ASU

ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit **Mary Lou Fulton Teachers College** Department **Teacher Preparation**

Subject **RDG** Number **291** Title Children's Literature Units: 3

Is this a cross-listed course? No
If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course
Course description:

Requested designation: (Choose One)
Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
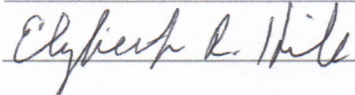- Cultural Diversity in the United States courses (C)

A complete proposal should include:

☒ Signed General Studies Program Course Proposal Cover Form
☒ Criteria Checklist for the area
☒ Course Syllabus
☒ Table of Contents from the textbook and list of required readings/books

Contact information:

Name Hilary Piece Phone 602-543-6345

Mail code 1252 E-mail: Hilary.Pierce@asu.edu

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Elizabeth Hinde Date:

Chair/Director (Signature):

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/ 12/11, 7/12

Arizona State University Criteria Checklist for

HUMANITIES, FINE ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet *either* 1, 2, or 3 *and* at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria **A CENTRAL AND SUBSTANTIAL PORTION** of the course content.			
YES	**NO**		**Identify Documentation Submitted**
☐	☒	1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	
☒	☐	2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	Course Syllabi - Stduent Learning Outcomes #8
☒	☐	3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.	Course Syllabi - Student Learning Outcome #7 and Picture Book Analysis guide , Author Illustrator Study
☒	☐	4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:	
☐	☒	a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	
☐	☒	b. Concerns aesthetic systems and values, literary and visual arts.	
☐	☒	c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.	
☒	☐	d. Deepen awareness of the analysis of literature and the development of literary traditions.	Course Syllabi - Student Learning outcomes #4, 5, & 6
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses devoted **primarily** to developing a skill in the creative or performing arts, including courses that are **primarily** studio classes in the Herberger College of the Arts and in the College of Design.	
		• Courses devoted **primarily** to developing skill in the use of a language – **However, language courses that emphasize cultural study and the study of literature can be allowed.**	
		• Courses which emphasize the acquisition of quantitative or experimental methods.	
		• Courses devoted **primarily** to teaching skills.	

Course Prefix	Number	Title		Designation

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
#2	Literature Study Groups Picture Book Analysis Reading Commentary	Literature Study Group - See assignment description on page 4 of syllabus. Picture Book Analysis Guide - See Assignment description on page 11 Reading Commentary - See assignment description on page 4 of syllabus.
#3	Learning Experiences Author Illustrator Study	Learning Experiences - see assingment description on page 5 of syllabus Author Illustrator Study - see assignment description on page 6 of syllabus.
#4 d	Literature Study Groups Reading Commentary Learning Experiences: Genre Presentation & Picture Book Analysis	Literature Study Group - See assignment description on page 4 of syllabus. Reading Commentary - See assignment description on page 4 of syllabus. Learning Experiences Genre Presentations & Picture Book Analysis- see assingment description on page 5 of syllabus

RDG 291 – Children's Literature
Mary Lou Fulton Teachers College
Arizona State University
Fall 2013 - Course #

Instructor Information:

Dates of Classes: Tuesdays 4:30-7:15
Class Location: West: Sands 202
Instructor: Dr. Frank Serafini
Email: serafini@asu.edu
Work Phone: (602) 543-8198
Office Hours: Tuesdays 3:00 – 4:30 and by appointment
Office Location: FAB S274 – West Campus

Catalog Description

The focus of this class is selecting and using children's literature and related non-print media to support the elementary school curriculum. During our time together, you will become familiar with the elements, genres and applications of children's literature as well as the resources available for elementary classroom teachers. Together we will construct criteria for the selection of trade books for educational and personal use.

Course Format

This class will be conducted in an interactive and varied format whereby class members are required to 1) read, enjoy, ponder, analyze and discuss a wide variety of children's books. The course format will be a combination of lecture, small and whole-group class discussions of assigned readings, student presentations, out of class learning experiences (LEXPs) and reflective writings. This course requires the use of digital and print sources to access course content. Participants should be prepared to 1) discuss the topic and readings for each week, 2) consider the focusing question for each week, and 3) work collaboratively with other class members. Please plan for 5-6 hours of weekly reading and studying outside of our class meeting times.

