Instructor Information:
Dates of Classes:
Class Location:
Instructor:
Email:
Work Phone:
Office Hours:
Office Location:

Catalog Description
This course will focus on various criteria used for selecting, analyzing and comprehending children’s literature and related non-print media to support the elementary school curriculum. In addition, participants will become familiar with various genres, narrative and visual elements, and formats of children’s literature. A brief, historical overview of children’s literature will also be addressed.

Course Format
This class will be conducted in an interactive and varied format whereby class members are required to 1) read, enjoy, ponder, analyze and discuss a wide variety of children’s books. The course format will be a combination of lecture, small and whole-group class discussions of assigned readings, student presentations, out of class learning experiences and reflective writings. This course requires the use of digital and print sources to access course content. Participants should be prepared to 1) discuss the topic and readings for each week, 2) consider the focusing question for each week, 3) locate resources in local libraries and bookstores, and 4) work collaboratively with other class members. Please plan for 5-6 hours of weekly reading and studying outside of our class meeting times.

Required Course Texts, Materials, and Resources:
• Assigned Picturebooks and Novels from libraries or bookstores (See Booklist)
• ASU Blackboard Course Management Website at http://myasucourses.asu.edu (All ASU students have FREE access to this web resource.)
• Goodreads Account – Free at www.goodreads.com
Student Learning Outcomes
Upon completion of this course, the student should be able to:

1. Identify a wide variety of quality literature for children.
2. Select literature that will develop and support the elementary and middle school literacy curriculum.
3. Discuss various issues reflected in children’s literature.
4. Explain the importance of reading aloud to children, encouraging child involvement in literary discussions to develop young readers literary competencies.
5. Demonstrate an understanding of the principles and practices of literature circles and author studies and how to implement such studies in classroom settings.
6. Identify and discuss the various structures and elements of children’s literature.
7. Discuss the various roles of children’s literature across the curriculum.
8. Identify various genres, authors, illustrators and themes in children’s literature.
9. Develop criteria for the selection and analysis of children’s literature.
10. Access professional resources in children’s literature & literacy education

The primary learning intent of this course is to facilitate your exploration of literature for children in a way that is personally meaningful for you. Within the framework of this course, the quantity and quality of your learning depends on the choices you make during each class period and in your independent reading and learning projects.

Course/Instructor Evaluation
The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: http://www.asu.edu/epoupdate/.
Course Assignments

1. Professionalism & Participation:
   Class attendance is mandatory. Attending class on time, participating, and completing all of the course-required readings are expected of each student. Arriving late and leaving early is disruptive to the learning of others. Given the nature of this class, learning by borrowing a colleague’s notes will be virtually impossible and ineffective. While participation styles vary, preparation and active participation are essential to the learning process. Full participation will require a careful reading of the text(s) for group discussions, completing the assigned reflections or learning experiences, and participating in the discussions or class activities.

   **10 Points will be deducted from final grade for any unexcused absences beyond student’s first absence.**

2. Reading Commentaries (Self-Selected Rdgs) (10 @ 5 pts = 50 pts)
   Extensive and intensive reading of children's books is a primary focus of this course. Students will sign up for a Goodreads Account the first night of class. Each week you will write a short comment about each of the self-selected books you have read. Your comments will vary from brief annotations to more extensive analyses of your readings. This course is based on continuous reading of children's literature and students will be required to read extensively throughout the course. Each week before class comments focusing on the 3 picturebooks or 1 selected novel will be posted before 5AM the day of class.

3. Picturebook Analyses (3 @ 10 points = 30 Points):
   Students will read and analyze an assigned picturebook for each week (see list below). Each week students will prepare notes based on the Picturebook Analysis Guide provided in the syllabus. The sections contained in the guide will be introduced as we progress through the course. For example, students will use section 1 & 2 for the first three week’s analyses, and add sections as the course progresses.

   Three times during the semester, students will select a picturebook from the list of required readings and write a full analysis of the picturebook under discussion. These will be turned in for evaluation. Each analysis will be approximately 3-4 pages in length. An example will be provided.

