

## **RDG291 - Children's Literature**

# 73472 Room EDB 205 Tuesday & Thursday 3:00-4:15 pm  
Tempe Campus Fall 2023 3 Credit Hours

### **Instructor Information:**

**Dates of classes:** Aug. 17, 2023- Dec. 1, 2023  
**Instructor Name:** Mark Pfister-Angulo  
**Email:** Mark.G.Pfister@asu.edu  
**Work Phone:** 480-560-9036 (text)  
**Office Hours:** Available Upon Request  
**Zoom Link:** <https://asu.zoom.us/j/4304702019>  
**Office Location:** TBD  
**Dates of classes:** Aug. 17, 2023- Dec. 1, 2023

### **Course Information:**

#### **Course Description**

Focuses on the reading, comprehension, interpretation, and analysis of traditional, classic and contemporary children's literature. Provides an overview of the historical development of these texts. Explores the aesthetics of children's literature as a type of literature and its value as an art form. Deepens students' awareness of the role that children's literature plays in the social and cultural context in a multicultural American society.

#### **Course Overview**

Students will learn about children's literature through analysis, genre study, the history, and current research. Students will read widely and complete assignments, both in class and out of class to gain a deep appreciation and understanding of both picturebooks and juvenile literature.

#### **Course Objectives**

1. Define children's literature and explain its unique characteristics.
2. Identify characteristics of different genres of children's literature and apply that knowledge to books they read.
3. Analyze children's literature through discussion and writing.
4. Analyze children's picturebooks and explain how text and visual design elements work together to create meaning.
5. Analyze the elements of fiction used most predominantly in children's stories, plot, theme, setting, characterization, point of view, and style/tone, in combination with as reflected in specific genres.
6. Analyze the various types of e-books and explain how technology affects the reading experience for children, interaction between parent/child, and books' features.
7. Demonstrate an understanding of censorship, social issues, and multiculturalism in children's literature.
8. Critically evaluate an author's themes, characters, and writing style.

#### **Enrollment Requirements**

N/A

#### **Course Format**

Lecture

#### **General Education Designation**

## Required Course Texts, Materials and Resources:

### Required Text

- One award winning picturebook for analysis (student selected, see Canvas for options, descriptions, and signup). **Hardcover only. Choose one:**
  - Campoy, F.I. & Howell, T. (2016). *Maybe something beautiful*. (Illus. Rafael López). Clarion Books.
  - de la Peña, M. (2015). *Last stop on market street*. (Illus. Christian Robinson). G.P. Putnam's Sons Books for Young Readers.
  - Lê, M. (20). *Drawn together*. (Illus. Dan Santat). Little, Brown and Company.
  - Ludwig, T. (2013). *The invisible boy*. (Illus. Patrice Barton). Knopf Books for Young Readers.
  - Muhammad, I. & Ali, S. K. (2019). *The proudest blue*. (Illus. Hatem Aly). Hachette Book Group, Inc.
- Literature Study Book #1:
  - Raskin, E. (2004). *The westing game*. Puffin Books.
- Literature Study Book #2: Fiction
  - Arango, A. B. (2022). *Iveliz explains it all*. Random House Books for Young Readers.
  - Craft, J. (2019). *New kid*. HarperCollins Children's Books.
  - Kelly, L. (2019). *Song for a whale*. Delacorte Press.
  - Lo, M. (2022). *Last night at the telegraph club*. Dutton Books for Young Readers.
  - Luqman-Dawson, A. (2022). *Freewater*. Hachette Book Group, Inc.
  - Pennypacker, S. (2019). *Pax*. Balzer + Bray
- Literature Study Book #3: Fantasy (student selected, see Canvas for options, descriptions, and signup)
  - Gaiman, N. (2008). *The graveyard book*. HarperCollins Children's Books.
  - Keller, T. (2020). *When you trap a tiger*. Yearling.
  - Little Badger, D. (2020). *Elatsoe*. Levine Querido.
  - Munoz Ryan, P. (2020). *Mananaland*. Scholastic Press.
  - Schusterman, N. (2016). *Schythe*. Simon & Schuster.

### Supplemental Text (Optional)

#### Additional Required Readings provided in Canvas

- Audsley, S. M. (2019). Why study children's literature? *Keystone Master Studies*.  
<https://www.masterstudies.com/articles/why-study-childrens-literature>
- Bennet, S. V., Gunn, A.A., Peterson, B.J. (2021). Access to multicultural children's literature during covid. *The Reading Reacher*, Apr. 2021, 74(6), 785-796. <https://ila.onlinelibrary.wiley.com/doi/10.1002/trtr.2003>
- Christensen, D. (unknown). *Picture books: The interplay of text and illustration. Text set*.
- Eubanks, P. (1999). Learning to be a connoisseur of books: Understanding picture books as an art medium. *Art Education*, Nov., 1999, 52 (6), 38-44.
- Horning, K. (2010). Writing a good review. *Cover to cover*. (pp. 165-180). Harper Collins Publishers.
- Pantaleo, S. (2014). The metafictional nature of postmodern picturebooks. *The Reading Reacher*, Apr. 2014, 67(5), 324-332.  
<https://ila.onlinelibrary.wiley.com/doi/full/10.1002/trtr.1233>
- Temple, C. A., Martinez, M.M., & Yokota, J. (2019). Children's books in children's hands. *Children's books in children's hands: A brief introduction to their literature*. (pp. 1-21). Pearson.
- Yokota, J. & Teale, W. H. (2014). Picturebooks and the digital world. *The Reading Reacher*, Apr. 2014, 67(8), 577-585.  
<https://ila.onlinelibrary.wiley.com/doi/full/10.1002/trtr.1262>

### Required Materials

- Composition notebook, 80 pages.

