

CLA Master Class:*Teaching Children's Literature in the 21st Century*
Integrating Children's Literature into Other Content Areas
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A List of Multiple Classroom Interactions & Assignments using Children's & Y/A Literature

Language Arts in the Curriculum (Graduate Level)

Literature Studies & Reflection Paper

We will explore the reading process from the inside out in literature groups. Central to the teaching of language arts is developing literacy and critical thinking through engagement with high quality, award-winning children's literature. Literature study (Peterson & Eeds, 1990), or "literature conversations" as Routman calls the practice, are vital experiences for learning about literature and life. Each student will participate in 3 small group literature study experiences centered on a common text that fits with the umbrella concepts of multiculturalism and social justice. I will provide you with information about literature study theory and practice.

Product

After we have completed all of the literature studies, you will write a 3-4-page paper that reflects on what you have learned about conducting literature studies, ways that theory manifests as practice during literature study, and reading and writing skills you can teach through literature study.

Sticky Notes

Before each study, read the book and come to class prepared to discuss and reflect. Sticky notes are a great way to remember discussion points to bring up with your group; sticky note your book as you read (or take notes on points you want to remember). These notes will be turned in after the literature discussion as your "reading response" and should be kept with your scholar log after they are returned to you. Your sticky notes should include comments with a critical literacy focus.

Books for Literature Study: (We will select two, in addition to *Oh, Rats!* that I have pre-selected).

- *Marrin, A. (2006). *Oh, rats! The story of rats and people*. New York, NY: Dutton Children's Group.
- Budhas, M. (2005). *Ask me no questions*. New York: Atheneum. (illegal immigrants in the U.S. post 9/11)
- Jurmain, Suzanne. (2005). *Forbidden schoolhouse: the true and dramatic story of Prudence Crandall and her students*. Boston, MA: Houghton Mifflin Co.
- Kidd, Ronald. (2006). *Monkey town: a story of the Scopes trial*. (1925 trial of a teacher's evolution instruction)
- Mongtomery, Sy. (2006). *Quest for the tree kangaroo: An expedition to the cloud forest of New Guinea*. Boston, MA: Houghton Mifflin Co.
- Sherman, A. (2007). *The absolutely true diary of a part-time Indian*. New York, NY: Little, Brown & Co.

Foundations of Literacy (Undergraduate Level)

Critical Analysis Project with Broad and In-Depth Reading: (10 books including 3 novels)

With a partner, you will explore how literature illuminates life by conducting an inquiry on a topic of diversity in children's literature. Topics may include – but are not limited to – gender (i.e. portrayal of boys, strong female characters), immigration, poverty, homelessness, bullying, sexuality, children with disabilities, creationism vs. evolution, etc. (any social justice issue or cultural group). The National Council of Social Studies standards document also serves as a source of themes from which you may choose.

You will be developing your skills in evaluating literature by applying genre-specific evaluation criteria, analyzing literary elements, and reading with a critical stance. You must select and clear your topic with me via email (requests will be filled in order received). Using the multitude of resources available to you (web links, required texts and those on reserve, your instructor, the CML librarian), you and your partner will find a minimum of 7 picture books and 3 novels of high quality (together) that explore some aspect of your chosen **theme**. Identify each selection by genre—realistic fiction, historical fiction, science fiction, fantasy, poetry, biography, and informational. You will read both broadly and in-depth on your topic. Books should be professionally recommended and/ or award winning books. Note awards and recommending sources in your annotated bibliographies and research papers. Include books that are multicultural and a book from each genre in your readings (see me if you have any difficulty with this requirement)

Annotated Bibliography: For each book, write an annotation that includes the following. Make sure your books are high quality!

- a. Complete bibliographic information in correct APA format
- b. Genre
- c. Awards or recommending sources

Research and Paper: Individually, you also need to find two professional, scholarly articles in journals such as *Dragon Lode*, *Journal of Children's Literature*, *The New Advocate*, *The Reading Teacher*, or *Language Arts* that address your theme. Read the two articles and use them in combination with your reflection on reading and analyzing the children's literature you collected to write a **synthesis paper** on your theme and the way it is addressed in the literature. It is estimated that this will be a 3-5 page paper, but the length depends on what you need to say. YOU MUST HAVE A REFERENCE PAGE WITH BIBLIOGRAPHIC INFORMATION FOR ALL OF YOUR SOURCES **outside** of the 3-5 pages of the paper.

In preparing to write your paper, consider the following questions:

- What is the issue you studied, and what is its importance in society?
- What are some possible root causes for the issue you are examining?
- What factors contribute to the problem escalating?
- What can be done to bring about change in small and/or large ways?
- How might this issue affect your future students?
- What questions are you grappling with? What do you wonder about?
- What insights into this issue have you gained from looking at multiple pieces of literature?
- How well is the issue presented in children's literature?
- What issues of gender, race, class, or power did you notice in your books? What perspectives were present and which were missing?
- How can you use the literature to approach these critical social issues with students? Why is it important to try and to open dialogue?

Presentation & Handout: Final results will be **presented in class** with your partner. Bring the books you used for visual display. **Make one handout** that states your topic and lists all of your bibliographic reference information for classmates. Talk about what you learned from your research and analysis of the books, what excited you, and what is missing in the pool of literature on this topic. The presentation should be 5-10 minutes.

Course Reading Log

For each genre we study, you will be asked to find and read at least 5-7 high quality and/or award winning picture books. You will keep a reading log that includes the following information for each book: complete bibliographic information; genre; awards won, evaluation criteria that justify its quality, and/or its Horn Book Rating; and a one or two sentence summary of the book that includes and critical issues or topics. For the poetry genre, identify the type of poetry – free verse, rhyming, or other poetic form such as Haiku; and narrative or non-narrative poetry. For multicultural literature, identify the culture(s) or group(s) represented. For historical fiction, be sure to include in your summary the historical time period, event, and/or historical figure(s) represented.

You should have at least 75 books in your log, including at least 5 books from each of the following categories: realistic fiction, multicultural literature, fantasy, biography, informational nonfiction, historical fiction, poetry, illustrator study, author study, and wordless picture books. This log is an ongoing process and you will be asked to bring it in and to pull from it a number of times during the semester: do not leave working on the CRL till the last day.

In-Depth Literature Group Studies/ Discussions

You will participate in three literature studies during the semester – one small group historical fiction novel study, one small group multicultural novel study, and one small group fantasy novel study. I will provide you with information about literature study theory and practice.

