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

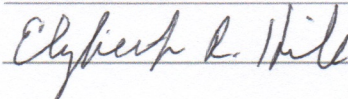## Contact information:

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):   *[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 2014

Instructor Information:
Instructor: Dr. Frank Serafini
Email: serafini@asu.edu
Work Phone: (602) 543-8198
Office Hours: Tuesdays at Tempe by appointment
Office Location: FAB S274 – West Campus

Catalog Description
        This course focuses on the reading, comprehension, interpretation, and analysis of traditional, classic, and contemporary children's literature. In addition, this course provides an overview of the historical development of these texts. Also explored is the aesthetics of children's literature as a type of literature and its value as an art form. Students will be expected to deepen their awareness of the role that children's literature plays in the social and cultural context in a multicultural America society.

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:
- *The Critical Handbook of Children's Literature* (9th ed). Lukens, Smith & Coffel.
- Professional Readings available on Blackboard
- 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:
- Nikolajeva, M. (2005). *Aesthetic approaches to children's literature: An introduction*. Lanham, MD: Scarecrow Press
- Lewis, D. (2001). *Reading contemporary picturebooks: Picturing text*. London, UK: Routledge Falmer.

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. Identify criteria for selecting high quality children's literature.
3. Discuss various historical, political, sociocultural and critical issues reflected in children's literature.
4. Understand the multimodal nature of children's picturebooks and informational texts.
5. Explore the changes in children's literature due to technological advances and digital resources.
6. 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.
7. Identify and discuss the various structures and elements of children's literature.
8. Generate viable interpretations of literature.
9. Identify various genres, authors, illustrators and themes in children's literature.
10. Access professional resources on children's literature in on-line and print resources.

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/.

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

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 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.

In-Class Assignments cannot be made up. You can't make up for a discussion that you missed in class.

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 Assignments

1. Picturebook Readings & Analysis (8 @ 5 pts = 40 Pts)
The purpose of this assignment is for students to demonstrate their comprehension and interpretation/analysis of pieces of children's literature using the criteria of analysis provided in class and in the readings. You will self-select approximately 45 books over the course of the semester to read and analyze. Sign up for a *Goodreads Account* the first night of class. Each week you will write a short analysis about each of the (3) self-selected picturebooks you have read from the booklists provided. An example of an acceptable analysis will be provided. Each week reviews and analyses focusing on the 3 picturebooks need to be posted before class by: **Tuesday at 7:00 AM.**

2. Literature Study Groups (5 @ 10 Points = 50 Points)
The purpose of the literature study groups is for students to deepen their understanding of literature through collaborative analysis of pieces of children's literature. Students will participate in five (5) in class literature study groups. Students will need to read the selected books BEFORE the scheduled class. 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 – Babbitt: 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. DO NOT REMOVE POST-ITS BEFORE CLASS MEETS – these will be checked in class and used for an activity.

Lit Study #2: The Book Thief – Zusak: Double Entry Journal: Students will keep a double entry journal – listing direct quotes from the text on the left side of the page and reflections / comments about those quotes on the right side. A minimum of 20 entries in the journal are required before class.

Lit Study #3: Starters – Price: 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. The on-line discussion boards will be organized by page numbers, this way students won't be able to give away anything for other readers.

Lit Study #4: The Invention of Hugo Cabret – Selznick: Interview – Website – Reviews: After reading the assigned novel, conduct an extensive analysis of the author's website and at least one interview with Selznick. In addition, read at least two (2) professional reviews of the book. 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? Bring notes to class for discussion.

Lit Study #5: Self-Selected Novel – group decides on the response strategy

3. Genre Analysis and Presentation: (20 Points)
In this project, you will be analyze literary pieces in terms of their relationship to a larger structure - their genre. In doing so, you will be applying a structuralist's approach to children's literature. This approach examines pieces of literature for common connections, structures, patterns, or motifs. Students will sign up in groups of two or three to gather information on a particular genre, analyze the genre for its defining characteristics, lead a class discussion, create a two page handout about the genre (see below), and create a Multimodal Presentation (powerpoint, prezi etc) to share information about your genre. An 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.

