

## EDUC 330: Literature for the Elementary and Adolescent Child / ENGL 330: Special Topics in Literature - Syllabus

Literature or the Elementary & Adolescent Child (EDUC 330)/ Special Topics  
in Literature (ENG 330) , Spring 2024

---

**Instructor** Dr. Amanda Quesenberry

**E-mail** [aquesen@ilstu.edu](mailto:aquesen@ilstu.edu)

**Course** M/W 5:00-6:15 pm

**Meeting Days  
and Time**

**Office Hours** By appointment

---

### Catalog Description:

#### EDUC-330 Lit for Elem and Adol Child (3 Credits)

Literature, stories, essays, issues, and language materials for kindergarten through young adult reviewed. Prerequisite: EDUC-320. Spring.

#### ENGL-330 Special Topics in Literature (3 Credits)

Focuses on particular writers or a particular literary movement, subject or period. Past topics have included Fitzgerald and Hemingway, Modern Irish Literature, and JRR Tolkien. Repeatable up to three times with different subject. Prerequisite: Complete one ENGL course or permission of instructor.

### Credit Hour Policy Statement:

This class meets the federal credit hour policy through a combination of lecture + laboratory (or lecture + practicum) for a total of 45-75 hours of supervised learning activities for each credit.

### Course Learning Objectives:

- Read, discuss, compare, and evaluate various forms of children's literature.
- Explore the role of author and illustrator in conveying meaning in a text.
- Identify the genres of children's literature and examples for each.
- Examine the history and characteristics of various genres of children's literature.
- Discuss the essential and roles of history of children's literature with the important foundations of culturally diverse literature.
- Explore the social, political, and literary issues raised by many contemporary works of children's literature.

### Methods of Instruction:

#### Class experiences are based on the following beliefs about learning:

- Learning is reflective and active. As such, we will actively explore our thoughts and reflections related to course materials through dialogue and discovery.
- Learning occurs as we make connections to our own experiences and as we explore tensions with our current beliefs. Thus, in this class we will consider connections among course materials and our own lives – past, present, and future. As tensions arise with our past and/or current values, we will reflect on our experiences and construct new ways of thinking, perceptions, and beliefs.
- Learning occurs when we feel ownership of our learning. Providing choices in what we learn and how we connect course materials to our daily lives increases retention of information and application in daily life.
- Learning occurs in spaces with multiple dimensions of knowing. In an effort to expand our world view, we will allow space for individuals to explore and consider ways of learning/understanding/knowing that may be different from our own.

- Learning is a process of inquiry. As lifelong learners, each of us should search out the questions that matter in our lives and to develop strategies for exploring those questions and sharing our understandings with others.

#### Textbooks and Required Reading:

- Schneider, Jenifer, Jasinski. (2016). The inside, outside, and upside down of children’s literature: From poets to pop-ups and princesses to porridge. Digital Commons: University of South Florida. **\*\*NOTE\*\* This text is available for free/open access at this website: [https://digitalcommons.usf.edu/childrens\\_lit\\_textbook/](https://digitalcommons.usf.edu/childrens_lit_textbook/)**
- Other required readings will be provided electronically by the instructor.

