Choose a poetry book related to aspects of diversity, OR, related to a content area: make a text to self, text to text, and text to world connection to different poems.	Poetry	Introduce Author/Illustrator Study Assignment Share the poetry book you read (physical book must be in class with you) and the connections you made to poems Jason Reynolds video Write poetry in class (I am from....)
Mar. 1	Read <i>The Crossover</i> : Create a life road map: https://www.facinghistory.org/resource-library/teaching-strategies/life-road-maps	Narrative text genres Realistic Fiction Author studies	Discuss narrative text genres/realistic fiction characteristics Literature Discussion Groups on <i>The Crossover</i> ; share life road maps Using Author Studies in the classroom
March 6	SPRING BREAK: NO CLASS		
March 8	SPRING BREAK: NO CLASS		
Mar. 13	Read <i>Inside Out and Back Again</i> , bring to class: 3 index cards with question or quote for "Save the Last Word" activity	Realistic Fiction in Verse	Literature Circle for <i>Insight Out and Back Again</i> , using Save the Last Word Strategy Introduce Found Poetry; do some examples in class

			Time to work on next assignment (bring <i>The Other Side</i> in case of time)
March 15	Read <i>The Other Side</i> , bring to class; write a Found Poem from the text	Historical Fiction	Characteristics of Historical Fiction Literature Circle on <i>The Other Side</i> ; sharing of found poetry Whole group discussion of text, with follow up Quick Write Exit Slip
March 20	Choose a fairytale or folktale from another culture, or a "fractured" version of a familiar tale. Bring book to class (hard copy or digital, but text must be viewable, no video)	Fairytales and Folktales	Discuss elements of fairytales/folktales Share tales in small groups Writing of fractured tales in groups
March 22	<i>No reading assignment</i>	Modern Fantasy Science Fiction	Modern Fantasy characteristics
March 27	Read "Graphic Novels" article on Sakai	Graphic Novels Comics Guest Speaker	Come prepared to discuss article
March 29	Read <i>El Deafo</i> , bring to class	<i>El Deafo</i> discussion	Come prepared to discuss the text as well as the genre (reflect on how you read it differently from other books) Explore graphic novels and comic-related books
April 3	Read "Informational text" article on Sakai *Bring a nonfiction text to class	Nonfiction/Informational Texts	Characteristics of nonfiction texts/informational texts Explore texts brought to class Use of Anchor Charts to teach with informational texts
April 5	Read <i>I Dissent</i> , bring to class Read Nonfiction Book club article on Sakai	Nonfiction/Informational texts Nonfiction Book Clubs	Literature Circle on <i>I Dissent</i> Using nonfiction in the classroom
April 10	Chapter on Sakai	Banned Books Censorship Illinois Reads	*Annotated Bibliography due on Sakai in Assignments and in Forum Discussion on Banned Books/Censorship Introduction to Illinois Reads as well as state book awards
April 12	Read these posts: http://blog.leeandlow.com/2013/04/15/why-use-thematic-text-sets/ https://www.learner.org/workshops/tml/workshop4/commentary2.html	Texts Sets in the Classroom	Video on use of text sets in the classroom Creating text sets Using text sets for critical literacy Exploring text sets

April 17	Author/Illustrator Presentation due in class and on Sakai		Author/Illustrator Study Share in Class
April 19	Read <i>Fish in a Tree</i> , bring to class, complete Double Entry Journal (Part in Text/My Thoughts)	Teaching with Children's Literature	Discussion of <i>Fish in a Tree</i> Literature Discussion Strategies/Reader Response Strategies
April 24	<i>No reading assignment</i>	Teaching with Children's Literature	Exploring different reader response strategies Using children's literature across the disciplines
April 26	Text Set Share; Assignment due on Sakai	Text Set Assignment Final reflections	Text Set Assignment Sharing in Class Reflection activity Course evaluations
	There is no final exam for this class. Instead, there is a short reflection paper.		***Reflection paper due on Sakai by 11:59 pm on Saturday, April 28th.

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.

While this course does not contain a Conceptual Framework Core Assessment, it is important to know the Conceptual Framework Standards and continually reflect on how they are embedded in the content of this course.

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.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

Dispositions

Candidates will be assessed on three main dispositions in this course. The rubrics for these dispositions can be found on Live Text.

Inquiry IL-LUC-DISP-2016.3

Social Justice IL-LUC-DISP-2016.2

Professionalism IL-LUC-DISP-2016.1

IDEA Objectives for the Faculty Information Form

Essential Objectives for this course:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
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

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*.