

Instructor Information and Availability:

Instructor: Jane Walker

Email: walkerja@linnbenton.edu

Office hours: By appointment or stay after class on Thursday (And I am frequently available before class too).

Course Information:

CRN 40359

Class time: This course is a virtual hybrid. We will meet face to face via Zoom every Thursday from 10:00-11:20. The other half of the course is asynchronous. **Attendance at the Thursday Zoom class is required.**

Course Materials:

- **Textbook:** *Charlotte Huck's Children's Literature: A Brief Guide*, 4th edition, Kiefer and Tyson, McGraw/Hill, 2023. Your text will be automatically uploaded into our Moodle shell (You do not need to order it through the bookstore website). The cost is approximately \$50.00. There are two copies of this edition on reserve in the library. There are also copies on reserve of the 3rd edition, which you can use in a pinch.
- **Two chapter books:**
 1. **Pick one of the four books for your first chapter book (Weeks 1-5) This chapter book will also be the focus of your midterm exam.** *Charlotte's Web* by E.B. White OR *The Wednesday Wars* by Gary Schmidt OR *The Giver* by Lois Lowry OR *Brown Girl Dreaming* by Jacqueline Woodson. Before choosing your chapter book, you might want to get online to read descriptions and/or reviews of each book.
 2. You **have two choices for the second chapter book (Weeks 6-10)**. Either you can just choose one of the books in #1 that you did not read for the first 5 weeks OR you can pick a Newbery Award winner (or honor book) from the last 20 years (Check out the link in Moodle for a list of Newbery winners). If you choose one of the books from #1, you will be able to order it from the bookstore.
 3. **You can buy the books listed in #1 above from the bookstore, from online sources like Amazon, or simply check out your chapter books from a library.** I have put some copies of *Charlotte's Web*, *The Wednesday Wars*, and *The Giver* on reserve in the LBCC library. Our LBCC library also has the audio versions of *Charlotte's Web*, *The Giver*, and *Brown Girl Dreaming*.

TECHNOLOGY: Make sure you have a Zoom account. You will find more detailed information and tutorials on Zoom in our Moodle shell. **Please note:** I am asking you to turn on your video during our Thursday session. Our class involves active learning and a fair amount of interaction with each other. Please use a computer with a camera. LBCC may have computers (with video capability) that you can check out.

Important 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 contact me asap.

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 in a professional setting. 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.
- Analyze how visual elements in children's books enhance, tell, and/or impact the story.
- Articulate how children's literature reflects the human condition.

Required reading:

- Picture books (the number will vary from week to week). **You are ONLY allowed to use picture books from the lists I provide in Moodle, any book listed in our textbook, OR any picture book listed in our LBCC library.**
- Two chapter books: *Charlotte's Web* **OR** *The Giver* **OR** *The Wednesday Wars* **OR** *Brown Girl Dreaming* in Weeks 1-5 and a second one in Weeks 6-10 (See more specific information on that on page 1 of the syllabus under "Course Materials").
- Chapters 1, 2, 3, 5, 6, 7, 8, 10 and 11 in your textbook

Course Assignments:

- **Reflection/response to Thursday class sessions:** 100 (10 @ 10 pts each). You will be given questions to respond to during class. Have a Word file open so you can type your responses as we go along. Some students prefer to work in Google Docs, and that is okay too. Upload your responses into the appropriate link in Moodle by 11:59 Thursday night. If you do not attend class on Thursday, you are not eligible to submit a Thursday Reflection.
- **Chapter Key Points: 80 pts (8 @ 10 points each):** Due on Tuesdays. Completing this assignment on time is key. **Two "free" late key points assignments will be accepted, as long as they are not more than one week late.** After that, you do still earn half credit.
- **Forum Posts: 100 pts** Due on most Tuesdays and a few Wednesdays (See Moodle and calendar in this syllabus for specific instructions and dates.) Refer to the calendar at the end of this syllabus for forum post dates. **No late forum posts are accepted.**
- **Weekly Writes: 350 pts (7 @ 50 pts each)** Due on the Fridays noted in the calendar. Seriously consider doing your weekly writes earlier than that. **Two "free" late weekly writes will be accepted, as long as they are not more than one week late. All other late weekly writes still earn half credit.**
- **Midterm (150 pts)** Due Friday of Week 5 **10% deduction if late**
- **Capstone Project (Annotated Bibliography): 220 pts** Due by 11:30 am on Tuesday of finals week.

