

CIEP206: Independent Study for Children's Lit

Summer 2021

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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.

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 21st 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 Format:

This is an independent study. Learning modules will be located on Sakai. Assignments will be posted and due on Sakai as well.

Required Readings:

*There is no textbook for this course; however, there are many articles on Sakai that are required readings.

Children's Texts that are required:

**See list of choices within the course calendar.

You may choose to purchase, rent, or borrow these texts. You can read them digitally or on hard copy. If libraries are still closed this fall, you might also find readings of these on youtube and other sites.

Assignments:

1. **Written reflections on readings: (40%):** You will have five written reflections about the readings (each is worth 8% of your grade). These will take place in the Blog of Sakai.
2. **Children's Texts:(40%)** There will be five written reflections that focus on the children's texts for the class. These are located in Sakai assignments. Each one is worth 8% of your final grade.
3. **Text Set Assignment (20% of grade):** For this assignment, candidates will select a topic that interests them and around which they can build a text set. These topics can be general (eg, families, justice, equity, etc), can focus on a specific identity layer (eg, Muslim texts, LGBTQ texts, etc), or can relate to a specific topic within a content area (eg, civil rights movement, space exploration, music, etc).

For the assignment, you will:

- Locate and read at least 5 books about the topic that are appropriate for elementary age students.
- Create a short annotated bibliography about each. List the author name, title, publication year, and a very brief summary of the text.
- Create a presentation on how the texts work together as a set and how they could be used within an early childhood setting or primary grade classroom. In this, discuss any consideration given to inclusiveness and representation.

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 - 0

Assignments	Assignments	Due Date and Prompt
Reading Reflection Assignment #1	<ol style="list-style-type: none"> 1. Read “Origin and History of Children’s Literature” article 2. Read “Caldecott characters” article. (resources folder of Sakai) 3. Review several of the Children’s Book Awards on the website. http://www.ala.org/alsc/awardsgrants/bookmedia/childrens-book-awards-other-organizations 	<p>Blog post: What was new or interesting that you learned about the evolution of children’s books over time? What are your new understandings about children’s book awards?</p> <p>Due Date: June 13</p>
Children’s Book Assignment #1	<p>Read <i>We are Water Protectors</i></p> <p>Book Award Winners and Honors: (Choose 2)</p> <p><i>See the Cat</i></p> <p><i>¡Vamos! Let’s Go Eat</i></p> <p><i>The Cat Man of Aleppo</i></p> <p><i>The Undefeated</i></p> <p><i>Alma and How She Got Her Name</i></p>	<p>Blog Post: Write about the two books you chose. What do you like or not like about them? Why do you think they were award winner or honor books?</p> <p>Due Date: June 16</p>

	<p><i>A Big Mooncake for Little Star</i></p> <p><i>Thank You, Omu!</i></p> <p><i>Outside In</i></p>	
<p>Reading Reflection Assignment #2</p>	<ol style="list-style-type: none"> 1. View “Danger of the Single Story” Ted Talk. https://www.ted.com/talks/c-himamanda-ngozi-adichie-the-danger-of-a-single-story/transcript?language=en 2. Read “Windows, Mirrors, Sliding Glass Doors” article. (Resources in Sakai) 3. Read “Culturally Diverse Books” article (Resources in Sakai) 	<p>Blog Post: Reflect on these readings and what single story, windows, and mirrors have to do with kid lit. How do your own experiences as a reader fit in with this? How will this content impact you as a teacher?</p> <p>Due Date: June 20</p>
<p>Children’s Book Assignment #2</p>	<p>Choose 4 of these texts to read:</p> <p><i>The Day You Begin</i></p> <p><i>All Are Welcome</i></p> <p><i>Intersection Allies</i></p> <p><i>Under My Hijab</i></p> <p><i>The Proudest Blue</i></p> <p><i>I Am Every Good Thing</i></p> <p><i>Watercress</i></p> <p><i>Eyes That Kiss in the Corners</i></p> <p><i>Fry Bread</i></p> <p><i>When Aidan Became a Brother</i></p> <p><i>Stella Brings the Family</i></p>	<p>Blog Post: Tell me the books you chose and your thoughts about each one. How do the books connect to the concepts of windows, mirrors, and identities? How would you use them with children?</p> <p>Due Date: June 23</p>
<p>Reading Reflection Assignment #3</p>	<ol style="list-style-type: none"> 1. Read “Wordless Picture Books” article (Resources in Sakai) 2. Read “Bourke, Critical 	<p>Blog Post: What were your thoughts on the benefits of wordless picture books with young children?</p> <p>What questions and new</p>

