

EDU T&L 467 - Introduction to Children's Literature
The Ohio State University -

“Literature can take us out of ourselves and return us to ourselves – slightly different with each book we have loved.”

Charlotte S. Huck

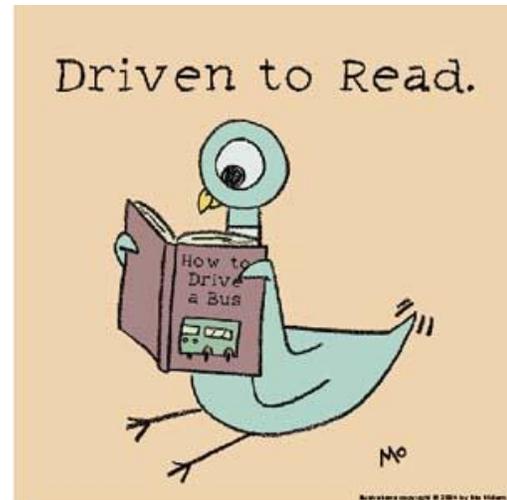
Instructor: Lisa Patrick

Meeting Time:

Meeting Place:

Email:

Office Hours: Before and after class, or by appointment



Course Description

This course is designed to introduce students to children's literature with an emphasis on developing an aesthetic and critical response to literature, experiencing a breadth of genres and constructing creative ways to use literature with children.

Course Objectives

- To apply knowledge of selection and evaluation criteria in the exploration of a variety of genres and themes in children's literature
- To engage in aesthetic reading experiences of literary texts in an effort to help readers explore the human condition and their connection to the diverse and complex world
- To promote transactional relationships between readers and texts that will serve as the foundation of appreciation, analysis and interpretation of literary works
- To experience how literary discussion and social interaction can help readers broaden their frame of reference for reflecting on and interpreting reading experiences
- To become familiar with various classroom literary practices and how these practices can affect students' reading relationships

Course Readings

- Van Allsburg, Chris (2011). *The Chronicles of Harris Burdick*.
- A variety of children's books chosen from a list provided by the instructor
- Articles provided by the instructor

Books can be borrowed from:

- Local libraries such Columbus Metropolitan Library (columbuslibrary.org) and Upper Arlington Public Library (www.ualibrary.org)
- CML books can be picked up and returned to the Thompson Library circulation desk

Books can be purchased from:

- Amazon (Amazon Prime 2 day shipping with Buckeye email)
- Cover to Cover (local children's bookstore at 3560 North High Street)
- Half Price Books on Lane Avenue
- OSU Barnes & Noble Bookstore

University Policies

Academic Integrity

It is the obligation of faculty and students to uphold the academic integrity of OSU by adhering to the Code of Student Conduct. Academic misconduct (Rule 3335-23-04), defined as: “Any activity that tends to compromise the academic integrity of the university, or subvert the educational process,” will be subject to disciplinary action by the university.

Disability Accommodations

Students with documented disabilities who require adjustments for this class should contact me directly to discuss specific needs. Students may also contact the Office of Disability Services at (614) 292-3307 in 150 Pomerene Hall to coordinate support services and programs. Students may also access the office via: <http://www.ods.ohio-state.edu/>.

Grievances and Solving Problems

According to University policy, if you have a problem with a class, “you should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor. If this does not work, contact the supervising instructor.”

Statement on Diversity

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation or veteran status, is prohibited.

University Grading Scale

A=95-100	A-=90-94	B+=87-89	B=83-86	B-=80-82	C+=77-79
C=73-76	C-=70-72	D+ =67-69	D=60-66	E=below 60	

Course Information

Attendance

Attendance is extremely critical in this course, as much of your learning will develop through class discussions, activities and peer collaboration. If you must miss a class, please notify me as soon as possible. We only meet 10 days, so attendance is a large portion of your grade.