Required Course Texts, Materials, and Resources:

- *Grand Conversations*. Peterson & Eeds. Scholastic
- Assigned Picturebooks and Novels from libraries or bookstores (See Booklist)
- ASU Blackboard Course Management Website at http://myasucourses.asu.edu (All ASU students have FREE access to this web resource.)
- Goodreads Account – Free at www.goodreads.com

Optional Resources:

- *The Critical Handbook of Children's Literature* (9th ed). Lukens, Smith & Coffel.
- *The Pleasures of Children's Literature (3rd ed).* Nodelman & Reimer.
- *Reading Aloud and Beyond*. Serafini. Heinemann

Student Learning Outcomes
Upon completion of this course, the student should be able to:

1. Identify a wide variety of quality literature for children.
2. Select literature that will develop and support literacy and curriculum in the classroom.
3. Discuss various issues reflected in children's literature and the ways they present themselves in elementary classrooms as literature is used.
4. Explain the importance of reading aloud to children, encouraging child involvement in such a way as to facilitate growth in meaning-making and literary awareness.
5. Demonstrate an understanding of the principles and practices of literature circles and author studies and how to implement such studies in classroom settings.
6. Converse with children about literature in ways that foster dialogue and deeper understanding.
7. Identify and discuss the various structures and elements of children's literature.
8. Generate viable interpretations of literature.
9. Discuss the various roles of children's literature across the curriculum.
10. Identify various genres, authors, illustrators and themes in children's literature.
11. Read aloud with confidence to a group of students and lead a discussion of a piece of literature.
12. Access professional resources in children's literature & literacy education

The primary learning intent of this course is to facilitate your exploration of literature for children in a way that is personally meaningful for you. Within the framework of this course, the quantity and quality of your learning depends on the choices you make during each class period and in your independent reading and learning projects.

Course/Instructor Evaluation
The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: http://www.asu.edu/epoupdate/.

Required Readings: Four (4) Novels for Literature Study Groups
1. Tuck Everlasting – Natalie Babbit
2. The Boy in the Striped Pajamas – John Boyne
3. Starters – Lissa Price
4. The Invention of Hugo Cabret – Brian Selznick

Required Readings: Shared Picturebooks
1. More Than Anything Else – Bradby
2. This is Not My Hat – Jon Klassen
3. Where the Wild Things Are – Sendak
4. Flotsam – David Wiesner
5. My Friend Rabbit – Rohmann
6. The Faithful Elephants – Tsuchiya
7. Voices in the Park – Browne
8. The Flying Books of Mr. Morris Lessmore – Joyce
9. Smoky Night – Bunting
10. Henry's Freedom Box - Levine

Course Assignments

Professionalism & Participation:

Class attendance is mandatory. Attending class on time, participating, and completing all of the course-required readings are expected of each student. Arriving late and leaving early is disruptive to the learning of others. Given the nature of this class, learning by borrowing a colleague's notes will be virtually impossible and ineffective. While participation styles vary, preparation and active participation are essential to the learning process. Full participation will require a careful reading of the text(s) for group discussions, completing the assigned reflections or learning experiences, and participating in the discussions or class activities.

Late and Missing Assignments

All written assignments must be submitted on the due date indicated. If you submit an assignment via email, do not assume I have received it unless you receive a reply. All email messages will be acknowledged with a reply within 24 hours as a general rule. All assignments need to be typed using a 12 point font (Times New Roman or Helvetica) Papers should be spaced appropriately and carefully edited for spelling and grammar.

10 Points will be deducted from final grade for any unexcused absences beyond student's first absence.

Reading Commentaries (40 Points): Due Weekly

Extensive and intensive reading of children's literature is the primary focus of this course. You are to sign up for a Goodreads Account the first night of class. Each week you will write a short comment about each of the (3) self-selected books you have read from the booklists provided. An example of an acceptable review will be provided. In addition, you will comment on two (2) other students' comments. Each week before class comments focusing on the 3 picturebooks need to be posted before

<div align="center">**Tuesday at 5:00 AM.**</div>

Literature Study Groups (4 @ 10 Points = 40 Points)

Teacher candidates will participate in four (4) in class literature study groups. Teacher candidates will need to read the selected books BEFORE the scheduled class. These books may be purchased or checked out from a library. Be prepared to extensively discuss these books during the scheduled class. For each book, follow the response guidelines listed below. Full credit will be given if the book has been read and the response strategy has been completed *before the start of class*.

