

ALD 333 Children's Literature

09475

Spring 2019

Class Meets: 5pm – 6:30pm. Mondays & Wednesdays. Sanchez Building, SZB 104 (Mon) SZB 278 (Wed)

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Course Description

University Catalog Course Description

For future teachers, an investigation of literature written for children from early childhood through age twelve. Includes an investigation of genres, authors, themes, and forms, and an introduction to ways of bringing literature to children, facilitated by extensive discussion.

What will I learn?

We focus in this course on the texts that children engage with in elementary schools. Following the Library of Congress, our working definition of children's literature is material written and produced for the information or entertainment of children and young adults. Children's literature includes all non-fiction, literary and artistic genres, and physical formats. We extend this definition slightly to include the texts (textbooks) that are used in support of children learning to read and write and children learning in disciplinary studies.

We envision you, the students enrolled in this course, as future elementary teachers (EC through 6) who will be responsible for making decisions around the texts they will include in their classroom and how these texts will be used. You are not blank slates in the world of children's literature. You enter into this course with vast experiences with texts from your lived experiences at home and in schools. We hope to build on these experiences with texts in ways that will expand your power as a teacher.

We will consider the sources, structures, purposes, qualities and potential uses of texts in elementary teaching. Mostly, we will consider texts as they relate to the teaching of reading and language arts, but we will extend our scope to include texts related to content area teaching. While this course is not a methods course per se, we have organized the course to engage you with texts through some activity structures where texts play a prominent role in classroom life.

We will advocate for the use of texts that can serve critical functions for young minds. We will explore texts that stretch our lived experiences, disrupt commonly accepted norms, and expand our world views. Texts are seldom neutral in the ways they represent the past, the present and the envisioned future. We will strive to foster imagination, moral thinking, and the appreciation of human rights through literature.

Through your engagement in this course experience we expect you will:

- Deepen your understanding of the ways in which children's literature supports the development of language and literacy practices as well as the acquisition of content knowledge;
- Deepen your understanding of the ways in which children's literature is important as a resource for teachers in creating a classroom literacy program that includes work across disciplines;
- Deepen your understanding of the qualities of children's literature that are important: language, design, accessibility (including issues surrounding readability) and content including attention to (and cautions around) awards for children's books.
- Deepen your understanding for how children's literature can reinforce or disrupt stereotypes;
- Consider all sides of censoring in literature for children with implications for your responsibilities as a classroom teacher
- Examine the narrative bias in children's literature and its roots;
- Deepen your understanding of the ways in which children's literature is used for different purposes and different audiences;
- Deepen your understanding of the classical and emerging genres for children's literature as well as distinctions between books for children and YA literature;

- Deepen your understanding of literature response and ways of using literature response to promote engagement with literature;
- Explore writers and artists as composers who can scaffold young writers and artists
- Embrace the understanding that children's literature must offer mirrors, windows, and sliding glass doors for all children – including international perspectives;
- Embrace the understanding that children's literature can create spaces for children to explore critical social issues:
- Consider the production of literature (and economic influences on publishing and consumption cycles);
- Develop awareness of the ways in which technology is reshaping access to and forms of literature for children – the good, the bad, and the ugly (e.g., accelerated reader).
- Suggest possibilities and frameworks for personally organizing literature for use in classrooms.

Pre-requisites for the course

None

How to succeed in this course

Be engaged and open to new ideas during class

Be prepared to turn in assignments on time

Course Requirements

Required Materials

Professional readings are identified on Canvas.

Required Devices

A digital device with Internet connectivity is required.

Classroom expectations

Class attendance. In order to participate fully in this course, weekly attendance is mandatory. Students should inform the instructor in advance if they are unable to attend a session. Two or more absences could reduce a student's final grade by one-half to one full mark. A make-up assignment is required for any absence.

If you have to be absent, use your resources wisely. Ask classmates for notes on any lessons you miss. If you find there are topics that we covered while you were gone that raise questions, you may come by during office hours or schedule a meeting to discuss. Email specific questions you have in advance so that we can make the most of our time.

Religious Holy Days: By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Assignments

A. *Early Experiences with Stories*

Describe your early relationship with stories or storytelling for the following stages associated with elementary schools: 0 – Pre K (pre-school); K – 2 (primary grades); 3 – 5 (upper grades). For each stage, discuss the ways you engaged with stories in- and/or out- of school. Reflect on the kinds of experiences that encouraged and/or discouraged your current relationship to books. Did/do you consider yourself “a reader”? Why or why not? Organize your paper according to each age category.

Minimum: 1-page, double-spaced, 12pt font.

1. **Book Selections – This particular assignment can be handwritten. Bring to class.**

For certain sessions, each person will select and bring to class *one (1)* recently published children’s book (2009 – present) that corresponds with the genre/theme of the session. The book selection needs to align with the guidelines for what makes a “good book.” Therefore, advanced planning is necessary to identify and borrow a high-quality book from a library.