### Provided Materials

- ASU Canvas Course Management Website at <http://myasucourses.asu.edu> (All ASU students have FREE access to this web resource)

## Student Learning Outcomes

Upon completion of this course the student should be able to:

Student Learning Outcomes	Program Learning Outcomes Progression Indicator Alignment	InTASC Standard Standard Alignment	ISTE Standards Standard Alignment	SPA Standards* Standard Alignment	Principled Innovation Practices Practice Alignment
1. Identify characteristics of children's literature.	DDM2	4j		2	P1, I2
2. Read a wide variety of quality literature for children.	DDM2	4j		2, 4	P1, I2
3. Discuss various historical, political, sociocultural and critical issues reflected in children's literature.	DDM1 ES1	2k		1, 2, 4	C1, C2, I1
4. Understand the multimodal nature of children's picturebooks and informational texts.	DDM2	4j		2	P1, I2
5. Explore the changes in children's literature due to technological advances and digital resources.	DDM1	8r	3, 4	2,5	C1, C2, I1
6. Identify and discuss the various narrative structures and elements of children's literature.	DDM2	5j		2	P1, I2
7. Identify various genres, authors, illustrators, and themes in children's literature.	DDM2	4j		2, 4	P1, I2
8. Access professional resources on children's literature in on-line and print resources.	DDM2	4o	2, 3	2	P1, I2

\*Specialized Professional Association (SPA) Standards: [Council for Exceptional Children \(CEC\)](#), [National Association for the Education of Young Children \(NAEYC\)](#), [National Council for the Social Studies \(NCSS\)](#), [National Council of Teachers of Mathematics \(NCTM\)](#), [National Council of Teachers of English](#), [International Literacy Association \(ILA\)](#), [Next Generation Science Standards](#)

## Tentative Course Calendar

Week	Module and Topics	Readings and/or Media	Assignment(s)
1 8/17	<b>Module 1: Welcome, Course Overview, &amp; Introduce My Literacy Autobiography</b>  <u>Focus Questions:</u> <ul style="list-style-type: none"> <li>- How do I navigate this class's Canvas Course?</li> <li>- How will this course develop an appreciation for children's literature and my critical thinking skills?</li> <li>- How has literature shape my experiences?</li> </ul>	Chapter 1, <i>Children's Books in Children's Hands</i>	
1 8/22 & 8/24	<b>Module 1: Sharing Our Literacy Autobiographies &amp; What is children's literature?</b>  <u>Focus Questions:</u> <ul style="list-style-type: none"> <li>- How has literature shaped my experiences? 25 min</li> <li>- What is children's literature and why study children's literature? 25 min</li> <li>- What are qualities of a good book? What are characteristics of high-quality picture books? 25 min</li> </ul>	Article: Why Study Children's Literature? by S. M. Audsley, April 2, 2019  Qualities of Outstanding Children's Literature. <i>Children's Books in Children's Hands</i> . Pp.8-9.	My Literacy Autobiography due 8/20
	<b>Module 1: Begin Lit Study #1 - The Westing Game &amp; Qualities of Good Books</b>  <u>Focus Questions:</u> <ul style="list-style-type: none"> <li>- Introduce/Read <i>The Westing Game</i> 25 min</li> <li>- What children's books are distinguished/high-quality and why? 10 min.</li> <li>- Where do I find them? 5 min</li> <li>- How do I write a good book review? 15 min</li> <li>- Write first book log submission in class 20 min</li> </ul>	Lit Study #1 - <i>The Westing Game</i>  ALA website for book awards	
2 8/29 & 8/31	<b>Module 2: Distinguished Picturebooks and Novels for Children &amp; How to Write a Book Review</b>  <u>Focus Questions:</u> <ul style="list-style-type: none"> <li>- <i>The Westing Game</i> 25 min</li> <li>- Why is <i>The Westing Game</i> a quality book? 25 min</li> <li>- How do I write a good book review? 15 min</li> </ul>	Lit Study #1 - <i>The Westing Game</i>  Writing a Good Review from Horning, K. (2010). <i>From cover to cover</i> . (2 <sup>nd</sup> ed.). Harper Collins Publishers.  Picturebook Analysis – Writing a Review	Book Log Submission #1 8/29 (Your hardcover picturebook & a favorite book)
	<b>Module 2: A Brief History of Children and Children's Literature &amp; Introduce Author/ Illustrator Study Assignment</b>  <u>Focus Questions:</u> <ul style="list-style-type: none"> <li>- <i>The Westing Game</i> 25 min</li> </ul>	Lit Study #1 - <i>The Westing Game</i>  Picturebook Analysis - Review	