Lit Study #1 – Tuck Everlasting – Self-Preparation: Just read the novel and be prepared to discuss it using whatever strategies you choose. You are responsible for articulating your ideas in your small group.

Lit Study #2: The Boy in the Striped Pajamas – Post-Its: While reading the assigned novel, use post-its to mark (code) important passages that you want to share with your literature study discussion group. On each post-it, write a word or two that describes why you marked that particular passage. Before class, review all of the post-its and reflect on any patterns that may be revealed.

Lit Study #3: Starters – Goodreads.com Discussion Board – Participate in an on-line discussion on the Goodreads.com website. A group discussion board will be setup for the class. A minimum of 5 entries must be posted before the assigned class (3 original comments and 2 commentaries on someone else's).

Lit Study #4: The Invention of Hugo Cabret – Interview – Website – Reviews: After reading the assigned novel, conduct an extensive analysis of the author, their website and at least two (2) professional reviews of the book. Look for any interviews about the writing of the book if possible. How does this information shed light on the creation or intentions of the story? What insights can be learned from studying the life of the author? How do these resources this add to your discussion and interpretations of the novel?

Learning Experiences – LEXPs (4 @ 15 Pts Each = 60 Pts)

On selected weeks, teacher candidates will participate in a learning experience (LEXP) before coming to class. These experiences are designed to enhance our classroom experiences and provide opportunities to discuss our literate lives and teaching practices. A brief (2 page) reflection or handout will be turned in for each LEXP. Full credit will be given if the LEXP is completed, student attends class and participates in the discussion and turns the reflection in on time.

1. Genre Presentation (Due Weekly): (40 Points)
Teacher candidates will sign up in groups of two or three to gather information on a particular genre and lead a class discussion. In addition, a Multimodal Presentation (powerpoint, prezi etc) will be created to share information. Example will be provided in class. ***The group will be responsible for creating a two-page handout for each class member that contains***:

1. a detailed definition of the genre being presented.
2. a criteria for selecting books to include – why did you choose what you did?
3. a list of 40 books minimum that are examples of the genre, with bibliographical info (author, title, publisher, date).
4. a minimum of 10 authors / illustrators that are well published in that genre – explain why these are selected.
5. Three (3) web-based resources that connect to the genre being presented

Students will be evaluated based on their part in the presentation, the quality of the handouts and the quality of their understanding of the genre, authors and books presented.

2. Shoebox Literacy Autobiography: Find a shoebox or similar sized container and fill it up with items that represent who you are as a literate human being. Select items symbolic of things you like, things you do, things you have done. These literacy autobiographies will be shared in class. Be sure to include ONE favorite children's book. ***A two-page reflection will be turned in describing your experience gathering the items for the shoebox and the class discussions.***

3. Picturebook Analysis: Using the guide provided in the syllabus, students will select an award winning picturebook (any award) and conduct an in-depth analysis of the text, images and design features of the selected picturebook. ***A two-page reflection will be used for class discussion and submitted on the scheduled class night.***

4. Technology Resource Review: Students will select a digital resource, website or software program that focuses on children's literature and analyze the features and resources available. ***Students will create a two-page handout to share with classmates on the scheduled class night.***

Midterm Exam (20 Points)

Students will complete a midterm writing assignment focusing on the professional readings (articles and textbook) that have been assigned during the semester. The exam will be a take home exam that allows students to demonstrate what they have learned from their readings.

Author / Illustrator Study (40 Points)

This will be an in-depth study of a prominent children's literature author or illustrator. You will need to read as many picturebooks or novels as possible (at least 10 picturebooks) or 3 novels by your author-illustrator. Examples will be provided in class. *A 2-3 page handout will be made for each member of the class*.

Author Study MUST include the following sections:
1. Biographical Information – Notes from an Interview
2. Bibliography
3. Analysis of the Author-Illustrator's body of work
4. Digital resources for the author-illustrator

COURSE EVALUATION

Weekly Reading Commentaries	40
Literature Study Groups (4 @ 10 Points)	40
LEXPs (4 @ 15 points)	60
Midterm Exam	20
Author / Illustrator Study	40
Total	**200**

GRADES: A= 185-200   B= 170-184 C= 160-169 D= 150-159 F= BELOW 150
MINUSES AND PLUSES WILL BE AT DISCRETION OF INSTRUCTOR BASED ON NUMBER OF POINTS EARNED, CLASS PARTICIPATION AND PROFESSIONALISM.