**Required Readings: Shared Picturebooks**
1. More Than Anything Else – Bradby
2. The Lion and the Mouse – Pinkney
3. Where the Wild Things Are – Sendak
4. The Stranger – Van Allsburg
5. Sister Anne’s Hands – Lorbiecki
6. My Friend Rabbit – Rohmann
7. Rose Blanche – Innocenti
8. Voices in the Park – Browne
9. Westlandia – Fleischmann
10. Mufaro’s Beautiful Daughters – Steptoe
11. The Paper Bag Princess - Munsch
12. Sir Cumference and the First Round Table – Neuschwander
13. Hooray for Diffendoofer Day - Seuss

4. Literature Study Groups (4 @ 10 Points = 40 Points)
Teacher candidates will participate in four (4) “in class” literature study groups. Teacher candidates will need to read the selected books BEFORE the scheduled class. These books may be purchased or checked out from a library. Be prepared to extensively discuss these books during the scheduled class. For each book, follow the response guidelines listed below. Full credit will be given if the book has been read and the response strategy has been completed before the start of class.

Required Readings: Four (4) Novels for Literature Study Groups
1. Because of Winn Dixie – Kate DiCamillo
2. The Boy in the Striped Pajamas – John Boyne
3. The Hunger Games – Suzanne Collins
4. The Invention of Hugo Cabret – Brian Selznick

Lit Study #1 – Because of Winn Dixie: Just read the book and be prepared to discuss the novel, using whatever strategies you choose, in class on the assigned date.

Lit Study #2: The Boy in the Striped Pajamas – Post-Its: While reading the assigned novel, use post-its to mark (code) important passages that you want to share with your literature study discussion group. On each post-it, write a word or two that describes why you marked that particular passage. Before class, review all of the post-its and reflect on any patterns that may be revealed.

Lit Study #3: The Hunger Games – Interview – Website – Reviews: After reading the assigned novel, conduct an extensive analysis of the author, their website and at least two (2) professional reviews of the book. Look for any interviews about the writing of the book if possible. How does this information shed light on the creation or intentions of the story? What insights can be learned from studying the life of the author? How do these resources this add to your discussion and interpretations of the novel?

Lit Study #4: The Invention of Hugo Cabret: Students will prepare for our class discussions in whatever way they choose (beside just reading the book and showing up). Students can use one we have done previously or create a new one. Creativity is encouraged. What will help you prepare for a discussion most effectively?
5. Genre Study Presentation (30 Points)

Students will sign up in groups of two or three to gather information on a particular genre and lead a class discussion / presentation. The presentations will be conducted at the beginning of each class as assigned. Each group will be given no more than 15 minutes to share their genre study. The group will be responsible for creating a handout for each class member that contains:

1. a definition of the genre being presented
2. criteria for selecting books and authors that are included
3. a list of 40 books that fit, with bibliographical info (author, title, publisher, date)
4. 20 authors / illustrators that are prominent in that genre
5. three (3) web-based resources that connect to the genre being presented

Students will be evaluated based on their part in the presentation, the quality of the handouts and the quality of their understanding of the genre, authors and books presented.

6. Author Study (50 Points)

This will be an in-depth study of a particular children's literature author. You will need to read as many picture books as possible (at least 10) and 1 chapter book (if possible) by your author. A handout will be compiled that includes biographical information, an interview or article about the author, reviews of books, as complete a bibliography as possible, web-sites, and curricular connections for the author’s works. A copy of the handout (approximately 2-3 pages) will be made for each member of the class. Examples will be provided.

Author Study MUST include the following sections:

1. Biographical Information
2. Bibliography
3. An Interview Transcript with the Author
4. Analysis of Several Pieces of Literature
5. Possible Curriculum Connections

COURSE EVALUATION

Weekly Reading Commentaries 50
Picturebook Analyses 30
Literature Study Groups (4 @ 10 Points) 40
Genre Study Presentation 30
Author Study 50
Total 200

GRADES:  A= 185-200  B= 170-184  C= 160-169  D= 150-159  F= BELOW 150

MINUSES AND PLUSES WILL BE AT DISCRETION OF INSTRUCTOR BASED ON NUMBER OF POINTS EARNED, CLASS PARTICIPATION AND PROFESSIONALISM.
Sample Course Calendar

Readings for Each Week:
1. Shared Picturebook
2. 3 Self-Selected Picturebooks (or 1 Novel) from Booklists Provided – Post comments on Goodreads or prepare for the Literature Study Group
3. Assigned Textbook Readings

Jan 18  Topic: Intro to Children’s Literature / Syllabi / Resources
       Focusing Question: What is Children’s Literature?