4. Learning Experiences – LEXPs (3 @ 20 Points = 60 Points)
On selected weeks, students will participate in a learning experience (LEXP) before coming to class. These experiences are designed to enhance our understandings of children's literature and provide opportunities to discuss our literate lives. *A written 2-page reflection is required for each LEXP.*

1. 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.*

2. 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.*

3. 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 and make copies to share with classmates on the scheduled class night.*

5. Author / Illustrator Study (30 Points)
The purpose of this assignment is for students to examine an author in the context of a literary tradition. This will be an in-depth analysis 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

Picturebook Reading Commentaries	40
Literature Study Groups (5 @ 10 Points)	50
Genre Presentation	20
LEXPs (3 @ 20 points)	60
Author / Illustrator Study	30
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.

COURSE CALENDAR

Due Each Week:
1. Read 3 Picturebooks or the Assigned Novel
2. Post 3 Picturebook Reviews on Goodreads.com or complete the Literature Study Response Stragegy
3. Complete any Required Learning Experiences (LEXPs)
4. Complete all Professional / Textbook Readings

Jan 14   **Topic: Intro to Children's Literature / Syllabi / Resources**
Focusing Question: What is Children's Literature?
Read Aloud: It's a Book! And others
Interactive Discussion Strategy: Setting Expectations for Discussion

Jan 21   **Topic: Teachers as Readers**
Picturebook Readings: 3 Books About Readers and Reading (FS.com)
Focusing Question: What are my experiences with reading and children's literature?
Read Aloud: Wolf! Book Eating Boy
Interactive Discussion Strategy: Turn, Pair and Share
Self-Selected Readings: Books About Readers and Reading
LEXP #1: Shoebox Literacy Autobiography

Jan 28   **Topic: Picturebooks Part 1**
Genre Presentation: Postmodern Picturebook Example
Read Aloud: This is Not My Hat - Klassen

Interactive Discussion Strategy: Word Storms
Self-Selected Readings: Caldecott GOLD Winners
Genre Presentation: Example Provided by Instructor
Picturebook Readings: 3 Caldecott Winners (Gold Medal)
Professional Readings: Fang – Illustrations, Text and the Child Reader

Feb 4   **Topic: Picturebooks Part 2**
Genre Presentation: Animal Fantasy
Focusing Question: What are the design elements of a Picturebook?
Read Aloud: Where the Wild Things Are
Interactive Discussion Strategy: Storyboards
Picturebook Readings: 3 of NY Public Library Top 100 Picturebooks
List Provided: http://www.frankserafini.com/book-lists/nyplpicbooks.pdf
Professional Readings: Sipe - The Language of Picturebooks

Feb 11   **Topic: Picturebooks Part 3**
Focusing Question: How do we analyze the images in picturebooks?
Read Aloud: The Three Pigs
Interactive Discussion Strategy: Noticings, Connections & Wonderings
Genre Presentation: Wordless Picturebooks
Picturebook Readings: 3 David Wiesner Picturebooks
List Provided: http://www.hmhbooks.com/wiesner/bookshelf.html
Professional Readings: Serafini – Understanding Visual Images

Feb 18   **Topic: Elements / Structures of Narrative**
Focusing Question: What are the elements and structures of narrative?
Read Aloud: Sister Anne's Hands
Interactive Discussion Strategy: Insider / Outsider Chart
Genre Presentation: Contemporary Realistic Fiction
Literature Study #1: Tuck Everlasting – Babbit

Feb 25   **Topic: Books for Beginning Readers**
Focusing Question: What are the characteristics of picturebooks for beginning readers?
Read Aloud: My Friend Rabbit
Interactive Discussion Strategy: Graffiti Boards
Genre Presentation: ABC / Counting Books
Picturebook Readings: Books for Primary Grade Readers (FS.com)
Professional Readings: Feathers – The Role of Illustrations

