Response to Children’s Literature
RED 5354/TED 6319, Spring 2018 (Jan 16 to Mar 4)
Three Credit Hours (CRN: 28135)

COURSE INSTRUCTOR
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Online Office Hours via Skype: By appointments
Skype account: expire96
At other times, emailing to skim7@utep.edu is the best way to contact me.

COURSE INFORMATION
This course will be conducted as a fully online course. This is a fast-paced, intense 7-week course (Jan 16 to Mar 4) that covers the content typically taught in a 15-week semester. To succeed in this course, you are expected to invest at least 12 hours each week to study the course content and complete the assignments. Please read the syllabus carefully, understand what you need to do, and plan your week accordingly. Instructions for all assignments are arranged by week on Blackboard. I strongly recommend that you arrange at least three sessions in your weekly schedule to work on this course. Please do NOT wait until the last minute to rush on the assignments.

COURSE DESCRIPTION
This course is designed for both graduate students and doctoral students. It will provide an examination of the development, selection, and uses of children's literature in the classroom, with particular emphasis on multilingual and multicultural children’s literature. This is primarily a discussion-based course to encourage dialogue and an exchange of students’ views. During this
course, students will have the opportunity to examine a variety of issues related to children’s literature, particularly multicultural children’s literature, including the conceptualization of children’s literature, theories and research on children’s literature, and classroom implications of children’s literature. This course will require you to read and review a variety of children’s books to demonstrate and strengthen your knowledge on children’s literature.

**COURSE OBJECTIVES**

On completion of this course, students should be able to:

- Understand theoretical perspectives, issues, controversies, and classroom implications for children’s literature and multicultural children’s literature.
- Articulate a lesson plan for a literature-based literacy program that reflects transactional, critical, and socio-cultural views of literacy.
- Critique and interpret various works of children’s literature and multicultural children’s literature.
- Explore critical issues of race, gender, class, and sexuality in multicultural children’s literature.
- Utilize children’s literature that positively impacts children’s knowledge, beliefs, and engagement in literacy programs.
- Understand theories and research on how to use children’s literature and multicultural children’s literature in children’s classrooms.

**TEXTS & RESOURCES**

**Required Texts**

- Additional articles and book chapters will be available on Blackboard.

**Suggested Texts**


**STUDENT LEARNING OUTCOMES & ASSESSMENT**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understand theoretical perspectives, issues, controversies, and classroom implications for children’s literature and multicultural literature.</td>
<td>☐ Reflective Journal ☐ Discussion ☐ Children’s literature activity ☐ Teaching portfolio ☐ Lit review paper</td>
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</tr>
<tr>
<td>• Understand theories and research on how to use children’s literature and multicultural children’s literature in young children’s classrooms.</td>
<td>☐ Reflective Journal ☐ Discussion ☐ Teaching portfolio ☐ Children’s literature activity ☐ Literature review paper</td>
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**Useful Websites**

The following websites provide useful resources in preparing the course:

• Carter G. Woodson Book Awards  
  For the most distinguished social science books depicting ethnicity in the United States ([http://www.socialstudies.org/awards/woodson/](http://www.socialstudies.org/awards/woodson/))

• Jane Addams Children's Book Award  
  For promotion of peace, social justice, world community, and/or equality of the sexes and all races ([http://www.janeaddamspeace.org/jacba/](http://www.janeaddamspeace.org/jacba/))

• Cooperative Children’s Book Center (CCBC)  

• Children’s Literature Research Collections, Kerlan Collection, University of Minnesota ([https://www.lib.umn.edu/clrc](https://www.lib.umn.edu/clrc))
Technical Assistance

If you have technical problems with the course, please contact the UTEP Helpdesk: M-F: 7am-8pm, Sat: 9am-1pm, Sundays 11-4 pm.

- On campus phone: 915.747.5257
- Off campus phone: 915.747.4357

If you are on campus, you may also visit the ATLAS lab located within the Undergraduate Learning Center (UGLC building) or the Technology Support Center in Room 300, Library.

UTEP POLICY AND RESOURCES

**UTEP Learning Resources**

UTEP provides a variety of student services and support including the resources below.