The Fine Print

The instructor will respond to student assignments in most cases by the time the class meets again. Any assignments submitted via email need to be acknowledged by the instructor in return email. I try to respond to all emails in 24 hours.

This is a comprehensive, hands-on course that requires considerable outside preparation and commitment of behalf of the learner. If you find yourself unable to complete the course requirements on time, you are highly encouraged to review the withdrawal policy with subsequent dates in the ASU course catalog and schedule.

Incomplete grades are rarely given in this course and only in cases of extreme circumstances. Becoming "overloaded" or "overwhelmed" does not constitute an emergency. You will need to keep me informed if you are experiencing difficulty in meeting the given deadlines.

Cell Phone Policy Please turn cell phones off upon entering the classroom and leave them off until the class is completed. Using a cell phone or text messaging during class is the ultimate demonstration of disrespect for your instructor and fellow classmates.

Lap Top Use Policy Laptops may be useful for certain assignments or for note-taking during various aspects of the course. They can also be a distraction for students and the instructor. If the use of one's laptop ventures past the focus of the class, students will be directed to shut them down.

COURSE CALENDAR

Due Each Week:
1. Read and Analyze the Shared Picturebook
2. Read 3 Self-Selected Picturebooks or the Assigned Novel for Literature Study
3. Post 3 reviews on Goodreads and 2 comments on others' reviews
4. Prepare for Genre Presentations
5. Complete any Required Learning Experiences (LEXPs)

Aug 27   **Topic: Intro to Children's Literature / Syllabi / Resources**
                Focusing Question: What is Children's Literature?

Sep 3   **Topic: Teachers as Readers**
                Focusing Question: What are my experiences with children's literature and how does that affect me as a reader and teacher of readers?
                Shared Picturebook: More Than Anything Else – Bradby
                Self-Selected Readings: 3 Books About Readers and Reading (W)
                Pro Readings: Atwell – A Case for Literature
                LEXP #2: Shoebox Literacy Autobiography

Sep 10   **Topic: Picturebooks Part 1**
                Focusing Question: What is the Caldecott Award?
                Genre Presentation: Example Provided by Instructor – PM Books
                Shared Picturebook: This Is Not My Hat – Jon Klassen
                Self-Selected Readings: 3 Caldecott Winners (Gold Medal)
                List Provided:
                http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/caldecott
                medal/caldecottwinners/caldecottmedal.cfm
                Pro Readings: Fang – Illustrations, Text and the Child Reader

Sep 17   **Topic: Picturebooks Part 2**
             Focusing Question: What are the design elements of a Picturebook?
             Genre Presentation: Animal Fantasy
             Shared Picturebook: Where the Wild Things Are – Sendak
             Self-Selected Readings: 3 of the NY Public Library 100 Picturebooks
             List Provided: http://kids.nypl.org/reading/recommended2.cfm?ListID=61
             Pro Readings: Sipe - The Language of Picturebooks

Sep 24   **Topic: Picturebooks Part 3**
             Focusing Question: How do we analyze the images in picturebooks?
             Genre Presentation: Wordless Picturebooks
             Shared Picturebook: Flotsam – David Wiesner
             Self-Selected Readings: 3 David Wiesner Picturebooks
             List Provided: http://www.hmhbooks.com/wiesner/bookshelf.html
             LEXP #3: Picturebook Analysis
             Pro Readings: Serafini – Understanding Visual Images

Oct 1   **Topic: Elements / Structures of Narrative**
             Focusing Question: What are the elements and structures of narrative?
             Genre Presentation: Contemporary Realistic Fiction
             Literature Study #1: Tuck Everlasting – Babbit
             Pro Readings: Grand Conversations – Chapters 1-4

Oct 8   **Topic: Books for Beginning Readers**
             Focusing Question: What are the characteristics of picturebooks for
             beginning readers?
             Genre Presentation: ABC / Counting Books
             Shared Picturebook: My Friend Rabbit - Rohmann
             Self-Selected Readings: Books for Primary Grade Readers (W)
             Pro Readings: Feathers – The Role of Illustrations