	<p>Literacy” article (Resources in Sakai)</p>	<p>understandings do you have about critical literacy with young children?</p> <p>Due Date: June 27</p>
<p>Children’s Book Assignment #3</p>	<p>Choose 1 of these wordless texts:</p> <p><i>Flotsam</i> <i>Chalk</i> <i>Flora and the Flamingo</i> <i>Wolf in the Snow</i> <i>I Walk With Vanessa</i></p> <p>Choose 2 of these board books:</p> <p><i>A is for Activist</i> <i>Counting on Community</i> <i>Global Babies</i> <i>Dim Sum for Everyone</i> <i>Mommy, Mama, and Me</i> <i>A is for Awesome</i> <i>Pride Colors</i> <i>Love Makes a Family</i></p>	<p>Blog: Write about the board books and how you might approach these texts with very young children.</p> <p>Due Date: June 30</p>
<p>Reading Reflection Assignment #4</p>	<ol style="list-style-type: none"> 1. Read “Graphic Novels” article. (Resources in SAkai) 2. Read “Maloch Informational Texts” article (Resources in Sakai) 3. Read “Critical Literacy ECE” article (Resources in Sakai) 	<p>Blog Post: What are your thoughts about graphic novels? What are the benefits you see in their use?</p> <p>Due Date: July 5</p>
<p>Children’s Book Assignment #4</p>	<p>Choose 1 graphic novel:</p> <p><i>Pizza and Taco</i> <i>Cat Kid</i> <i>Press Start</i> <i>Narwhal and Jelly</i> <i>Owly</i></p> <p>Choose 2 informational texts:</p>	<p>What was the experience you had with the graphic novel? Have you read graphic novels in the past? How might you use this in a primary grade classroom?</p> <p>Due Date: July 7</p>

	<p><i>The Cat Man of Aleppo</i> <i>SKulls</i> <i>Facts vs Opinions vs Robots</i> <i>Honeybee</i> <i>The Oldest Student</i> <i>How to Solve a Problem</i> <i>The Next President</i> <i>Her Right Foot</i> <i>Locomotive</i></p>	
<p>Reading Reflection Assignment #5</p>	<ol style="list-style-type: none"> 1. Read 2 more articles of your choice from the Resources folder. 2. Read website and watch video of Interactive Read Alouds. 	<p>Blog: What did you learn about interactive read alouds? What book have you read so far this course that you are excited to read aloud? Why?</p> <p>Due Date: July 11</p>
<p>Children’s Book Assignment #5</p>	<p>Read <i>Antiracist Baby</i> Read <i>Ambitious Girl</i></p> <p>Choose 2 of these texts: <i>Dreamers</i> <i>Lubna and Pebble</i> <i>Home is in Between</i> <i>Amy Wu and the Perfect Bao</i> <i>Hair Love</i> <i>All Are Welcome</i> <i>Alma and How She Got Her Name</i> <i>Maddie’s Fridge</i> <i>Sulwe</i> <i>Enough! 20 Protestors that Changed the World</i> <i>Citizen Baby</i> <i>Outside In</i> <i>Milo Imagines the World</i> <i>Laxmi’s Mooch</i> <i>Just Ask</i></p>	<p>Blog Post: Write about <i>Antiracist Baby</i>: What were your thoughts on this book, especially in relation to young children.</p> <p>Write about <i>AMbitious Girl</i> and the other two texts.</p> <p>Due Date: July 18</p>
<p>Text Set Assignment</p>	<p>See Description Above.</p>	<p>Due Date; July 28</p>

School of Education Commitment - COVID-19: Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into Summer - 2021 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.

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. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

KEY COVID-19 Resources for your Summer – 2021 Return

[RETURN to CAMPUS Checklist](#)

[RETURN to CAMPUS Guidance](#)

[Required Personal Safety Practices](#)

[COVID-19 Testing and Reporting Protocol](#)

[COVID-19 Campus Updates](#)

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.

Dispositions

All courses in the SOE assess student dispositions. As a result, your syllabus is required to have a statement describing which SOE dispositions will be assessed in the course: ***Professionalism, Inquiry, and Social Justice***. Full transparency is critical to ensure that students are able to meet

the expectations in this area. *Please be sure to state the disposition or dispositions that are assessed in the course and direct students to where they can locate the rubric on LiveText.* A description of how we use disposition data in the SOE is included in the [SOE syllabus addendum](#).

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- 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.

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)

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, Digication 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](#).

Additional ONLINE Course Policies

***Privacy Statement**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Student Accessibility Center](#) (SAC) (<http://www.luc.edu/sac/>).

***Center for Student Access and Assistance (CSAA)**

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf. 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***.

Syllabus Addendum Link

<https://www.luc.edu/education/academics/syllabi/>

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.