

Instructor Information and Availability:

Instructor: Jane Walker

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Office hours: 11-12 on MW, 12-1 on T, and other days/times by appointment

Course Information:

CRN 40359

Class time: TR, 10:00-11:20

Location: North Santiam Hall 210

Course Materials:

- **Text:** Charlotte Huck’s Children’s Literature: A Brief Guide, 3rd edition, Kiefer and Tyson, McGraw/Hill, 2014
- **Two chapter books:**
 1. *Charlotte’s Web* by E.B. White OR *The Wednesday Wars* by Gary Schmidt OR *The Giver* by Lois Lowry.
 2. Your choice (with some restrictions) This book should not extend beyond the reading range and maturity of an average middle school student. In other words, most young adult fiction would not be appropriate. Also choose a book that has been published within the last 20 years. Check with Jane if you are unsure whether your book choice is okay. I have several sets of excellent chapter books that I am willing to loan to students this term.
- **Some sort of binder** (3-ring seems to work best) to hold your capstone project (Annotated Bibliography) at the end of the term.
- **Printing expenses: I require hard copies of all out-of-class assignments** (which requires access to a printer at home or here at school) *I am not accepting emailed assignments this term except in extremely rare instances.*

Text website: www.mhhe.com/kieferbriefle

Course Description:

Welcome to our children’s literature class! Prepare to immerse yourself in the world of children’s books! I have a great passion for children’s literature, and I am excited to share that with you this term. This class is appropriate for any student who has an interest in children’s literature and is fulfilling general education requirements or for students who are or will be working with children. Hopefully you will end the term with a greater appreciation of children’s literature as part of the mainstream of all great literature.

Student Learning Outcomes:

- Identify the key characteristics of varied genres in children’s literature.
- Select, analyze, interpret, and evaluate children’s literature.
- Apply evaluation guidelines to children’s literature (from the textbook and from handouts)
- Analyze how visual elements in children’s books enhance, tell, and/or impact the story.
- Articulate how children’s literature reflects the human condition.

“Reading makes immigrants of us all—it takes us away from home, but most importantly, it finds homes for us everywhere.” —Hazel Rochman

Please note: Succeeding in this class requires that you have college-level writing and reading skills (write at the WR121 level). If you have not yet taken WR121 (or aren’t taking it this term), please see me before you leave the first class.

Required reading:

- About one picture book per week (varied genres) (You will probably read many more than that.)
- Two chapter books (*Charlotte's Web* OR *The Giver* OR *The Wednesday Wars* in Weeks 1-5 and a second one in Weeks 6-10)
- Chapters 1-10 in your textbook

Course Assignments:

Daily check sheet (100 pts)

Every class period you will fill out your daily check sheet, responding to a question of the day. Sometimes these questions will be over the required reading and sometimes they will relate to lecture material from that particular day. Sometimes you will fill out the daily sheet at the beginning of class and sometimes during or at the end. The percentage of daily check sheets you fill out adequately by the end of the term is the number of points you will earn out of 100. **Feel free to bring notes with you each day.**

Weekly Writes (400 pts): (6 @ 50 pts each and 1 @ 100 pts)

Every week you will get a weekly handout with the writing prompts for that week. These weekly writes are designed to help you reflect on and apply what you are learning during the term. While I expect to see thoughtful, analytical writing that integrates the textbook material, these weekly writes are still informal writings. Many weekly writes can be converted into entries for your annotated bibliography project, allowing you to work on your bibliography throughout the term. **You are allowed two "free" late weekly writes, and those must be handed in within one week of the original due date. Beyond that, all other late weekly writes earn only half credit.** You may rewrite ONE weekly write for a better grade during the term.

Midterm (150 pts):

This is a take-home midterm that includes three sections. The first section is literary analysis chart in which you will identify the major literary elements in your first chapter book (*Charlotte's Web*, *The Wednesday Wars*, or *The Giver*). The next two smaller sections focus on interpretation and evaluation of your chosen book.

Capstone Project: Annotated Bibliography (320 pts)

You will prepare an annotated bibliography of children's picture books that covers the following six genres: traditional literature, modern fantasy, poetry, contemporary realistic fiction, historical fiction, and biography. You will also include a summary/analysis/response of one chapter book (the chapter book you choose to read for Weeks 6-10). I will hand out a detailed assignment guide for this project during Week 2. Make the commitment to start early on this project so you don't have to deal with the stress of completing a major project in a short period of time at the end of the term.

Commitment grade (30 pts) (Behavior and expectations)

You demonstrate your commitment to our class by attending regularly, turning in your work on time, coming to class on time, and so on. The commitment grade also reflects your in-class behavior: being fully engaged in all in-class activities, avoiding conversations with neighbors when someone else has the floor, keeping your cell phone and other electronics turned off and out of sight. This is the last grade to be assigned in the term.

