

LOYOLA UNIVERSITY OF CHICAGO
SCHOOL OF EDUCATION
CIEP 206: Children's Literature
Spring 2019



Section 001: Tuesdays/Thursdays 2:30-3:45 pm Crown Center Room 210

Section 002: Tuesdays/Thursdays 1:00-2:15 pm Dumbach Hall Room 4

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 as related to education. 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:

These texts are listed in the order in which we will read them this semester. Each of you needs your own copy in class on the day we discuss the text (digital or print).

NOVEL

PICTURE BOOK

1. de la Peña, M. (2017). *Last stop on market street*.
2. Woodson, J. (2018). *The Day You Begin*.
3. Hall, M. (2015). *Red: A Crayon's Story*.
4. Khan, H. (2017). *Amina's Voice*.
5. Morales, Y. (2014). *Dreamers*.
6. Browne, A. (2001). *Voices in the park*.
7. **EITHER** Alexander, K. (2014). *The Crossover* **OR** Lai, T. (2011). *Inside out and back again*
8. **EITHER** Palacio, R.J. (2012). *Wonder* **OR** Korman, G. (2018). *Restart*.
9. Woodson, J. (2001). *The other side*.

10. Graphic novel choice (see google doc: https://docs.google.com/document/d/1B9GxZDoEpfqBmmr_ZPsmFdYI9NNw7o3XReTUs9tCO_S4/edit?usp=sharing)

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

12. Woodson, J. (2018). *Harbor Me*. (NOVEL)

**There are also various other texts you will read for assignments.

***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 (10%):** For this assignment, teacher candidates will bring a book (either children's book or adult) that is personally relevant to themselves. 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 submit the ONE PAGE to Sakai. **DUE JANUARY 24.**
2. **Social Justice Themed Text Set (25%):** For this assignment, teacher candidates will sign up for a social justice-oriented topic/theme early in the semester. Candidates will create a text set around this topic including:
 - two nonfiction/informational texts (spanning across a few reading levels)
 - three fiction picture books (spanning across a few reading levels)
 - one multimodal text (that you find or create)
 - one chapter book or graphic novel

The completed assignment should include a bibliography of the seven books that all classmates will have access to. 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: Recommended grade level: Genre: Teaching Focus: (can be a content area and/or a reading strategy). Short paragraph describing book (40-70 words).

- Candidates are expected to read all seven texts.
- Candidates need an actual copy of each text in class on the day of the presentation.
- The score on this assignment will be based on the selection of texts, the annotated bibliography, and the oral presentation in class.

3. Author/Illustrator Study (25%): 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). Sign up:

Candidates will create a website on their author/illustrator. The platform is up to you (there are many options) as well as the structure. However, the required components are:

- a. Locate and read 4-6 books by the author or illustrator
- b. Share information about each text.
- c. Share information about the author/illustrator.
- d. Share other information about using some of the texts in a classroom.

Exemplary sites for ideas:

<https://kevinhenkes.com/>

<http://www.whoisamy.com/>

On the due date (April 18), candidates will link the website on Sakai in FORUM. Each candidate will be asked to write a comment to a minimum of three classmates about their website, noting strengths, asking questions, etc. These should move beyond "I like the site", but should offer a unique perspective on the website. **DUE APRIL 18**

4. 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--2 pages in length (no more than 2 pages) and may be written in the first person. This will be submitted to Sakai and is **DUE APRIL 28**.

5. Interactive Read Aloud (15%): Candidates will select a high quality children's picture book and prepare an interactive read aloud of it. Candidates will read this text to a minimum of one child, but preferably a small group or whole class, if possible. Additionally, candidates will submit on Sakai a copy of the plan (including information on the text, questions posed, and purpose/objectives of the read aloud) as well as a one page reflective description of the process of reading it aloud to children. **DUE MARCH 12**.

6. 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.

7. Additional Reading Related Assignments (10%): 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. These will be collected and will be part of your overall course grade.