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

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:** Email me early and often throughout the term with your questions and concerns. If you have a question, maybe there are others who do as well. Please feel free to ask questions often! Student suggestions have been extremely helpful in the past.
- **Moodle:** I have posted many excellent links in Moodle. Look especially for the assignment link folder near the top of every week in Moodle.
- **YouTube has an amazingly large collection of videos of children's books. Try to find videos that display the entire pages of each book. BUT, see next bullet . . .**
- **Libraries:** Real books are best! Any children's book listed in the LBCC library online catalog is acceptable. You can check out your books from our library or other local libraries.

"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," in Essays presented to Charles Williams

Tips for Success in This Class/Behavior and Expectations:

- **Be diligent about attending the Zoom class every week.**
- **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), and "classroom" conduct in our Thursday sessions. (See official plagiarism statement on p. 5)
- **This is a reading-intensive and writing-intensive course;** you need to demonstrate that you are connecting textbook material and powerpoint material into your writings. I will be looking for close reading, thoughtful analysis, evaluation, and personal reflection in your writing this term. In other words, you need to move beyond simply summarizing a book.
- **As stated above under "Resources" (and worth repeating again), please contact me if you encounter any difficulties at all.** My teaching mantra is "I'm here to help."

"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}*

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.

(Continued on next page)

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.

Basic Needs Statement:

Any student who has difficulty affording food or finding a safe and stable place to live, or who needs assistance with resources for transportation, childcare, etc., is urged to contact the **Roadrunner Resource Center** for support and referral to community resources. Also, please talk with your instructor if you are comfortable doing so. This can help them direct you to the appropriate office and resource.

(The Roadrunner Resource Center can be easily found by searching on the LBCC homepage.)

ACADEMIC INTEGRITY:

Academic integrity is the principle of engaging in scholarly activity with honesty and fairness, and participating ethically in the pursuit of learning. Academic integrity is expected of all learners at LBCC. Behavior that violates academic integrity policies at LBCC includes cheating, plagiarism, unauthorized assistance or supporting others in engaging in academic dishonesty, knowingly furnishing false information, or changing or misusing college documents, among others. LBCC students are responsible for understanding and abiding by the College's academic integrity policy.

Changes to the syllabus

I reserve the right to change the contents of this syllabus due to unforeseen circumstances. You will be given notice of relevant changes in class, through a Moodle announcement, or through LBCC email.

Calendar of topics, assignments, and readings (subject to change/revision with notice). All asynchronous activities are also posted in the assignment box at the top of every Moodle Week.

Date	Topics and readings	Assignments due (Listed in order of due dates)
Week 1	<p>Syllabus review How do we define children’s literature? What are its values?</p> <p>Asynchronous tasks: Review the following powerpoints: Qualities of Children’s Literature What is a Good Book?</p>	<p>Forum due Thursday. Response to another forum due the following Sunday by 11:59 pm.</p> <p>Thursday Reflection due Thursday.</p> <p>Weekly Write #1 due Friday by 11:59 pm.</p>
Week 2	<p>Children’s literature through the ages Reader response Diversity in children’s literature</p> <p>READ: Chapter 1 by Tuesday Skim: Chapter 2</p> <p>Asynchronous tasks: 1.Review powerpoint: An Outline History of Publishing for Children in English 2.Watch Millions of Cats and look over the reader response sheet (see link in Moodle).</p>	<p>5 Key Points for Chapter 1 due on Tuesday by 11:59 pm.</p> <p>Forum 1 due on Tuesday by 11:59 pm. Forum 2 due on Wednesday by 11:59 pm.</p> <p>Thursday Reflection due Thursday</p>
Week 3	<p>Illustration in picture books:</p> <p>How do pictures take a story “beyond its words”? What artistic elements are employed in children’s books? How do illustration and text create a unified whole in quality picture books?</p> <p>READ: Chapter 3 by Tuesday</p> <p>Asynchronous tasks: 1.Watch "Molly Bang's Picture This Principles." (You Tube) 2.Review in depth: “Functions of Illustrations in Picture Books” powerpoint.</p>	<p>5 Key Points for Ch. 3 due on Tuesday by 11:59 pm.</p> <p>Forum 1 due on Tuesday by 11:59 pm Forum 2 due on Wednesday by 11:59 pm.</p> <p>Thursday Reflection due Thursday</p> <p>Weekly Write #2 (Personal Response) due Friday by 11:59 pm (Seriously consider getting this done earlier than Friday.)</p>