	<ul style="list-style-type: none"> <li>- How has the definition of a child and children's literature changed throughout history, especially in the last few decades? 50 min</li> </ul>		
3  9/5 & 9/7	<b>Module 3: Literary Elements</b> <u>Focus Questions:</u> <ul style="list-style-type: none"> <li>- <i>The Westing Game</i> 25 min</li> <li>- What are the literary elements: Plot &amp; Setting? 25 min</li> <li>- What are the literary elements: Character &amp; Theme? 25 min</li> </ul>	Lit Study #1 - <i>The Westing Game</i>  Article in Canvas: Access to Multicultural Children's Literature During Covid, Bennet, Gunn, & Peterson	Book Log Submission #2 (Westing Game & Choice)
	<b>Module 3: Literary Elements</b> <u>Focus Questions:</u> <ul style="list-style-type: none"> <li>- <i>The Westing Game</i> 25 min</li> <li>- What are the literary elements: Point of View, Style, &amp; Tone? 25 min</li> <li>- How do I analyze my picturebook for literary elements? 25 min</li> </ul>	Lit Study #1 - <i>The Westing Game</i>  Picturebook Analysis – Literary Elements	
4  9/12 & 9/14	<b>Module 4: Diversity, Inclusivity, &amp; Representation in Children's Literature</b> <u>Focus Questions:</u> <ul style="list-style-type: none"> <li>- <i>The Westing Game</i> 25 min</li> <li>- What is the importance and significance of books that offer diverse perspectives and experiences? 25 min</li> <li>- How do we select and analyze good books that offer diverse perspectives and experiences? What do we look for? Part 1 - 25 min</li> </ul>	Lit Study #1 - <i>The Westing Game</i>	Book Log Submission #3 (? & ?)
	<b>Module 4: Diversity, Inclusivity, &amp; Representation in Children's Literature</b> <u>Focus Questions:</u> <ul style="list-style-type: none"> <li>- <i>The Westing Game</i> 25 min</li> <li>- How do we select and analyze good books that offer diverse perspectives and experiences? What do we look for? Part 2 - 25 min</li> <li>- How do I analyze my picturebook for diversity? 25 min</li> </ul>	Lit Study #1 - <i>The Westing Game</i>  <i>The Westing Game</i> – Diversity Picturebook Analysis – Diversity	
5  9/19 &	<b>Module 5: Final Discussion of Lit Study #1 &amp; Book Design</b> <u>Focus Questions:</u> <ul style="list-style-type: none"> <li>- <i>The Westing Game</i> 25 min</li> <li>- What are my final thoughts on <i>The Westing Game</i>? 25 min</li> </ul>	Lit Study #1 - <i>The Westing Game</i>	Literature Study #1  Book Log Submission #4 (? & ?)

9/21	<ul style="list-style-type: none"> <li>- Why is <i>The Westing Game</i> a quality book? 25 min</li> <li>- How did Ellen Raskin get the idea for <i>The Westing Game</i>? 25 min</li> </ul>		
	<b>Module 5: Physical Features of a Book &amp; Book Design</b> <u>Focus Questions:</u> <ul style="list-style-type: none"> <li>- What were the features of book design that were important to Ellen Raskin? Why? 25 min</li> <li>- What are the physical features/parts of a book? (common vocabulary) 25 min</li> <li>- What is their impact on book design? 25 min</li> <li>- How do we analyze the design visual elements of books?</li> </ul>	Picturebook Analysis – Design Elements	
6  9/26 & 9/28	<b>Module 6: Begin Literature Study #2, Introduce Author/ Illustrator Study Assignment, &amp; Traditional Literature</b> <u>Focus Questions:</u> <ul style="list-style-type: none"> <li>- <i>Begin Lit Study #2</i> - 25 min</li> <li>- What are the requirements for the Illustrator/Author Study Assignment? 25 min</li> <li>- What is traditional literature? How does traditional literature influence modern literature? 25 min</li> </ul>	Lit Study #2 - <i>Select one from instructor provided choices:</i> <ul style="list-style-type: none"> <li>• <i>Freewater</i> by Amina Luqman-Dawson</li> <li>• <i>Mananaland</i> by Pam Munoz Ryan</li> <li>• <i>New Kid</i> by Jerry Craft</li> <li>• <i>Pax</i> by Sarah Pennypacker</li> <li>• <i>Song for a Whale</i> by Lynne Kelly</li> </ul>	Book Log Submission #5 (? & ?)
	<b>Module 6: Author/Illustrator Study Work Day</b> <u>Focus Questions:</u> <ul style="list-style-type: none"> <li>- <i>Begin Lit Study #2</i> - 25 min</li> <li>- How has children's literature changed in the last few decades? (continue from Tues) 10 min</li> <li>- How does reading and studying the works of an author/illustrator provide deeper understandings of children's literature?</li> </ul>		
7  10/3 & 10/5	<b>Module 7: Banned Book Week &amp; Challenged Books</b> <u>Focus Questions:</u> <ul style="list-style-type: none"> <li>- <i>Lit Study #2</i> - 25 min</li> <li>- What are qualities of a good book review?</li> <li>- How has children's literature changed in the last few decades?</li> <li>- How and why are children's books challenged/banned?</li> </ul>		Book Log Submission #6 (? & ?)