Mar 4   **Topic: Historical Fiction as a Genre**
Focusing Question: What are the characteristics of historical fiction?
Read Aloud: Rose Blanche
Interactive Discussion Strategy: Aspects of History / Aspects of Fiction
Genre Presentation: Historical Fiction

Literature Study #2: The Book Thief – Marcus Zusak

Mar 11   **No Classes – Spring Break**

Mar 18   **Topic: Postmodern Picturebooks**
Focusing Question: What is a postmodern picturebook, and how do meta-fictive elements work in this type of text?
Read Aloud: Voices in the Park
Interactive Discussion Strategy: Readers Theater & Storyboard 2
Genre Presentation: Fairy Tales (Traditional & Fractured)
Picturebook Readings: Postmodern Picturebooks (FS.com)
LEXP #2: Picturebook Analysis

Mar 25   **Topic: Dystopic Fiction**
Focusing Question: What are the characteristics of sci fiction & fantasy?
Read Aloud: The Rabbits
Interactive Discussion Strategy: Noticings / Meanings / So What**?**
Genre Presentation: Science Fiction / High Fantasy
Literature Study #3: Starters - Price

Apr 1   **Topic: Technology and Children's Literature**
Focusing Question: How do new technologies affect children's literature?
Read Aloud: The Fantastic Book of Morris Lessmore
Interactive Discussion Strategy: App / Augmented Reality
Genre Presentation: Mysteries
Picturebook Readings: Any 3 Digital / Interactive Storybooks
LEXP #3: Technology Resource Review

Apr 8   **Topic: New Forms of the Novel for Young Readers**
Focusing Question: How has the format of the novel changed in the past twenty years?
Read Aloud: From Various Novels
Interactive Discussion Strategy: Graphic Novel Conventions
Genre Presentation: Graphic Novels
Literature Study #4: The Invention of Hugo Cabret - Selznick

Apr 15   **Topic: Critical Issues in Children's Literature**
Focusing Question: What social issues are reflected in children's literature and how can books about social issues help children?
Read Aloud: Piggybook
Interactive Discussion Strategy: 4 Post Its
Genre Presentation: Poetry
Picturebook Readings: Books About Social Issues (FS.com)

Apr 22   **Topic: Informational Text**
                 Focusing Question: How can informational text be used to understand the natural and social world?
                 Read Aloud: Looking Closely Across the Desert
                 Interactive Discussion Strategy: Nonfiction Analysis Chart
                 Genre Presentation: Biographies and Autobiographies
                 Lit Study #5: Self-Selected Novel

Apr 29   **Topic: Author Study Presentations & Final Discussion**
                 Focusing Question: What have we learned about literature, ourselves as readers and about teaching reading this semester?
                 Read Aloud: Happy Life of Riley
                 Assignment Due: Author Study

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/)

Writing Goodreads Reviews
Dr. Frank Serafini

Parts of a Review
Basic overall impressions
Initial impact – what caught your eye
Discuss design elements: shape, orientation, borders, fonts, etc.
Discuss artistic styles and movements
Compositional elements that add to overall coherence
Interplay among text, design and illustrations

*Outline
I like to write a brief summary of the book no longer than 2 paragraphs. Usually my summary is a build up to the main event and kind of leaves off before any spoilers are given. It generally consists of a paragraph for each main character, then a paragraph for the overall book and then depending on how strong the supporting characters I may have a paragraph for the

support. Then I give a rating.

* Never be mean in a review.
Remember that the author put their heart and soul into this piece of work and a lot of time. If you did not like something in the book be constructive. Do not just say you hated it; say what you did not like in a constructive manner. I also try not to compare authors against each other unless it is relevant. I will draw parallels. Like if two authors had similar concepts I might reference the other author. If I have to write unflattering review I also try to include something I did like.