Sticky Notes: Before each study, read the book and come to class prepared to discuss and reflect. Sticky notes are a great way to remember discussion points to bring up with your group; sticky note your book as you read (or take notes on points you want to remember). These notes will be turned in after the literature discussion as your “reading response.” *ADD from page 12 Your sticky notes should include comments with a critical literacy focus.* At least three of the minimum five sticky notes (though realistically you will have several through the course of a book) should include comments with a critical literacy focus, though others may be any phrase or passage you wish to discuss—be detailed on your notes and **put the page number** you’re referring to on the note (this will help me as I look over your notes). *At least* three of the notes need to directly relate to the focus question in the second discussion for a text.

A **one to two page reflection** will be due after all three studies are complete to encapsulate your experience and reflect on the rationale for this form of literature study (what theory supports this? How did it work in practice for you? How can you use it with your future students? etc.).

****Novel Book Talks: (Possible 5 points Extra Credit)** **Each student may select *one* additional historical fiction novel or multicultural novel to read and present in a 5 minute book talk format. In the book talk, you can share the setting of the book; talk about what drew you into the book; discuss critical issues such as race, gender, social class, labor, etc.; highlight main events; discuss the writer’s craft; research and share information on the author’s biography; etc.

Author/Illustrator study (with partner, some time allotted in class) For this less formal project, you will work in pairs to get to know the works of an author/illustrator from a list provided (if you wish to study an author/illustrator not listed, please get instructor approval). Each student in the group is responsible for obtaining and reading one novel length book by the author or five picture books. The group is to prepare a presentation with the following components:

Research the author/illustrator’s background and craft. At least one of the author’s books should be published in the last ten years. Bring some books to share with the class along with your own impressions of the author/illustrator and his/her work.

- a. Provide a brief bio of the author. (This must be your own synthesis and cannot be “cut and pasted” from a website or other resource, though you still must site your sources.) Does the author/illustrator’s life experience influence his or her writing? How?
 - b. What writing/visual craft(s) does this author/illustrator implement in his/her work? Give examples of those you highlight.
 - c. Explore socio-cultural issues of how the characters and settings are portrayed in the author/illustrator’s work (include discussion of illustrations as well as text if your study includes pictures books).
 - d. What is your impression of the author/illustrator’s body of work so far?
 - e. Name at least two possible instructive uses for the author/illustrator’s work.
- The above elements may be in a one page, double spaced document—your group must provide info on **at least three** of the above lines of inquiry. The two components below are required for submission to instructor and be prepared to share findings with class.*
- f. Attach a bibliography (bring copies of this for class) of the author/illustrator’s work.

- g. Your role in this partnership to be submitted via email after work is presented.

Teaching Reading in the Elementary and Middle School (Undergraduate Level)

Read Aloud Project

Students will perform two read aloud activities within small group settings and get peer review on a form handed out in class. The form will address necessary knowledge on the read aloud process for example the speed of reading, pause, emphasis, questioning, definition of difficult words etc., during the reading process. They will then be required to create a critical literacy or comprehension lesson plan using read aloud as a necessary first step. The components are: two read aloud activities, two sets of peer review forms, one lesson plan, and a final reflection on your planning, the process and learning.

Creating a Multi-Leveled Text Set

Students work in pairs/small groups to create a text set that is centered around a topic for a certain grade level (interest level) with a variety of text types and reading levels. Text set should include multi genre selections and include reading material suited to struggling readers, ELL's, on level readers, and advance readers. Project will culminate in a day of sharing the texts with the class and a handout with APA citations/summaries for the books.

Children's Literature in the Elementary and Middle School (Undergraduate Level)

Planning & Prep + Reading notebook

Students are expected to come to class having thoroughly and thoughtfully read assigned text materials. During most sessions, we will engage in dialogue together to further illuminate the readings. *For each assigned reading, bring the text to class with at least 3 “thick” questions posted on sticky notes (if multiple chapters are assigned, aim for at least three per chapter).* (Thin questions are encouraged, too!) These questions should be authentic (questions you really have) and should serve to generate discussion on the readings. At the end of the discussion, you will have a chance to summarize your thoughts on two sticky notes in a quick write. The notes you brought along with your summary notes will be turned in on a recording sheet provided to you in class. Each session response is worth 2 points, for a total of 28 points over the semester. There is no make up on this assignment. If you miss a day you will not get the points.

Scholarly explorations: Keep track of your scholarly reading, both assigned selections and texts you explore while completing assignments. *Sample chart:*

Date	Material read	2 – 3 central points

Reading notebook: For this assignment, you will need to purchase a three ring binder divided into 5-sections.

Divide

your notebook into the following sections:

- a. Extensive reading
- b. Intensive reading
- c. Comprehension strategies. (Divide into 8 even sections)
- d. Thematic Study and Text Set
- e. In-class and “exit notes”

You will use this notebook to explore, track, and reflect upon the engagements through your assignments. The notebook is a learning place, and entries should reflect your active, thoughtful engagement in course learning. At times, you will have specific notebook assignments, but most often you will work on your own; for instance, as you read extensively, you will record the books you sample as well as your notes on those you read thoroughly, drafts of annotations, etc. Or for intensive reading, you will record notes you take as you read (questions that arise, points of interest, other thoughts and ideas), reflect on each dialogue

session, etc. Please reread the assignment overviews above and consider how your reading log can support your learning in those assignments.

Reading Notebooks need to have typed double spaced size 12 font notes and will be turned in physically depending on the class meeting days according to a schedule provided within the tentative schedule of classes on page 10. Every effort will be made to provide feedback within the week. When a physical copy is due on a certain date then please clip new additions to help target my reading. You will turn in the full reading notebook to me at the end of the semester with a reflection of your learning.