	<b>Module 7: Present Author/Illustrator Study</b> <u>Focus Questions:</u> <ul style="list-style-type: none"> <li>- <i>Lit Study #2</i> - 25 min</li> <li>- Review professionalism rubric – 10 min</li> <li>- Present Author/Illustrator Study</li> </ul>		Author/Illustrator Study – 10/1  Professionalism – Midterm Submission – 10/6
8  10/10 & 10/12	<b>Fall Break Oct 7-10</b>  <b>Module 8:</b> <u>Focus Questions:</u> <ul style="list-style-type: none"> <li>- <i>Lit Study #2</i> - 25 min</li> <li>- <i>Read article</i></li> </ul>	Article in Canvas: Learning to be a Connoisseur of Books – Understanding Picturebooks as an Art Medium, Eubanks	Reading Response
9  10/17 & 10/19	<b>Module 9: Visual Narratives: Understanding Picturebooks as an Art Medium</b> <u>Focus Questions:</u> <ul style="list-style-type: none"> <li>- <i>Lit Study #2</i> - 25 min</li> <li>- How can a picturebook be considered an art medium? 25 min</li> <li>- What is art?</li> <li>- What are styles and media of art? 25 min</li> </ul>	Picturebook Analysis – Art style	Book Log Submission #7 (? & ?)
	<b>Module 9: Visual Elements</b> <u>Focus Questions:</u> <ul style="list-style-type: none"> <li>- <i>Lit Study #2</i> - 25 min</li> <li>- What are the visual elements of art &amp; picturebooks? 35 min</li> <li>- How do we analyze visual elements of picturebooks? 15 min</li> </ul>	Picturebook Analysis – Visual Elements	
10  10/24 & 10/26	<b>Module 10: Wordless Picturebooks</b> <u>Focus Questions:</u> <ul style="list-style-type: none"> <li>- <i>Finish Lit Study #2</i> - 25 min</li> <li>- What are the characteristics of wordless picturebooks? 25 min</li> <li>- What makes for a good wordless picturebook? Why are the loved? 25 min</li> </ul>		Book Log Submission #8 (? & ?)  Literature Study #2
	<b>Module 10: Modern Fantasy &amp; Science Fiction</b> <u>Focus Questions:</u> <ul style="list-style-type: none"> <li>- <i>Begin Lit Study #3</i> - 25 min</li> <li>- History of fantasy books? 25 min</li> <li>- What does modern fantasy refer to? 25 min</li> </ul>	Lit Study #3 - <i>Select one from instructor provided choices:</i> <ul style="list-style-type: none"> <li>• <i>Schythe</i> by Neil Shusterman;</li> <li>• <i>The Graveyard</i> by Neil Gaiman;</li> <li>• <i>Elatsoe</i> by Darcie Little Badger;</li> <li>• <i>When You Trap a Tiger</i> by Tae Keller;</li> </ul>	

		<ul style="list-style-type: none"> <li>• <i>The Girl Who Drank the Moon</i> by Kelly Barnhill</li> </ul>	
11  10/31 & 11/2	<b>Module 11: Interplay of Text/Illustration</b>  <u>Focus Questions:</u> <ul style="list-style-type: none"> <li>- <i>Lit Study #3</i> - 25 min</li> <li>- What is interplay of text and illustrations? 25 min</li> <li>- What are some examples of each type?</li> <li>- What did I discover when analyzing my picturebook for interplay of text and illustration? 25 min</li> </ul>	Article in Canvas: Interplay of Text and Illustration  Picturebook Analysis – Interplay of Text and Illustration	Book Log Submission #9 (? & ?)
	<b>Module 11: Post Modern Picturebooks/Metafictive Devices</b>  <u>Focus Questions:</u> <ul style="list-style-type: none"> <li>- <i>Lit Study #3</i> - 25 min</li> <li>- What are characteristics of postmodern picturebooks?</li> <li>- What are meta-fictive devices?</li> <li>- What meta-fictive devices are used in my picturebook? What are their effect on a reader?</li> </ul>	Article in Canvas: The Metafictive Nature of Postmodern Picturebooks  Picturebook Analysis – Metafictive Devices	
12  11/7 & 11/9	<b>Module 12: Historical Fiction</b>  <u>Focus Questions:</u> <ul style="list-style-type: none"> <li>- <i>Lit Study #3</i> - 25 min</li> <li>- What are the characteristics of historical fiction? 25 min</li> <li>- What is my analysis after looking at some examples of historical fiction? 25 min</li> </ul>		Book Log Submission #10 (? & ?)
	<b>Module 12: Nonfiction – Biography/Autobiography</b>  <u>Focus Questions:</u> <ul style="list-style-type: none"> <li>- <i>Lit Study #3</i> - 25 min</li> <li>- What are the features and characteristics of informational texts?</li> <li>- What are the features and characteristics of biography/autobiography?</li> </ul>		Group - Picturebook Analysis