*Feelings
It is my review, so of course I put in my feelings on the book. I also like to inject humor into the review where I can, especially if the book was funny. I think the feelings can be too much or too little when you gush and gush about the book and say how much you LOVED or HATED it but do not say why. Why do you hate it, why do you love it?

*Everything:
Do not discuss everything. I like to do a high-level overview. What is the point of reading the book if the review you just read described everything for the author? Touch on the basics but leave the details to the author.

LEXP #2: 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?

Appendix

Picture Book Analysis Assignment Sheet and Rubric

Directions: Write a 2 to 3 page typed paper analyzing the literary and visual elements and techniques of a self selected picturebook. In completing this assignment, please select a Caldecott Honor or Medal book to analyze. Use material from the powerpoint, websites, and articles in completing your analysis. Your paper should have an introduction, body and conclusion. Your analysis should address the questions listed below and should be based on the principles of visual design discussed in class as well as the reading material. Make sure you refer to specific and multiple examples in the text in support of your analysis.

- How are literary elements (plot, character, setting, theme, and style) reflected in the illustrations?
- How do the physical features (size, shape, cover, endpaper, front matters, and paper) contribute to a meaningful experience of the book?
- Analyze your book's visual elements (line, color, shape, texture, composition, point of view, distance). Choose several pages to analyze in great detail. How do the visual elements contribute to the overall meaning of the picture book?
- Analyze your book for its artistic style (realistic, impressionistic, expressionistic, abstract, surrealistic, folk or naïve, or cartoon). How does the style contribute to the overall meaning of the picture book?

- Analyze your book for its use of artistic media (pen and ink, pastels, graphite pencils, color pencils, wax crayons, collages, woodcuts, photographs, oil paints, gouache, or watercolors). How does the use of media contribute to the overall meaning of the picture book?
- Analyze your picturebook for its use of the following elements of illustration: framing, arrangement, narrative sequence, and page turns. How do they contribute to the overall meaning of the picturebook?
- How does the text and illustrations work together in concert to create meaning?

Rubric

	Exceeded Expectations	Meets Expectations	Approaches Expectations	Unsatisfactory
Literary Elements	Analyze five elements of plot of the picturebook with multiple supporting details; explains with detail how these are reflected in the illustration	Analyze most elements of plot of the picturebook with supporting details; explains how these are reflected in the illustration	Analyze some elements of plot of the picturebook with some supporting detail; somewhat explains how these are reflected in the illustrations	Analyze 1-2 elements of plot of the picturebook with little or no supporting details; provides little or no explanation regarding how these are reflected in the illsutration
Physical Features	Identifies 4 physical features of the text and provides a compelling explanation regarding how each contributes to the meaning of the text	Identifies 3 physical features of the text and provides a compelling explanation regarding how each contributes to the meaning of the text	Identifies 2 physical features of the text and provides somewhat of a compelling explanation regarding how each contributes to the meaning of the text	Identifies 1 or less physical features of the text and provides no or a less than compelling explains regarding how it contributes to the meaning of the text
Visual Elements	Analyzes seven visual elements of the picturebook with multiple supporting details; explains how each of the seven elements contributes to the	Analyzes 5-6 visual elements of the picturebook with ample supporting details; explains how each of the 5-6 elements contributes to the overall meaning	Analyzes 3-4 visual elements of the picturebook with some supporting details; somewhat explains how each of the 3-4 elements contributes to the	Analyzes few visual elements of the picturebook with little or none supporting details; provide none to little explanation regarding how