- Summarize the research process that you used to identify your book selection(s). Be sure to address the following: search tools used, search terms/strategy, types of information used for selecting potential books, external help if applicable, and what strategies did or did not work for this assignment.
- List a minimum of four (4) books that you read and reviewed during the process. Describe your rationale for determining which books to leave behind. ~Give details for at least three (3) of the books that were not selected.
- For the one title that you brought to class, explain why you made your selection. Identify excerpts from three (3) different reviews that appealed to you about the book.

2. **Group Book Award Presentation**

Each presentation must include a classroom display of at least 20 winners (honors) for the selected Award. Each team will develop a presentation (with Powerpoint or another tool) and an accompanying document that provides a clear overview of a children’s book award, including:

- A brief overview and history of the award
- Description of the goal of the award
- Display / list of the book winners since 1995 to present

[If the award includes multiple winners, please bring the most recent 20 - 30 books for grades K – 5.]

- Includes a brief review of the most common genres, themes, formats, styles, and artistic qualities of the winners of the last decade (since 2008). *[This requires a thoughtful examination of the books in advance of the presentation.]*

3. **Author Presentation**

Either individually or with ONE partner, each person will prepare a presentation about a contemporary children’s author. Each presentation must include the use of at least 10 books by the author. Each presentation should include a range of photos, book covers, illustration, and/or video links that help to demonstrate the contributions the writer/artist has made to the field of children’s literature. The presentation must provide:

- a rationale for selecting the author;
- author’s biographical information;
- images of the books
- highlights about the author’s primary writing style or approach to bookmaking
- online resources about author’s work; and
- online resources about using author’s work in the classroom or at a school
- selected excerpts for read-aloud from the author’s body of work to excited prospective readers

4. **Literature Study Circle Project**

General overview: Groups will read and discuss up to three (3) longer works of children’s literature (chapter books/novels; books-in-verse; short story anthologies; documentary books; etc.) Groups will try-out different approaches to conducting literature study circles. Each team will give a presentation about one of the approaches.

5. **Read-Aloud / Storytime Project**

General overview: Teams will be assigned to help facilitate *one (1)* session of the family storytime program at the end of the semester. As part of this project, each person will contribute to a read-aloud of a picturebook. It will be necessary to develop a set of deep-thinking / philosophical questions to correspond with the books. Details for this assignment will be provided in a separate document.

6. **Participation**

Class attendance and participation are important elements of the learning process. Therefore, it is important that you have read, pondered, inquired, and responded to the weekly readings prior to class. Your preparation and presence will allow for deeper and more enriched conversations and understandings during class activities and discussions.

It is necessary to arrive on-time. Attendance is taken at the beginning of each class session. Each person is expected to be present in class with all necessary class materials, class assignments ready for submission (when applicable), and active participation in class and online discussions and activities (if/when applicable).

Assignments	Points
Early Experience with Stories	04
Book Selections & Weekly Responses to Readings	25
Group Award Presentation	10
Author Presentation	11
Literature Study Project	10
Storytime / Read-Aloud Project	15
Participation	25
TOTAL	100

Policies

Classroom Policies

Statement on Learning Success

Your success in this class is important to us. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let us know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. We also encourage you to reach out to the student resources available through UT. Many are listed on this syllabus, but I am happy to connect you with a person or Center if you would like.

Grading Policies

As I hope you can see, flexibility is built into the assignments to support your success in this course. If you miss a smaller assignment or don't do as well on your earlier journal entries, your grade will not be impacted significantly. Consequently, the final grades are firm, and no additional curve is available.

Grade	Cutoff
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D	65-69%
F	<64%

Student Rights & Responsibilities

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others. • Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.

- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

Personal Pronoun Use (She / He / They / Ze / Etc)

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

University Policies

Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code: **"As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity."** **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty and the University Honor Code which can be found at the following web address: http://deanofstudents.utexas.edu/sjs/acint_student.php

Q Drop Policy

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

Email Notification Policy

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that email be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/help/utmail/1564>.

We will be using Canvas as our central online instructional space for this course. Please familiarize yourself with Canvas to ensure you are properly receiving messages and alerts. The student Canvas Support Hotline is available at 1-855-308-2494 and video tutorials can be found at <https://utexas.instructure.com/courses/633028/pages/student-tutorials>.

University Resources for Students

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. There are also a range of resources on campus:

Services for Students with Disabilities

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact

Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329- 3986 (video phone).

<http://ddce.utexas.edu/disability/about/>

- Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).

- Please notify me as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).

Counseling and Mental Health Center

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. <http://www.cmhc.utexas.edu/individualcounseling.html>

Behavior Concerns Advice Line (BCAL) If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512.232.5050 or visit <http://www.utexas.edu/safety/bcal>.

The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

BeVocal

BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: wellnessnetwork.utexas.edu/BeVocal.

Important Safety Information:

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.

- Link to information regarding emergency evacuation routes and emergency procedures can be found at:
www.utexas.edu/emergency

Title IX Reporting

Title IX is a federal law that protects against sex and gender based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](#).

Faculty members and certain staff members are considered "Responsible Employees" or "Mandatory Reporters," which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu For more information about reporting options and resources, visit titleix.utexas.edu or contact the Title IX Office at titleix@austin.utexas.edu.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767,
<http://www.utexas.edu/safety/>