



READ 3323.460

**Children's Literature In The Classroom
Summer II, 2022**

Online

- Instructor:** Tiffany Larson, Ph.D., Assistant Professor of Practice
(she/her/hers/Dr.)
- E-Mail:** TiffanyLarson@uttyler.edu, or use of Canvas INBOX
Please allow up to 48 hours for a response.
- Office Address:** BEP, 247D
- Office Hours:** Online: Zoom by appointment.
Please email ahead of time to let me know that you would like to meet.

Last day to withdraw from the course: July 27, 2022

Land Acknowledgement

I want to acknowledge that we gather as Patriots in the UT Tyler community on the traditional land of the Caddo and Wichita Peoples— in the present and the past. It is important to recognize the history, culture, and heritage inherent in the land itself. Beyond simple acknowledgment, I want to give honor to those who have stewarded the land throughout the generations, even at great loss to their own communities. It is my hope that this is the first step in recognizing the current and systemic evils of colonialism in both practice and thought.

Course Description

Study of features, history, selection, and use of Children's Literature. Designed for teachers in preparation in the Pre-K through elementary levels. No prerequisites required.

This course is required for anyone seeking EC-6 teacher certification, and the material covered will support the work you do throughout your preparation to enter the teaching profession. We will explore materials and resources to use in all content areas – resources that invite our students to be part of our literacy community and support them as they use the language arts (reading, writing, listening, speaking, viewing and visually representing) as tools for thinking, learning, and living.

***As with most summer courses, this class is very fast-paced. Each calendar week of the term represents three weeks in a regular semester. It is important that you are mindful of the time commitment this course requires for learning activities and reading.**

Required Texts

1. Temple, C., Martinez, M., & Yokota, J. (2019). *Children's Books in Children's Hands: A Brief Introduction to Their Literature, 6th edition*. New York, Pearson.
2. Fox, M. (2008). *Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever, 2nd edition*. New York: Houghton Mifflin.
3. Choice Trade Books: see below
4. Selected Readings posted in Canvas or handed out in class

Required Choice Trade Books

1. Self-selected picture books (plural) representing various genres & forms
2. Choose ONE- Fantasy
 - a. DiCamillo, K. (2003) *The Tale of Despereaux: Being a story, a mouse, a princess, some soup, and a spool of thread*.
 - b. Roanhorse, R. (2020). *Race to the Sun*. New York: Hyperion Books
 - c. Chokshi, R. (2018). *Aru Shah and the End of Time*. New York: Hyperion Books.
3. Choose ONE- Realistic Fiction
 - a. Yang, K. (2018). *Front Desk*. Scholastic.
 - b. Gratz, A. (2017). *Refugee*. New York: Scholastic.
 - c. Draper, S. (2018). *Blended*. New York: Athanium Books.
4. Choose ONE- Poetry
 - a. Lewis, J. P. (2005). *Heroes and She-Roes: Poems of Amazing and Everyday Heroes*. New York: Penguin.
 - b. Reynolds, J. (2017). *Long Way Down*. New York: Simon & Schuster
 - c. Heese, K. (1997). *Out of the Dust*. New York: Scholastic.
5. Choose ONE- Historic Fiction
 - a. Wiles, D. (2010). *Countdown*. New York: Scholastic.
 - b. Munoz Ryan, P. (2000). *Esperanza Rising*. New York: Scholastic.
 - c. Vawter, V. (2013). *Paperboy*. New York: Random House.

Technology required:

- Canvas
- Email
- Reliable internet connection
- Office Suite (Word, Excel, etc)
- PDF reader of your choice

Course Objectives

Course content incorporates professional standards for the preparation of literacy professionals from the following resources:

- [International Literacy Association](#) (ILA)
- [Texas State Board for Educator Certification Standards](#)
- [Texas Educator Standards](#) (TES)
- [Texas Essential Knowledge and Skills](#) (TEKS)
- [English Language Proficiency Standards](#) (ELPS)
- [Texas College and Career Readiness Standards](#) (CCRS)
- [Texas Prekindergarten Guidelines](#) (TPG)
- [International Society for Technology in Education Standards for Educators](#) (ISTE)

