



Graduate Course Syllabus

RDG 531C: Literature for Children Pre-K-8

Center: Online

Course Prerequisites

None

Course Description

This course will include an in-depth study of literary genre and categories found in children's literature, preschool through intermediate levels. Students will read and analyze literature according to a set of established criteria; explore the work of noteworthy authors, poets, and illustrators; and be introduced to a variety of strategies for integrating literature into the curriculum and for encouraging students to become lifelong readers.

Course Outcomes

- Discuss representative works in terms of their literary characteristics (genre, narrative technique, theme, characterization, style, and setting)
- Critically examine the contexts and questions surrounding dominant assumptions about childhood, education, and literature
- Explore celebrated and neglected texts in children's literature
- Demonstrate familiarity with major archetypes and motifs of traditional and contemporary children's literature
- Transcend personal and cultural biases in the act of reading, through awareness of cultural and historical circumstances
- Develop an aesthetic and critical response to picture books and selected literature for children and adolescents
- Exhibit knowledge of quality literature in each genre and its use in curriculum integration and in the development of personal values and attitudes

Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through SNHU's online bookstore, [MBS Direct](#), rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the Help Desk, your advisor, and the instructor can provide you with support if you have problems.

Reading Children's Literature: A Critical Introduction

Carrie Hintz and Eric Tribunella

Bedford St. Martin's

2013

ISBN: 978-0-312-60848-4

The Indian in the Cupboard

Lynne Reid Banks

Yearling

2010

ISBN: 978-0-375-84753-0

Instructor Availability and Response Time

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours.

Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	6	20	120
Literature Circle Discussions	2	25	50
Journals	2	30	60
Short Papers	2	35	70
Presentation	1	35	35
Field Experience Book Selections and Rationale	1	30	30
Field Experience Reflection	1	85	85
Critical Task			
Milestone One	1	35	35
Milestone Two	1	65	65
Milestone Three	1	100	100
Critical Task Submission	1	350	350
		Total Course Points:	1,000

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

University Grading System: Graduate

Grade	Numerical Equivalent	Points
A	93–100	4.00
A-	90–92	3.67

Grade	Numerical Equivalent	Points
B+	87–89	3.33
B	83–86	3.00
B-	80–82	2.67
C+	77–79	2.33
C	73–76	2.00
F	0–72	0.00
I	Incomplete	
IF	Incomplete/Failure *	
W	Withdrawn	

* Please refer to the [policy page](#) for information on the incomplete grade process.

Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Guidelines and Rubrics section of the course.

Chalk & Wire

Specific assignments in this course will be submitted to Chalk & Wire, the ePortfolio system for this program. These items will be used as artifacts for the professional ePortfolio when completing the degree program. For additional information and instructions for accessing a portfolio, starting a portfolio, and submitting an assignment to Chalk & Wire, please visit the Chalk & Wire module in the course Table of Contents menu. For questions regarding Chalk & Wire, please contact the SNHU Technology Help Desk, available on mySNHU. Your advisor can also provide additional assistance if needed.

Note: All final projects must be submitted to the Chalk & Wire system. Students who do not submit their final project to Chalk & Wire will receive a grade of 0.

Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module.

Module	Topics and Assignments
1	<p>History of Children's Literature</p> <p><i>Reading Children's Literature: A Critical Introduction</i>, Introduction (pp. 1–11) and Chapter 2 (pp. 49–73)</p> <p>1-1 Discussion: Introduction</p> <p>1-2 Field Experience: Review</p> <p>1-3 Critical Task: Review</p>