13  11/14 & 11/16	<b>Module 13: Critical Issues: Disabilities in Children’s Literature &amp; Contemporary Realistic Fiction</b> <u>Focus Questions:</u> <ul style="list-style-type: none"> <li>- <i>Lit Study #3</i> - 25 min</li> <li>- What should be considered when selecting books about/have characters with disabilities? 25 min</li> <li>- What issues are raised with contemporary realistic fiction?</li> <li>- What impact do these books have on children/readers? 25 min</li> </ul>		Book Log Submission #11 (? & ?)
	<b>Module 13: Poetry</b> <u>Focus Questions:</u> <ul style="list-style-type: none"> <li>- <i>Lit Study #3</i> - 25 min</li> <li>- How has poetry shaped children’s literature? 25 min</li> <li>- What are some good examples of novels using free verse? 25 min</li> </ul>		
14  11/21 & 11/23	<b>Module 14: Technology in Children’s Literature &amp; Literature Study #3</b> <u>Focus Questions:</u> <ul style="list-style-type: none"> <li>- <i>Lit Study #3</i> - 25 min</li> <li>- How has children’s literature changed due to technological advances and digital resources?</li> </ul>	Article in Canvas: Picturebooks & the Digital World, Yokota & Teale	Literature Study #3
	<b>No class – Holiday</b>		
15  11/28 & 11/30	<b>Module 15: Presentations of Final Assignment: Picturebook Analysis &amp; Course Evaluation</b> <u>Focus Questions:</u> <ul style="list-style-type: none"> <li>- <i>Finish Lit Study #3</i> - 25 min</li> <li>- Present Picturebook Analysis 25 min</li> <li>- What can be learned from analyzing the genre, narrative structure, elements, illustrations, theme, and characteristics of a high-quality picturebook? 25 min</li> </ul>		Individual - Picturebook Analysis  Present Individual Picturebook Analysis  Professionalism – Final

## Course Assignments

Assignment and Description	PLO and Standards Indicators	Due Date	Score/Points
<b>Attendance, Engagement, &amp; Professionalism</b> <b>Task:</b> Engagement and Professionalism points for the course will be equal to approximately 10% of the total course grade. Among other criteria, a student who is		Weekly	102 pts.  Attendance:

<p>engaged gives contributions in class that reflect exceptional preparation. Their ideas offered are always substantive and challenges are well-substantiated and persuasively presented. They consistently work to advance the level and depth of the dialogue and play an active ongoing role in discussions. The group dynamic and level of discussion are consistently better because of the student's presence. An engaged student actively supports and listens to peers in a sustained manner and arrives fully prepared at every session. It is expected that students exhibit professional behavior inside the classroom and working with other students inside/outside of class on assignments related to this class in addition to behavior on ASU's campus.</p> <p><b>Purpose:</b> The purpose of the engagement and professionalism assignment is for students to demonstrate an important skill related to professional conduct, as well as, promote active engagement in learning in the classroom.</p> <p><b>Evaluation Criteria:</b> Rubric provided on Canvas along with instructor observations &amp; student self-reflection.</p> <p><b>Submission Details:</b> Midterm and Final Reflection Summary</p>			<p>26 x 2 = 52 pts.</p> <p>Prof. Midterm Reflection: 25 pts.</p> <p>Prof. Final Reflection: 25 pts.</p> <p>20%</p>
<p><b>My Literacy Autobiography</b></p> <p><b>Task:</b> In this assignment, students will reflect on their reading/literacy journey up to this point.</p> <p><b>Purpose:</b> The purpose of the assignment is for students to get a baseline on their literacy/reading habits, likes and dislikes, and see if this has changed from the course.</p> <p><b>Evaluation Criteria:</b> Rubric provided on Canvas.</p> <p><b>Submission Details:</b> Based on in-class discussion, a reflection summary will be added.</p>		Module 2	<p>10 + 5 = 15</p> <p>15 points</p> <p>3%</p>
<p><b>Book Log</b></p> <p><b>Task:</b> In this assignment, you will write reviews for children's books but with a unique focus - the genre of the book as well as the artistic elements. First, using a genre approach, you will analyze the elements of the genre most evident in each of the book (citing from the readings in support of your analysis). With the intent of encouraging the awareness of book design in the readers of your reviews, you will then describe how the author/illustrator uses the elements of line, color, light and dark, shape and space to create meaning. You will self-select approximately 16 children's picturebooks over the course of the semester to read and analyze. You will create your digital portfolio on the first day of class. Starting week 3, you will write each week an analysis of (2) self-selected picturebooks representative of the genre/format of the week.</p> <p><b>Purpose:</b> The purpose of this assignment is for students to become familiar with a wide variety of children's literature, to interpret and analyze works of children's literature and to participate in an on-line community that discusses children's books.</p> <p><b>Evaluation Criteria:</b> Rubric provided on Canvas</p> <p><b>Submission Details:</b> Submitted in Canvas (see Canvas for due dates)</p>		Weekly	<p>11 x 8 = 88</p> <p>18%</p>