Grading:

Personally Relevant Lit Share	10%	January 24 by the start of class
Interactive Read Aloud	15%	March 12 by 6:00 pm
Author/Illustrator Assignment	25%	April 18 by 12:00 pm (noon)
Social Justice Text Set	25%	April 25 by the start of class
Reflection Paper	5%	April 28 by 6:00 pm
Attendance/Participation	10%	ongoing
Additional Reading Related Assignments	10%	ongoing

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
WEEK ONE: Jan. 15	Bring copy of syllabus (digital is fine)	Intro to course Background knowledge Why do we read? What books do you recall from childhood?	Discuss Questionnaire about childhood books List Group Label on Children’s Literature Overview of Semester and Assignments Get group for next class assignment
WEEK ONE: Jan. 17	Sakai: “History of Children’s Literature” article: <i>construct a visual that shows evolution of children’s books</i>	History of Children’s Literature Well Written Books Award winning children’s	Review history of children’s literature/discuss article Share visual of evolution of books Discuss children’s book awards

	<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/ckbookawards Group D: http://www.underdown.org/pura-belpre-award.htm Group E: http://www.cbcbooks.org/ccba/</p>	books	Group sharing of book awards
WEEK TWO: Jan. 22	<p><i>Last Stop on Market Street</i>; Sentence stems in discussion</p>	<p>Book Discussion Guest Speaker on Library Services</p>	<p>Book Discussion: <i>Last Stop on Market Street</i> as an award winner; relevance to Chicagoland kids</p> <p>Guest Speaker: Tracy Ruppman, Reference/Instruction Librarian & Liaison for the School of Education Lewis Library</p>
WEEK TWO: Jan. 24	<p>Personally relevant Literature Share is due</p> <p>Explore list of Caldecott Winner/Medal books: http://www.ala.org/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottmedal Sakai: Read "Caldecott Characters" article: come prepared with one</p>	<p>Well Illustrated Books Personally Relevant Book Share</p>	<p>**Sign up for topic for annotated bib project</p> <p>Personally Relevant Book Share</p> <p>Discuss "well illustrated" children's books</p> <p>Discuss article on Caldecott characters; come prepared with one important reflection or quote to share.</p>

	<i>important reflection or quote to share.</i>		
WEEK THREE: Jan. 29	<i>The Day You Begin:</i> Padlet response Sakai: Read “Windows, Mirrors, Sliding Glass Doors” AND “Through the Sliding Glass Door” articles on Sakai: <i>Come prepared to talk about one text that is a window, one that is a mirror for YOU</i>	Multicultural and Culturally Relevant Texts Discussion of <i>The Day You Begin</i>	Discussion of Windows, Mirrors, Sliding Glass Doors Discussion of picture book; Numbered Heads; Connect to Sakai reading
WEEK THREE: Jan. 31	Sakai: Read “Culturally Diverse Books” article Explore these sites: http://weneeddiversebooks.org/ http://www.kidslikeus.org/	Culturally relevant texts	Article discussion Definition of culturally diverse and culturally relevant texts Explore children’s texts that represent different cultures
WEEK FOUR: Feb. 5	<i>Red: A Crayon’s Story:</i> Think-pair-share and swap Sakai: SKIM “elements of interactive RA” article READ “ interactive RA for ELs” article *Must select author or illustrator for project	Identity and Children’s Texts	Identity Activity Discussion of use of cultural texts in classrooms Interactive Read Alouds Sign up for Author/Illustrator
WEEK FOUR: Feb. 7	<i>Amina’s Voice</i> Save the Last Word: Come with two quotes from the text written on index cards. On the back, write your thoughts on the quotes/why they resonated with you.	Book Clubs/Literature Discussion Group	Ways to lead students in book discussions Sentence Stems and Strategies Small group and large group discussion on <i>Amina’s Voice</i>
WEEK FIVE: Feb. 12	*Sakai reading: Critical Literacy: come prepared with a definition of critical literacy and ready to discuss your own connections to the concept <i>Dreamers:</i> Padlet response connecting the	Critical Literacy	Background on Critical Literacy Discussion on article Give One-Get One on Critical Literacy Discussion of <i>Dreamers</i>

