ENGLISH 209 Children's Literature Welcome!

As English and Education majors, you will need to know not only how to select literature for young people but also how to evaluate and analyze academic writing about literacy and how to examine children's literature critically. As stated in *Reading Children's Literature: A Critical Introduction*, written by Carrie Hintz, (a CUNY Associate Professor) with Eric L. Tribunella:

Children's literature is as diverse in content, theme, plot, character, setting, genre, and style as adult literature; as such, it addresses a wide range of human relationships, social issues, and cultural practices…. In reading children's literature critically, we must seek to understand the child it imagines and constructs, as well as the adult who participates in this construction and benefits from it (10).

In order to engage future learners with literature we have to approach literacy with creativity and in a multiplicity of ways for cultural, social, language and ability inclusion. Multi-modal learning for multiple intelligences is crucial for engaging children with literature. "Digital books– like classic picturebooks--*require many types of literacy at once*…. To read a digital text critically is *to build on the kinds of reading skills exacted by picturebooks and to extend them further*" (Hintz and Tribunella 182, my emphasis). This sentiment also extends to reading and interpreting Middle Grade novels; therefore no matter what age group, in order to make substantial and relevant lessons about reading, a clear understanding of written communication is required. As this is a WID class, students will be expected to compose and revise high and low stakes writing in a variety of forms each week.

I. University Course Catalog Description

This course will introduce students to various genres of children's literature, including folklore, myths, picture books, poetry, and novels, historical and contemporary. Students will read, discuss, analyze, and critically respond to children's literature. Emphasis will be placed on reading literature representing diverse voices and on considering ways to integrate these voices into the traditional children's literary canon.

III. Course Objectives

Upon completion of this course, the students will be able to:

1. Reflect upon, evaluate and share their own diverse literary experiences in the form of a narrative essay.
2. Demonstrate knowledge of multi-modal and interdisciplinary ways to select, evaluate and teach children's literature in order to facilitate inclusionary meaning-making for individuals and groups;
3. Use high and low stakes writing as a means of responding to literary and multimedia sources that critically, academically and creatively address literature for children;
4. Demonstrate their knowledge of pedagogy for teaching children's literature in a multicultural and technologically relevant environment;
5. Identify characteristics of the genre and literary terms;
6. Identify and demonstrate knowledge of the historical social justice movement inextricably linked to African-American children's literature;
7. Research and write an essay that analyzes a creative text through literary and educational theory;
8. Develop and create their own short work meant to be read to or by children;
9. Practice their knowledge of pedagogy for teaching children's literature by participating in a service learning project at an identified school.

IV. Course Prerequisites: ENGL 150 V. Course Credits: 3 Credits Total

VI. Course Readings:

REQUIRED READINGS:

See CONTENT. Academic essays about children's literacy, meaning making and building lesson plans for literacy.

Additionally, this class will largely depend on you building a private library of children's books, digital media and academic essays about the educational world of children's literacy. Each Monday class we will have at least 3 students (chosen randomly or by volunteer) read a book and we will discuss evaluating texts and creating lesson plans around the text. You will have to choose at 6-8 children's literary texts on your own to present to the class (picture books, elementary/middle grade books, poetry/drama for kids, can also be digital media). Be sure to use the public library, books you loved as a kid or books your favorite kids love as well as bookstores. You might also want to check out sites like:

American Library Association


BE

We Need Diverse Booksdiversebooks.orgWe Need Diverse Books



Reading & LiteracyReading and writing instruction. The science of reading. Early literacy. State reading policy. Explore EdWeek’s full coverage.Education Week



The International Literacy Association ILA is a global advocacy and membership organization of more than 300,000 literacy educators, researchers, and experts across 86 countries.

Multicultural Children's Book Publisher | Lee & Low BooksLee & Low Books is the largest multicultural children's book publisher in the United States. We are your diversity source.