Extensive Reading/Genre Study

You will participate with a small group to prepare and teach a lesson about one of the genres highlighted in the Huck text: Traditional literature, Modern Fantasy, Poetry, Contemporary Realistic Fiction, Historical Fiction and Nonfiction. Read the chapter on your genre thoroughly and discuss it as a group. Together, decide on three exemplary examples of the genre to read and explore as a group. (Each group member should read each book and write his or her own critical annotation.) Work to understand the characteristics and criteria related to your genre through your exploration of these texts. (We suggest one chapter book appropriate for different levels, and two picture books at various levels.). each book must be selected from either a literary award or professional recommending sources. From these three books decide upon just one mentor text with which you will be able to do the following:

- A. Read the text aloud in its entirety (or an excerpt that incorporates all the key genre elements and is a high quality example of both this genre and literature in general)
- B. Carry out a lesson with the class in which you utilize the text to allow students to discover, with your guidance, the elements of this genre and the importance of those elements within this genre. Your lesson should actively engage students (your classmates) for effective, inquiry-based learning. You must submit a lesson plan prior to teaching your lesson.
- C. Reinforce students' learning through some kind of visual aid/ handout to be provided at the *end* of the lesson.
- D. Write a reflection on the process: from group meetings, to decision on the books, to the presentation of the genre and lesson.

Each student should select 2 outstanding picture books and 1 outstanding chapter book to read in each genre. Post the annotated bibliography to the D2L class website (use notables page as a format) along with 2 observations and your recommendation. (Make sure to write about the selection process in your log.)

The Huck text provides an excellent overview of genres in children's literature. You are responsible for reading each chapter on genre and applying the criteria for evaluation in analyzing books from that genre. You should read 3 books (3 or more will be provided in class as read aloud) for each genre, 2 picturebooks (appropriate for any level) and a chapter book. Select carefully to ensure that you are reading quality literature (use textbook and online resources provided). If you are on the presentation team for a genre, you will still read the 3 books individually in that genre but present a consolidated list of the whole team (so for a group of four your text set for your genre would be that of 12 books). For each book, carefully construct a critical response with the following elements:

Critical Annotation Format

- Title:
- Author:
- Illustrator and medium of illustration:
- Publisher and date of publication:
- Number of pages:
- Genre:
- Awards won or professional recommending source:
- Source: (Where did you get this book?)
- Brief summary:

- Genre criteria analysis:
- Personal response:
- Classroom application:

Annotations do not need to be long, but they do need to be carefully and thoughtfully crafted. You are certainly free to explore various reviewer comments, but we encourage you to craft your response first so that your personal insights come through clearly. If you do read reviewer comments, you MUST cite ALL sources explored (including links so that we may access those sources easily). Close reflection of insights from other reviewers that are not clearly cited and that you have not addressed with your own response, will be viewed as plagiarism.

Please submit all annotations for each genre in the session after that genre's presentation and lesson plan, but note the 3 you want scored for this assignment. (The others will count toward the genre presentation project score.)

It is expected that the quality of your annotations will grow as you respond to feedback. You will have the opportunity to rewrite up to four scored annotations; however, you must make an appointment to discuss your submission within 2 days of receiving your grade and you have one week after this appointment to resubmit the annotation.

You will write a reflection on your group's genre presentation and lesson plan delivery as well as a comprehensive reflection when you turn in your complete annotation folder to me at the end of the semester.

At the end of each genre exploration, compile the list of annotations provided by the class and write a description of the collection. Your description should include themes, topics/content area connections, writing styles, subgenres, etc.; then, keeping your overview in mind, consider "the holes." What do you need to read and add to this collection to best grow your resource for teaching?

Genre Groups:

Traditional	Modern Fantasy	Poetry	Contemporary Realistic Fiction	Historical Fiction	Nonfiction

Intensive Reading/ Literature Study Group Participation ("passionate attention")

For a couple of genre, you will engage with your peers in a literature study on outstanding example of the genre. After each of two study sessions on a pair of books, you will respond in your log according to guidelines given. Following the study, you will write a critical analysis of the book, applying genre criteria (textbook) and exploring the author's use of literary elements (P&E and class handout). This final analysis should be thoughtfully and carefully crafted (including typed, 12-point font and 1-inch margins, and will be used to evaluate your understanding of the genre and relevant literary elements. Don't worry! The dialogue and readings will prepare you well for this task! ☺

You will participate in two literature study group sessions in which you will apply your learning from the Peterson & Eeds text to develop your understanding of literary criticism, literary elements, meaningful engagement with texts (beyond the surface), and effective pedagogy for teaching children to read real books. These sessions will be held during class time (please see schedule), but you will be expected to prepare thoroughly outside of class. You will write a 1-2 page reflection paper after going through the process.

Analytical lens application: as a group analyze each of the paired texts according to analytical lenses (print them from D2L and bring them in). Address insights on the chart provided: What did looking at the book through each lens illuminate about the text? (One chart per group)

List of books to choose from: each group reads a pair of books:

	Novel 1 (to be read by 3 rd week)	Novel 2 (to be read by 4 th week)	Groups
1	<i>Between Shades of Gray</i> by Ruta Sepetys	<i>The Day of the Pelican</i> by Katherine Patterson	
2	<i>When My Name was Keoko</i> by Linda Sue Parks	<i>The Year of Impossible Goodbyes</i> by Sook Nyul Choi	

3	<i>Homeless Bird</i> by Gloria Whelan	<i>Keeping Corner</i> by Kashmira Sheth	
4	<i>Weedflower</i> by Cynthia Kadohata	<i>Under the Blood-red Sun</i> by Graham Salisbury	
5	<i>Esparanza Rising</i> by Pam Munoz Ryan	<i>The Circuit</i> by Francisco Jimenez	
6	<i>Lizzy Bright and the Buckminster's Boy</i> by Gary Schmidt	<i>The Friends</i> by Kazumi Yumoto	

Applied Reader Response Project

For this assignment, you will have the opportunity to develop your ability to engage learners in meaningful explorations of and through literature. In chapter 10 (Huck), you will find descriptions of experiences that encourage learners to engage in critical thinking and complex explorations in response to literature. In your field placement, you will read a rich text with students and work with them to create a response in one of the following ways:

- Supported Writing
- Visual Arts
- Music and Movement
- Book Drama
- Graphic organizers
- Artifacts/Collections
- Maps and Timelines
- Jackdaws

Project components:

- Select the text, determine how you will share it and identify the kinds of responses that might illuminate this text. (We strongly encourage you to involve your students in this process.)
- Write a lesson plan for your engagement. Submit that plan to your instructor for feedback before you teach.
- Teach your lesson, being sure to bring sufficient materials from which students can work. For example, if you believe a visual response is appropriate for the text, be sure to have a variety of visual arts supplies for students to utilize (or arrange well-ahead of time to use your cooperating teacher's supplies).
- **Write a reflection** in your reading logs exploring your instructional choices, processes, and outcomes. Include your thoughts on why this particular response was appropriate for the text and how, specifically, the engagement supported student learning.