#### Course Schedule:

	Day 1 Topics/Readings	Day 2 Topics/Readings	Assignments All assignments Due Sunday at 10 pm
<b>Week 1</b> January 15-21	<b>Topic:</b> Introductions and course overview <b>Readings:</b> Syllabus, course materials <i>*Discuss Reading Reflections- Journaling</i>	<b>Topic:</b> What is Children’s Literature? Readings: <u>Chapter 01: Why Are You Reading Kids' Books?</u> <u>Chapter 02: What is Children's Literature?</u> <i>*Discuss Literacy Reflective Narrative Assignment</i>	<ul style="list-style-type: none"> <li>• <b>Literacy Reflective Narrative</b></li> <li>• <b>Reading Reflections</b></li> </ul>
<b>Week 2</b> January 22-28	<b>Topic:</b> Finding books <b>Reading:</b> <u>Chapter 03: Got Books?</u> <i>*Discuss Library/Bookstore Scavenger Hunt Assignment.</i>	<b>Topic:</b> Finding books <b>Reading:</b> Review this <a href="#">list</a> of places to find children’s/ adolescent literature. How would you go about finding/organizing these lists to make them useable?	<ul style="list-style-type: none"> <li>• <b>Reading Reflections</b></li> </ul>
<b>Week 3</b> January 29- February 4	<b>Topic:</b> Important Books- Who Decides What Is/Is Not Important? <b>Readings:</b> <u>Chapter 04: Important Books</u>	<b>Topic:</b> Important Books- Who Decides What Is/Is Not Important? <b>Readings:</b> <u>Chapter 04: Important Books</u>	<ul style="list-style-type: none"> <li>• <b>Reading Reflections</b></li> <li>• <b>Library/Bookstore Scavenger Hunt</b></li> </ul>
<b>Week 4</b> February 5-11	<b>Topic:</b> Dialogic Reading <b>Readings:</b> <ul style="list-style-type: none"> <li>• <a href="#">Dialogic Reading: An Effective Way to Read Aloud with Young Children</a></li> <li>• <a href="#">Dialogic Reading: Having a Conversation about Books</a></li> </ul>	<b>Topic:</b> Dialogic Reading <b>Readings:</b> Find a children’s book- in print or online to <b>share in class using strategies you learned about dialogic reading.</b>	<ul style="list-style-type: none"> <li>• <b>Reading Reflections</b></li> </ul>
<b>Week 5</b> February 12- 18	<b>Topic:</b> <b>Question #1-</b> What is the author’s and/or illustrator’s purpose? <b>Reading:</b> <u>Chapter 05: The Right Book for the Right Reader at the Right Time, pages 98-113</u>	<b>Topic:</b> Genres <b>Readings:</b> <u>Chapter 05: The Right Book for the Right Reader at the Right Time, pages 113-125</u> <i>*Discuss Genre Assignment</i>	<ul style="list-style-type: none"> <li>• <b>Reading Reflections</b></li> </ul>
<b>Week 6</b> February 19- 25	<b>Topic:</b> <b>Question #2-</b> How do we select and apply the appropriate criteria to evaluate books? <b>Question #4:</b> How do we judge the overall product to know what works? <b>Readings:</b> <u>Chapter 05: The Right Book for the Right Reader at the Right Time, pages 125-130</u>	<b>Topic:</b> <b>Question #4:</b> How do we judge the overall product to know what works? <b>Readings:</b> <u>Chapter 05: The Right Book for the Right Reader at the Right Time, pages 150-158</u>	<ul style="list-style-type: none"> <li>• <b>Reading Reflections</b></li> </ul>
<b>Week 7</b> February 26- March 3	<b>Topic:</b> <b>Question #3-</b> How do we match books to readers? <b>Readings:</b> <u>Chapter 05: The Right Book for the Right Reader at the Right Time, pages 130-150</u>	<b>Topic:</b> <b>Question #3-</b> How do we match books to readers? <b>Readings:</b> <u>Chapter 05: The Right Book for the Right Reader at the Right Time, pages 130-150</u>	<ul style="list-style-type: none"> <li>• <b>Reading Reflections</b></li> </ul>

