



# LOYOLA UNIVERSITY CHICAGO

*Preparing people to lead extraordinary lives*  
**CIEP 206—001 & 002 Children's Literature**  
School of Education, Loyola University Chicago  
Spring 2022 (Jan 18-May 7)



## Instructor Information

**Name:** Guofang Wan, Ph.D.    **Email:** [Gwan1@luc.edu](mailto:Gwan1@luc.edu) (respond within 24 hours)  
**Class Meeting & Location:** TuTh 1:00-3:45pm – Cuneo Hall Rm 107 (LSC) Hybrid  
**Office hours:** Th 4:00- 5:00 or by appointment

## Section I

### **1. Covid-19 Related Information**

**\*School of Education Commitment - COVID-19:** Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of [\*Cura Personalis\*](#), or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola's SYMPTOM Checker. It can be found on the webpage or APP [Loyola Health](#) under the **COVID -19 Related Information Tab** at the top of the page.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the SPRING 2022 Return to Campus is once again a challenge for all of us, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

**\*On-Campus COVID-19 Testing:** Everyone in our community is **strongly encouraged** to participate in [on-campus surveillance testing](#)—even if fully vaccinated and boosted.

**\*COVID-19 Required Personal Safety Practices:** We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University's campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola's campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.** Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. To keep the community safe, all Ramblers should get boosted as soon as they are eligible, wear high-quality masks over their mouths and noses,

and [test often](#). N95 masks are available for pick up at each on-campus testing site. Please be sure to review all [LUC REQUIRED Safety Protocols](#).

**\*COVID-19 Reporting Protocol:** If you test positive for COVID-19, continue to follow the University's [Positive Diagnosis Protocol](#) and report your case to the University immediately by contacting [COVID-19report@LUC.edu](mailto:COVID-19report@LUC.edu) or by calling 773-508-7707.

**\*Exposure notification process update:** Given the high transmission rate of the Omicron variant in Chicago, contact tracing is not pragmatic or effective at this time. Our COVID Care Coordinators will suspend contact tracing and will focus on those diagnosed with COVID-19. Students, faculty, and staff who test positive for COVID-19 will be responsible for notifying their contacts; close contacts should monitor symptoms and test 5 days after exposure. Those not comfortable with identifying themselves can use solutions like [Tell Your Contacts](#) to report anonymously.

## Section II Essential Course Information

### Course Information

- The class is scheduled on LOCUS on Tuesdays and Thursdays from 1:00-2:15pm for Section 01, and from 2:30-3:45pm for Section 02.
- We will meet during the times below throughout the semester on **Zoom (or in person)** for live class learning. Please mark your calendars for the following dates:
- Section 01 will have live sessions via Zoom (or in person) on the scheduled dates from 1:00-2:15. Section 02 will have live sessions via Zoom (or in person) on the scheduled dates from 2:30-3:45pm.
- This class will also utilize asynchronous online learning, where you can complete learning activities at a time of your convenience before the listed due date on the syllabus and Sakai. Assigned readings are in addition to content that makes up for what would traditionally be “in person meeting time”, as you would always be expected to do required reading outside of class meeting time. There are 14 online lessons. The ones that occur in the same week as a synchronous /in person class will have less content. The 14 online lessons will each take approximately 1.5-2 hours to complete, for a total of approximately 28 hours of work time in the semester.

### Readings & Resources

#### Children's Texts:

*\*You may purchase or rent the children's books, but you will need to read and respond to all of them. Since there are no required textbooks for this course, you may end up needing to purchase some of the texts.*

Alexander, K. (2019). *The undefeated*.  
Barnes, D.D. (2020). *I am every good thing*.  
Browne, M.L. (2020). *Woke: A young poet's call to justice*.  
Craft, J. (2019). *New kid*.  
Johnson, C., Council, L., & Choi, C. (2019). *Intersection allies*.  
Maillard, K. (2019). *Fry bread*.  
Woodson, J. (2018). *The day you begin*.  
Yang, K. (2019). *Front desk*.

Choose one:

\*Craft, J. (2020). *Class act*.  
\*Jamieson, V. & Mohamad, O. (2012). *When stars are scattered*.  
\*Telgemeier, R. (2019). *Guts*.  
\*Wang, J. (2018). *The prince and the dressmaker*.

Choose one:

\*Gardner, K. (2018). *Lovely beasts*.  
\*Levy, D. (2016). *I dissent: Ruth Bader Ginsburg makes her mark*.  
\*Messner, K. (2020). *The next president*.  
\*Sanders, R. & Salerno, S. (2018). *Pride: The story of Harvey Milk and the rainbow flag*.