<b>Reading Response (Article)</b> <b>Task:</b> You will analyze children's literature in terms of their relationship to a larger structure - their genre as well as their format. First, you need to read the assigned reading for the day. You will then complete a response activity that needs to be complete before class time. Students will engage in study groups and activities in class in which they explore the elements of genre that they read about in the chapter. <b>Purpose:</b> The purpose of this assignment is for students to identify various genres, authors, illustrators, and themes in children's literature. <b>Evaluation Criteria:</b> Completion, participation (see rubric in Canvas) <b>Submission Details:</b> in Canvas, be prepared to use notes for discussion in class		Module 8	5 points  1%
<b>Literature Study 1-3</b> <b>Task:</b> Students will participate in <b>three</b> literature study discussion groups. Students will need to read the selected chapters BEFORE the scheduled class. Be prepared to extensively discuss these books during the scheduled class. Students will not get full credit for the literature study group assignment if they do not have the book, are not in class, or if they did not complete the assigned response before attending class. <b>Purpose:</b> The purpose of the literature study groups is for students to deepen their understanding of literature through collaborative analysis of pieces of children's literature. <b>Evaluation Criteria:</b> Rubric provided on Canvas. <b>Submission Details:</b> Via Canvas and in class.			90 pts. 3 @ 30 points each  18%
<b>Picturebook Illustrator/Author Study and Analysis</b> <b>Task:</b> This will be an in-depth analysis of a prominent children's literature illustrator/author. You will need to read as many picturebooks as possible (4-7 picturebooks ) by your author/illustrator. Examples will be provided in class.		Module 8	50 points  10%
<b>Group - Picturebook Analysis (Final Project)</b> <b>Task:</b> Students will select a Caldecott Medal picturebook and conduct an in-depth analysis of the text, images and design features of the selected picturebook. An annotated book talk/walk will be created in which you analyze the visual and literary elements of a self-selected book and present your analysis to a group of your fellow students. <b>Purpose:</b> The purpose of this assignment is for students to critically analyze the visual and literary elements of a book to explore how they work together to create meaning. <b>Evaluation Criteria:</b> Rubric is provided on Canvas. <b>Submission Details:</b> In class presentation & submission		Module 12	50 points  10%
<b>Individual - Picturebook Analysis (Final Project)</b> <b>Task:</b> Students will select a Caldecott Medal picturebook and conduct an in-depth analysis of the text, images and design features of the selected picturebook. An annotated book talk/walk will be created in which you analyze the visual and literary		Module 15	100 points  20%

elements of a self-selected book and present your analysis to a group of your fellow students. <b>Purpose:</b> The purpose of this assignment is for students to critically analyze the visual and literary elements of a book to explore how they work together to create meaning. <b>Evaluation Criteria:</b> Rubric is provided on Canvas. <b>Submission Details:</b> In class presentation & submission			
			500 points total

## Student Success

To be a successful student in this course, you must:

- check the course daily for announcements and messages or manage Canvas settings to allow email notifications;
- communicate regularly with your instructor and peers;
- create a personalized study and/or assignment schedule, allowing for adequate time to complete coursework;
- complete assignments by the due dates specified; and
- keep copies and backups of all work in process and work submitted.

The instructor in the course reserves the authority to require you to use supplementary services at ASU at no additional cost to maximize your chances of success in this course. See the [University Academic Success Programs](#) for more information.

## Grading Scale

A+	100% to 97%	C	< 77% to 70%
A	< 97% to 90%	D	< 70% to 60%
B+	< 90% to 87%	E	< 60% to 0%
B	< 87% to 80%	EN	Failed, Never participated
C+	< 80% to 77%	EU	Failed, Did not complete

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments along with written feedback will be available within 7 days of the assignment due date.

## Course Expectations

Students are expected to participate in all class activities to demonstrate fulfillment of the course objectives, as well as produce high-quality written products. You will be expected to use the course readings in a manner that allows you to gain fluency with the material and to contribute to a scholarly conversation on the designated topics.

This course upholds the expectation that all submitted contributions will be of professional quality. Unless specifically stated, all assignments should conform to the APA Style, including the use of a 12-point font, in-text citations, and a reference list. Please visit the [Purdue Online Writing Lab \(OWL\)](#) for 7th edition APA Style information.

All graded work will in part be evaluated based on proper English conventions, spelling, grammar, organization, and comprehensiveness. Students who have difficulty in the area of writing will be referred to the [ASU Writing Center](#) in an effort to help students to strengthen this essential professional skill.

### **Collaborative Work**

In situations where collaboration is part of the assignment, the expectations will be clearly stated in the assignment overview.

### **Technology Requirements and Skills**

This course requires access to a computer or device with:

- Internet access, preferably with a high-speed connection
- A web browser (For the best experience, use Chrome, Mozilla Firefox, or Safari. Internet Explorer is not recommended.)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Microsoft Office, or the ability to work with Word, Excel, and PowerPoint documents (free through My Apps)
- Required for SYNC courses: Speaker, microphone (optional), and webcam (optional)
- Access to technology to create and upload videos for assessment and feedback
- Access to your ASU email account via [My ASU](#)
- Access to Google Drive via My Drive via [My ASU](#), where you can create and share Google documents, presentations, spreadsheets, and more.

### **Technology Backup**

It is the student's responsibility to have a backup procedure for accessing/submitting course assignments.

### **Email**

ASU email is an official means of communication among students, faculty, and staff. All instructor correspondence will be sent to your ASU email account. Students are expected to read and act upon email in a timely fashion, within 24 hours where possible. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. Should you choose to set up email forwarding to a personal or other email account, any links to course materials must be accessed through your official ASU email account to ensure authorization. You can confirm your ASU email and forwarding address by going to My ASU, clicking on the Profile tab, and selecting ASU Email Forwarding.

### **Course/Instructor Evaluation**

Course/instructor evaluations are conducted online during the 14 days prior to the last official day of classes for each session. Watch for an email to your official ASU email address, with "ASU Course/Instructor Evaluation" in the subject heading. Please be certain to complete the evaluation for your assigned instructor/academic associate.

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 important and appreciated. The evaluations are used 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.

Responses to the course/instructor evaluation are anonymous and will not be shared with your instructor(s) until after final grades have been submitted.

### **Internet for All**

Schools and districts can help parents and families find out how to sign up for the [Affordable Connectivity Program](#) from the [Federal Communications Commission](#), which allows qualifying households to reduce their internet service costs by up to \$30/month (or \$75/month on Tribal lands). Outreach [resources](#) and strategies to help reach families are also available.