		<ul style="list-style-type: none"> <li>• <a href="#">Introducing Students to Books They'll Love</a></li> <li>• Thinking Outside the Book box</li> </ul>	
<b>Week 8</b> <b>March 4-10</b>	<b>Midterm Break</b>		
<b>Week 9</b> <b>March 11-17</b>	<b>Genre Presentations</b>	<b>Genre Presentations</b>	• <b>Reading Reflections</b>
<b>Week 10</b> <b>March 18-24</b>	<b>Topic:</b> Reading Aloud, Choral Reading, & Performance <b>Readings:</b> <a href="#">Chapter 10: Waxing Poetic with Deliberate Description and Aesthetic Argument</a> , pages 267-300	<b>Topic:</b> Reading Aloud, Choral Reading, & Performance <b>Readings:</b> <a href="#">Chapter 10: Waxing Poetic with Deliberate Description and Aesthetic Argument</a> , pages 267-300	• <b>Reading Reflections</b>
<b>Week 11</b> <b>March 25-31</b>	<b>Topic:</b> The Roots of Story and Narration <b>Readings:</b> <a href="#">Chapter 09: Gore &amp; Grimm, Princesses &amp; Porridge</a> , pages 252-266  <a href="#">*Discuss Iconic British Literature Assignment</a>	<b>Topic:</b> Portraying People, Arguing Positions, and Presenting Disciplinary Content <b>Readings:</b> <a href="#">Chapter 11: Past Presidents and Evading Inventors: Not Your Grandmother's Information Books</a> , pages 301-323	• <b>Reading Reflections</b>
<b>Week 12</b> <b>April 1-7</b>	<b>Topic:</b> Children's Literature and the Intervening Effects of School and Politics <b>Readings:</b> <a href="#">Chapter 06: The Reading Wars</a> , pages 159-198 <a href="#">*Discuss Social &amp; Political Implications in Children's Literature</a>	<b>Topic:</b> Children's Literature and the Intervening Effects of School and Politics <b>Readings:</b> <a href="#">Chapter 06: The Reading Wars</a> , pages 159-198:	• <b>Reading Reflections</b>
<b>Week 13</b> <b>April 8-14</b>	<b>Topic:</b> Banned Books <b>Readings:</b> <a href="#">Chapter 12: Banned and Burned: Why Worry? It's Just Kiddie Lit</a> , pages 324-346	<b>Topic:</b> Banned Books <b>Readings:</b> <a href="#">Chapter 12: Banned and Burned: Why Worry? It's Just Kiddie Lit</a> , pages 324-346:	• <b>Reading Reflections</b>
<b>Week 14</b> <b>April 15-21</b>	<b>Topic:</b> Open/TBA <b>Readings:</b> TBA	<b>Topic:</b> Open/TBA <b>Readings:</b> TBA	<ul style="list-style-type: none"> <li>• <b>Reading Reflections</b></li> <li>• <b>Social &amp; Political Implications in Children's Literature</b></li> </ul>
<b>Week 15</b> <b>April 22-28</b>	<b>Topic:</b> <a href="#">Iconic British Literature Presentations</a> <b>Readings:</b> TBA	<b>Topic:</b> <a href="#">Iconic British Literature Presentations</a> <b>Readings:</b> TBA	• <b>Reading Reflections</b>

**\*This is a tentative schedule and is subject to change. When changes are made, you will be notified by the course instructor.**

**Assignments:**

- 1) **Reading Reflections (15 weeks x 5 points each- Total: 75 points):** Throughout the semester you will maintain a reflective journal related to the readings for the course and your evolving thoughts related to literature for children and adolescents.
- 2) **Literacy Reflective Narrative (25 points):** (1-2 pages): Reflect and write a 2-3 page (double-spaced) narrative about:
  - a. What role did books and reading play in your childhood years?
  - b. What are your earliest memories of stories and / or storytelling?
  - c. How did you learn to read? What are your first memories of reading?
  - d. What were your favorite books and / or stories when you were younger?
  - e. What is a book you always wanted to read but never did? Why that book?
  - f. How did your reading / listening / viewing /playing preferences change over the course of your childhood?
  - g. Why does children's literature matter to you?
- 3) **Library/Bookstore Scavenger Hunt:** Go to both a library (school or community) **and** to a bookstore. Find the following:
  - 1) One book of poetry for children
  - 2) One award winning book (e.g., Newbery, Caldecott, etc.)
  - 3) One biography written for children
  - 4) One chapter book series for beginning readers

- 5) One graphic novel
- 6) One book addressing sensitive issues for pre-teens

Write a 2-3 page paper discussing your experience and comparing/contrasting- a) how books were organized in the library vs. the bookstore; b) the ease with which you were able to find each book/series you were looking for; c) how you felt in each place, etc.