Jan 25  Topic: Teachers as Readers
       Focusing Question: What are my experiences with reading and children’s Literature and how does that effect me as a reader and teacher or readers?
       Shared Picturebook: More Than Anything Else – Bradby
       Self-Selected Readings: Books About Readers and Reading
       Textbook Readings: Lukens Chapters

Feb 1   Topic: Picturebooks Part 1
       Focusing Question: What are the criteria for quality illustrations?
       Shared Picturebook: The Lion and the Mouse – Pinkney
       Self-Selected Readings: Caldecott GOLD Winners
       Caldecott Winner List Available at:
       http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottwinners/caldecottmedal.cfm
       Textbook Readings: Lukens Chapters

Feb 8   Topic: Picturebooks Part 2
       Focusing Question: What are the design elements of a Picturebook?
       Shared Picturebook: Where the Wild Things Are – Sendak
       Self-Selected Readings: NY Public Library 100 Picturebooks Available:
       Textbook Readings: Reading Aloud & Beyond – Chapter 1-4
       Assignment Due: Picturebook Analysis #1

Feb 15  Topic: Picturebooks Part 3
       Focusing Question: How do we analyze the images in picturebooks?
       Shared Picturebook: The Stranger – Van Allsburg
       Self-Selected Readings: Chris Van Allsburg Books
       Textbook Readings: Lukens Chapters
Feb 22  Topic: Elements / Structures of Narrative  
Focusing Question: What are the elements and structures of narrative?  
Shared Picturebook: Sister Anne's Hands - Lorbiecki  
Literature Study #1: Because of Winn Dixie - DiCamillo  
Textbook Readings: Lukens Chapters

Mar 1  Topic: Resources for Beginning Readers  
Focusing Question: What are some resources for beginning readers?  
Shared Picturebook: My Friend Rabbit - Rohmann  
Self-Selected Readings: Books for Primary Grade Readers  
Textbook Readings: Lukens Chapters

Mar 8  Topic: Historical Fiction as a Genre  
Focusing Question: What are the characteristics of historical fiction?  
Shared Picturebook: Rose Blanche - Innocenti  
Literature Study #2: The Boy in the Striped Pajamas – Boyne  
Textbook Readings: Lukens Chapters

Mar 15  Spring Break

Mar 22  Topic: Postmodern Picturebooks  
Focusing Question: What is a postmodern picturebook, and how do meta-fictive elements work in this type of text?  
Shared Picturebook: Voices in the Park - Browne  
Self-Selected Readings: Postmodern Picturebooks  
Assignment Due: Picturebook Analysis #2

Mar 29  Topic: Science Fiction / Fantasy as a Genre  
Focusing Question: What are the characteristics of science fiction and fantasy as a genre?  
Shared Picturebook: Westlandia - Fleischmann  
Literature Study #3: The Hunger Games – Collins  
Textbook Readings: Lukens Chapters

Apr 5  Topic: Traditional and Multicultural Stories  
Focusing Question: How do we read aloud and discuss literature with children more effectively?  
Shared Picturebook: Mufaro’s Beautiful Daughters - Steptoe  
Self-Selected Readings: Fairy Tales from a Different Point of View  
Textbook Readings: Reading Aloud & Beyond – Chapters 5-8
Apr 12  Topic: New Forms of the Novel for Young Readers
  Focusing Question: How has the format of the novel changed in the past twenty years?
  Literature Study #4: The Invention of Hugo Cabret - Selznick

Apr 19  Topic: Gender & Children’s Literature
  Focusing Question: What social issues can be approached using children’s literature, and how do we approach them?
  Shared Picturebook: The Paper Bag Princess - Munsch
  Self-Selected Readings: Books About Social Issues
  Assignment Due: Picturebook Analysis #3

Apr 26  Topic: Children’s Literature in the Elementary Curriculum
  Focusing Question: What is the role of children’s literature across the elementary curriculum?
  Shared Picturebook: Sir Cumference and the First Round Table
  Self-Selected Readings: Picturebooks for Math Concepts
  Textbook Readings: Lukens Chapters
  Assignment Due: Author Study

May 3  Topic: Author Study Presentations & Final Discussion
  Focusing Question: What have we learned about literature, ourselves as readers and about teaching reading this semester?
  Shared Picturebook: Hooray for Diffendoofer Day – Seuss
  Self-Selected Readings: Books by Dr. Seuss
Syllabus Additions (ASU Required)

The Fine Print
The instructor will respond to student assignments in most cases by the time the class meets again. Any assignments submitted via email need to be acknowledged by the instructor in return email. I try to respond to all emails in 24 hours. This is a comprehensive, hands-on course that requires considerable outside preparation and commitment of behalf of the learner. If you find yourself unable to complete the course requirements on time, you are highly encouraged to review the withdrawal policy with subsequent dates in the ASU course catalog and schedule.