Oct 15   **Topic: Historical Fiction as a Genre**
             Focusing Question: What are the characteristics of historical fiction?
             Genre Presentation: Historical Fiction
             Shared Picturebook: The Faithful Elephants – Tsuchiya
             Literature Study #2: The Boy in the Striped Pajamas – Boyne
             Pro Readings: Finish Grand Conversations
             Midterm Exam Goes Home

Oct 22   **Topic: Postmodern Picturebooks**
          Focusing Question: What is a postmodern picturebook?
          Genre Presentation: Fairy Tales (Traditional & Fractured)
          Shared Picturebook: Voices in the Park - Browne
          Self-Selected Readings: Postmodern Picturebooks (W)
          Midterm Exam DUE

Oct 29   **Topic: Dystopic Fiction**
          Focusing Question: What are the characteristics of dystopic fiction?
          Genre Presentation: Science Fiction / High Fantasy
          Pro Readings: Miller – Fresh Hell
          Literature Study #3: Starters - Price

Nov 5   **Topic: Technology and Children's Literature**
          Focusing Question: In what ways has technology changed children's
          literature and the publishing industry?
          Genre Presentation: Mysteries
          Shared Picturebook: The Flying Books of Mr. Morris Lessmore - Joyce
          Self-Selected Readings: 3 Digital / Interactive Storybooks
          LEXP #4: Technology Resource Review

Nov 12   **Topic: New Forms of the Novel for Young Readers**
          Focusing Question: How has the format of the novel changed?
          Genre Presentation: Graphic Novels
          Literature Study #4: The Invention of Hugo Cabret - Selznick

Nov 19   **Topic: Critical Issues in Children's Literature**
          Focusing Question: What social issues can be approached using
          children's literature, and how do we approach them?
          Genre Presentation: Poetry
          Shared Picturebook: Smoky Night – Bunting
          Self-Selected Readings: Books About Social Issues (W)

Nov 26   **Topic: Children's Literature in the Elementary Curriculum**
          Focusing Question: What is the role of children's literature across the
          elementary curriculum?
          Genre Presentation: Biographies & Autobiographies
          Shared Picturebook: Henry's Freedom Box - Levine
          Self-Selected Readings: 3 Biographical / Autobiographical Picturebooks

Dec 10   **Topic: Author Study Presentations & Final Discussion**
          Focusing Question: What have we learned about literature, ourselves as
          readers, and teaching reading this semester?
          Assignment Due: Author Study

Genre Study Rubric

Genre Study Presentation	High Performance	Middle Performance	Low Performance
Definition of the Genre Study	Focus is clearly articulated, coherent, relevant to the curriculum, authentic topic	Focus is understandable, but not clear, only related in trivial ways to curriculum, does not fit together very well	No clear focus, does not relate to curriculum, incoherent
Criteria for Selecting Books for the Genre Study	Well articulated criteria for choosing books, criteria fits with the genre	Criteria is understandable but doesn't relate to topic, does not address the genre	No criteria, books are chosen haphazardly
List of Books & Authors Presented	Conforms to APA style, required amount of books included	Adheres to format to some degree	Missing information, number of books are missing
Multimodal Presentation	Students address class in professional manner, are prepared, able to discuss genre with clarity and understanding, chosen appropriate examples to share, interesting, able to answer student questions	Students seem uncomfortable discussing genre, read from handouts instead of addressing class, unable to answer questions, missing information, not sure about the genre	Unprepared, does not address audience properly, missing information about genre, includes wrong information, poor speaking skills, cannot answer questions
Handout	Includes all information, well organized, well-designed	Lists all information, but is not well organized	Does not include all requisite information
Websites	Appropriate websites are included, shows student actually went to websites and reviewed them for content	Found a couple interesting websites, but included poor choices as well	Found them on one website, not reviewed, missing information

ASU / Mary Lou Fulton Teachers College Policies

Course/Instructor Evaluation

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading.

Academic Integrity/Plagiarism

The ASU Student Handbook contains the following information: "The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. The university and unit academic integrity policies are available from the Office of the Executive Vice President and Provost of the University and from the deans of the individual academic units."

http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm.

Disability Accommodations for Students

Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center (DRC; UCB 130) to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate.   Students who wish accommodations for a disability should contact DRC as early as possible (i.e. before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the DRC.

Religious Accommodations for Students

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

Military Personnel Statement

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request complete or partial administrative unrestricted withdrawals or incompletes depending on the timing of the activation. For information, please see
http://www.asu.edu/aad/manuals/usi/usi201-18.html.

Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (UCB 221) if you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

Grade Appeals
The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the undergraduate and graduate catalogs, which are available at http://www.asu.edu/catalog

Electronic Communication
Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (http://www.asu.edu/aad/manuals/usi/usi104-01.html)
and in the University's Computer, Internet, and Electronic Communications Policy (http://www.asu.edu/aad/manuals/acd/acd125.html).

Technological Services and Support
The College of Teacher Education and Leadership encourages students to make use of technological services available through ASU to make their learning experience more efficient. Students with personal laptop computers or netbooks can connect wirelessly to the Internet and to printing services on all four campuses and some PDS sites. The following support services are available to support student computing needs.

• Student Purchases:
Discounted pricing for students purchasing laptop or desktop computers is available at through the ASU bookstore or online. (http://gomobile.asu.edu/)

• ASU Campus Classroom Connectivity:
In-class use of laptops is encouraged by CTEL.
In cases where students need to make presentations during class, most classrooms have the capability of allowing laptops to connect to classroom projectors. Mac laptops may require an adaptor. For collaborative work, social networking tools are provided to ASU students through a Google partnership, including Google docs, spreadsheets, presentations, forms, and sites. (https://docs.google.com/a/asu.edu/#all)

• Hardware and Software Support:
  ASU 1:1 Technology Studios provide support to students on all four campuses for hardware, software and operating systems, security, networking, etc. (http://help.asu.edu/ASU_1to1_Technology_Studio)
• Virus scan software downloads are available free for students. (https://webapp3.asu.edu/myapps/)

• MyApps provides free software tools, online applications, and information about discounted software for purchase. (https://webapp3.asu.edu/myapps/)

Picture Book Analysis Guide

Part 1: Overall Design

- Pick up the picturebook, attending to the size, format (horizontal or vertical), materials used in construction of book (papers, graphics).
- Consider the author of the text and the artist. What media is used in the illustrations? What fonts are selected? Where is the text located on the page? Borders etc.
- Look at the cover, title and illustrations. What expectations are set up for you as you approach the picture book? What does the cover, title and illustrations suggest?
- What is included in the peritext? The dedication, title page, author's note, summary statement etc..
- Skim through the book, reading quickly to see where the story goes. What is the overall structure of the book? Home-Away-Home ? Repetitive structures or language? Cumulative? The Hero Cycle? Circular, chronological, or other?

Read through the picture book more deliberately, coding / marking important aspects you want to consider. After your second reading, consider the following questions:

- What is the overall structure of the text?
- How does the opening of the story compare with the closing of the story?
- How do the illustrations relate to the text?
- Words propel the reader forward and images slow us down. How did this tension between reading and viewing affect your experience?
- What kind of gaps does the author / illustrator leave for the reader to fill in? Are details purposefully left out to create tension?
- How does the story flow from page to page? Are there borders that separate things or does it cross over in language and image from page to page?
- Whose background knowledge is privileged in reading this text?
- Is there a relationship between form and content? Does the design of the book add to the content being presented? How?
- What themes were constructed as you read?
- How does the design of the book enhance the story, theme or mood?

Picture Book Analysis Guide – Part 2: Visual Images

- Begin by considering the format of the images and their placement in the picturebook
- Where is the text located? Within the image? Separated by borders or white space, Why might this be designed this way?
- Are the illustrations double page spreads, single page images, collages, overlapping images, or portraits?
- Consider the series of images in the picturebook. Do the images change over the course of the book? Do they get bigger, smaller, change?

- Select a particular an image to consider. Ask the following:
  - What is fore-grounded and in the background?
  - Consider the "path" your eyes follow as you approach the image. What catches your eye first? Why is that element salient?
  - What colors dominate the image? What effect does this have on you as reader?
  - Consider the use of white (negative) space. Are the illustrations framed or full bleed? How does this position you as a viewer?
  - What is the "reality value" or level of abstraction? Are the images life-like or stick figures?
  - Are there any recurring patterns in the images?
  - Are there any anomalous elements? Things that stick out, or seem out of place? Are these important to consider?
  - What is the artist trying to get you to look at through leading lines, colors, contrast, gestures, lighting?
  - Are there any recurring symbols or motifs in the images?
  - Consider the style or artistic choices? Are the appropriate, and how do they add to the meanings of the picturebook?
  - How are the images framed? Are there thick borders or faded edges?
  - Consider the setting of the story. How is this realized in the images? Realistically? Metaphorically?
  - Consider size and scale. What is large? Why are certain elements larger than others? Does this add to meanings of power, control?
  - Consider the viewers point of view. Do characters directly gaze or address the viewer? Are the characters close up or distanced? How does point of view add to relationships with the characters?