0 classes missed:	A+ (rock star status)
1 class missed:	A (“get out of jail free” card)
2 classes missed:	A (one extra credit assignment arranged with me)
3 classes missed:	B (almost one third of the course missed/includes above extra credit)
4 classes missed:	C (almost half of the course missed/includes above extra credit)
5 classes missed:	D (half of the course missed)
6-10 classes missed:	Fail the course (over half of the course missed)

Commitment to Success

My overall goal is for everyone to complete this class with a broader and deeper understanding of children's literature. Please don't hesitate to email me or to make an appointment if you have any questions or concerns regarding any aspect of the class.

Preparation/Participation

Please try your best to complete the weekly readings and assignments on time. They are designed to help prepare you to actively participate in class discussions and activities. If you experience difficulty completing any of the reading assignments, please let me know immediately so we can make a plan to support you. My goal is for you to enjoy your reading without feeling pressured for time. I am more than happy to be flexible on deadlines.

Respect for Fellow Students

Out of respect for your fellow students, please refrain from texting or playing on laptops. These activities interfere with meaningful discussions and interactions. If there is a critical situation you must take care of on the phone, please step out of the room for a moment. Additionally, it is crucial that each of us takes full responsibility for creating a safe learning environment in which open and respectful dialogue can occur.

Professional Recommendations

Membership in the International Reading Association (IRA)

Membership in the National Council of Teachers of English (NCTE)

Membership in the Ohio Council of the International Reading Association (OCIRA)

Membership in the Ohio Council of Teachers of English Language Arts (OCTELA)

Course Assignments

- Join Goodreads.com
- Reading & Book Cards (12)...Discussion Questions for Novels (5)
- Book Play
 1. Pinterest Board
 2. Character Theme Song
 3. Graphic Panel
 4. Word Cloud
 5. Bumper Sticker
- Literacy Autobiography Part 1 and 2
- Found Poem
- Final Book Project

Extra Credit

You may complete an extra credit assignment to offset one absence. Read one extra young adult novel on the book list and write a book card. Mark the book card "extra credit."

Join Goodreads

Goodreads is my favorite resource for children's literature. You can read book reviews and create your own. You can friend people and follow their reviews. Please go to www.goodreads.com and create a free account. Then you can create your own bookshelves and add the books you read for this class to your shelves, along with your ratings/reviews.

Reading and Book Cards

You will read 5 novels, 1 short story and 6 picturebooks and complete 12 book cards:

1. Picturebook: 2
2. Verse Novel
3. Realistic Fiction Novel
4. Graphic Novel
5. Fantasy Novel
6. Literature of Diversity Picturebooks: 2
7. Visual/Multimodal Novel
8. Nonfiction Picturebooks: 2
9. Short Story

Each week, you will read one work of children's literature that corresponds with a selected genre. Book groups will be formed from student preferences based on a list of book choices. After reading each book, you will complete a book card to document your personal reaction to the book and your reading experience (*not a summary*). Please respond as a reader first and a future teacher second. Copy the template below into Word (or the equivalent), type, print and attach it to a 4x6 note card. I will also send you an Excel template. Please don't tape over the entire front of the card. Keep your cards, and bring them all on the last day of class.

Student Name:

Genre:

Title of Book:

Author of Book:

Personal Reaction to the Book and your Reading Experience: (*Prompts to get you thinking*)

What did you think of the book? What resonated with you? Where were you most drawn into the story? Where was your transaction with the text the most powerful? What will you carry with you from the reading experience? Would you recommend the book to others, and why?

Number of stars out of five stars:

Three words to describe the book:

Discussion Questions for Novels

Write three questions that would prompt deep discussion about each novel. Work towards open-ended questions that have no correct answer; questions that would challenge us to think deeply, thereby prompting an engaging conversation. These questions should pertain directly to your book and your personal reading experience, rather than to general analysis of literary elements or queries over authorial intentions. You will use these questions to guide your group dialogues about the books. You may handwrite the questions on the back of your 5 novel book cards. You do not need to write discussion questions for the picturebooks.

Book Play

For each novel that you read, you will have the opportunity to engage in a short activity to help support your response to your reading experience. Each of the “Book Play” mini-projects requires an **EXPLANATION** on the back of the project to explain your design choices and how they connect to your experience of reading of the book. I will introduce you to the various technology tools in class, and we can experiment with them together.