	overall meaning of the work	of the work	overall meaning of the work	each of the elements contributes to the overall meaning of the work
Artistic Style	Analyzes the artistic style of the picturebook with multiple supporting details; explains how the artistic style contributes to the overall meaning of the work	Analyzes the artistic style of the picturebook with ample supporting details; provides a general explanation regarding how the artistic style contributes to the overall meaning of the work	Analyzes the artistic style of the picturebook with multiple supporting details; somewhat explains how the artistic style contributes to the overall meaning of the work	Analysis of the artistic style of the picturebook is limited or missing; does not explain how the artistic style contributes to the overall meaning of the work
Medium	Analyzes the medium of the picturebook with multiple supporting details; explains how the medium contributes to the overall meaning of the work	Analyzes the medium of the picturebook with ample supporting details; provides a general explanation regarding how the medium contributes to the overall meaning of the work	Analyzes the medium of the picturebook with some supporting details; somewhat explains how the medium contributes to the overall meaning of the work	Analysis of the medium of the picturebook is limited or missing; does not explain how the medium, contributes to the overall meaning of the work
Elements of Illustration	Analyzes 4 elements of illustration of the picturebook with multiple supporting details; explains how the elements contributes to the overall meaning of the work	Analyzes 2-3 elements of illustration of the picturebook with ample supporting details; provides a general explanation regarding how the elements contributes to the overall meaning of the work	Analyzes 1 element of illustration of the picturebook with some supporting details; somewhat explains how the medium contributes to the overall meaning of the work	Limited or no analysis of the elements of illustration of the picturebook; does not explain how the medium, contributes to the overall meaning of the work
Interplay of Text & Illustrations	Explains with multiple supporting	Explains with some supporting details how the	Explains with limited supporting details	Does not explain how the text and illustrations work

	details how the text and illustrations work together in concert to create meaning	text and illustrations work together in concert to create meaning	how the text and illustrations work together in concert to create meaning	together in concert to create meaning
Writing Style, Conventions & APA	Writing enhances the meaning of work; uses complex sentences, the conventions of English, and APA format for documenting sources.	Writing does not detract from the meaning of work; uses some complex sentences, the conventions of English, and APA format for documenting sources	Writing somewhat detracts from meaning of work; limited use of complex sentences, has errors in usage/sentence structure/spelling, and does not use APA format consistently to document sources.	Writing detracts from the meaning of work; uses mainly simple and compound sentences; has multiple errors in usage/sentence structure/spelling and does not use APA format to document sources.

Genre Study Project

In this project, you will be exploring literary pieces in terms of their relationship to a larger structure - its genre. In doing so, you will be applying a structuralist's approach to children's literature. This approach examines pieces of literature for common connections, structures, patterns, or motifs. In an educational setting, studying genres of literature has many benefits. In his article, "The Role of Literary Genres," Carl Smith mentions two: the utilization of students' schema and the enhancement of writing skills.

For this assignment, you will design a powerpoint on a genre of children's literature. Genre to choose from include: traditional literature, modern fantasy, contemporary realistic fiction, historical fiction, biography, informational books, and poetry.

You need to use academic sources from the library (such as scholarly journals) in creating your powerpoint. Your goal is to learn more about the children's books that are part of the genre under study and to understand the characteristics of the genre as well.

Your powerpoint should contain the following:

1. a detailed definition of the genre being presented.

2. a description of the characteristics of the genre.

3. a detailed description of types or sub-genres of the genre.

4. a listing of 25 books that reflect the genre and a criteria for selecting books to include – why did you choose what you did?

5. three (3) web-sites that connect to the genre being presented. These would be websites that are focus on the genres for children.

6. an analysis of a literary piece that reflects that genre.

You should use you're the slides and comment area of the slides for content. Please review the rubric ahead of time for expectations.

<center>Rubric</center>

Criteria	Not satisfactory	Approaches Expectations	Meets Expectations	Exceeds Expectations
Definition of Genre	Does not provide a definition of the genre or provides a definition that is from a non-literary source (dictionary, encyclopedia, wikipedia, etc.)	Provide a thorough and detailed definition of the genre from a scholarly literary source.	Provide a thorough and detailed definition of the genre including common characteristics from scholarly literary source(s).	Provide a thorough and detailed definition of the genre from a scholarly literary source and includes common characteristics with examples of these characteristics from literature.
Characteristics of the Genre	Limited or missing characteristics	Some description of characteristics of genre	Description of 3 characteristics of genre, example of each characteristic from a children's book	Description of 4 or more characteristics of the genre, example of each characteristic from a children's book.
Description of sub-genres within the genre.	Does not describe types or sub-genres.	Describes some of the types or sub-genres so as to provide a picture of	Describes types or sub-genres so as to provide a picture of the genre. Give examples of sub-	Describes types or sub-genres so as to provide a picture of the breadth and variety of the