Comprehension Strategies

Throughout the class, we will be exploring comprehension strategies to teach your learners so they can get the most out of books. As I introduce these strategies, you are expected to try them out with a learner or learners in your classroom. Write in your log about what you did and how it worked. Make sure that you clearly describe:

- The context,
- The learner,
- Your actions,
- How you think it went (including how you know).

You might return to this log entry again and again as you repeat the strategy with different students in different contexts. Remember to reflect thoughtfully on your practice, including asking questions that might help you grow as a teacher. You will be required *to present your experiences/findings to the class according to schedule of classes.*

Teaching with children's literature/Comprehension strategies

- 1) Activating Background Knowledge
- 2) Making Connections
- 3) Questioning
- 4) Making Inferences
- 5) Visualizing
- 6) Determining Importance

- 7) Summarizing
- 8) Synthesizing

Thematic Study & Text Set

Working in small groups (3 or 4), you will explore how literature illuminates life by conducting an inquiry on a topic related to diversity in children's literature. Topics may include – but are not limited to – adoption/foster care, gender (portrayal of male and female characters), immigration, race/ethnicity or the representation of a particular racial/ethnic group in children's literature, poverty, homelessness, bullying, sexual identity, dis/abilities, creationism and evolution, war/peace, religious in/tolerance, etc. (other topics must be approved by instructor).

Criteria for selection:

Each text selected must be well reviewed by professional sources and clearly connected to the chosen focus. You should select 6 – 8 quality texts representing at least 2 or 3 genres. At least one of these should be high quality, relevant nonfiction.

Expectation for collaboration:

Group assignments are designed to use the power of the collaborative process to deepen each learner's understandings. Segmenting a project by assigning disparate parts to individual groups members undermines this benefit. Make sure that your work process capitalizes on collaboration.

Project components:

1. Background Paper/Study(20 pts)
 - Read the Lewison et. al. article and chapter 2 in the Wolf text. Discuss your understandings as a team.
 - Research your selected focus and create a 2 – 3 page (double-spaced; APA form) nonfiction overview of your topic, including significance for today's learners. Make sure you cite at least 3 pertinent and reliable sources. (Don't forget to record your scholarly reading on the appropriate chart.) (10 pts)
2. Text set (40 pts)
 - Use resources (online bibliographies, professional reviews, your friendly CML and school librarians, etc.) to locate a variety of quality books (again, list on your scholarly reading chart). Use the four dimensions of critical literacy (Lewison, et al) as a framework to guide your analysis of each text. Read thoughtfully, discuss, and select the best books to include in your text set. You may certainly include and discuss a "bad" but well-reviewed example.
 - Once you have selected the texts for your set, do the following:
 - Fill out the critical literacy dimension chart for each book. (Remember, your collaborative dialogue provides the foundation for rich insights.)
 - Create a graphic representing your texts (see Wolf for an example).
3. Comprehensive analysis (40 pts)
 - Building on your group dialogue, write a final analysis paper (one per group, written collaboratively; at least 4 pages, preferably no more than 8) addressing through a critical literacy perspective how your focus is represented in the literature you chose. For example, if you explored how immigration is portrayed, you will discuss how, overall, these books disrupt or perpetuate the commonplace and represent (or not) multiple viewpoints. You will also discuss the overall stance/position regarding socio-political issues and how these books might call readers to action.

Advanced Studies in Children's Literature (Graduate Level)

Texts and Supplementary Materials: The reading materials listed below will provide a focus for the course and information useful for class discussions, activities and lectures.

Required:

Lynch-Brown, C.; Tomlinson, C.M.; and Short, K. G. (2011). *Essentials of Children's Literature* 7th edition. Pearson

Gopalkrishnan, A. (2011): *Multicultural Children's Literature: A Critical Issues Approach*. Wide variety of children's literature (primarily K – 8 focus)

1. Response Journal

A central goal of this course is to develop awareness of a wide range of quality literature, across multiple genres and representative of a variety of voices, perspectives and experiences toward the dual goals of developing your personal literary and cultural literacy and preparing you to teach readers and writers who have a wide range of experiences, abilities and interests. You are expected to read broadly as well as deeply, exploring books as assigned and beyond those assignments for each genre and across levels. Keep track of your personal reading using the **log form** provided (add on to the table as needed) and post an updated log for each class session. *Please place an asterisk next to the date read to indicate books explored beyond basic requirements.* The purpose of the log is for you to reflect on your readings of the literature and the professional articles and chapters which we discuss in class. Record your understandings, questions, and connections to these readings. Write about your response, not summaries of the readings. The journal is a vehicle to reflect on important and difficult ideas and issues raised by our reading.

2. Learning Blog

The purpose of this blog is to help you engage thoughtfully and productively with the various texts of this class, both traditional printed texts (the textbook in particular) and the texts (some oral, some written, many communally constructed) that emerge during our time together. Please approach each entry in the following manner: Before reading the assigned text, reflect on the assigned topic and write about your ideas and perceptions going in. After reading, address the following focus questions: *What matters here; what is significant? Why? How have my previously held ideas been strengthened or challenged? What questions does this reading raise for me? How does what I read here invite me to further exploration? How does it apply to who I am and what I do?* It is not necessary to address these questions in a strict question/response format, nor do you need to restrict yourself to only the content suggested by the questions. A response team organization (see D2L) provides a structure for you to begin dialogue with your colleagues. Remember, too, to revisit previous posting with your own comments, perhaps new insights gained as you read and engage in learning dialogue with others.

Respond to the book(s), which we are discussing in literature circles. Your response may include comments about the connections and feelings the book evokes, your thinking about the author's construction of the plot, setting, themes, or characters (including their national, racial, gender or class identities), or reflections on social and political issues in the book. Reflect on your response to the book.

In responding to the professional readings, you can respond to the articles/chapters by focusing on ideas or issues you found interesting or provocative that go across the readings. Or you can respond to one of the articles/chapters of particular interest to you or to an idea that catches your attention.

3. Author/illustrator Study

You will research the life and work of the author/illustrator, including reading as many of the books he/she has authored as possible. On the D2L discussion board, discuss your findings and what you notice about their work with your peers. In order to facilitate productive discussion, I have assigned small groups for this project; please see the D2L discussion board for those group assignments. Reading and a substantial initial discussion should be completed by class time on 2/11. Please post two to three potential questions that you might pose to the author/illustrator.