<p>Week 4</p>	<p>Focus on your first chapter book:</p> <p>Review of literary elements and devices Group discussion of chapter book</p> <p>READ: Have your first chapter book read by Thursday.</p> <p>Asynchronous tasks: 1.View “How to Recognize a Well-Written Book” powerpoint. 2.Take literary devices prequiz. 3.View “Literary Elements in Works for Children” powerpoint. 3.Read or print out “Literary Elements in Children’s Lit” handout. 4.Read or print out the handout for Thursday’s small group activity.</p>	<p>Forum due on Tuesday by 11:59 pm. Response to another forum post due on Wednesday by 11:59 pm.</p> <p>Thursday Reflection due Thursday</p> <p>Weekly Write #3 (Illustration) due Friday by 11:59 pm.</p>
<p>Week 5</p>	<p>Traditional literature (folktales, fables, epic and legendary heroes, myths and sacred stories):</p> <p>Exploring the origins of folk literature Determining the value of traditional tales in children’s literature</p> <p>READ: Chapter 5 by Tuesday</p> <p>Asynchronous tasks: 1.View “Traditional Literature” powerpoint. 2.View “Folktales and the Hero’s Journey” powerpoint</p>	<p>5 Key Points for Ch. 5 due Tuesday by 11:59 pm.</p> <p>Forum due Tuesday by 11:59 pm.</p> <p>Thursday Reflection due Thursday</p> <p>MIDTERM EXAM DUE ON FRIDAY BY 11:59 pm. Late midterms will lose 10% of total points.</p>
<p>Week 6</p>	<p>Speculative Fiction:</p> <p>Exploring the range of fantasy and science fiction children’s books Determining the key elements of fantasy and science fiction books</p> <p>READ: Chapter 6 by Tuesday</p> <p>Asynchronous tasks: Watch <i>Sylvester and the Magic Pebble</i>. View “Modern Fantasy” powerpoint View “Suspending Disbelief in Modern Fantasy” handout.</p>	<p>5 Key Points for Ch. 6 due Tuesday by 11:59 pm.</p> <p>Forum due Tuesday by 11:59 pm.</p> <p>Thursday Reflection due Thursday</p> <p>Weekly Write #4 (Traditional Literature) due Friday by 11:59 pm.</p>

Week 7	<p>Poetry:</p> <p>Reviewing the key elements of children’s poetry</p> <p>READ: Chapter 11 by Tuesday</p> <p>Asynchronous tasks: 1, Watch poetry video linked in Moodle assignment box. 2. Review “Poetry Notes” handout. 3. Review “Additional Criteria” handout.</p>	<p>5 Key Points for Ch. 11 due Tuesday by 11:59 pm.</p> <p>Forum due Tuesday by 11:59 pm.</p> <p>Thursday Reflection due Thursday</p> <p>Weekly Write #5 (Speculative Fiction) due Friday by 11:59 pm.</p>
Week 8	<p>Contemporary Realistic Fiction:</p> <p>How “real” should a children’s book be? A return to our discussion of diversity</p> <p>READ: Chapter 7 by Tuesday</p> <p>Asynchronous tasks: 1. View “Comparison of Modern Fantasy with Contemporary Fiction” handout. 2. View powerpoint on “Theme.” 3. See assignment box for additional suggestions.</p>	<p>5 Key Points for Ch. 7 due Tuesday by 11:59 pm.</p> <p>Forum due Tuesday by 11:59 pm.</p> <p>Thursday Reflection due Thursday</p> <p>Weekly Write #6 (Poetry) due Friday by 11:59 pm.</p>
Week 9	<p>Historical Fiction:</p> <p>Determining the value of historical fiction Assessing accuracy and authenticity in historical fiction</p> <p>READ: Chapter 8 by Tuesday</p> <p>Asynchronous tasks: 1. Review handout on what makes historical fiction “good.” 2. Review “Questions to pose when reading historical fiction.”</p>	<p>5 Key Points for Ch. 8 due Tuesday by 11:59 pm.</p> <p>Forum due Tuesday by 11:59 pm.</p> <p>Thursday Reflection due Thursday</p>
Week 10	<p>Biography:</p> <p>Considering choice of subject, accuracy and authenticity, style, characterization, and theme in biographies for children</p> <p>READ: Chapter 10 by Tuesday Skim: Chapter 9</p> <p>Asynchronous tasks: Review a powerpoint on biography. Review a handout on biography.</p>	<p>5 Key Points for Ch. 10 due Tuesday by 11:59 pm.</p> <p>Forum due Tuesday by 11:59 pm.</p> <p>Thursday Reflection due Thursday.</p> <p>Weekly Write #7 (CRF, Historical, Biography) due Friday by 11:59 pm.</p>
Finals Week		<p>ANNOTATED BIBLIOGRAPHY DUE BY TUESDAY AT 11:20 AM</p>

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