Choose one:

- \*Alexander, K. (2014). *The crossover*.
- \*Lai, T. (2013). *Inside out and back again*.
- \*Warga, J. (2019). *Other words for home*.

Choose one:

- Kendi, I. (2020). *Antiracist baby*.
- Jewell, T. (2018). *This book is antiracist*.

### Articles (posted on Sakai):

- Boyd, F.B., Causey, L.L. & Galda, L. (2015). Culturally diverse literature: Enriching variety in an era of Common Core State Standards. *The Reading Teacher*, 68(5), 378-387.
- Labadie, M., Wetzel, M.M., & Rogers, R. (2012). Opening spaces for critical literacy. *The Reading Teacher*, 66(2), 117-127.
- Maloch, B. & Horsey, M. (2013). Living inquiry: Learning from and about informational texts in a second-grade classroom. *The Reading Teacher*, 66(6), 475-485.
- Martinez, M., Koss, M.D., & Johnson, N.J. (2016). Meeting characters in Caldecotts: What does this mean for today's readers? *The Reading Teacher*, 70(1), 19-28.
- Möller, K.J. (2020). Reading and responding to LGBTQ-inclusive children's literature in school settings: Considering the state of research on inclusion. *Language Arts*, 97(4), 235-251.
- Reese, D. (2019). An indigenous critique of Whiteness in children's literature. *Children and Libraries*.
- Serafini, F. (2014). Exploring wordless picture books. *The Reading Teacher*, 68(1), 24-26.
- Sims Bishop, R. (1990). Mirrors, windows, and sliding glass doors. *Perspectives*, 6(3).
- Tunnell, M.O. & Jacobs, J.S. (2013). The origins and history of American children's literature. *The Reading Teacher*, 67(2), 80-86. <https://doi.org/10.1002/TRTR.1201>
- Yang, G. (2008). Graphic novels in the classroom. *Language Arts*, 85(3), 185-192.

### Course Description

This course is designed for future teachers to explore the genres of children's literature, with a lens on inclusive texts and representation. Coursework involves reading and responding to various genres, engaging in professional book discussions to learn key strategies for teaching, and creating book lists that can be used in a K-12 classroom setting.

### Course Goals

#### Essential Questions:

1. How has children's literature changed throughout time and what are trends in children's literature?
2. What does it mean to consider representation in children's texts?
3. How do you select books for students and for your instruction?
4. What are ways to ensure you are selecting high quality texts for students and instruction?
5. How do you include students' backgrounds, experiences, and identities in your literacy instruction?
6. What role can children's texts play in different content areas?
7. What are different ways teachers use children's texts in the classroom?

#### As a part of this course, candidates will:

- understand and articulate the needs for literacy development in general and in specific disciplines or at specific grade levels.
- understand the relationships among reading, writing, speaking and listening.
- 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, respects and value cultural, linguistic, and ethnic diversity and know how these differences can influence literacy and language.
- understand their own point of view and biases about diverse learners and their families and how this perspective can impact teaching and text selection
- 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.

- 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).
- Recognize the influence of media (e.g., television, film) on language and reader's point of view with informational and fictional texts.
- Understand the role of digital literacy in the 21<sup>st</sup> century and know 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.
- Estimate the difficulty level of text using readability measures and qualitative factors.
- Teach students techniques for evaluating and critiquing print and digital sources.
- 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.
- Analyze content materials to determine appropriate strategies and techniques to create successful learning through reading, writing, speaking, and listening

### Course Assignments

*Full detailed assignment descriptions with rubrics can be found on Sakai.*

1. **Introduction Video on Flip Grid (5%):** For this assignment, you will create a short introduction video using Flip Grid and the link on Sakai Lesson 1. Please share your name, your program area, where you are this semester (city/state/etc), where you consider home to be, and a children's book that you remember loving. Please view classmates' videos and comment on at least 2. **Due at the end of Lesson One.**
2. **Analysis of a Children's Book: (25%):** In this assignment, you will choose a children's text to analyze in several different areas.
3. **Book Talk(20%)** Video or digital presentation (Panopto, or other means) about a book (could be book trailer, whatever they want, keep kids in mind as audience).
4. **Choice Board Assignment (15%):** Impactful Book, own book, read aloud etc.
5. **Text Set Around a Topic (20%):** For this assignment, in groups of 2 or 3 you will select a topic that interests you and around which you can build a text set. These topics can be general (e.g., families, justice, equity, etc), can focus on a specific identity layer (e.g., Muslim texts, LGBTQ texts, etc), or can relate to a specific topic within a content area (e.g., civil rights movement, space exploration, music, etc). You will need to sign up for your topic so that no more than two people select the same thing. **Please sign up by March 15 at the latest.**