This course requires the following technologies:

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ([Microsoft 365 is free](#) for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

## **University/Mary Lou Fulton Teachers College Policies**

### **Academic Integrity/Plagiarism**

Students are expected to act with honesty and adhere to the university's [Student Academic Integrity Policy](#). Failure to do so may result in sanctions, such as grade penalties, suspension, or expulsion from the university. Violations of academic integrity include, but are not limited to, such actions as cheating; plagiarizing; fabricating or falsifying information; or assisting with such activities.

### **Self-Plagiarism**

Self-plagiarism is defined as the reuse of one's identical or nearly identical section or subsection of work without prior permission granted by the course professor of record and any coauthor with whom a prior work may have been written, and without explicit acknowledgement (e.g., a citation of the original work). Self-plagiarism is strictly prohibited and will be treated as a violation of the university's Student Academic Integrity Policy. Please see the Academic Integrity/Plagiarism section for more information.

### **Copyright Notice**

Copyright law may protect some course materials available through the Learning Management System. This material is only for the use of students enrolled in the specific course(s) and must be used in accordance with the United States Copyright Act, Title 17 of the U.S. Code. Protected materials on the course site may not be retained on the student's computer or other electronic storage device for longer than the duration of the specific class for which they are assigned, nor further disseminated by the student to any other persons. Furthermore, a student must refrain from uploading to any course site, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless

first complying with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

### **Accommodation for Religious Practices**

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.

<http://www.asu.edu/aad/manuals/acd/acd304-04.html>

### **Attendance and Participation**

See assignment labeled as “**Attendance, Engagement, & Professionalism**”

It is critical that students log on to the course a minimum of 2-3 times a week to meet multiple assignment due dates and allocate the amount of time necessary to complete the required work in each module. If you need to plan professional or personal travel during the course, please ensure you have continuous access to a reliable internet connection. Online learning offers flexibility, however, the accelerated nature of the course requires students to fully engage and participate during the class offering.

Each module's materials are made available to students two weeks ahead of the actual module start date, thereby allowing students to work actively on the current module and also preview the upcoming module and work ahead if interested. In addition, the course schedule provides a list of module readings so that you can read ahead to prepare for upcoming assignments and activities. For courses that require student-student interaction (e.g., online discussions or peer review), a student may lose points for those activities if unable to respond to peers as specified in the assignment requirements.

### **Cell Phone Policy**

While in class, cell phones should be on silent and put in backpacks unless instructed.

### **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/usi104-01.html>) and in the University's Computer, Internet, and Electronic Communications Policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>).

### **Grade Appeals**

The official ASU grade record resides in My ASU, not on the course site. At the culmination of each course, you should verify your current student record and final course grades through My ASU. If you see a discrepancy between the grade posted on the course site and in My ASU, please notify your instructor immediately so that the discrepancy can be addressed in your official record.

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 for the undergraduate and graduate programs are available at <https://catalog.asu.edu/policies/mlftc>

### **Handling Disruptive, Threatening, or Violent Individuals on Campus**

Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances. <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>.

### **Prohibition Against Discrimination, Harassment, and Retaliation**

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits [discrimination](#), [harassment](#), and [retaliation](#) by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information. Inappropriate conduct need not rise to the level of a violation of federal or state law to constitute a violation of this policy and to warrant disciplinary action/sanctions. All individuals identified in the [Applicability](#) section of this policy are responsible for participating in and assisting with creating and maintaining an environment at ASU free from all forms of prohibited discrimination, including harassment and retaliation. All individuals identified in the Applicability section of this policy are required to cooperate with any investigation of allegations of violations of this policy. Providing false or misleading information or failure to cooperate may result in disciplinary action. <https://www.asu.edu/aad/manuals/acd/acd401.html>

### **Late and Missing Assignments**

All assignments can be fixed and resubmitted with no loss of points with the exception of class attendance and Professionalism Midterm. Class attendance cannot be made up and points will be lost (see corresponding course assignment above and in Canvas).. Every student can miss one class regardless of reason with the exception of participation of university sanctioned events and accommodations with SAILS. After the last day of classes for the semester, no late work will be accepted.

### **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 a complete or partial administrative unrestricted withdrawal or incomplete depending on the timing of the activation. For further information, please visit ASU's policy on [Military Activation of Students](#).

### **Missing Classes Due to University-Sanctioned Activities**

Students who participate in university-sanctioned activities that require classes to be missed shall be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. The provost of the university or designee shall determine, for the purposes of this policy, whether a particular event qualifies as a university-sanctioned activity.

Students should inform their instructors early in the semester of required class absences. Instructors should attempt to provide opportunities for equivalent work, either before or after the class absence, in accordance with any academic unit or college requirements, which may apply. For further information, please visit ASU's policy on [Missed Classes Due to University-Sanctioned Activities](#).

### **Student Conduct and Professional Behavior**

Professional behavior is defined by the instructor and includes all in-person and electronic communication in the course. It is expected that students exhibit professional behavior in all settings, including clinical placements, internships and working with other students. If at any time a student's behavior does not meet the standards delineated in the class syllabus, [Mary Lou Fulton Satisfactory Academic Progress and Professional Conduct Policy](#), or university policies, **the instructor may submit a Supporting Our Students (SOS) [Form](#)** on behalf of the student or to the ASU Dean of Students if necessary.