Course Requirements:

1. Class Participation 25%

Every student will have an opportunity to lead a class discussion during the semester. EACH WEEK YOU WILL SHARE AND DISCUSS A READING OF YOUR CHOOSING (Prof will choose at random or volunteer). You can choose any children's picture books, fables, or poetry.

Discussion Board posts should be respectful, and I expect you to respond to AT LEAST one or two of your peers. As the professor, I can't respond to every single discussion post, but I do read them and respond in class when I feel like I need to support or interject. Your Discussion Board posts are building you towards your final projects so if you don't complete them you might miss something you'll need later. I also will record classes so if there is a post that is important, make sure you attend when I go over each response in class.

This is not a lecture class-- I expect to hear from everyone EVERY class; this is achieved by reading the texts critically and formulating questions about it.

Format for reading responses

You will comment on the issues raised in the readings and class discussions and on the implications of the assigned readers for the reading of children's literature on Blackboard. The responses are a way for you to synthesize and reflect on the readings.

A recommended format for responding to the readings and class discussion board answers the following questions:

What was my first response to the reading? Did it change by the end of the reading?

Why did I have this response?

What does my response reveal about the text and children's literature?

How might I teach this reading and how do I think kids will respond?

Do any of my peers have questions/comments/insights that I agree or disagree with? Why?

Would I read this book to kids? What age is appropriate?

Please note: as we move forward in the semester, you will be asked to create informal lesson plans for the readings which will take the place of the response questions above.

2. READING AUTOBIOGRAPHY 25%

The books we read throughout our life provide windows into our world. They help us to inform us of our values, our dreams and desires, and our needs. Reflect on your reading life and write a narrative essay

(from your personal perspective) that represents this life. As you write this paper, think back to your early reading experiences. Describe significant texts, places, and people associated with these experiences. Who taught you to read? Did you enjoy it or was it a struggle? What were your favorite books growing up? Use this essay to introduce yourself. You may be as creative as you wish.

4. FINAL PROJECTS

Option 1: <u>LITERARY ESSAY</u> 5-7 pages (30% of grade)

Your literary essay is your interpretation and documented analysis of a particular text. It is supported by documentation from primary and secondary sources. To write the essay, you should explore the themes, language, and characters in the text. You should reflect on the writer's point of view, what the text reveals to children about the society we live in, and what the text reveals about human nature and literacy. You should then decide how these ideas could be used to construct a thesis about the text EVALUATING HOW THE AUTHOR USED AT LEAST 3 LITERARY DEVICES TO PRESENT A THEME (SEE VOCAB LIST). Your thesis will serve as your guiding point for developing an outline and composing your paper. Make sure you revise and edit your paper for content, documentation, style, grammar, and sentence structure.

All literary essays must follow **MLA style of documentation**. Papers should be approximately four double-spaced pages and should have the following structure: (1) an introduction, stating the purpose of the essay or the problem to be addressed in the essay, the rationale for the topic, and the literary text(s) and/or author(s) on which the essay will focus; (2) a main section, with at least **three key points**, clearly marshaled and illustrated with reference to the chosen text(s) and **relevant secondary, critical sources**; (3) a concluding section, summing up the key points of the essay and calling attention to the main thrust of its argument, and (4) Correct in-text citation and Works Cited page or, presented in strict adherence to the MLA style of documentation.

Please note that a **Works Cited page is obligatory** and you are required to make use of no less than two secondary sources in addition to the main text.

Option 2: <u>CREATIVE RESPONSE</u> 15-20 pages (30% of grade)

Your creative response will require you to write for a children's audience in the form of a collection of poetry, short stories, a dramatic play or a picture book. Picture books must include images (but does not require student to draw their own), so make sure you are able to use Stock Images, Canva, PowerPoint, etc. This is graded based on originality, appropriate use of language, educational quality, and use of literary devices. Students must also write a one-two paragraph description explaining their inspiration, intended audience, creative process and how they incorporated their knowledge from the class and (possible) service-learning experience into their creative project.