- UTEP Library – You can access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- RefWorks – Bibliographic citation tool. Check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide at [http://libguides.utep.edu/RefWorks](http://libguides.utep.edu/RefWorks) (You can also check your citation at [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)).
- University Writing Center (UWC) – You can submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources at [http://writingcenter.tamu.edu/](http://writingcenter.tamu.edu/).

**Academic Honesty**

Materials submitted to fulfill academic requirements must represent a student’s own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. For instance, cheating is not acceptable. Plagiarism is using information or original wording in a paper without giving credit to the source of that information or wording; it is also not acceptable. Do not submit work under your name that you did not do yourself. You may not submit work for this class that you did for another class. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. This also includes the use of electronic devices during classroom testing. Further information can be found at [http://admin.utep.edu/Default.aspx?PageContentID=2084&tabid=30292](http://admin.utep.edu/Default.aspx?PageContentID=2084&tabid=30292).

**Student Conduct and Discipline**

All students are expected and required to obey the law and to comply with Regent, Rules, and Regulations ([http://www.utsystem.edu/bor/rules](http://www.utsystem.edu/bor/rules)) with system and University rules, with directives issued by an administrative official in the course of his or her authorized duties and to observe the standards of conduct appropriate for the university.
Student with Disabilities

If you have or believe you have a disability, you may wish to identify yourself. You can do this by providing documentation to the Office of Disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the DSSO yearly. Failure to do this will place students on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor or the director of Disabled Student Services. If you feel that you may have a disability requiring accommodations and/or modifications, contact DSSO at 915-747-5148.

Equal Opportunity

All students, regardless of gender, age, class, race, religion, physical disability, sexual orientation, etc., shall have equal opportunity without harassment in this course. Any problems with or questions about harassment can be discussed confidentially with the instructor.

CLASS POLICIES

Class Participation

Students are expected to participate in all online activities as listed on the course calendar. You are expected to fully participate in the multiple assignments and discussions beyond your initial responses to any questions. Also, you are expected to fully comply with the due times and dates for assignments. Failure to turn in three assignments results in student being dropped.

Assignment Format

All assignments must be submitted electronically unless specified. It is highly recommended you save all your work electronically and possibly a hardcopy for your records before turning it in. All written work must be original and demonstrate appropriate communication skills. They must meet scholarly and formatting standards as provided in the Publication Manual of the American Psychological Association (APA), where specified for the assignment. All written assignments must be written in proper form, and reflect graduate level use of grammar, spelling, and organization of material. Points may be deducted for inappropriate form.

Late Work

Please ensure that you carefully read all instructions for each assignment, particularly the due dates and times. Because this is a fast-paced online course, late assignments will NOT be accepted. Only assignments submitted complete and on time will be considered for full credit. Special permission must be requested from instructor at least four days before the due date. It is important for students to stay on track and submit assignments on time. If you anticipate your assignment will be late due to unusual circumstances, please contact the instructor and explain your situation prior to the due date of the assignment. You may be asked to provide supportive documents, such as doctor’s notes. Without prior notice, late assignments will not receive any credit.
**Build Rapport**

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution. You are encouraged to take advantage of instructor’s online office hours for help with coursework or anything else connected with the course and your progress.

**Online Discussion Etiquette**

- Always consider audience. Remember that members of the class and the instructor will be reading all postings.
- Respect and courtesy must be provided to classmates and to instructor at all times. No harassment, flaming, or inappropriate postings will be tolerated.
- Do not use inappropriate language, all capital letters, or language short cuts. Online entries should be written in Standard English with edited spelling, grammar, and punctuation.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a f2f situation.
- Be sure to read everyone's responses before posting. Avoid repetition of what someone else has already said. Add something new to the discussion!
- No credit will be received for yes/no answers. Posts should justify positions and provide specific examples. Students must demonstrate that they have read the assignment and their classmates' comments carefully and thoughtfully.
- Pay close attention to the posted deadlines.

**Extra-credit**

No extra-credit work will be given to an individual for make-up purposes.

**EVALUATION & GRADING**

Evaluation will be based on students demonstrating an understanding of course content through a variety of ways including discussions, activities, written assignments and etc.

