

## LLED 7045: Reading Picturebooks Spring 2012

**Class:** Wednesdays, 5:00pm-7:45pm

**Meeting Room:** 206 Aderhold Hall

**Instructor:** Dr. Jennifer M. Graff

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**Consultation Hours:** By appointment

*\*Email is the most efficient method of communication. Please use [jgraff@uga.edu](mailto:jgraff@uga.edu) as the primary email address.*

### *Course Overview & Objectives*

This graduate level course serves as a semester-long investigation of picturebooks as literary, artistic, and social texts. While we will celebrate the pleasures of picturebooks as engaging, entertaining, and informative texts, we will also be taking a critical—but not necessarily negative—look at picturebooks. We will be focusing more on the illustrative details which help construct the text from literary and social perspectives. Additionally, we will delve into how children respond to picturebooks and conduct individual inquiries about picturebooks and illustrators. This course may shift depending on the expertise and needs of the class.

After taking this course, students are expected to be able to

- speak to the lineage of picturebooks as well as contemporary perspectives of picturebooks
- identify various types of artistic media and the significance of those media in the creation of and continuation of storylines
- understand the significance of illustrators within the literary and social realms of picturebooks
- understand various ways in which students respond to picturebooks and be able to integrate this knowledge into an educational setting
- select and discuss contemporary picturebooks appropriate for K-8 classrooms for instructional purposes or pleasure reading
- conduct critical and visual analyses of picturebooks
- create a picturebook

### *Integral Facets of the Course*

#### **Reliable Computer and Internet Accessibility**

All assignments will be submitted electronically unless otherwise requested in class, via email, or within the assignment description handouts. Therefore, it is imperative that you have consistent and reliable access to a personal computer and the Internet. If you do not own a personal computer, there are computer labs in Aderhold Hall, as well as at other campus locations. **If this aspect of the course will be problematic, please see me between the first and second class meeting.**

#### **Academic Honesty Policy**

All academic work must meet the standards contained in UGA's "A Culture of Honesty" policy ([http://www.uga.edu/honesty/ahpd/culture\\_honesty.htm](http://www.uga.edu/honesty/ahpd/culture_honesty.htm)). Each student is responsible to inform themselves about those standards before conducting and submitting any academic work. Note that plagiarism is taken seriously in this class.

**Cell Phone Policy**

Please be sure to have your cell phones turned off during class. If you need to keep your cell phone on for emergency purposes, please be sure to keep it on a *silent* or *vibrate* setting.

**Response to my UGA Email Address Inquiry Policy**

While I will try to respond to your email inquiries as quickly as possible, there are times when I may not have access to the Internet or times when I am not at a computer due to other work commitments. I do not own an I-Phone or other electronic device which enables to me to read email at any desired time or place. Generally speaking, you should hear from me within 2 days after you have sent an email to my UGA account between Monday and Friday. You should hear from me by Monday if you send me an email on the weekend. If there will be an extended delay in responding to you (i.e. I am out of town for work and have limited access to the Internet), I will alert you in advance of this situation. Similarly, if I request your response to an email I have sent between Monday and Friday, I expect a response within 2 days. If I send an email on the weekend which requires a response from you, I expect that response by Monday. Please see me during the first week of classes if you feel this cannot occur so we can discuss the situation.

**Students with Disabilities/Who Require Accommodations:**

Students requesting classroom accommodations should first provide UGA's Disability Resource Center [<http://www.dissvcs.uga.edu/>] with all necessary documentation and then schedule an appointment to speak with me. If accommodations are needed but are not covered through the Disability Resource Center, schedule an appointment with me as soon as possible to discuss the circumstances.

**UGA Inclement Weather Policy**

Please be aware of the UGA Inclement Weather Policy regarding possible closings of the university [[http://www.uga.edu/iws/faculty\\_resources/UGA\\_Inclement\\_Weather\\_Policy.pdf](http://www.uga.edu/iws/faculty_resources/UGA_Inclement_Weather_Policy.pdf)]. This policy stipulates that there will be one of three announcements in the event of inclement weather: UGA is open, UGA is closed, or UGA will delay opening until a specific time. If, according to this policy, UGA is "open" during the time scheduled for LLED7045, class will be held. However, please use your best judgment regarding coming to class. Try to inform me prior to class that you will not be attendance.