Pinterest Character Board (Verse Novel)

Create a Pinterest board (www.pinterest.com) for one of the characters in the verse novel. You can choose any theme for your board. The pins should reflect as many aspects of your character as possible. Include comments for each pin from the character’s perspective/voice and/or quotes from the book pertinent to the pins. If you are not a member of Pinterest, I can email you an invite. Or, if you prefer, you can make a bulletin board using the old-fashioned method of poster board and magazine pictures.

Character Theme Song (Realistic Fiction Novel)

Pick a theme song for one character from your realistic fiction novel. Include the song lyrics.

Graphic Panel (Graphic Novel)

Use your graphic novel for inspiration to create a graphic panel page. You may illustrate a favorite scene from the book, or you can design an original panel for a new scene. You can use any media, both handmade and digital. If you are like me, you can use stick figures or get an artistic friend to help, as long as you design the panel. See [Toondoo.com](http://www.toondoo.com) for panel layout options: <http://www.toondoo.com/createToon.do>

Word Cloud (Fantasy Novel)

Use Tagxedo.com to create a word cloud that demonstrates the frequency of word usage or the most important words (character names, themes, setting, etc.) in your fantasy novel.

Bumper Sticker (Visual/Multimodal Novel)

Create a motto based on your visual/multimodal novel that you could use as a bumper sticker. Illustrate your bumper sticker with digital images or your own art; the illustrations should help convey the message of your motto.

Literacy Autobiography

You will write a two-part reflection on your development as a reader in this class.

Part 1 (Beginning of the Course)

This is an invitation to recall and record the experiences that have shaped your relationship with, and attitudes and feelings toward, reading. This is also an opportunity to share any information about yourself as a reader that would help me support you in this class.

Please answer the following questions in narrative format. Please type and double-space.

Literacy History

1. What are your memorable (positive/negative) school experiences with reading?
2. What are your memorable (positive/negative) home experiences with reading?

Current Literacy Attitudes and Interests

3. How do you currently feel about reading? Do you see yourself as a reader now?
4. Do you read for pleasure (outside of assigned school reading)? Why or why not?
5. If so, what are your favorite genres to read? Who are your favorite authors to read?

Future Literacy Goals

6. What do you hope to get out of this class, both personally and professionally, in terms of your relationship with reading? Do you have any reading goals?

Each person's relationship with reading is unique. Perhaps you absolutely hate to read. Perhaps you are a voracious reader. I will make no judgments on your reading life. Your experiences, attitudes, feelings and thoughts are all welcome. Your reflection will be kept strictly private. I hope the process of recalling and recording your experiences and feelings will give you insight into your life as a reader and the reading lives of your future students.

Part 2 (End of the Course)

I am interested in the development of your relationship with reading during your time in this class. Please answer the following questions in narrative format, typed:

1. What was (were) your favorite book(s) that you read this quarter?
2. Did your personal relationship with reading grow or change during this course? If so, how? What classroom practices do you think contributed to your development?
3. What practices/philosophies regarding reading and children's literature do you plan to carry forward to your future students, and why?
4. What books from the book list and mentioned in class would you still like to read?
5. What recommendations do you have for improving this class? What would you keep and what would you change? Any suggestions for changes? Thank you so much! 😊
(Can you recommend any 5 star books that you think belong on the book list?)

Found Poem

Found poetry is a type of poetry created by choosing words and phrases from a text and reframing them to create an original poem. Found poetry gives readers an opportunity to reread texts and revisit reading experiences. It also gives novice poets a non-threatening opportunity to write poetry because you don't have to come up with any of your own words.

I will teach you how to write found poetry, and we will practice writing a found poem together in class. After you turn in your found poem, we will have an in-class reflective writing assignment where you will be asked to reflect about the process of writing the found poem and how it affected your reading experience.