- 4) **Interactive Read Aloud/Dialogic Reading (10 points):** Select a picture book to read to the class using at least three dialogic reading strategies.
- 5) **Genre Presentations (50 points):** Examine two genres (e.g., Folk Tales, Tall Tales, Fairy Tales, Mythology, Fables, Poetry, Biography, Autobiography, Nonfiction, Fiction, Science Fiction, Historical Fiction, Realistic Fiction, Mystery, Fantasy, etc.) of children’s literature in depth. Create a 15-20 minute presentation to share with the class including the following:
  - a) History of genre- what is known about the earliest known examples of this genre? How has it changed over time?
  - b) Importance of each genre to children’s literature.
  - c) Similarities/Differences between the two genres.
  - d) What do you like/dislike about each genre? Why?
  - e) At least one classic (older/traditional) and at least one contemporary example of each genre.
- 6) **Social & Political Implications in Children’s Literature Assignment (50 points):** Select one current issue (e.g., gender, race, religion, language, gender, sex/sexuality, violence, etc.) and write a 3-5 page paper (double-spaced) discussing the social and political influences on children’s literature related to this topic. Include why this issue is being discussed/banned, implications for banning books/social and political involvement in children’s literature, examples of banned books related to this topic, and your reflections.
- 7) **Iconic British Literature Presentations (25 points):** Select an author, topic, or book/series that you feel represents the British people/culture. Create a 15-20 minute interactive presentation to share with the class related to your topic.

**Grading Criteria:**

Course Grading Scale		
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%		D = 60% - 64%
F = 59% and below		

**Withdrawal and Attendance policies:**

Harlaxton College expects regular class attendance by all students. Students are considered sufficiently mature to appreciate the necessity of regular and punctual attendance, to accept this personal responsibility and to accept the consequences of failure to attend. When absences occur due to emergency or medical reasons, students are expected to notify their instructors of the absence prior to class or to seek the assistance of the College nurse or a member of the Student Experience Team for help in notifying instructors.

Instructors have the authority to grant excused absences for medical, psychological, or personal reasons upon review of appropriate documentation and professional recommendation supporting such a request. In the event of long-term illness, reasonable accommodations will be made to allow a student to complete a course. In these cases, the Dean will need to approve the long-term nature of the accommodation.

The Dean of Harlaxton College has the authority to grant excused absences for medical, psychological, or personal reasons.

Each instructor is expected to maintain an attendance policy in keeping with the nature of the Harlaxton program and may consider it in evaluating performance in their courses.

**Policy Governing Unexcused Absences:**

Harlaxton College operates an attendance policy that is binding on all faculty and students. The number of unexcused absences that are allowed before incurring a penalty is related to the number of times a class meets each week. For courses which meet three times a week, students are allowed a maximum of three unexcused absences during the semester without attracting penalty points. For courses meeting twice a week two such absences are permitted, and for courses meeting once a week a single absence is allowed. Additional unexcused absences will attract a grade penalty (e.g., a third-letter grade (A- to B+).

### **Policy Governing Excused Absences.**

- Excused absences are not given to facilitate student travel independent of College-sponsored travel.
- Students may be permitted to miss class because of participation in academic field trips.
- Instructors must co-ordinate and confirm academic fieldtrips with the Dean, prior to the commencement of the Semester to ensure their inclusion in the Semester timetable.
- Where authorization for an academic fieldtrip is requested after the commencement of the semester, the request must be submitted to the Dean.

The following information is required:

- Purpose and brief description of the official Harlaxton event or academic fieldtrip.
- Dates, location, and times (as applicable).
- Alphabetical list of students involved [Last Name/First Name] along with their student identification number.

If approval is granted:

- Instructors affected will be notified at least one week prior to the class period during which absence is anticipated, or as soon as possible.
- Missed class time due to student participation is to be considered an excused absence.
- The grade of a student may not be lowered in any class due to excused absences.
- It is the student's responsibility - to take the initiative by consulting with their instructors before the absence occurs, and - to do what is required by the instructor to make up all missed assignments and/or examinations.
- Instructors are required to assist students in these occasional situations of excused absences.