For the assignment, you will:

- Locate and read 5 books about the topic that are appropriate for elementary age students. These can be picture books or novels.
  - Create a short, annotated bibliography about each. List the author's name, title, publication year, and a very brief summary of the text.
  - Create a presentation (can be video, PowerPoint, or other) showing your text set and explaining how the texts work together to support a more thorough understanding of your topic, which includes multiple perspectives.
  - Choose one of the books to create an Equity Framework for Culturally and Historically Responsive Literacy (as per the work in *Cultivating Genius* )
6. **Participation, Attendance, Weekly Lessons: (15%).** You will participate in 8 synchronous/ in person class sessions and 14 asynchronous online lessons this semester. Attendance will be taken for each Zoom session to inform the participation grade. Part of this grade also includes the reflective **blog assignments**, **comments to peers**, and **Twitter work**. The following rubric will guide the professor's evaluation of all of these components for the final participation/attendance/weekly lesson grade:

Score	Criteria
30	Candidate fully participates in all class sessions and online lessons and maintains regular and positive communication with the professor.

25	Candidate partially participates in all class sessions and online lessons and maintains somewhat regular and positive communication with the professor.
20	Candidate fully participates in all but 1 class session or online lesson and maintains regular and positive communication with the professor.
15	Candidate partially participates in all but 1 class session or online lesson and maintains somewhat regular and positive communication with the professor.
10	Candidate fully participates in all but 2 class sessions or online lessons and maintains regular and positive communication with the professor.
5	Candidate partially participates in all but 2 class sessions or online lessons and maintains somewhat regular and positive communication with the professor.
0	Candidate fails to complete 3 or more class sessions or online lessons and does not regularly or positively engage with professor.

### Course Organization

This course was strategically and carefully designed as a blended synchronous (or in-person)/asynchronous online course to support your learning, reflection, and discussion related to the course objectives.

*Synchronous (or in person) class sessions* will occur throughout the semester. These will give the full class a chance to touch base, have meaningful discussions, and ask questions in real time. In these sessions, we will explore key ideas, discuss texts read, and look ahead at the learning to come in the next asynchronous lessons. Each synchronous class session will be conducted via Zoom/in person for approximately 1.25 hours.

*Asynchronous lessons* can be completed at your convenience prior to the due date indicated on the syllabus schedule. Each lesson should take approximately 2 hours of time. Please note that pre-work and assignments are not included in the 2 hours of time, just as they would not be in in-person coursework. Please note:

- If you are unable to attend a Live Zoom or complete a lesson, it is your responsibility to notify the instructor in advance. Please note that informing the instructor does **not** excuse your missed work. If there is an emergency, contact your professor as soon as reasonably possible. After missing one Zoom or lesson, it is necessary to contact your professor to discuss implications for your grade and participation in the sequence.
- Submit assignments on time. If you need support, reach out to your professor to schedule a meeting.
- Check email regularly. Please understand that you will not be excused from responsibility for course requirements or other course changes/announcements due to failure to check your email regularly.

### Course Expectations

You will be perceived as learners, professionals and future scholars. As such, I expect that you view yourself in the same manner. I expect you to take initiatives for your own learning and to be responsible for your own success while I support and guide you. As a group, we make up a professional learning community, in which we support each other and contribute to each other's learning. I hope to create a positive and safe learning environment for everyone involved.

### Class Conduct

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

### Disposition

This course assesses all three dispositions. The behavior expected at the acceptable level for each is described below.

- **Professionalism:** Candidates demonstrate personal responsibility and agency by engaging in proactive problem resolution and conflict management. Candidates promote their own development and the development of others and engage in collaborative relationships that promote mutually beneficial outcomes. Candidates adhere to ethical practices, guidelines, and professional standards of their profession.
- **Inquiry:** Candidates use discipline-recognized processes for generating new knowledge in order to expand their theoretical understandings, ability to solve problems and analyze programs. They will deepen their personal understandings, improve their practice, and apply their learning about communities, families and students. Candidates use their inquiry-based generated knowledge using multiple sources to promote learning for all.