	text to tenets of critical literacy		
WEEK FIVE: Feb. 14	<i>Voices in the Park</i>	Critical Literacy	Activity with Voices in the Park Examine illustrations of VIIP Explore books that disrupt the status quo in small groups
WEEK SIX: Feb. 19	Review handouts on Sakai related to interest inventories and leveled reading	Selecting Books/Matching books to readers	Complete reading inventory and activities in class Leveled reading systems Interest Inventories Correlation chart Classroom Libraries Guided Reading book exploration
WEEK SIX: Feb. 21	Sakai: Read “Wordless Picture Books”	Books for Younger Readers Popular Book Characters/Series	Emergent literacy materials Primary grade texts Explore texts
WEEK SEVEN: Feb. 26	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. (see google doc for suggestions: https://docs.google.com/document/d/1B9GxZDoEpfqBmmr_ZPsmFdYl9NNw7o3XReTUs9tCOS4/edit?usp=sharing)	Poetry	Read poems from <i>My Name is Jorge</i> 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....)
WEEK SEVEN: Feb. 28	Read <i>The Crossover OR Inside Out and Back Again</i> : Create a life road map: https://www.facinghistory.org/resource-library/teaching-strategies/life-road-maps	Narrative text genres Novel in verse Realistic Fiction	Discuss narrative text genres/realistic fiction characteristics Literature Discussion Groups on <i>The Crossover/Inside Out and Back Again</i> ; share life road maps
March 5	SPRING BREAK: NO CLASS		
March 7	SPRING BREAK: NO CLASS		
WEEK EIGHT: Mar. 12	<i>Restart OR Wonder</i> : Come with double entry journal (book part on one side, thoughts on other)	Realistic Fiction Themed literature circles/book clubs Multiple Perspective texts	Review of realistic fiction Themed book clubs Role of book clubs/lit circles Discussion of text, compare themes Use of double entry journals

	Interactive Read Aloud assignment due on Sakai by 11:59 pm		
WEEK EIGHT: March 14	<i>The Other Side</i> : 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
WEEK NINE: March 19	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); post a photo of the cover on Padlet	Fairytales and Folktales	Discuss elements of fairytales/folktales Share tales in small groups Writing of fractured tales in groups
WEEK NINE: March 21	<i>*Bring in a children's fantasy or sci-fi picture book to share</i>	Modern Fantasy Science Fiction	Modern Fantasy characteristics Science Fiction characteristics
WEEK TEN: March 26	Sakai: Read “Graphic Novels” article	Graphic Novels Comics TENTATIVE Guest Speaker	Come prepared to discuss article
WEEK TEN: March 28	Graphic Novel Choice from list on google doc (if you go on your own, get it approved first) https://docs.google.com/document/d/1B9GxZDoEpfqBmmr_ZPsmFdYI9NNw7o3XReTUs9tCOS4/edit?usp=sharing Padlet response: Share thoughts on the genre of graphic novels	<i>Graphic Novel</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
WEEK ELEVEN: April 2	Sakai: Read “Informational text” article Sakai: Read “Informational Book club” article *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
WEEK ELEVEN: April 4	<i>I Dissent</i> : Create a bio poem http://www.readwritethink.org/files/resources/lesson_images/lesson398/bio	Nonfiction/Informational texts Nonfiction Book Clubs	Literature Circle on <i>I Dissent</i> Using nonfiction in the classroom

	poem.pdf		
WEEK TWELVE April 9	Chapter on Sakai	Banned Books Censorship Illinois Reads	Discussion on Banned Books/Censorship Introduction to Illinois Reads as well as state book awards
WEEK TWELVE April 11	<i>Harbor Me: Before class, post a question related to the text on Padlet; By the end of the week, respond to two others' questions.</i> 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
WEEK THIRTEEN April 16	Bring in one picture book or novel that was new to you this semester that you want to recommend to the class. This could be part of one of your other assignments, or something you came across separately.	Using children's literature in the classroom	Strategies for using texts in reading and writing #Buildyourstack
WEEK THIRTEEN April 18	ONLINE ASSIGNMENT (No Class Meeting on Campus) Author/Illustrator Presentation due on Sakai in FORUM by 12:00 pm (noon); must read and respond in some way to three classmates before Tuesday, April 23 at 6:00 pm.	Teaching with Children's Literature	Online Sharing of Author/Illustrator projects
WEEK FOURTEEN April 23		Teaching with Children's Literature	Exploring different reader response strategies Using children's literature across the disciplines
WEEK FOURTEEN April 25	Text Set Share; Assignment due on Sakai and in class	Text Set Assignment Final reflections	Text Set Assignment Sharing in Class Reflection activity Course evaluations

	<p>There is no final exam for this class. Instead, there is a short reflection paper.</p>		<p>***Reflection paper due on Sakai by 6:00 pm on Sunday, April 28th.</p>
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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.

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***.