Student Learning Objective Matrix

Student Learning Outcome	Activities	Assessment	Standards Alignment
1. Define children’s literature and its qualities; acquire knowledge of the different genres and forms of children’s literature, including the history and development of each type	Library Sessions Read Alouds Background Knowledge	Quizzes Library Work Sessions One Pagers	*TES 3Ai; 3Aiii *InTASC 2e; 2g; 3n; 3o; 3p; 4j; 5c; 5i; 5j; 5k *TEKS b1A, b1F. b1G *PreK Guidelines IIIA1 *ISTE 1a; 1c *ELPS c1A; c1F *TxCCRS A2; A3; A6; A8; B1
2. Appreciate and understand representative samplings of different genres/forms; review contemporary societal issues in children’s literature; and, analyze contexts of children’s literature	Library Sessions Read Alouds	Quizzes Library Work Sessions One Pagers	*TES 3Biii *InTASC 1a; 3b; 4b; 5d; 9e; 9f *TEKS b4A; b4B; b5A-D; b7 *PreK Guidelines IIID2; IIID3 *ISTE 4a; 4b *ELPS c2A; c2D *TxCCRS D1; D2

<p>3. Develop awareness of differentiation of book selection for diverse student populations including making recommendations to specific students or to classes of students regarding quality children’s literature for use in lesson planning in order to stimulate interest, increase motivation, tap prior knowledge, and activate engagement of students.</p>	<p>Library Sessions Small Group Read Alouds Collective Poem Poetry Cafe</p>	<p>Bookshelf/Datab ase Project and Presentation Library Work Sessions</p>	<p>*TES 1Ci; 2Aii; 2Bii. 2Biii; 3Ci; 3Cii; 4Ai; 4Aii; 4Aiii; 6Ai; 6Bi *InTASC 1b; 1c; 1f; 1i; 2b; 2d; 4b; 8e *TEKS b5A-D; b8A-B; b9; *PreK Guidelines III E3 *ISTE 3a; 3b; 5a *ELPS c2E; c2F *TxCCRS C1; C2; C3; C4</p>
<p>4. Apply knowledge gained to make judgements about children’s books for literary and academic (e.g. disciplinary) value including reading level and grade level.</p>	<p>Library Sessions Literature Circles Bookshelf Share</p>	<p>Bookshelf/Datab ase Project and Presentation Literature Circle Role Sheets Library Work Sessions One Pagers</p>	<p>*TES 1Aiii; 4Bii; 4Di; 5Ai; 5Aii; 6Ai; 6Bi *InTASC 1c; 4f; 4g; 5q; 5r 7e; 7f; 7g; 9e; 9f *TEKS b6A-D; b10A-D; b11A-B *PreK Guidelines III D4 *ISTE 4a; 4d; 7a; 7b; 7c *ELPS c4F; c4G *TxCCRS A1; A5; A7; B3; C4</p>

Professional Expectations

- Attend all class meetings.
- Communicate openly with the instructor
- Complete all course readings *thoroughly*.
- Participate actively in class discussions. Obvious lack of familiarity with the assigned material for discussion will negatively affect your grade.
- Use technology responsibly.
- Learn your grade/subject area TEKS on your own.

Components of the Course Grade

Active involvement in discussions and activities constitute emergent learning experiences and cannot be made up. Reading the assigned materials prior to class is essential and indispensable to your learning. Please be prepared.

Discussion Boards	100 points (20 points each)
Reading Quizzes	50 points (10 points each)
One-Pagers	100 points (20 points each)
Library Work	100 points (10 points each)
Read Aloud Project	200 points
Poetry Cafe	200 points
Classroom Bookshelf Project	200 points
Professionalism/ Teacher disposition	50 points

Grades are calculated on a 1000 point scale as follows:

A =900-1000 B =800-890 C =700-790 D =600-690 F =Below 600

IMPORTANT!!! Every student must complete every assignment. Students with missing assignments will earn no higher than a B for the course.

Assignment Descriptions

1. Discussion Boards:

Learning in community requires expressing our developing ideas with others and getting feedback. Discussion boards prompts are a place to do that. Some prompts might be personal and reflective while others seek to expand your current understanding of a topic. Regardless of topic, each post should address the prompt fully with supporting detail (200-300 words). Students are also expected to respond substantially to two other posts. In these replies, maintain a positive, academic, and supportive tone in the form of earnest questions and supporting examples.