5. ANNOTATED BIBLIOGRAPHY 2-5 pages (5% of grade)

Over the semester you will be exposed to theory, pedagogy, and criticism related to the study and teaching of children's literature. I want you to briefly document and reflect on your required readings, class participation readings, and literacy program participation. You will keep a record showing the readings you did and a short 2-4 sentence describing the text. You will be required to present to the class a children's book of your choosing at least twice in the month so you can also use those books or you might get inspired by one of your classmate's choices. For directions and further explanation please visit: https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html

6. Lesson Plan 2-5 pages (15% of grade)

Students will choose one or two works of children's literature to write a lesson plan as though they were in a formal classroom setting. Your lesson plan will be based on Bloom's Taxonomy and/or DOK (both in CONTENT). You will have the chance to submit and revise drafts of each section of the Lesson Plan. Finalized Plan should include:

- An introduction to your imaginary class. What grade are you teaching? What kind of school? What would you like your students to experience? How would you set up a reading area for students?
- 12 Clear objectives (2 for each level of understanding)
- At least 6 Questions and/or writing responses (One or more for each level and depending on age range of students)
- At least 6 activities for meaning-making or further connections (at least 2 must include a digital or multi-modal literacy component)
- All questions and activities must correspond to your objectives.

EXTRA CREDIT LITERACY SERVICE LEARNING (up to 10-20 points depending on hours logged)

Students can spend a minimum of 3-5 (10 max) hours reading in a school, library or community organization (also check in with MEC's daycare program). This will enable you to apply what you are learning about children's literature in a "real" environment. Your work may involve reading stories to children and having them respond; creating ways for students to write poetry or short fiction, or assisting students in the comprehension of various forms of children's literature. You will be required to keep a separate log documenting your learning experiences in service learning. This log will be collected at the end of the semester; you will need to get a supervisor to sign the logs or speak with prof as to how to document any informal readings not in a supervised institution.

Grading Scale (%)

97 - 100	A+
93 - 96.9	A
90 - 92.9	A-
87.1 - 89.9	B+
83 - 87	B
80 - 82.9	B-
77 - 79.9	C+
70 - 76.9	C
67.1 - 69.9	D+
63 - 67	D
60 - 62.9	D-
0 - 59.9	F

I. Academic Policies

Academic Honesty

Students are responsible for doing their own work. It is unethical to copy, plagiarize, or take credit for others work. This includes material from books, including internet documents, without acknowledging the source, having someone write your paper, or using papers from online sources as your own. Plagiarism attracts serious consequences, ranging from an F for the assignment or the course to expulsion from the college.

Notice for Students with Learning or Physical Disabilities

Students who feel they may need an accommodation based on the impact of a disability should contact me privately to discuss their specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate reasonable accommodation based on your needs, contact me as early as possible in the semester (preferably within the first week of class), and make sure that you contact:

The Office of Services for the Differently-Abled

Bedford Avenue Building, Room 1011

1650 Bedford Avenue, Brooklyn, NY 11225

Tel: 718-270-5027 -- Fax: 718-270-5003

Office Hours:

Monday, Tuesday, Thursday, Friday 9am-5pm

Wednesday 12pm-8pm

Coordinator: Mr. Anthony Phifer

Administrative Assistant: Ms. Laura Feliz

Classroom Devices

You are welcome to use your technological devices in the classroom as long as you are not answering personal emails, calls, IMs or DMs. Please feel free to use your device in class for research and note-taking but refrain from using during tests or quizzes.

Attendance Policy

You are expected to attend every class, more than three absences results in failure. Please make sure you email PRIOR to class if you know you will be late so that you can be sure to be accounted for. Lateness more than 10 minutes counts as an absence. IF YOU ARE ABSENT OR LATE, PLEASE WATCH THE CLASS RECORDING ON COLLABORATE BEFORE YOU ASK PROFESSOR.

College Learning Center, Writing Center, and Academic Computing Labs:

Please be sure to take advantage of all campus facilities to support and enhance your educational experience. Remember that YOU are in control of your education—use the centers and labs FREQUENTLY when planning, researching and writing your drafts.