		the genre.	genre text.	genre. Give examples of sub-genre text
Analysis of a selected text that is representative of the genre.	No analysis	Analyzes a book that is representative of the genre for its genre characteristics. Discusses some characteristics and provides a general analysis.	Analyzes a quality book that is representative of the genre for its genre characteristics. Discusses several characteristics and provides an analysis that is supported by detail.	Analyzes a high quality book that is especially representative of the genre characteristics. Discusses multiple characteristics and provides an analysis that is supported by specific and multiple details.
Websites that connect to the genre.	Does not provide a list and summary of reputable website.	Provides one to two quality reputable websites that provide information on the genre for children/teachers.	Provides three quality reputable websites that provide information of the genre for children/teachers.	Provides four quality reputable websites that provide information of the genre for children/teachers.
Quality of multimodal presentation	Includes only a few pictures and other graphics to enhance the text of the presentation; inconsistent design and format; numerous grammatical errors.	Incorporates some pictures and other graphics that enhance the text of the presentation; cohesive and high quality in design; some inconsistent format and font; several grammatical errors.	Incorporates pictures and other graphics to enhance the text of the presentation; cohesive and high quality in design; consistent format and font; 1-2 grammatical errors	Incorporates highly illuminating pictures and other graphics on most slides to enhance the text of the presentation; cohesive and high quality in design; consistent format and font; no grammatical errors.
Listing of books	Missing a listing of books that reflect the genre.	Includes an annotated listing of less than 25 books and a general description of	Includes an annotated list of 25 books that reflect the genre and somewhat of a	Includes an annotated list of 25 books that reflect the genre and detailed criteria for

		criteria for selecting books	detailed criteria for selecting books	selecting books
References	No references are cited.	Minimum in-text citations are used. Reference page is brief; uses 2 academic sources	In-text citations are provided in most slides; reference slide is included; uses 3 academic sources	In text citations are included in each slide along with a reference slide at the end of the powerpoint; uses 4 or more academic sources

Author Study Presentation

Students will conduct an in-depth study of a children's literature author or illustrator of your choice. The purpose of this assignment is for students to explore an author/illustrator in the context of a literary tradition. You will need to read as many picture books as possible (at least 10) and 1 chapter book (if possible) by your author. (You can also select an author of chapter books as well.) A multimodal presentation will be compiled that includes biographical information, a summary of an article or interview about the author accompanied by a link to the interview or article, reviews of books, as complete a bibliography as possible, web-sites, analysis of several pieces of literature and curricular connections for the author's works..

The following is a description of the criteria for the assignment. You should collect as much information as possible under each of these categories.

<u>Biographical Information</u>
    Picture of author
    Author's background-life & interests both personal and professional
    Interview transcripts or audio of interview – What does one learn about the author from this interview? (Select a snippet to share.)
    How does the author get his/her ideas?
    Is the author working on any new stories?
    What advice does the author have for young writers?

<u>Bibliographical Information</u>
    Number of books written by author / number of books illustrated
    Complete listing of authors work (along with picture of books for an excelling ratng) arranged according to a pattern (chronologically, by genre, by series, etc.)
    Genres of his book
    Targeted audience
    Selected book reviews
    Public's reception of books, popularity, etc.