## *Texts*

**Required Books:**

1. Bang, M. (2000). *Picture this. How pictures work*. San Francisco, CA: Chronicle Books.
2. Sipe, L. (2008). *Storytime. Young children's literary understanding in the classroom*. New York, NY: Teachers College Press.
3. \*Stevens, N. (2001). *Tikvah: Children's book creators reflect on human rights*. New York, NY: SeaStar Books. [**\*IF ACCESSIBLE; 1 Copy with be on reserve in the CML**].

**Optional Book:**

1. Matulka, D. I. (2008). *A picture book primer: Understanding and using picture books*. Westport, CT: Libraries Unlimited.

**Required Children's Literature**

1. *Picturebook Award Literature Circle Books*. During our second class session, we will create groups of 4 or 5 people who will investigate a particular award given specifically for either illustration or the synergistic partnership between written and illustrated text. Each group will

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read five books which received one of the awards shared in class. A span of five years (one book per year) will be selected. More information will be shared on eLC.

2. Self-selected children's picturebooks on designated weeks. These self-selected children's picturebooks should be
  - new to you,
  - published between 1995 and 2012 (preferably between 2000-2012), and
  - of award-winning or high-quality status.

If the book you wish to read was published prior to 1995, you must contact me prior to making your final selection. Please do not contact me the day/night before class to contact me about this. Please bring all texts to class every week.

*NOTE: When reading any assigned and self-selected picturebooks for this class, you are expected to research the author and the illustrator of the text and consider the cultural authenticity and/or accuracy of the picturebook. Be sure to document the sources from which you gained this information.*

### **Additional Required Readings**

Additional articles and book chapters, either self-selected or assigned, can be accessed either through UGA's Galileo system or eLearning Commons (eLC). You will be aware of and have access to these readings in advance of when they are to be read.

### **Recommended Books**

1. Ray, K. W. (2010). *In pictures and in words: Teaching the qualities of good writing through illustration study*. Portsmouth, NH: Heinemann.
2. Evans, J. (Ed.). (2009). *Talking beyond the page: Reading and responding to picturebooks*. New York, NY: Routledge.

## ***Course Assignments***

### **1. Class Attendance & Participation (70 points total)**

Class attendance and participation are important elements in the learning process within this class. Because our thinking about our readings will typically be implemented through group activities and discussions, attendance and participation are crucial for a more comprehensive understanding of course material and to honor your academic commitment. Absences would potentially diminish the quality of this class for you and the other class members. Therefore, full attendance and punctuality are required for all scheduled classes. Full attendance means being present in class with all necessary class materials, class assignments ready for submission, and active participation in all course assignments or activities. Active participation includes:

- providing evidence that you have read the assigned readings and completed any out-of-class activities/assignments
- responding thoughtfully and reflectively to the readings
- participating in oral/written/dramatic activities

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- demonstrating evidence that you are listening to the ideas and contributions of others and interact respectfully with each other
- volunteering to talk in discussions
- working cooperatively in small groups
- raising your own questions as an individual, educator, artist, local community and global citizen, or any other identity associated with the topic and class.

If you use class time for work other than our mutual work, such as text messaging, using Facebook, MySpace, Gmail, Twitter or other online activities unrelated to this particular class, completing work for other classes, grading your students' homework, or anything else that is not a part of the course, then you are considered to be not in full attendance.

If you are late more than twice during the semester or you do not meet the aforementioned requirements for being in attendance on more than two occasions (not classes), two (2) points will be deducted from your overall earned points total for each tardy or instance of partial attendance and/or participation.

Excessive absences (6 hours or more for a 3 credit course) will result in a full grade reduction. If you have concerns regarding regularly attending class, please schedule an appointment to speak with me as soon as possible. I will not discuss excessive absenteeism after the fact unless it involves an extreme emergency (e.g. hospital stay). Documentation will also be requested.

## 2. **Designated Assignments to Submit (50 points total)**

There will be three classes (Feb. 1, Feb. 8, & Feb. 15) where you will be submitting your work to eLC for formal evaluation (a grade). These classes are indicated in the *Course Schedule* by ☀☀☀Assignment, and the assignment descriptions and rubrics will be housed on eLC. For the weeks where you are not formally submitting work, you are still responsible for preparing ahead of time and bringing in all necessary materials.