Incomplete grades are rarely given in this course and only in cases of extreme circumstances. Becoming “overloaded” or “overwhelmed” does not constitute an emergency. You will need to keep me informed if you are experiencing difficulty in meeting the given deadlines.

Cell Phone Policy Please turn cell phones off upon entering the classroom and leave them off until the class is completed. Using a cell phone or text messaging during class is the ultimate demonstration of disrespect for your instructor and fellow classmates.

Laptop Use Policy Laptops may be useful for certain assignments or for note-taking during various aspects of the course. They can also be a distraction for students and the instructor. If the use of one’s laptop ventures past the focus of the class, students will be directed to shut them down.

ASU / Mary Lou Fulton Teachers College Policies

Course/Instructor Evaluation
The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: http://www.asu.edu/epoupdate/.
Academic Integrity/Plagiarism
The ASU Student Handbook contains the following information: “The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. The university and unit academic integrity policies are available from the Office of the Executive Vice President and Provost of the University and from the deans of the individual academic units.”

Disability Accommodations for Students
Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center (DRC; UCB 130) to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who wish accommodations for a disability should contact DRC as early as possible (i.e. before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student’s responsibility to make the first contact with the DRC.

Religious Accommodations for Students
Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

Military Personnel Statement
A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request complete or partial administrative unrestricted withdrawals or incompletes depending on the timing of the activation. For information, please see http://www.asu.edu/aad/manuals/usil/usil201-18.html.

Harassment Prohibited
ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (UCB 221) if you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.
Grade Appeals
The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the undergraduate and graduate catalogs, which are available at http://www.asu.edu/catalog

Electronic Communication
Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (http://www.asu.edu/aad/manuals/usi/us104-01.html) and in the University’s Computer, Internet, and Electronic Communications Policy (http://www.asu.edu/aad/manuals/acd/acd125.html).

Technological Services and Support
The College of Teacher Education and Leadership encourages students to make use of technological services available through ASU to make their learning experience more efficient. Students with personal laptop computers or netbooks can connect wirelessly to the Internet and to printing services on all four campuses and some PDS sites. The following support services are available to support student computing needs.

• Student Purchases:
Discounted pricing for students purchasing laptop or desktop computers is available at through the ASU bookstore or online. (http://gomobile.asu.edu/)

• ASU Campus Classroom Connectivity:
In-class use of laptops is encouraged by CTEL. In cases where students need to make presentations during class, most classrooms have the capability of allowing laptops to connect to classroom projectors. Mac laptops may require an adaptor. For collaborative work, social networking tools are provided to ASU students through a Google partnership, including Google docs, spreadsheets, presentations, forms, and sites. (https://docs.google.com/a/asu.edu/#all)

• Hardware and Software Support:
ASU 1:1 Technology Studios provide support to students on all four campuses for hardware, software and operating systems, security, networking, etc. (http://help.asu.edu/ASU_1to1_Technology_Studio)

• Virus scan software downloads are available free for students. (https://webapp3.asu.edu/myapps/)

• MyApps provides free software tools, online applications, and information about discounted software for purchase. (https://webapp3.asu.edu/myapps/)
A Guide for Approaching and Interpreting Picturebooks
Dr. Frank Serafini

I. Overall Picturebook Design:
• Pick up the picturebook, attending to the size, format (horizontal or vertical), materials used in construction of book (papers, graphics).
• What are your initial reactions to the text and illustrations?
• What colors, design elements and illustrations stand out on the cover?
• Is there a relationship between form and content? Does the design of the book add to the content being presented? If so, how?