4. Critical Literary Analysis

Just as you are encouraged to read extensively to broaden your knowledge of children's literature, another goal of this course is to deepen your critical understanding of literature and ability to discern high quality, appropriately challenging and instructionally worthwhile literature. During our class sessions and in text readings, we will explore various approaches to literary analysis and the theoretical groundings of those approaches. We will also explore (and, in some cases, challenge) definitions of various genre and genre-specific evaluation criteria. You will apply this knowledge in conducting critical analyses of the books you read in each genre. These **critical reflections** are designed to help you construct clear and grounded understandings of literary elements and conventions, to develop awareness of the sociological significance of literature, especially literature for children, and to help you perfect your ability to talk and teach effectively about and through literature. Your analysis should be carefully crafted, rarely more than one single-spaced typed page in length. Move beyond "stream of conscience" initial observations to organize your work according to central features and important criteria. Begin each reflection with a brief synopsis (so that the rest of your discussion makes sense) and support your assertions with clear examples from the

text. Write to make sense to someone who has not read the book. Post each review to the D2L site so that, at the end of the course, we will have a significant supporting resource of great books to read and teach.

5. Genre Presentations

Working with a team, you and your peers will be responsible for researching a particular genre beyond what is presented in the chapter and giving a class presentation that thoroughly educates your classmates on the genre, including defining (and perhaps, complicating) features, important authors, outstanding literature, and issues and possibilities relevant to a discussion of the genre. Each presentation must include purposeful attention to inclusion of diverse voices and perspectives. Presenters should 1. Use books as supporting examples and should design the presentation to 2. Include effective teaching practices. Genre presentations will be assessed using a **peer response system**. Peers will provide substantive feedback and a numeric score using a form (see D2L). Peer responses will be averaged to come up with one peer score. The instructor will evaluate using the same form for a second score. The presenters will self-evaluate using the same form. The final grade will be determined by averaging the overall peer score and the instructor score. The self-evaluation score will be used for discussion purposes in case of grade concern.

6. Literature Study Groups

In order to develop deeper understandings of genre and literary craft, you will participate in literature study groups, one featuring various paired texts. You will engage with a group of peers in multiple dialogue sessions, following the format set forth in class. After each session, each participant should submit an e-mail describing the session, literature discussion strategy used, and addressing central insights you gained into the book, the literature study process, and literacy learning as a result of your participation. (Response guidelines will be provided.)

7. Multicultural Literacy Project

A central goal of this course, in fact of this program, is preparing you to teach knowledgeably, effectively, and respectfully in diverse settings. Toward that end, you will complete a multicultural literacy project with three components: 1) exploring the professional (peer reviewed) literature on diversity in children's literature; 2) reading children's literature stemming from a particular cultural perspective; and 3) engaging children in dialogue about a multicultural text

A. Select two research-based professional articles or book chapters related to diversity and children's literature, and write an academic summary (e.g. problem addressed, scholarly process, conclusions, and central points for discussion). Post your summaries on the discussion board, then revisit the board to read the summaries posted by your peers. Amend your initial posting with a brief, but well-thought-out synopsis of what you see to be the major issues/considerations in selecting literature that reflects diverse perspectives. Please post all articles by 2/12 and post your synopsis by 2/19.

B. Read at least five novel length texts reflective of a particular culture include a global/international book (you may substitute 2-3 picturebooks for each novel if you prefer) and write a 3-5 page analytic reflection on how culture and class are addressed. (You'll have to do background research on the culture and any issues particularly related to representation of that culture in literature. Article postings, links on D2L and other recommended resources can help a lot here.) The books may be those you read for genre assignments or you may choose books specifically for this assignment. Please submit a proposal for this assignment, including the books you will read and the culture reflected, by 2/12. Your paper is due in the drop box by 3/13.

C. Critical Review of a Global Book

Choose one global book from your set of multicultural books to analyze in depth and to write a review based on the submission criteria for WOW Review (wowlit.org). Choose a book that is a recent publication. For this review, research the background of the author and/or illustrator, access reviews on the book (see the Comprehensive Children's Literature Database), and evaluate the book on issues of cultural authenticity. This review is due on _____.

D. Talking with children about multicultural literature: Working with a peer, locate a group of young learners with whom you can conduct a literature study group and apply what you have learned by taking over the teacher role, from selection to reflection, for two sessions. Identify level appropriate selections that encourage multicultural insights and allow participants choice in those selections. Each partner should take the lead teacher role for one complete session, with the non-teaching partner in each session actively participating while taking observational

notes. After each session, share insights in a collaborative discussion. In a well-organized, thoughtfully crafted written reflection (post to D2L), 1) describe your process, 2) share what happened that was significant, and 3) share insights gained about how literature study dialogue encourages significant literacy and sociocultural learning. You should be prepared to present your findings in class on _____. Prepare a handout and display of books to share with class members on _____. Also write a reflection on the issues that emerged from your analysis of this collection of books along with a description of why you chose this particular culture and of your process of research

8. Inquiry Project

Choose a question or issue of concern to you in relation to multicultural or global children's and adolescent literature. Once you have chosen a particular question, decide on how you will conduct your inquiry to explore that question or issue. You can research through professional readings, children's books, discussions, interviews, observations, and/or work with students. You can choose to do your inquiry project alone or with others. The only limitations are that your project should relate to global issues in children's/adolescent literature and is on a question that matters to you.

- Options for your project include:
- an indepth critical analysis of a set of books from a particular country or cultural group
- an issue (e.g. translation, censorship, stereotypes, cultural authenticity)
- an author or theme relevant to our focus on internationalism
- responses of children, adolescents, or adults to a particular set of global books.
- awards given to international literature or to literature within a particular country
- write your own piece of literature that is based in a specific cultural experience
- your proposal

A project proposal will be due _____. On this proposal, describe your project in as much detail as possible, including your rationale for undertaking the project, your theoretical framework, your methods of researching your question or issue, etc. Your project will be due on _____. The inquiry projects will be presented to other class members during the last two class sessions.

Evaluation

Since this is a literacy class, and because teaching is a field that requires excellent communication skills, numerous opportunities will be provided for students to explore ideas about and through language, both written and oral. A strong emphasis will be put on the ability to communicate clearly in writing (including clear, well-developed concepts and mechanical proficiency.) For each assignment, grades will be determined using a point scale and criteria. Students are encouraged to communicate with the professor regarding any evaluative concerns. A grade of incomplete will only be assigned to those students who experience a catastrophic event (severe illness, etc.) that prevents them from completing course work.