Here are the steps for creating a found poem based on your choice of one of the children's literature texts you read for this class:

- Choose which text from the course that you would like to revisit.
- Reflect over your reading experience. Think about your favorite parts of the story or parts that really impacted you and stayed with you after you finished reading. What did you notice? What moved you? Where did you experience a strong connection or strong emotion? Where were you most engaged in the reading experience, the most drawn into the story world?
- Decide what topic you'd like to write your poem on. Perhaps a certain theme resonated with you or you really connected to a specific character. Perhaps you were touched by the author's use of poetic language or you enjoyed a particular plot line. Perhaps you were drawn to a particular scene.
- Revisit and reread portions of the book to gather words and phrases from the book that illustrate the topic of your poem.
- Take the words and phrases and move and rearrange them to create your found poem. You don't have to use all the words for your found poem.
- You may add and delete words. You may also change verb tenses.
- Read the poem out loud and add line breaks where you want to emphasize a word or stress rhythm. You may also use white space to set off words or lines.
- You may write more than one poem, especially if you are drawn to more than one topic. Some people choose to write a series of small poems.
- Please include the title of your book with your found poem.

Final Book Project

You will craft a creative and imaginative response to your experience of reading one of the novels for this class. I will bring in a variety of examples to share. These creative projects are alternatives to traditional book reports and literary analysis papers. We will share these projects on the final day of class. See the following link for more ideas:

<http://teachnet.com/lessonplans/language-arts/more-ideas-than-ever-book-reports/>

1. *Story Collections*
 - a. *Create a jackdaw*: A jackdaw is a bird that likes to collect things; hence, a jackdaw book project is a collection of items that reflects aspects of a book. You gather items that provide an artistic, tangible representation of your book. Objects can be used to make literal connections and/or symbolic associations with the text. Include a description of each item's relevance.
 - b. *Create a story bag*: Put together a bag that contains a variety of items that would be useful or significant to a character in your novel. Include a description of each item's relevance to the book.
2. *Homemade Choice*: There is no end to the possibilities for creative book play:
 - Create a board game based on your book
 - Sculpt characters and/or scenes out of play-doh or clay
 - Create a photo album, scrapbook or yearbook for a character
 - Write a new ending for the book or the beginning of a sequel
 - Compile a sound track for your book with an explanation of your song choices
 - Cast the characters for a movie adaptation with explanations for actor choices
 - Sketch or use fabric to create character costumes for a movie adaptation
 - Take a social justice lens and investigate a current issue from the book
 - Bake a cake and use frosting/decorations to explore a book's symbolism
 - Plan a character ABC book: Create sentences for a character based on the alphabet (V=I volunteer as tribute in Primrose Everdeen's place)
 - Create the front page of a newspaper about the book that includes such things as classified ads, obituaries, news items, sports articles, cartoons, etc.
 - Keep a diary or journal from a main character's point of view
3. *Digital Choice*: Use one of the following digital tools to create a project:
 - Design a fake Facebook page for a character (classtools.net/fb/home/page)
 - Create boards for a character using Pinterest.com
 - Create a gallery of boards for a book using Popplet.com
 - Create an online poster using [Glogster \(edu.glogster.com\)](http://Glogster.edu.glogster.com)
 - Create an interactive plot timeline using Dipity.com
 - Create a comic or set of graphic panels using Toondoo.com or Comicliffe.com
 - Create a cartoon movie using Voki.com or [Xtra Normal \(edu.xtranormal.com\)](http://XtraNormal.edu.xtranormal.com)
 - Create a Twitter page for a main character, including tweets and followers
 - Create a book trailer using [Animoto](http://Animoto.com), [Movie Maker](http://MovieMaker.com) or [VUVOX Collage](http://VUVOX.com)
 - Create a short book using art and template from [Storybird](http://Storybird.com)
 - Use PowerPoint, Prezi or Ahead to combine favorite quotes and images

Reading Lists

One (1) book is required from **each** of the following book groups. For each book group, please list your top three preferences in order; #1 being the book you'd most like to read. I will place you in book groups, and I will try to give you your first choice whenever possible.

- Your preferences for the “Verse Novel” are to be emailed to me by midnight of *the first day of class*. I will email you the next day with your book group so you can work on getting the book bought/borrowed and read for the third class.