Total points = 1000: A = 900-1000, B = 800-899, C = 700-799, D = 600-699

"No book is really worth reading at the age of ten that is not equally (and often far more) worth reading at the age of fifty . . . the only imaginative works we ought to grow out of are those which it would be better not to have read at all." ----C.S. Lewis, "On Stories," Essays presented to Charles Williams

Campus Resources:

Plan to stretch your understanding with each assignment. I will look for thoughtful content, logical organization, a clear style, and appropriate format. Here are some resources to help you:

- **Jane:** Visit me early and often throughout the term. If you have a question, maybe there are others who do as well. Please feel free to ask questions often!
- **LBCC library:** LBCC has a great and updated collection of children's books in its library.
- **Local libraries:** a rich source for quality children's books (but you may also find lots of poor quality books there too—be discriminating!)
- **Children's literature database** that comes with your text: www.mhhe.com/kieferbriefle
- **Reserve books in the library:** There is at least one textbook on reserve in the library, as well as copies of *Charlotte's Web*, *The Giver*, and *The Wednesday Wars*. These are available for 2 hour or 2-day checkout only.
- **Moodle:** Visit our Moodle site often. I have many resources posted there as well as additional powerpoint slides, etc. with useful information that I may not have time to present in class. You can find the link to Moodle under "Quick Links" on the LBCC homepage or use this link: <http://elearning.linnbenton.edu>

Tips for Success in This Class/Behavior and Expectations:

- **Come to class.** There is a wealth of information I provide in class that you won't find in your textbook. Please plan to attend all class sessions so you don't miss out. Also, coming to class late and/or leaving early is unprofessional and distracting. If you do miss a class, you would be wise to keep in touch via phone or email (the latter is preferred).
- **Do your work on time.** (enough said)
- **Do your own work.** You are held accountable to the Student Code of Conduct, which outlines expectations pertaining to academic honesty (including cheating and plagiarism), classroom conduct, and general conduct.
- **Draw upon what you already know and love.** For your annotated bibliography, our class activities, and your writings, start with your own collection of favorite children's books and your own interests. A caution here: You may discover, upon closer reflection, that a book you loved as a child doesn't quite make the grade as "quality" children's literature (which doesn't negate its value to you). *As we progress through the term, use the analytical skills you are developing to look at old favorites with a critical/analytical eye.*
- This is a reading-intensive and writing-intensive course; you need to demonstrate that you are connecting textbook material and lecture notes into your writings. I will be looking for thoughtful analysis, evaluation, and reflection in your writing this term. In other words, you need to move beyond simply summarizing a book. **Keep in mind the LBCC guidelines of spending 2 hours outside of class for every hour you spend in class.**

College Policies

LBCC Email and Course Communications

You are responsible for all communications sent via Moodle and to your LBCC email account. You are required to use your LBCC provided email account for all email communications at the college. You may access your LBCC student email account through Student Email and your Moodle account through Moodle.

Disability and Access Statement:

You should meet with your instructor during the first week if:

- You have a documented disability and need accommodations,
- Your instructor needs to know medical information about you, or
- You need special arrangements in the event of an emergency.

If you believe you may need accommodation services, please contact the Center for Accessibility Resources, 541-917-4789. If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources Online Services webpage every term in order to receive accommodations.

Statement of Inclusion:

To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all course at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different from their own in safe, positive, and nurturing environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating, and problem solving in an ever-changing community and diverse workforce.

Title IX Reporting Policy:

If you or another student is the victim of any form of sexual misconduct (including dating/domestic violence, stalking, sexual harassment), or any form of gender discrimination, LBCC can assist you. You can report a violation of our sexual misconduct policy directly to our Title IX Coordinator. You may also report the issue to a faculty member, who is required to notify the Coordinator, or you may make an appointment to speak confidentially to our Advising and Career Center by calling 541-917-4780.

LBCC Comprehensive Statement of Nondiscrimination:

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender, gender identity, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws. For further information, see Board Policy P1015 in our Board Policies and Administrative Rules. Title II, IX & Section 504: Scott Rolen, CC-108; Lynne Cox, T-107B, 541-917-4806, LBCC, Albany, Oregon. To report: linnbenton-advocate.symplicity.com/publicreport.

Tentative calendar for the term (assignments and due dates subject to change with notice)

Note: Homework assignments in the right-hand column must be completed *before* you come to class.