For each major project, you will turn in a self-evaluation in which you state your goals for that project and evaluate the process you went through in reaching those goals. I will add my evaluative comments based on your goals. You will also **write a mid-term evaluation** of your learning and the course that includes your goals for the rest of the semester as well as a final self-evaluation at the end of the semester.

Your final grade will be based holistically on both your and our evaluation of your growth and learning, the quality of your written work, and your attendance, participation, and preparation for class sessions. While you can negotiate the ways in which you define and complete class projects, you must complete all of these projects to fulfill course requirements and your final grade for the course will be based on the thoughtfulness and quality of this work with a B reflecting the completion of all course projects at a satisfactory level.

Children's Literature in the Classroom: Birth to Age 8 (Undergraduate Level)

Topics included within the course include:

Book Selection/Evaluation criteria	Poetry	International literature
Censorship	Traditional Literature	Critical literacy
Visual literacy/illustrations	Fantasy	Literacy and young children
Multicultural issues	Realistic fiction	Technology and literature

Trends and history	Historical fiction	High interest and series books
Literary theory	Biography	Baby board books
Storytelling	Information books	Types of picture books

Course Readings: Joan Glazer & Cyndi Giorgis, (2004). *Literature for Young Children*, 5th Ed. Prentice-Hall.

Many children's books

1. Reading Record

Extensive and intensive reading of books for young children is the primary focus of this course and so you need to keep a reading record of the books you read. This record should be in a format that you will find useful in your classroom and in other methods courses. The major function of the record is for you to write down information you want for the future. You will need to decide what form your reading record will take - notecards, looseleaf notebook, computer data base, or your own form. The kinds of information included about books could be some of the following:

- 1) bibliographic information on the book (author, title, illustrator, publisher, date, and number of pages)
- 2) a short summary of the main plot and themes in the book
- 3) a description of the illustrations in picture books
- 4) your reaction to the book (comments on strengths, problems or concerns, a rating system)
- 5) potential uses in the classroom (themes, text sets, extensions, appropriateness for certain children)

Decide how you want the record organized. What system would be most helpful in quickly locating the books? You might organize by themes, authors, types of books (genre), or some other system.

The reading for this course should be done weekly. There may be some weeks when you read fewer books than others but this is not a project that you put off until it is due. This course is based on continuous reading of children's literature and you will greatly decrease your learning and participation in this class if you are not reading regularly throughout the course. Note that LRC 480 students are typically expected to read a minimum of 100 books in a combination of picture books, poetry books, informational books and chapter books (minimum of 15), reflecting a range of genres and age levels. Your records should include books appropriate for infants, toddlers, pre-k, and K-3.

2. Literature Reflection Journal

The function of the literature reflection journal is to provide a place for you to reflect on the books you will be discussing in literature circles and to dialogue with us and another class member about your responses to these books. The focus of the journal is on personal response to reading, reflections on your learning and thinking, and dialogue with others about these responses and reflections.

Each week, make a minimum of one entry in your dialogue journal. One entry must always be a personal response to the book you are going to discuss in literature circles for that week, so that you prepared to contribute to this discussion. You may include entries on another book(s) that you have read during that week and want to think more about. Write about your personal connections, thoughts, and questions on books you are reading. The focus on the log is not on writing a summary or a literary analysis of a book but responding to how the book connected to you personally

The reading to which you respond will primarily be children's books, but you can also respond to professional readings (articles, the textbook) or to experiences in our class. The purpose of these reflections is to give you a chance to think about the class sessions and your experiences with literature and make connections to children's experiences. In your reflections, write about what you are learning or thinking as well as questions and concerns.

3. Author/Illustrator/poet study and on-line library experience

As you read children's books, look for a poet, author, or illustrator who creates books for young children and who particularly intrigues you or to whom you feel a strong connection. Once you've found someone, gather a collection of that person's books and spend time reading and exploring those books. Locate information on that person through using the library reference materials. You will also be asked to complete an on-line library reference exercise as you prepare this study. Read at least one or two books by this person to children and engage them in discussing or responding to this book(s) in some way. Prepare a handout introducing the person you have selected to share with class members and a short presentation and visual display.

4. Read-Aloud Project

You will engage in 2-3 read aloud experiences with young children and write a reflection on these experiences, related to the conversations that occurred, the children's responses to the books you selected and to you, and your feelings about the experience as well as a rationale for selecting the books you read aloud.

5. Final Inquiry Project

Choose a topic, issue, or question related to young children and children's literature that interests you and that you want to explore in greater depth through gathering resources. Form a project group with several other people. As a group you will meet to brainstorm, share resources, and talk about ideas or issues related to your topic. We will discuss this project in greater depth at mid-semester and you will be asked to select a topic and submit a proposal

Possible projects include

- Develop lists of books for an inquiry focus, thematic units or text sets
- Develop further author/illustrator/poet studies
- Develop a genre study
- Examine issues such as censorship and stereotyping
- Poetry project (e.g. personal poetry anthology)
- Write and/or illustrate your own children's book.

You will be asked to present your project at the end of the semester to the rest of the class, prepare a handout, and write a reflective paper on the project.

6. Signature Assignment: Children's Literature Resource Portfolio and Final Exam

The purpose of this portfolio is to gather and organize the projects and resources from this class and to organize them according to the course objectives.

The sections of your portfolio will include:

Responding as a Reader

Projects and handouts in which you reflect on yourself as a reader and in-depth personal responses to the books you have read in this class. Possible artifacts include your literacy memory/map, literature log entries on your personal responses to literature, artistic responses to literature, reading interest/attitude surveys, etc

Course Objective: You will gain a better understanding of yourself as a reader and of how to engage in personal and critical response to literature.

Knowledge of Children's Literature

Projects and handouts that reflect your knowledge of children's books and ability to evaluate the literary quality and appropriateness of these book. Includes the range of books which you read as part of the class and your ability to organize text sets of conceptually related books. Artifacts in this section include your reading records, inventories of your records, and text sets lists and projects as well as other related projects such as writing and illustrating your own children's book.

Course Objectives: You will develop a broad knowledge of the various genres and types of books for children, including the major authors and illustrators of these books. You will become familiar with the literary and artistic elements and how they interact to create an effective book for children in order to evaluate the literary quality and appropriateness of specific books.