II. Peritextual Elements:
• Look at the cover, title and illustrations. What expectations are set up for you as you approach the picture book? What does the cover, title and illustrations suggest?
• What is on the back cover? Is it a wrap-around design? How are borders used on the covers? What might this suggest?
• What is included in the peritext? Consider the following:
  o Endpages (front and back) – same or different? Do the endpages tell part of the story? How do they relate to the content?
  o Frontispiece or hard cover emblems
  o Book jacket content
  o Title page
  o Dedication
  o Library of Congress Summary
  o Author’s or Illustrator’s notes, if any

III. Elements of Design
• Consider the art and book design. What media is used in the illustrations? How does the artists’ choice in media affect the mood or meanings of the story or content?
• What fonts are selected? Where is the text located on the page? How do the fonts add to the over all design?
• Are borders used to frame the illustrations? How do the borders, or lack of borders, effect the story and design?
• Begin by considering the format of the images and their placement in the picturebook
• Where is the text located? Within the image? Separated by borders or white space, Why? How do the illustrations relate to the text?
• Are the illustrations double page spreads, single page images, collages, overlapping images, or portraits?
• Consider the series of images in the picturebook. Do the images change over the course of the book? Do they get bigger, smaller, change?
• Words propel the reader forward and images slow us down. How this tension
between reading and viewing affect your experience?
• Are there any unusual elements that might add to the story or meanings?
• Are there any recurring symbols, patterns or motifs in the images?
• Consider the style or artistic choices? Are the appropriate, and how do they add to the meanings of the picturebook?

IV. Narrative Elements:
• What is the overall structure of the text? Home-Away-Home? Repetitive structures or language? Cumulative? The Hero Cycle? Circular, chronological, or other?
• How does the opening of the story compare with the closing of the story?
• What kind of gaps does the author / illustrator leave for the reader to fill in? Are details purposefully left out to create tension?
• How does the story flow from page to page? Are there borders that separate things or does it cross over in language and image from page to page?

V. Individual Images in Picturebooks
Select a particularly important image or double page spread and ask yourself:
• What is fore-grounded and in the background?
• Consider the “path” your eyes follow as you approach the image. What catches your eye first? Why is that element salient?
• What colors dominate the image? What effect does this have on you as reader?
• Consider the use of white (negative) space. Are the illustrations framed or full bleed? How does this position you as a viewer?
• What is the “reality value” or level of abstraction? Are the images life-like or stick figures?
• Are there any anomalous elements? Things that stick out, or seem out of place?
• What is the artist trying to get you to look at through leading lines, colors, contrast, gestures, lighting?
• How is the image framed? Are there thick borders or faded edges?
• Consider size and scale. What is large? Why are certain elements larger than others? Does this add to meanings of power, control?
• Consider the viewers point of view. Do characters directly gaze or address the viewer? Are the characters close up or distanced? How does point of view add to relationships with the characters?

VI. Critical Analysis of Picturebooks
• Whose background knowledge is privileged in reading this text?
• What characters dominate the story? Who seems to be missing?
• What ethnic, racial and gendered groups are present? Absent?
## Rubric for Evaluating the Genre Study

<table>
<thead>
<tr>
<th>Genre Study</th>
<th>High Performance</th>
<th>Middle Performance</th>
<th>Low Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition of the Genre Study</td>
<td>Focus is clearly articulated, coherent, relevant to the curriculum, authentic topic</td>
<td>Focus is understandable, but not clear, only related in trivial ways to curriculum, does not fit together very well</td>
<td>No clear focus, does not relate to curriculum, incoherent</td>
</tr>
<tr>
<td>Criteria for Selecting Books for the Genre Study</td>
<td>Well articulated criteria for choosing books, criteria fits with the genre</td>
<td>Criteria is understandable but doesn’t relate to topic, does not address the genre</td>
<td>No criteria, books are chosen haphazardly</td>
</tr>
<tr>
<td>List of Books &amp; Authors Presented</td>
<td>Conforms to APA style, required amount of books included</td>
<td>Adheres to format to some degree</td>
<td>Missing information, number of books are missing</td>
</tr>
<tr>
<td>Presentation</td>
<td>Students address class in professional manner, are prepared, able to discuss genre with clarity and understanding, chosen appropriate examples to share, interesting, able to answer student questions</td>
<td>Students seem uncomfortable discussing genre, read from handouts instead of addressing class, unable to answer questions, missing information, not sure about the genre</td>
<td>Unprepared, does not address audience properly, missing information about genre, includes wrong information, poor speaking skills, cannot answer questions</td>
</tr>
<tr>
<td>Handout</td>
<td>Includes all information, well organized, well-designed</td>
<td>Lists all information, but is not well organized</td>
<td>Does not include all requisite information</td>
</tr>
<tr>
<td>Websites</td>
<td>Appropriate websites are included, shows student actually went to websites and reviewed them for content</td>
<td>Found a couple interesting websites, but included poor choices as well</td>
<td>Found them on one website, not reviewed, missing information</td>
</tr>
</tbody>
</table>