2. Quizzes:

For each chapter in the textbook, you will take a short quiz. Research (Roediger, et al, 2010) shows that quizzes help to reinforce learning.

3. One-Pagers:

Throughout the semester you will read several texts from various genres and forms. For five of these texts, you will submit a reflective one page paper reviewing the work. Specifically discuss each book as both a reader and a recommender.

A Reader: What was particularly engaging? What was problematic? What kinds of images did you see/hear/touch/taste/smell? What kinds of connections did you make to this text a) personal,

b) to other texts (including films, etc.), c) to the world? What did this bring up for you? Did you have an emotional response? What was the emotion? Why?

A Recommender: To whom would you recommend this book? Under what circumstances? Why or Why not?

The Five One-Pagers will be based on:

- 1) *Reading Magic*
- 2) Fantasy book of your choice
- 3) Realistic Fiction book of your choice
- 4) Poetry of your choice
- 5) Historic Fiction of your choice

4. Library Work

We will work closely with the Children's Literature Librarian, and will undertake a number of hands-on/minds-on activities associated with helping you become familiar with genres, texts, authors, illustrators, grade levels, and more. You are expected to participate fully. Preparation for each library session includes reading/previewing the library lecture notes and taking the associated quiz.

5. Read Aloud Project

Select an award winning picture book. Videotape yourself reading it aloud to a child. Try to get the child actively engaged in the read aloud. After the read aloud, write a reflection on how you did that addresses the following topics:

- Project Information:
- Contextual Information:
- Project Reflection:
- Project Presentation:

6. Poetry Cafe: Recitation and Info-Graphic

Poetry is meant to be read aloud and enjoyed. With a partner, select an award winning children's poet from a list provided in class. Research this poet and find at least one book of their poetry to share with the class. Create a one page infographic that showcases the life and work of the poet. Info-graphics will be submitted to Canvas in advance of the poetry recitation.

For the poetry cafe you will record yourself **masterfully** reading at least two poems (1 poem for each partner). These recordings will be posted on FlipGrid to share with your peers. The poetry cafe is an opportunity to be exposed to many different poets and see how you can make poetry meaningful and exciting for your future students. More detailed directions will be posted in Canvas.

7. Classroom Bookshelf Project

You need to familiarize yourself with the children's section of the library and make friends with your librarian! You will choose 25 children's books from various genres/forms to create a simulated/virtual future classroom bookshelf – the beginnings of your own classroom library over which you will create an annotated bibliography. These books will coincide with the different genres/forms that we will study throughout the semester. Entries for each book should include: book picture and book title, the author/illustrator, copyright date (2010-2018), genre/form, reading

level, TEKS standards for classroom use, and book summary (in your own words). This is an opportunity for you to start thinking about your classroom library collection of children's literature and explore their potential use as a future teacher. Submit your complete annotated bibliography in Canvas.

You will present at least five of your favorite books to the class, discuss why you chose to include these books in your collection, and offer suggestions as to how you could use the books in your instruction. These recommendations will be shared with the class.

8. Professionalism/ Teacher Disposition

Throughout the course I will expect you to behave as the professionals you will soon become. This means being present, prepared, open to learning and collaboration, and willing to take risks and improve.

Canvas

Course documents and assignments can be found on the Canvas course site. Refer to this site often for course handouts and other information. You are responsible for reading and studying this material.

Attendance (online classes)

Learning, specifically within a community of like-minded learners, requires your presence. Simply put, you have to be here to learn. In an online course such as this, *being here* is marked by engagement with the course materials.

You are expected to log into the Canvas course regularly, submit work on time, and participate in course discussions and cooperative groups. Although infrequent, remote (virtual) lectures should be attended live. Failure to meet these expectations will result in a lower course grade.

Addenda:

Be sure to also familiarize yourself with the following course documents not included in this syllabus.

1. University and department policies
2. A separate reading and assignment schedule

Please note: this syllabus is a tentative agreement between the instructor and the students enrolled in this course and in no way represents a binding contract. The instructor reserves the right to make changes to this document as the course progresses.