Week One: Entering the conversation about children’s literature and establishing some key terms	
<p>Tuesday, April 2 Welcome to our class/syllabus review/questionnaire How do we define children’s literature? What are its values?</p>	
<p>Thursday, April 4 How do we analyze and evaluate children’s literature? What makes a “good” children’s book?</p>	Hand in Weekly Write #1
Week Two: Reviewing the history of children’s literature and looking at diversity in children’s lit	
<p>Tuesday, April 9 Children’s literature through the ages Reader response</p>	Read Chapters 1 and 2. Focus primarily on Chapter 1 as this is a key chapter you will need to refer to throughout the term. You can skim through Chapter 2, which will be of special interest to those of you who are parents, who are currently working with children, or who are planning a career working with children.
<p>Thursday, April 11 Diversity in children’s books: looking at some key issues Windows and mirrors</p>	<p>Hand in Weekly Write #2 Have at least the first two chapters of your chapter book read for today.</p> <p>Bring a children’s picture book that reflects diversity in some way or bring the picture book you wrote about for Weekly Write #2</p>
Week Three: Illustration: the marriage of pictures and text	
<p>Tuesday, April 16 How do pictures take a story “beyond its words”?</p>	<p>Read Chapter 3 Have at least the first 4 chapters of your chapter book read for today.</p>
<p>Thursday, April 18 More on illustration</p>	<p>Hand in Weekly Write #3</p> <p>Bring the picture storybook you wrote about for Weekly Write #3 (Not a concept book like alphabet or counting—It should have a story in it.</p>
Week Four: Chapter books: <i>Charlotte’s Web</i>, <i>The Giver</i>, and <i>The Wednesday Wars</i>	
<p>Tuesday, April 23 Review of literary elements and devices</p>	Please bring your chapter book to class today.
<p>Thursday, April 25 Literary circles: The full hour will be devoted to conversations about your chapter books. The notes you take today will be extremely useful when you work on your midterm.</p>	<p>You should have read your ENTIRE chapter book--<i>Charlotte’s Web</i>, <i>The Giver</i>, or <i>The Wednesday Wars</i>--by today. Bring your book to class for in-class discussion and activities.</p> <p>No writing due today</p>

Week Five: Traditional literature: Folktales, myths, fables, epic and legendary heroes, the Bible as literature	
Tuesday, April 30 What is the origin of folk literature? What is the value of traditional tales in children's literature?	Read Chapter 4
Thursday, May 2 Continuing our conversation and analysis of traditional literature	Hand in Weekly Write #4 Bring the traditional literature book you wrote about for Weekly Write #4
Week Six: Modern Fantasy: Animal fantasy, the world of toys and dolls, eccentric characters, extraordinary worlds, magical powers, suspense and the supernatural, time-shift fantasy, imaginary realms, high fantasy, science fiction	
Tuesday, May 7 Exploring the range of fantasy children's books What are key elements of fantasy books?	Read Chapter 5
Thursday, May 9 Five characteristics of children's books: snugness, scariness, smallness, lightness, aliveness A second review of literary devices in children's literature	TAKE-HOME MIDTERM DUE TODAY! Please submit a hard copy of your midterm AND upload it into the appropriate Turnitin link in Moodle. The Turnitin link is for detecting plagiarism. I will be using the hard copies to grade. Bring a picture book in the modern fantasy category (Remember: anything with a talking animal is fantasy.)
Week Seven: Poetry	
Tuesday, May 14 Reviewing the key elements of poetry Begin a small group project	Read Chapter 6 Bring a poetry book today
Thursday, May 16 Finish small group project and present	Hand in Weekly Write #5 (on modern fantasy)
Week Eight: Contemporary Realistic fiction and Historical fiction	
Tuesday, May 21 Contemporary Realistic fiction: How "real" should a children's book be?	Read Chapter 7 Bring a picture book of contemporary realistic fiction.
Thursday, May 23 Finishing CRF and beginning historical fiction if time	Read Chapter 8 Hand in Weekly Write #6 (on poetry)

Week Nine: Biography	
Tuesday, May 28 Historical fiction	Read Chapter 10 Bring a picture book of historical fiction
Thursday, May 30 Biography	Hand in Weekly Write #7 (counts double, so be sure to write two full double-spaced pages) Bring a picturebook biography
Week Ten: Wrapping up the term	
Tuesday, June 4 Fun with nonfiction	Skim through Chapter 9
Thursday, June 6 Sharing our annotated bibliographies Begin book sharing	Annotated Bibliography due
Finals week: Our final exam period is Tuesday, June 11th. All students are required to attend the final exam period. We will finish our book sharing then, and I will hand back your graded Annotated Bibliographies. (Time: 9:30-11:20, Location: NSH-210)	

“It is not enough simply to teach children to read; we have to give them something worth reading. Something that will stretch their imaginations—something that will help them make sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own.” {Katherine Paterson, *The Spying Heart*, pp. 163-164}