2	<p>Introduction to Literature Circles</p> <p><i>Reading Children's Literature: A Critical Introduction</i>, Chapter 1 (pp. 45–47), Chapter 2 (pp. 74–85), and Chapter 9 (pp. 335–343)</p> <p>2-1 Discussion: Critically Evaluating Literature</p> <p>2-2 Critical Task Milestone One: Book Selection, Theme, and Rationale</p>
3	<p>Facilitating Literature Circles</p> <p><i>The Indian in the Cupboard</i> by Lynne Reid Banks</p> <p>3-1 Literature Circle Discussion: <i>The Prince and the Pauper</i></p> <p>3-2 Field Experience: Book Selections and Rationale</p>
4	<p>Picture Books</p> <p><i>Reading Children's Literature: A Critical Introduction</i>, Chapter 5 (pp. 159–175)</p> <p>4-1 Literature Circle Discussion: <i>The Indian in the Cupboard</i></p> <p>4-2 Short Paper: Wordless Picture Books</p> <p>4-3 Field Experience: Reminder</p>
5	<p>Theme, Characterization, and Figurative Language</p> <p><i>Reading Children's Literature: A Critical Introduction</i>, Chapter 3 (pp. 87–100, 108–118)</p> <p>5-1 Journal: Figurative Language, Characterization, and Theme</p> <p>5-2 Critical Task Milestone Two: One Original Activity</p>
6	<p>Nonfiction</p> <p><i>Reading Children's Literature: A Critical Introduction</i>, Chapter 8 (pp. 271–307)</p> <p>6-1 Journal: Narrative Techniques</p> <p>6-2 Presentation: Nonfiction Across the Curriculum</p>
7	<p>Fairy Tales</p> <p><i>Reading Children's Literature: A Critical Introduction</i>, Chapter 4 (pp. 125–157)</p> <p>7-1 Discussion: Comparing Fairy Tales</p> <p>7-2 Critical Task Milestone Three: Draft of Three Original Activities</p> <p>7-3 Field Experience: Reminder</p>
8	<p>Race, Ethnicity, and Culture</p> <p><i>Reading Children's Literature: A Critical Introduction</i>, Chapter 10 (pp. 345–377) and reread pp. 8–10</p> <p>8-1 Discussion: Diversity in Literature</p> <p>8-2 Short Paper: Depicting Race in an Author Study</p>
9	<p>Controversial and Banned Literature</p> <p><i>Reading Children's Literature: A Critical Introduction</i>, Chapter 11 (pp. 385–413) and Chapter 12 (pp. 425–450)</p> <p>9-1 Discussion: <i>And Tango Makes Three</i></p> <p>9-2 Critical Task: Chalk & Wire Submission</p> <p>9-2 Critical Task: Brightspace Submission</p>
10	<p>Final Reflection</p> <p>10-1 Discussion: Final Thoughts</p> <p>10-2 Field Experience: Field Experience Reflection Chalk & Wire Submission</p> <p>10-2 Field Experience: Field Experience Reflection Brightspace Submission</p>

Critical Task

The critical task for this course is the creation of three original activities for teaching one children's book (K–8). The activities must include reading and writing across all three activities since reading and writing are connected and active readers read and write to understand literature. All must be dynamic with elements of critical thinking, while based on one grade level in grades K–8. In the resources section below you will find a list of books that will be read in the course that you may choose from for this critical task. You must choose a book from this list.

Attendance Policy

Online students are required to submit a graded assignment/discussion during the first week of class. If a student does not submit a posting to the graded assignment/discussion during the first week of class, the student is automatically withdrawn from the course for non-participation. Review the [full attendance policy](#).

Late Assignments Policy

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

SNHU College of Online and Continuing Education Student Handbook

Review the [student handbook](#).

ADA/504 Compliance Statement

Southern New Hampshire University is dedicated to providing equal access to individuals with disabilities, including intellectual disabilities, in accordance with Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008. The university prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities.

As soon as you become aware of a disability, we encourage you to contact the Online Accessibility Center (OAC) to discuss accommodations for which you may be qualified. Reasonable accommodations are established through an interactive process between the student and the OAC. Note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed.

Contact Information:

Online Accessibility Center

Phone: 866-305-9430

Email: oac@snhu.edu

For questions concerning support services, documentation guidelines, or general disability issues, visit the [Online Accessibility Center](#) website.

If you feel you have been denied appropriate disability-related accommodations, including appropriate auxiliary aids and services, you may file a grievance as described in the ADA/504 Grievance Policy found on the [Disability Services](#) webpage.

Academic Honesty Policy

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic honesty policy](#).

Copyright Policy

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

SNHU College of Online and Continuing Education Withdrawal Policy

Review the [full withdrawal policy](#).

Southern New Hampshire University Policies

More information about SNHU policies can be found on the [policy page](#).

Student Work Samples

For the purpose of continuous improvement of our educational training, Southern New Hampshire University's College of Online and Continuing Education may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you have any questions or concerns, contact your advisor. If you would like to withdraw permission for use of your work, please email assessmentcalibration@snhu.edu.