Reference Sources and Resources

Projects and handouts that reflect your knowledge and use of reference sources on children's literature and how to locate information on authors, illustrators, and poets as well as books on particular themes or topics. Artifacts in this section include library exercises, library guides, author/illustrator/poet projects and handouts, professional articles that focus on children's literature as a field, poetry handouts.

Course Objective: You will be able to use reference sources to locate information on children's literature.

Literature Engagements with Children

Projects and handouts that reflect ways in which literature can be used with children. Artifacts in this section include read-aloud reflections, pen pal letters and reflections, literature response strategies, professional articles or handouts on the use of books with children, professional conference or classroom visit reflections.

Course Objective: You will examine the role of literature in the lives of children, particularly in relation to engaging children with literature for both personal and academic purposes.

Social and Cultural Issues in Children's Literature

Projects and handouts that focus on specific cultural and social issues in children's literature such as censorship, stereotypes, and controversial books. Artifacts in this section include reflective journal entries and professional articles, projects or papers on these issues.

Course objective: You will develop an awareness of social, multicultural and international issues as they connect to literature for children.

The portfolio should include a reflection for each section that cites evidence for whether or not the artifacts in that section indicate whether or not you have met the course objectives for that section.

You will use your portfolio as the basis for your final examination (in-class exam) to evaluate whether or not you have accomplished these course objectives. During this exam, you will need to use each section of your portfolio to respond to these questions. Your final exam will be evaluated on a checklist based on whether or not you have provided evidence of your ability to engage in the behaviors indicated by each objective.

Children's Literature in the Classroom (Undergraduate Level)

REQUIRED COURSE READINGS: All materials have been ordered and can be purchased at the campus bookstore and at the **Kids Centre** on northwest corner of Swan and Pima.

- *Children's Literature Briefly* by J. S. Jacobs and M.O. Tunell, 4th ed.
- *Kira Kira* by Cynthia Kadohata
- *Weedflower* by Cynthia Kadohata
- *Lizzie Bright and the Buckminster's Boy* by Gary D. Schmidt
- *Out of the Dust* by Karen Hess
- *Faithful Elephants* by Yukio Tsuchiya and Ted Lewin

At least 100 children's books with at least 15 novels of more than 90 pages.

Other readings and books as assigned

1. Mapping our Literacy

One way to understand our feelings and responses about literature and reading is to reflect upon our personal histories and experiences with literacy. As we examine our thoughts and feelings toward literacy, we become better able to understand ourselves as learners. What memories do you have of stories, literature, reading or literacy? Did your family tell stories? Were you read to as a child? How did you learn to read? Is there a particular event, person, place or feeling that stands out for you when you think about literacy? Describe your literacy history as you use art and story together to represent your literacy journey thus far. The final product is a map and a rich story about an experience from your literacy journey. Your story and map is due on – typed, double-spaced, 12 font, **1 page**.

2. Personal Goal Setting

The purpose of the statement of goals is to provide you with decision-making related to what and how to learn, and how to evaluate the process and products of learning. Here are some guiding questions:

- What do you intend to accomplish in this course?
- How will you go about reaching these goals?
- What support will you need in reaching these goals?
- Which of the learning experiences will be new for you?
- How can your classmates or I support you in these new experiences?
- How will you apply what you've learned in your practice as a classroom teacher, teacher-librarian?

Your goals are due on – single spaced, 12 pt. font. Include your name and assignment name in the heading.

3. Book Browsing

Familiarizing yourself with children's literature during this course will assist you as you select literature to use during your methods courses, student teaching and beyond. Throughout this semester you will have an opportunity to browse many titles during a limited time. To help you make the most of the browsing experience I would recommend one of the following:

1. Quickly browse all of the books at all of the tables.
2. Begin reading the books at one table.
3. Read at a table for 5 minutes. Then move to the next table.
4. Read one book at one table. Then move to the next table.

4. Literature Reflection Journals

Reflection is an important element in learning and in this class. The function of the journal is to provide you with a stable place and an opportunity to reflect, respond, question, or simply comment informally in writing about what you are reading. The focus of the journal will be your personal responses to readings and your reflections on your growth in order to contribute to the class discussions and literature circle discussions. Write about your connections, thoughts and questions to the texts and to professional articles on D2L.

The focus should not be a summary of the readings, but rather thinking about how what you are reading connects with you personally and professionally. The writing should help you prepare to contribute to discussions.

You will submit two copies of your journal entries, one to me and one to a classmate. In return you will receive one entry to respond to before the next class period. **Entries must be one full page (at least), typed, double-spaced, 12 font.** the journal entry are to be read and commented upon in writing on the content. Bring the entry with you to class the following class session. See the Class Schedule for journal due dates.

Reading Records: Extensive and intensive reading of children's literature is the primary focus of this course. I expect you to read a minimum of 100 books in a combination of picture books, poetry books, informational books and chapter books (minimum 15). These books need to reflect a variety of genres as well as a full range of children's ages. Include only books you consider high quality and potentially useful in your future teaching.

Organize your reading records in a way that will be useful to you in the future. Consider your own learning styles and preferences. For example, you may use index cards, a database, or loose leaf notebook. Record

each book as you read it when the needed information is easy to recall. Include the following on each record:

1. **Bibliographic information:** author, title, illustrator, publisher, copyright date, number of pages, ISBN #.
2. **Genre:** Poetry, Realistic fiction, Historical Fiction, Fantasy, Biography, Informational.
3. **Format:** Picture Book or Chapter Book
4. **Descriptions of the illustrations-medium used**
5. **Story Summary**
6. **Your personal response (connection):** This is a critical and important part of your reading records. The response is to be to self, to other texts, to the world.
7. **Curricular Connections.**

A hard copy of each Reading Record is due five times throughout the semester. See the Class Schedule for due dates.

5. Book Drama

A Book Drama is the transformation of an entire book into a one-act play, complete with actors, costumes, makeup, and props. Groups of 4-5 students first select a new or recently released chapter book or picture book to read. Groups write a short play of the book and then present the play to the class. Detailed information will be given in class. You will also be required to reflect on the process and outcome of the experience and create a text set that led your search for the final choice. You are to bring in and display the textset on the day that you present.

6. Library Experience

In conjunction with the Book Drama Experience, we will participate in a library instruction sessions at the main branch of the U of A library and in class. These sessions are designed to give you a personal introduction to the library and library services. You will learn how to locate information about authors and illustrators as well as search for book review and works of literary criticism.