Analysis of Author's Craft
   Contributions to children's literature
   Themes of author's work / books as supported by specific examples
   Analysis of author's style of writing using several of his/her books

Curriculum Connections
   Websites including author's, games, ipad apps, spin-off movies/tv shows, etc. that
   provide extension opportunities about the author and his/her work
   Reader response activities to do with specific book selections

Presentation
   Multimedia presentation that contains relevant graphics pertaining to life and work of
   author that enhance the quality and meaning of the presentation
   Includes sound, pictures, and video
   Good editing of word and graphics
   Cohesive design

References
   Use scholarly sources
   Author's website
   Legitimate Teaching websites

Rubric

Evaluated Criteria	Does Not Meet Expectations	Approaches Expectation	Meets Expectations	Exceeds Expectations
Biographical Information	Little to no background information on author	Some information on the author's background Picture of author Author's background-life & interests both personal and professional Writing life of author – generation of writing idea, most recent writing, advice for your writers	Good detail about the author's background Picture of author Author's background-life & interests both personal and professional - influences on his/her work Interview transcripts or audio of interview Writing life of author – generation of writing idea, most recent writing, advice for your writers	Substantial details about author life and the influences on his/her work Picture of author Author's background-life & interests both personal and professional - influences on his/her work Interview transcripts or audio of interview & reflection on its content Writing life of author – generation of writing idea, most recent writing, advice for your writers

| Bibliographical Information | Little or no bibliographic information on the author's work. | Number of books written by author / number of books illustrated

Complete listing of authors work arranged according to a pattern (chronologically, by genre, by series, etc.)

Genres of his book

Targeted audience

1- Selected book reviews from Horn book review (or other source listed on libguide page) | Number of books written by author / number of books illustrated

Complete listing of authors work arranged according to a pattern (chronologically, by genre, by series, etc.)

Genres of his/her book

Targeted audience

2- Selected book reviews from Horn book review (or other source listed on libguide page)

Public's reception of books, popularity, etc. | Number of books written by author / number of books illustrated

Complete listing of authors work (along with picture of books) arranged according to a pattern (chronologically, by genre, by series, etc.)

Genres of his/her book

Targeted audience

3- Selected book reviews from Horn book review (or other source listed on libguide page)

Public's reception of books, popularity, etc. |
|---|---|---|---|---|
| Analysis of Author's Craft | Little or no analysis of author's craft | Some contributions to children's literature

Themes of author's work / books

General analysis of author's style | Overall contributions to children's literature

Themes of author's work / books as supported by specific examples

Analysis of author's style of writing using several of his/her books | Detailed contributions to children's literature

Themes of author's work / books as supported by specific multiple examples

Analysis of author's style of writing using several of his/her books |
| Digital Resources | Does not include digital resources | Includes a few digital resources including author's website, games, ipad apps, spin-off movies/tv shows, etc. that provide extension opportunities about the author and his/her work | Includes several digital resources including author's, games, ipad apps, spin-off movies/tv shows, etc. that provide extension opportunities about the author and his/her work | Includes multiple digital resources including author's website, games, ipad apps, spin-off movies/tv shows, etc. that provide extension opportunities about the author and his/her work |
| Presentation | Multimedia presentation is missing key elements – graphics, limited text; lacks organization & cohesion | Multimedia presentation that contains limited relevant graphics pertaining to life and work of author that enhance the quality and meaning of the presentation

Includes pictures

Work in need of some editing of conventions

Some gaps in organization | Multimedia presentation that contains some relevant graphics pertaining to life and work of author that enhance the quality and meaning of the presentation

Includes pictures

A few errors in convention but they do not detract from work

Mostly cohesive design | Multimedia presentation contains multiple relevant graphics pertaining to life and work of author that enhance the quality and meaning of the presentation

Includes sound, pictures, and video

Work free of errors in conventions

Cohesive design |
| References | No reference slide | Reference slide with inconsistent format | Reference slide with mostly formatted references | Reference slide with little errors in format |

	Does not use any scholarly sources	Uses some non-scholarly sources	Uses mostly scholarly sources and author's website (if applicable)	Uses multiple scholarly works and author's website (if applicable)

REBECCA J. LUKENS
JACQUELIN J. SMITH
CYNTHIA MILLER COFFEL

A Critical Handbook of
CHILDREN'S
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Ninth Edition