*Note: If I determine through our class discussions or by other means that you are not reading the assigned texts or completing the required work with those readings, I will alter our course assignments to help ensure that everyone is reading and completing the assigned texts.*

3. **Illustrator Study (35 points total)**. This assignment involves an in-depth investigation of a noted children's literature illustrator. You will select your illustrator in class on February 8, 2012. I'll provide a list of illustrators within the first few weeks of class, if the class would like one. Everyone will showcase their illustrator and her or his work on March 28. Additional details and rubrics will be posted in the Assignment section of eLC.
4. **Contributing to Literacyhead (35 points)**. You will be creating a collection of lesson ideas related to the "ART of Teaching Writing" which will be added to the collection of educational materials provided by [Literacyhead](#), an online magazine focused on the arts as integral to literacy education for youth. More information will be shared in the first few weeks of class.
5. **Picturebook Synthesis Project (70 points total)**. We will be applying the knowledge we are gaining and creating about picturebooks by creating our own picturebooks. We will devote time in

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class to work on our picturebooks and there will be an “artist-in-residence”, Sara Scott, an artist and art educator, to provide a series of workshops related to creating your picturebooks.

**Final Assignment (20 points total).** This assignment will be discussed after the third week of class and information will be posted on eLC.

### ***Assignment Submission Requirements***

1. All assignments will be submitted electronically to the assignment section of eLC unless otherwise requested in class, via email, or within the assignment description handouts.
2. All assignments should be submitted on time. Any assignment that submitted one day after the due date will lose half of the allotted points. Any assignment submitted late by more than one day will garner no points.
3. Unless otherwise noted in the syllabus or in assignment description handouts, all typed work must be in 12 point Times New Roman font, paginated, double-spaced and include both your name and the title of the assignment.
4. All book and article citations and references must be in APA (6<sup>th</sup> Ed.) format.
5. Any work submitted as an attachment to my UGA email account must be named the following way [Last name first initial\_7045\_abbreviatedassignment name\_due date]. So if Jack Zipes were to submit my Artistic Media assignment as a Word document, I would name my file [Zipesj\_7045ArtMedia\_02.08.12]. I strongly suggest you always keep back-up copies of your work and of emails sent to me for security.

### **Assignments Submitted to my UGA Email Account**

If you need to submit something to me via my UGA email account between Monday and Friday, you will receive an e-mail receipt notification within 1 day/24 hours. If you send something to me on Saturday or Sunday, the email receipt notification will be sent by the end of day on Monday. If you do not receive an e-mail receipt confirmation from me within 1 day/24 hours (weekdays) or by the end of the day on Monday (weekends) then I did not receive your document, even if you did send it to me. If this happens, forward your original email to me, double-checking the email addresses. If you send a new email with the attachment and it is past the due date, I will follow our late assignment submission policy and you will not be able to earn full points.

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### *Tentative Course Schedule*

Class #	Class Meeting Date	Class Focus	Readings Completed by Class Meeting	Assignments Due & Notes for Class
1	Jan. 11	<ul style="list-style-type: none"> <li>• Course Introduction &amp; Syllabus Review</li> <li>• Picturebook Activity</li> <li>• Read-Aloud</li> </ul>	N/A	<p><u>Assignment</u></p> <p>See assignment description on eLC.</p>
2	Jan. 18	Conceptions of picturebooks	See eLC for readings	<p><u>Assignment</u></p> <p>See assignment description on eLC.</p>
3	Jan. 25	History of the Picturebook	<ol style="list-style-type: none"> <li>1. Matulka: <i>Chapter 1 &amp; Appendix B</i></li> <li>2. Barbara Kiefer's Chapter 4:</li> <li>3. Look at the UF's Digital Collection of Historical Picturebooks from Great Britain and the US: <a href="http://www.uflib.ufl.edu/spec/baldwin/baldwin.html">http://www.uflib.ufl.edu/spec/baldwin/baldwin.html</a></li> <li>4. Optional: <i>The International Children's Digital Library</i> (has both historical and contemporary texts): <a href="http://en.childrenslibrary.org/">http://en.childrenslibrary.org/</a></li> </ol>	<p><u>Assignment</u></p> <p>See assignment description on eLC.</p> <p><i>Introduction to book binding and paper options for your picturebook with Sara Scott</i></p>