**Weekly Assignment**

- **Discussion (22 pts x 5 sessions = 110 points, 11%)**

There will be discussion questions about the chapter/articles for you to think about and share your thoughts. Organize your thoughts and post your discussion opinion. You should respond to ALL questions: the total length of your responses should be at least **400 words** (approximately 100 words for each question). Your responses to Weekly Discussion Questions are due by **11 pm every Tuesday**. It is important to keep your answers/comments relevant to the topic of the discussion; when posting to a discussion board, you should read prior messages to get a sense of the flow and language of the discussion before posting your own message.
• **Reflective Journal (40 pts x 5 sessions = 200 points, 20%)**
  - Reflective Journal acts as the ‘bridge’ or ‘link’ between academic concepts and real world experiences. Each week, students will read assigned chapters/articles about the topic for that week, and compose a Reflective Journal based on the week’s readings. The goal of this assignment is to organize your thoughts through writing. Writing should be at least **600 words** total (you will include the word count). Reflective Journal should be submitted by **11pm every Wednesday**.

• **CL Activity (40 pts x 5 sessions =200 points, 20%)**
  - The goal of this assignment is to review a variety of children’s books, and provide students with a chance to share “quality” children’s books with their peers. You will explore a variety of children’s literature for young learners. Each week, you will select **two children’s books** that deals with the topic of each week, read them, and create Annotated Bibliography. The total length of your annotated bibliography is at least **700 words**. The template will be provided by the instructor. Annotated Bibliography should be submitted by **11pm every Friday**.

• **Feedback to Peers’ postings (90 points, 9 %)**
  - You will choose to reply to any three of your classmates’ posts. Please write at least **50 words** for each required reply. Additional replies can be shorter. In order to receive full credit, you need to respond to at least three peers’ postings by **11pm, Sunday**.
    - Response to peers’ Discussion Postings: 2 points each x 3 responses x 5 sessions= **total 30 points**
    - Response to peers’ Reflective Journal: 2 points each x 3 responses x 5 sessions= **total 30 points**
    - Response to peers’ CL Activity: 2 points each x 3 responses x 5 sessions= **30 points**
  - Please note that offensive and disrespectful comments during discussions will negatively affect your participation grade.

**Midterm Project: Literature review paper (150 Points, 15%)**

• **Writing a literature review paper**
  The literature review paper will come at the midpoint in the semester. This assignment requires you to choose your topic, and find/read **four journal articles** related to your topic. You can choose any topic as long as it is related to children’s books. Once you identify and locate the articles for your review, skim the articles to get an overview of each one, and summarize and synthesize their arguments. The total length of the paper will be between **1000-1200 words**.

**Final Project**

• **Teaching Portfolio (250 Points total, 25%)**
  The goal of this project is to help you better understand how to incorporate children’s literature in a classroom setting, and to document your own experiences related to using children’s literature. Your portfolio will be divided by the following 3 sections:
- **Introduction (50 points)**
  You will include (1) a cover, (2) table of content, and (3) introduction page (e.g. description of your students and teaching context. You will also need to include the picture your students. This should be at least **300 words**).

- **7 Lesson plans (20 pts x 7 lesson plans=150 points)**
  Your project should include a practical application of children’s literature that could be used in a classroom setting. During the semester, you will create **7 Lesson Plans**, and practice them with your students. Each lesson plan should be at least **450 words**. In your lesson plans, you should include a description of the activity/teaching procedure, and your experiences from the activity. The template of Lesson Plan will be provided each week by the instructor.

- **Reflection (50 points)**
  At the end of the Portfolio, you will include a reflective paper about your overall experience related to this project (**400 words**).