### **Honor Code:**

All students at the University of Evansville agree to the University honor code: *I will neither give nor receive unauthorized aid, nor will I tolerate an environment that condones the use of unauthorized aid.*

### **Disability Policy:**

It is the policy and practice of the University of Evansville to make reasonable accommodations for students with properly documented disabilities. Students should contact Disability Services within the Office of Counseling Services by calling 812-488-2663 to seek services or accommodations for disabilities. Written notification to faculty from Disability Services is required for academic accommodations.

The University of Evansville Disability Services office will share the request for academic accommodations with the Academic Support team at Harlaxton College. Staff members at Harlaxton will meet individually with students to discuss needs and provide additional information related to examinations or other assessments.

Students from partner institutions should provide the appropriate letter of accommodation from their institution to the Academic Support team at Harlaxton College.

### **Non-Discrimination Statement**

The University of Evansville expects all members of its community to treat each other with respect and civility. Harassing behaviors directed towards any member of our community will not be tolerated. As part of its commitment to non-discrimination, the University specifically prohibits harassment based on any other characteristics set forth in its nondiscrimination statement as follows: including race, color, gender, gender identity and expression, sexual orientation, creed or religion, national origin, age, disability, veteran status and all federally protected groups/classes. Any form of harassment undermines the mission of the University and negatively impacts the University community as a whole.

### **Prohibited Conduct and Confidentiality**

The University of Evansville is committed to fostering an atmosphere free from harassment and discrimination. This commitment includes identifying problems that may lead to sexual harassment and misconduct, as well as other forms of harassment and discrimination, by creating an atmosphere in which the entire University community is sensitive to preventing prohibited conduct. Additionally, the University is committed to providing support and resources to individuals who have experienced prohibited conduct. This commitment includes effectively responding when a student, visitor, guest or program participant is the victim of prohibited conduct.

All campus employees, students, and guests are required to abide by the Title IX and Other Sexual Harassment and Misconduct Policy, the Harassment and Discrimination Policy, and the Consensual Sexual or Romantic Relationships Between Employees and Students Policy. Violation of these policies could result in disciplinary action, up to and including expulsion for students and termination for employees.

Faculty members at the University of Evansville are considered “Responsible Employees” under the applicable federal guidelines and the University’s policies. This means that I am unable to offer you confidentiality if you report any incidence of prohibited conduct to me as defined by Title IX statute. If I am made aware of a violation, I am required to report any known information to the Office of Institutional Equity.

You may choose to report the violation yourself the following ways:

Email: · Annie Sills, Assistant Director of Institutional Equity and Title IX Coordinator:

[cs175@evansville.edu](mailto:cs175@evansville.edu) · Keith Gehlhausen, Executive Director of HR and Institutional Equity:

[kg77@evansville.edu](mailto:kg77@evansville.edu) ·

Title IX:

[titleix@evansville.edu](mailto:titleix@evansville.edu)

Phone: 812-288-5261

Online: <https://www.evansville.edu/safety/report.cfm>

You may also choose to speak with a Confidential Resource. Confidential Resources are required to maintain confidentiality and cannot report violations to the Office of Institutional Equity:

#### **University of Evansville**

- Counseling Services: [counselingservices@evansville.edu](mailto:counselingservices@evansville.edu), 812-488-2633
- Health Center Professionals: [healthcenter@evansville.edu](mailto:healthcenter@evansville.edu), 812-488-2033
- University Chaplain: [chaplain@evansville.edu](mailto:chaplain@evansville.edu), 812-488-5262

#### **Harlaxton College**

- College Nurse: Lesley Selby, RGN, +44 01476 403027, [lselby@harlaxton.ac.uk](mailto:lselby@harlaxton.ac.uk)
- Counselling Services: [counselling@harlaxton.ac.uk](mailto:counselling@harlaxton.ac.uk)