Class #	Class Meeting Date	Class Focus	Readings Completed by Class Meeting	Assignments Due & Notes for Class
4	Feb. 1	Elements of picture books—Style & Design & Responses	<ol style="list-style-type: none"> <li>1. Molly Bang's <i>How Pictures Work</i>.</li> <li>2. Dewey-Ch. 3</li> <li>3. Read Matulka's Ch. 3</li> <li>• Self-selected picturebook</li> </ol>	<p>☀☀☀ Assignment (15 points) See assignment description on eLC.</p> <p><i>Group discussions of picturebook ideas</i></p>
5	Feb. 8	Elements of picture books—Artistic Media	<ol style="list-style-type: none"> <li>1. Re-read Matulka's Chapter 3</li> <li>2. 2 Self-selected picturebooks that include your selected medium used by two different illustrators</li> </ol>	<p>☀☀☀ Assignment (15 points) See assignment description on eLC.</p> <p>We will sign up for our illustrator showcase during class.</p> <p><i>Workshop I with Sara Scott: Exploring Artistic Media</i></p>
6	Feb. 15	Visual Literacy / Visual Design	<ol style="list-style-type: none"> <li>1. Lewis: <i>Chapter 7</i></li> <li>2. Maderazo et al Article</li> <li>3. Callow article</li> <li>4. Self-selected picturebook</li> </ol>	<p>☀☀☀ Assignment (20 points) See assignment description on eLC.</p>
7	Feb. 22	Parallel Structures: Writing and Illustration as Composing Processes & Visit with Jan Burkins, creator and executive director of <i>Literacyhead</i>	<ol style="list-style-type: none"> <li>1. Ray's Ch. 3 &amp; 5</li> <li>2. Sander's Chapter</li> <li>3. Self-selected picturebook that is a high-quality and accessible book for this topic.</li> </ol>	<p>See assignment description on eLC.</p> <p>We will discuss the <i>Literacyhead</i> assignment in this class.</p>

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Class #	Class Meeting Date	Class Focus	Readings Completed by Class Meeting	Assignments Due & Notes for Class
8	Feb. 29	Picturebooks & Graphica	<p>The class voted on Jan. 18 that everyone will read shared scholarly readings (see eLC for readings) and then</p> <ul style="list-style-type: none"> <li>• 4 groups will read a literature circle graphic text from the list provided</li> <li>• One group will self-select their graphica text.</li> </ul> <p>See eLC for Literature Circle Groups.</p>	<p><i>Workshop II with Sara Scott: Exploration with Illustration</i></p>
9	March 7	Postmodern Picturebooks	<ol style="list-style-type: none"> <li>1. Goldstone article</li> <li>2. Two self-selected postmodern picturebooks</li> </ol>	<p><u>Assignment</u> See assignment description on eLC.</p> <p><i>Workshop III with Sara Scott: Open Studio (TBD based on class needs/wants)</i></p>
10	March 14	<p><b>Spring Break Holiday</b> <b>No UGA Classes</b> <b>Be sure to have <i>Storytime</i> (Sipe, 2008) read and be prepared for discussion.</b></p>		
11	March 21	Children’s Responses to Picturebooks	Lawrence Sipe’s Book <i>Storytime</i>	<p><u>Assignment</u> See assignment description on eLC.</p> <p><i>Group feedback about each other’s picturebook progress, Independent Work, and Time to spend on ATR Lesson for Literacyhead.</i></p>

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12	March 28	Evaluating your Award-Winning Picturebooks (“Award Lit. Circles”)	<ol style="list-style-type: none"> <li>1. Award-winning picturebooks you signed up for during our 2<sup>nd</sup> class meeting. Be sure to bring those books to class.</li> </ol>	<p>See assignment description on eLC.</p> <p><b>Submit your Literacyhead assignment by 11pm for feedback from Dr. Graff and Dr. Burkins (founder and executive director of Literacyhead)</b></p>
13	April 4	<b>Illustrator Showcase</b>		
14	April 11	Illustrators talk about social justice and picture books for social justice	<ol style="list-style-type: none"> <li>1. Self-selected article involving picturebooks and critical literacy / social justice</li> <li>2. <i>Tikvah: Children’s Book Creators Reflect on Human Rights</i> by Norman Stevens (I have one copy and there is 1 copy in the CML I will place on reserve)</li> <li>3. 2 picturebooks you believe would be “good fits” for social justice oriented instruction.</li> </ol>	<p><u>Assignment</u> See assignment description on eLC.</p> <p>Bring in your article and notes to class as well.</p> <p><b><i>Group feedback about each other’s picturebook progress</i></b></p>

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<b>15</b>	<b>April 18</b>	Picturebooks and Technology	See readings listed on eLC.	<u>Assignment</u> See assignment description on eLC.  Final submission of Literacyhead Assignment for publication. Email to Dr. Graff ( <a href="mailto:jgraff@uga.edu">jgraff@uga.edu</a> ) by 11pm.
<b>16</b>	<b>April 25</b>	<b>Last Class</b> <b>Picturebook Showcase &amp; Submission &amp; “Final Exam” Application in our local bookstore, Avid Bookshop</b>  <b>Course Evaluations</b>		

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