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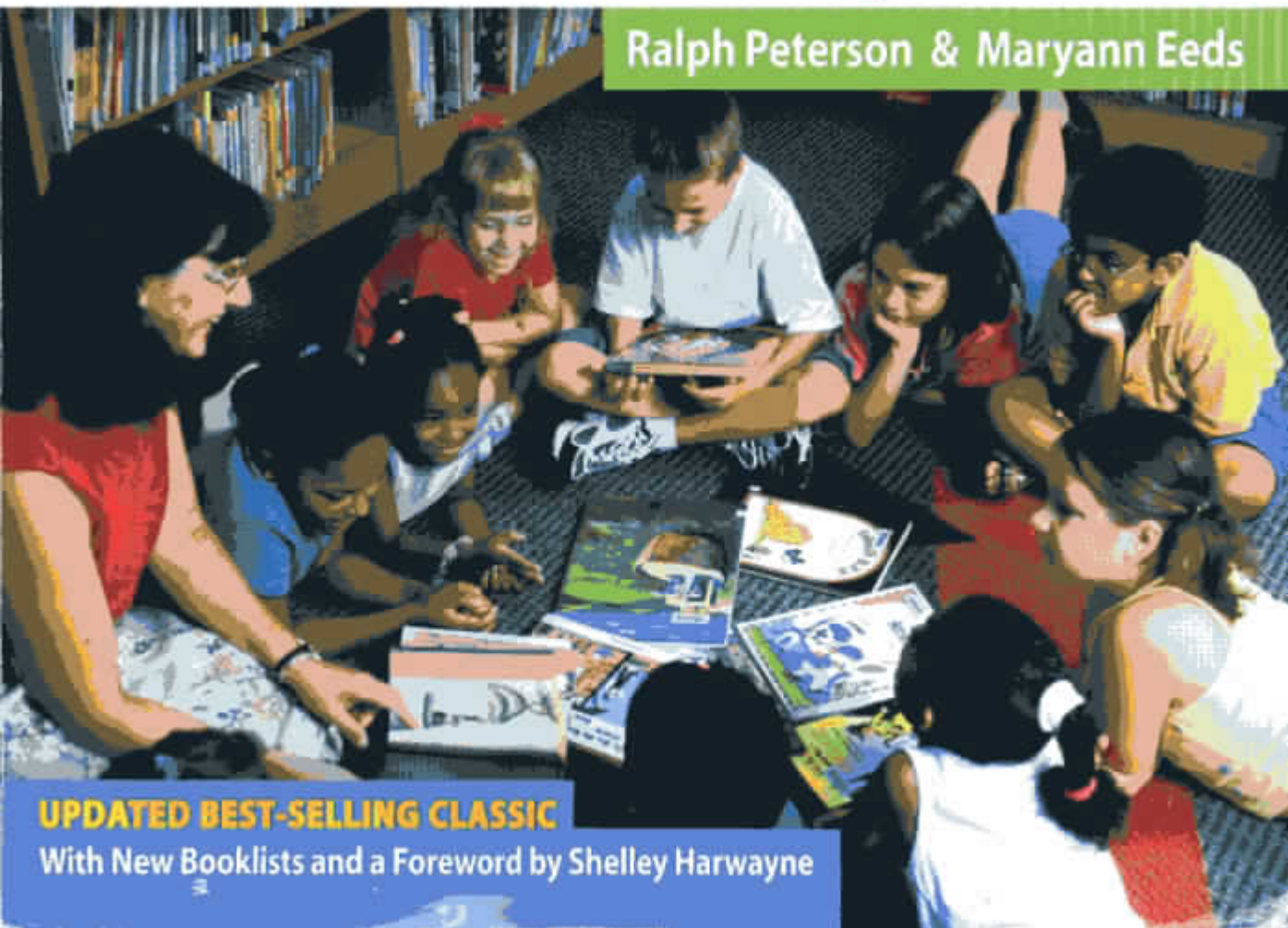
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