The following preferences are to be turned in during class on a sheet of paper:

- Your preferences for the “Realistic Fiction Novel” are *due week 2*.
- Your preferences for the “Graphic Novel” are *due week 3*.
- Your preferences for the “Fantasy Novel” are *due week 4*.
- Your preferences for the “Visual Novel” are *due week 5*.

List of Novels to Choose from for Book Groups

<u>Verse Novel: Week 3</u> All the Broken Pieces, by Ann E. Burg Home of the Brave, by Katherine Applegate Locomotion, by Jacqueline Woodson Where I Live, by Eileen Spinelli
<u>Realistic Fiction Novel: Week 4</u> A Crooked Kind of Perfect, by Linda Urban Holes, by Louis Sachar Okay for Now, by Gary Schmidt Wonder, by R. J. Palacio
<u>Graphic Novel: Week 5</u> Binky the Space Cat, by Ashley Spires Robot Dreams, by Sara Varon Sidekicks, by Dan Santat Smile, by Raina Telgemeier
<u>Fantasy Novel: Week 6</u> Gregor the Overlander, by Suzanne Collins Harry Potter and the Sorcerer’s Stone, by J. K. Rowling Liesl & Po, by Lauren Oliver The Tale of Despereaux, Kate DiCamillo
<u>Visual/Multimodal Novel: Week 8</u> Countdown, by Deborah Wiles The Invention of Hugo Cabret or Wonderstruck, by Brian Selznick Milo: Sticky Notes and Brain Freeze, by Alan Silberberg The Strange Case of Origami Yoda, by Tom Angleberger

Date	Topics	Assignments
Week 1	<ul style="list-style-type: none"> - Introduction to Children's Literature *Definition/History *Rights of the Reader *Why Reading Matters 	What is listed to read under "assignments" is due that day.
Week 2	<ul style="list-style-type: none"> - Picturebooks *Caldecott Award *Defining & Evaluating Picture Books *Postmodern and Metafictional Texts 	Read: A variety of picturebooks from the last five years and bring your favorite two to class Due: Book Cards 1/2 Lit. Autobiog. Part 1
Week 3	<ul style="list-style-type: none"> - Poetry for Children *Found Poetry *Verse Novels *Poetry Workshop 	Read: Article Verse Novel Due: Book Card 3/?'s Pinterest Board
Week 4	<ul style="list-style-type: none"> - Contemporary Realistic Fiction *Characters: Bad to the Bone *Magical Realism *Newbery Award - Transactional Theory of Reading Lit. 	Read: Article Realistic Novel Due: Book Card 4/?'s Theme Song
Week 5	<ul style="list-style-type: none"> - Graphic Novels - Supporting Readers *Buckeye Children's Book Award *In Defense of Rubbish *Matching Books to Readers 	Read: Article Graphic Novel Due: Book Card 5/?'s Graphic Panel
Week 6	<ul style="list-style-type: none"> - Fantasy and Science Fiction *Building Believable Worlds *Fairy Tales and Folktales *Popular Culture & Children's Lit. 	Read: Article Fantasy/Sci-Fi Novel Due: Book Card 6/?'s Word Cloud
Week 7	<ul style="list-style-type: none"> - Censorship *Access and Advocacy *Banned & Challenged Books *Ideology in Children's Lit. - Literature of Diversity *Authenticity: Insider/Outsider Issues *Diversity & Equity in Children's Lit. *Metaphors in Children's Literature 	Read: Article Multicultural Picturebooks Due: Book Cards 7/8
Week 8	<ul style="list-style-type: none"> - Trends in Children's Literature *School Literacy Practices *Visual/Multimodal texts *Visual Literacy 	Read: Article Visual Novel Due: Book Card 9/?'s Bumper Sticker
Week 9	<ul style="list-style-type: none"> - Nonfiction Picture Books *Biographies & Content Connections *Evaluating Nonfiction *Text Sets 	Read: Article Nonfiction Picturebooks Due: Book Cards 10/11 Found Poem
Week 10	<ul style="list-style-type: none"> - Historical Fiction - Final Book Project Presentations 	Read: Article Short Story Due: Book Card 12 Final Book Project
Week 11	Finals Week: Take Home Final	Due: Lit. Autobiog. Part 2