### SCORE DISTRIBUTION

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
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<tbody>
<tr>
<td>Responses to peer postings</td>
<td>90</td>
</tr>
<tr>
<td>Discussion</td>
<td>100</td>
</tr>
<tr>
<td>Reflective Journal</td>
<td>200</td>
</tr>
<tr>
<td>Children’s Literature Activity</td>
<td>200</td>
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<tr>
<td>Mid-term Lit Review Paper</td>
<td>150</td>
</tr>
<tr>
<td>Final Project: Teaching Portfolio</td>
<td>250</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
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### GRADING SYSTEM

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0 (GPA)</td>
<td>900-1000</td>
</tr>
<tr>
<td>B</td>
<td>3.33-2.67</td>
<td>890-800</td>
</tr>
<tr>
<td>C</td>
<td>2.33-2.00</td>
<td>790-690</td>
</tr>
<tr>
<td>D</td>
<td>Retake of course</td>
<td>680-below</td>
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<tr>
<td>Week</td>
<td>Reading</td>
<td>Assign</td>
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<td><strong>Session #1</strong>&lt;br&gt;(1/16-1/21)</td>
<td><strong>Topic: Teaching children’s literature</strong>&lt;br&gt;• Barone (Chapter 1), Engaging teachers and their use of children’s literature&lt;br&gt;• Article #1, Teaching children’s literature</td>
<td><strong>Discussion #1</strong>&lt;br&gt;<strong>Reflective journal #1</strong>&lt;br&gt;<strong>CL Activity #1:</strong> Two children’s books published between 2000 to 2017.&lt;br&gt;<strong>Responses to peer posting</strong></td>
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<td><strong>Session #2</strong>&lt;br&gt;(1/22-1/28)</td>
<td><strong>Topic: Reader response perspectives</strong>&lt;br&gt;• Barone (Chapter 2), Reading aloud, Independent reading, response in the classroom&lt;br&gt;• Article #2, Theory in practice&lt;br&gt;• Article #3, Young children’s resistance to stories</td>
<td><strong>Discussion #2</strong>&lt;br&gt;<strong>Reflective journal #2</strong>&lt;br&gt;<strong>CL Activity #2:</strong> Your two, favorite children’s books growing up.&lt;br&gt;<strong>Responses to peer posting</strong></td>
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<td><strong>Session #3</strong>&lt;br&gt;(1/29-2/4)</td>
<td><strong>Topic: Exploring different genres of children’s literature</strong>&lt;br&gt;• Barone (Chapter 3), Exploring narrative genre&lt;br&gt;• Barone (Chapter 4), Exploring nonfiction/informational genres&lt;br&gt;• Article #4, Postmodernism in picture books</td>
<td><strong>Discussion #3</strong>&lt;br&gt;<strong>Reflective journal #3</strong>&lt;br&gt;<strong>CL Activity #3:</strong> Two different genres of children’s books (e.g. Narrative or nonfiction/informational genres)&lt;br&gt;<strong>Responses to peer posting</strong></td>
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<td><strong>Midterm</strong>&lt;br&gt;(2/5-2/11)</td>
<td><strong>Midterm Project</strong></td>
<td><strong>Lit review paper</strong></td>
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<td><strong>Session #4</strong>&lt;br&gt;(2/12-2/18)</td>
<td><strong>Topic: Multicultural Children’s Literature</strong>&lt;br&gt;• Cai (Chapter 1), Definitions and classification of multicultural literature&lt;br&gt;• Cai (Chapter 6) Cultural Correctness&lt;br&gt;• Article #5, Multicultural children’s literature</td>
<td><strong>Discussion #4</strong>&lt;br&gt;<strong>Reflective journal #4</strong>&lt;br&gt;<strong>CL Activity #4:</strong> Two multicultural children’s literature that deal with racial/ethnic/cultural diversities.&lt;br&gt;<strong>Responses to peer posting</strong></td>
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<td><strong>Session #5</strong>&lt;br&gt;(2/19-2/25)</td>
<td><strong>Topic: Stereotyping and politics of representation</strong>&lt;br&gt;• Cai (Chapter 5), Stereotyping and politics of representation&lt;br&gt;• Article #6, Pink is a girl’s color!&lt;br&gt;• Article #7, Teaching religious diversity</td>
<td><strong>Discussion #5</strong>&lt;br&gt;<strong>Reflective journal #5</strong>&lt;br&gt;<strong>CL Activity #5:</strong> Two multicultural children’s books that deal with gender/religious/physical diversities&lt;br&gt;<strong>Responses to peer postings</strong></td>
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<td><strong>Final</strong>&lt;br&gt;(2/26-3/4)</td>
<td><strong>Final Project</strong></td>
<td><strong>Final Project:</strong> Teaching Portfolio</td>
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