- **Social Justice:** Candidates adopt a stance of affirming and welcoming diversity in both local and global communities. They demonstrate respect for all and understanding of differences across and within groups through their spoken and written course contributions as well as in the actions they take. Candidates promote social justice by taking ethically guided actions to challenge practices and policies that promote or perpetuate injustices and inequities. Candidates demonstrate their commitment to continuing to develop their understanding around issues of diversity. They further demonstrate their commitment to contribute to the work of preventing and/or undoing injustices by advocating for individuals, populations, or groups who currently are, or have historically been, oppressed and marginalized through covert and overt practices on the part of institutions or individuals.

**Grading Policy & Scale:**

- The final course grade is based upon the completion of course requirements, as weighted above and following this 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+	67%-69%
D	63%-66%
D-	60%-62%

**Loyola University Chicago**  
**School of Education**  
**Syllabus Addendum**

**Section III**

**SOE Vision:**

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

**School of Education Mission:**

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in 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 who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

**Conceptual Framework and Diversity**

The Loyola School of Education Conceptual Framework states that: Our mission is social justice, but our responsibility is social action through education. Candidates in CIEP 206 will be expected to demonstrate “professionalism in the service of social justice” in course experiences. This will be evidenced by developing and displaying a personal set of knowledge, skills, ethical behavior and contribution to service in class based on research based best practices. Knowledge of literacy concepts, curriculum, instructional strategies and practices; development of instructional skills; honest, fair and respectful treatment of others; and commitment to serving others beyond what is required will be expected. Specifically, we will examine multiple elements of diversity and identities through a range of children’s texts, with a focus on representation of traditionally marginalized groups in the field of children’s literature. The significance of providing access to literacy skills to all students and all populations will be emphasized, and for this reason, there is a specific emphasis on meeting the instructional needs of students from diverse cultures and languages.

**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.

**Academic Tutoring**

Loyola provides several services to all students related to academic tutoring including: TAP/ACT/SAT preparation, an academic skills workshop, academic coaching (how to organize your work), and supplemental instruction for hard science classes. <https://www.luc.edu/tutoring/>

**Clinical Experiences and Course Contact Hours**

Per university requirements, each credit hour of coursework should correspond to 12.5 hours or 750 minutes of contact time, which includes both on-campus coursework and clinical fieldwork. Please find the university policy here:

[https://www.luc.edu/academics/catalog/undergrad/reg\\_gradinsystem.shtml](https://www.luc.edu/academics/catalog/undergrad/reg_gradinsystem.shtml)

**Coordinated Assistance and Resource Education (CARE)**

If students have serious illness, personal loss, family or financial difficulties, or other challenges, the CARE team can provide resources and support for them. Instructors or students can make the referral.

<https://www.luc.edu/dos/services/coordinatedassistanceresourceeducationcare/>

**Smart Evaluation**

Towards the end of each module, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.

- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

### **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 . *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.

### **Digication**

All students, *except those who are non-degree*, must have access to Digication to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. More information for Digication will be provided.

### **Syllabus Addendum Link: <https://www.luc.edu/education/academics/syllabi/>**

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**.

### **Land Acknowledgement Statement:**

*The Loyola community occupies the ancestral homelands of the people of the Council of Three Fires, an alliance which formed based on the shared language, similar culture, and common historical background of its three historical members: the Odawa, Potawatomi, and Ojibwe nations. The land that Loyola occupies, which includes the shore and waters of Lake Michigan, was also a site of trade, travel, gathering and healing for more than a dozen other Native tribes, including the Menominee, Michigamea, Miami, Kickapoo, Peoria and Ho-Chunk nations. The history of the city of Chicago is intertwined with histories of native peoples. The name Chicago is adopted from the Algonquin language, and the Chicagoland area is still home to the largest number of Native Americans in the Midwest, over 65,000. This historical relationship is not innocuous. The 1833 Treaty of Chicago forced the migration of the Odawa, Potawatomi and Ojibwe to drastically smaller lands west of the Mississippi River. Chicago was also the destination, more than a century later, for coerced relocation of Native peoples under the Indian Relocation Act of 1956, which resulted in widespread disenfranchisement, poverty and isolation for the Native people relocated to Chicago and other urban centers. The history of the lands Loyola occupies, and the history of Native Americans in Chicago and Illinois, is a history of displacement, conquest, and dehumanization. We at Loyola, in step with our Jesuit Catholic tradition, must commit to acknowledging this violent history by incorporating Native American texts and perspectives into our classes and working to keep this shared history alive in our study, conversation, and professional development.*