If at any time your behavior is 'unprofessional', the instructor may refer the student to the Office of Student Services (OSS) for the development of a Professional Improvement Plan (PIP). <https://education.asu.edu/student-life/student-forms-policies>

### **Title IX**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

### **University and College Services**

Mary Lou Fulton Teachers College is invested in the holistic success of students. Students who need help or have concerns about themselves or a peer should complete a Supporting our Students (SOS) form: [https://asuacademicaffairs-advocate.symplicity.com/care\\_report/index.php/pid406964](https://asuacademicaffairs-advocate.symplicity.com/care_report/index.php/pid406964). MLFTC provides academic support and tutoring, job-seeking resources, financial assistance, wellness coaching, and support with student concerns.

[ASU Office of Diversity, Equity and Inclusion](#) and the [Office of Inclusive Excellence](#) is dedicated to supporting and fostering a culture of inclusiveness, promoting and assisting with equal opportunity and diversity initiatives.

## **Educational Outreach and Student Services**

ASU Educational Outreach and Student Services (EOSS) is committed to continuing to support all current and future students to create an optimal environment for learning and provide timely and responsive service to all Sun Devils. The following support services are available.

- [ASU Counseling Services](#) provides counseling and crisis services for students who are experiencing a mental health concern
- [ASU Health Services](#) is dedicated to the well-being and educational success of each individual student by providing high-quality health care that is accessible, affordable and compassionate
- [Basic Needs Resources](#) and [Student Advocacy and Assistance](#) provides guidance and assistance in connecting students with campus and community resources as well as additional access to one-on-one guidance in resolving personal challenges and concerns.

## **Student Accessibility and Inclusive Learning Services**

Mary Lou Fulton Teachers College is committed to student success and ensures an inclusive learning environment for all students. Students with disabilities or disabling health conditions who need accommodations are required to document their condition with the Student Accessibility and Inclusive Learning Services (SAILS) <http://eooss.asu.edu/drc> The Mary Lou Fulton Teachers College encourages admitted students with disabilities or disabling health conditions who believe that they may need an accommodation to register with SAILS prior to enrolling in the program. That way, all reasonable accommodations can be in place at the beginning of the program. Students who are registered with SAILS will be key participants in establishing reasonable and appropriate accommodations with course instructors.

## **SI (Supplemental Instruction)**

SI seeks to help students process material presented in class through group facilitated discussion led by a trained peer (SI Leader) who has already successfully completed the course. More information will be available on Canvas under the SI Study Group, also check the [SI schedule](#). Students can receive tutoring for various courses through [University Academic Success Programs \(UASP\)](#). For additional information on tutoring see <https://tutoring.asu.edu/tutoring>

## **Technology Services and Support**

The Mary Lou Fulton Teachers College 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 school 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 through the ASU bookstore or online. <https://www.bkstr.com/arizonastore>
- **ASU Campus Classroom Connectivity:** In-class use of laptops is encouraged by the Mary Lou Fulton Teachers College. 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.

- **Hardware and Software Support:** ASU 1:1 Technology Studios provide support to students on all four campuses for hardware, software, operating systems, security, networking, etc. <https://uto.asu.edu/services/campus-it-resources/techstudio>

### Academic Coaching

The MLFTC academic coach is here to help you reach your full potential as a student. The academic coach provides students with advice and strategies in a number of areas, including: academic writing, APA, time management, study strategies, and test taking skills. For more information and to schedule an appointment, please visit: <https://education.asu.edu/student-life/success-coaching/academic-support>

### Tutoring

Tutoring is available for **all** students on all ASU campuses and Online for a variety of courses in small groups on a walk-in/drop-in basis. Appointments are not taken. For a full list of sites and courses, visit <https://tutoring.asu.edu>. Math and Statistics tutoring is only available for undergraduate students. Graduate student support is Online via zoom, <https://tutoring.asu.edu/student-services/graduate> [MyApps](#) provides free software tools including free virus scan software, online applications, and information about discounted software for purchase.

MLFTC also has its own dedicated math mentors. Our math mentors are here to support you with a range of courses, including: MAT 117, 142 and MTE 280, 281, 301 and more. To schedule a one-to-one appointment, please visit: [https://calendly.com/math\\_mentor\\_pax](https://calendly.com/math_mentor_pax) . Questions about math mentoring can be directed to the Academic Coach, Lauren Lee: [lauren.lee.1@asu.edu](mailto:lauren.lee.1@asu.edu)

### Writing Centers

One Center, Many Places: The Writing Center, located on all four ASU campuses and online, offers free tutoring for all enrolled students. All writers—all ASU undergraduate or graduate students—can benefit from visiting the Writing Center to:

- explore, plan, and develop ideas;
- organize and structure a paper;
- integrate and cite sources; and
- write, revise, edit, and proofread.

For more information about ASU's Writing Centers, including how to make an appointment, please visit our website at <https://tutoring.asu.edu/student-services/writing-centers> .

This syllabus is subject to change at the discretion of the instructor and/or college. Every effort will be made to avoid changes to the syllabus or course schedule, but the possibility exists that unforeseen events will make modifications necessary. If so, changes will be communicated via ASU email and/or the course site.

Continued enrollment in this course assumes that you have read and understand the information outlined in the syllabus.