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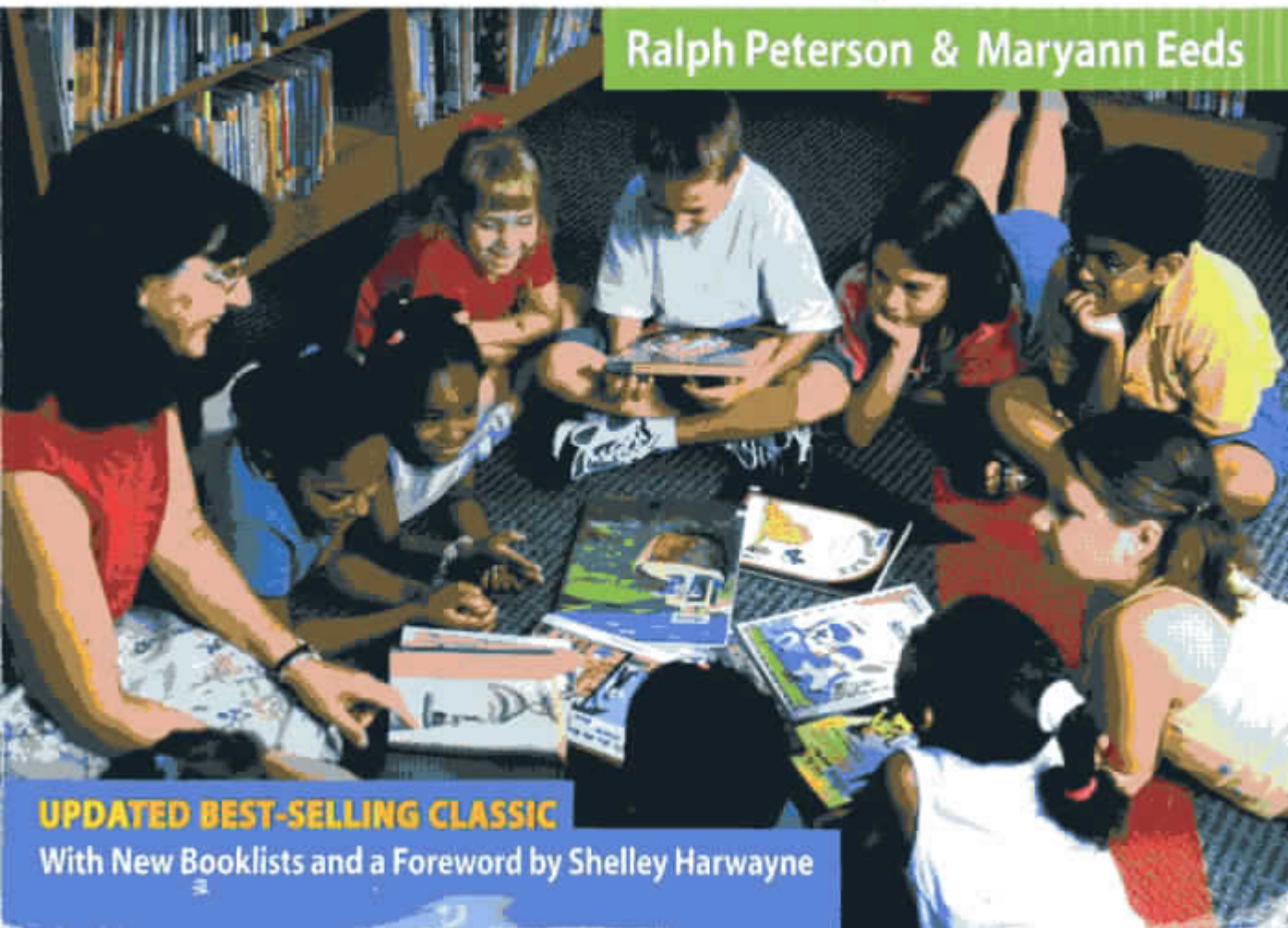## CHAPTER II: FROM RHYME TO POETRY 258

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