Before you attend the Library Sessions familiarize yourself with Sabio Gateway by participating in the Rio Tutorial found on the Library Home Page at:

-- <http://www.library.arizona.edu/help/tutorials/courses/educ/childlit/LRC480resources.html>

New Modules Added: Introduction to Books in Print (It has a section for children's materials)

-Introduction to Children's Literature Comprehensive Database

- Identify a theme to explore

7. Poetry/Article Experience

Poetry/article experiences build phonemic awareness, rhythm and fluency in the reader while a search for articles increases knowledge of critical issues and experience with how to search for them. You will have an opportunity to select and to share a poem/article with your classmates. Poems/articles must relate to our theme of *"Journeys of Discovery"* or to the class topic/issue under discussion (check the syllabus for the topic listed on the day you present). Challenge yourself to create an interactive approach in which to share your poem/article. On the day that you share, bring in the book/journal that contains the poem/article (no internet poems/articles). Also bring a copy of the poem/article (including bibliographic information) for each of your classmates. Additionally, for me, turn in a 1 page, typed, double-spaced, 12 font reflection that includes the bibliographic information for the book/journal in which you found the poem/article and the reason for selecting the poem/article.

8. Mini Inquiry – Read Alouds 1 & 2

This inquiry is designed to help you gain experience reading to a group of students in a “formal” setting. Two times during the semester you will read aloud to a group of children. Two options are available:

1. Read aloud to a group of 5 or more children and facilitate a literature discussion.
2. Read and discuss a book with children in a classroom setting.

After your inquiry experience, write a description and a reflection of the experience, using the *Well Remembered Event* (Carter) as a guide for thinking about this experience (**2-3 pages, typed, double-spaced, 12 font**). It is required that **your second read aloud be dissimilar** to the first one in location and

or content and that you exercise your knowledge and practical experiences from this class in it. See the schedule for due dates.

If you are unable to find a place to read please see me. I will help make arrangements to conduct this inquiry.

Explanation of MINI INQUIRY - Read Alouds

As stated above, you will to read aloud to a class of students. Reading aloud to students is a planned component of a balanced literacy program. Please contact the teacher several days in advance to plan a read aloud session.

After your experience, write a reflection using the format of Kathy Carter's *Well Remembered Event*. The *Well Remembered Event* was developed for the purpose of assisting pre-service teachers in exploring their preconceptions about teaching and monitoring their evolving understandings of what teaching is. This structure is being adapted to support you as you reflect on the experience of reading aloud and discussing literature with children. Your written reflection will include three parts: 1) **a detailed description of the event itself**; 2) **an analysis of the event**, and; 3) **teaching implications uncovered as a result of experiencing and analyzing the event**. Also include the teacher's name and the name of the school.

1- A detailed description of the event

Describe the setting. Where did you sit? Where did the students sit? How was the furniture arranged? Was there a specific place for reading aloud in this context? What other observations did you make about the classroom and the role of literature within the classroom? Were books readily available to students? How the literature was displayed (shelves, bins, etc.). In what ways did the teacher highlight specific texts?

Describe the participants. How old were the students? What grade level? How many students participated in the activity? Did they represent a particular cultural context? How did students respond before, during and after you read to them? What comments did students make?

Describe the teacher. What did the teacher do during the read aloud? What was your sense of the rapport between the teacher and students in relation to sharing literature?

Describe your role. What text did you read? Why did you choose this piece to share? Did you utilize a specific strategy for introducing the text? What did you do as you read? What questions did you ask? How did you use your voice? How did you facilitate the discussion? Were the illustrations of the text significant to the children (if applicable)? How did you monitor and adjust this discussion? How did you close your session?

2- Analysis of the event

What is your overall sense of the experience? Do you feel it was successful or were you disappointed (or both)? How do you know? What criteria did you use to evaluate yourself and the overall event? What surprised you? About the students? About yourself? Why were you surprised? What connections did you make to LRC 480 discussions and course readings?

3- Teaching Implications

In reflecting on this experience, what would you change? What would you keep the same? What changes would you make if students were younger/older, smaller/larger group, from a different cultural background? How has this experience informed what you are thinking about planning for and utilizing children's literature in your own classroom? What lingering question do you have regarding the use of literature and literature discussions in the classroom?

9. Final Inquiry Project

This inquiry is your culminating project for this course. Choose One:

-Personal Inquiry-This is an opportunity to explore a topic of your own interest and choosing. This experience offers you the chance to dig deeply into a facet of children's literature that intrigues you. Choose a topic, issue or question that interests you and discover how that idea is portrayed or exemplified

in children's literature, and how children's and professional literature can inform you about your interest. Present your findings and include a reflection that portrays your personal thoughts about the findings.

OR

-**Author Study**- this is an opportunity to learn about a particular author whose work has been powerful for you. Choose an author and explore his/her work, background [personal and professional], influences etc., you will be required to personally contact the author (if alive) through letter or email where you will have the opportunity to ask the questions you have narrowed down your inquiry to. The final presentation will contain a text set of the author along with the bibliographic information. You will do a book talk of his/her work; include your personal reflection, and the findings of your study.

OR

-**Develop Your Own Idea** – (with instructor approval)

In class sharing of final project- You will create a visual representation of your project. Your presentation should include:

- A visual display (poster, pictures, video, etc)
- Your reflection of the process.
- A strategy to engage as a reader/highlight participation as a reader
- You are to create and display a text set with your focus to share with the class
- Copies of your annotated bibliography of the text set for each class member

For me: Turn in a reflection about this learning experience (2-3 pages). Include an explanation of your choices, and their connections to the project. *You must use at least three print resources/references to substantiate your inquiry project.*

10. Resource Portfolio

The purpose of this portfolio is to gather and organize all the materials from this class. In organizing your portfolio, think about how you will best be able to use this resource when you are teaching. Your portfolio should include outside resources that you feel will be helpful to you as you use children's literature in your classroom. The Resource Portfolio must include the following items:

Table of Contents	Course Syllabi	100 or more reading records Literacy
Memory Book	class handouts	
Read Aloud Reflection	Reflection journals- from me and peer(s)	
Mid-term Reflection	At least three professional journal articles from e-reserve	
Misc class projects	Final Reflection	

Creation of Resource Portfolios should be on-going. Portfolios are due on _____.

11. In Class Activities

Activities that will enhance your connections to children's literature will be introduced throughout the semester. *These activities may require time outside the classroom setting.*