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LEAD and **SERVE** constitute the conceptual framework for all programs for professional educators at NC State. They are the touchstones that assure that our students graduate with the following:

- ❖ **LEAD:** four forms of knowledge; general pedagogy, content-specific pedagogical strategies, content or discipline knowledge as well as knowledge of the context of education, including foundations, historical perspectives and school settings.
- ❖ **SERVE:** elements that show the range of skills and dispositions developed in our candidates; scholarly, ethical, reflective, valuing diversity and experienced in practical application of knowledge.

Please go to our website for more on the Lead and Serve framework:

<https://accreditation.ced.ncsu.edu/ncate/completedevidences/Lead%20Serve%20CF.pdf>

Course Information

Course Prefix and Title: ECI/ELM 537: Teaching Children's Literature

Instructor: Angela Wiseman, Ph.D.

Teaching Assistant:

A. Course Prerequisites/Co-requisites: Graduate standing or advanced undergraduate with permission of instructor

B. Course Designation

Catalog Description: Instructions for educators in quality children's literature, specific needs of young readers, genres of children's literature, strategies for instructing children's literature, ways to target reader's interests, and design of literature units.

Number of credits: 3.0

Date Syllabus was Revised: June 17, 2021

Meeting times: Asynchronous: June 28-August 2, 2021

Class location: online

C. Student Learning Outcomes

Upon course completion, students will be able to:

- 1) Understand and critically evaluate children's literature (NCSGS 3, 4; LEADSERVE 1, 2, 3, 5, 9);

- 2) Disseminate and present knowledge to others in an adult learning communities (NCSGS 1, 2, 3, 4, 5; LEADSERVE 1, 2, 3, 5, 9);
- 3) Construct and organize resources to be used in providing instruction for elementary-aged students (NCSGS 2, 3; LEADSERVE 1, 2, 5);
- 4) Give others feedback, suggestions, and support for using children’s literature in instruction (NCSGS 1, 2, 3, 4, 5; LEADSERVE 1, 2, 3, 4, 5, 6, 7, 8, 9).

Teaching strategies: A balance of class discussion, group work, reflection, demonstration activities, and direct instruction will be employed.

Standards:

- [North Carolina Professional Teaching Standards](#): 1, 2, 3, 4, 5
- [NC Department of Public Instruction Elementary Specialty](#): 1
- [NCDPI Standards](#): The North Carolina Standard Course of Study
- [NC Extended Content Standards](#)
- [21st Century Skills](#)

- [NCSU CED Conceptual Framework \(LEADSERVE\)](#)

Conceptual Framework for Developing Professional Educators Who Lead and Serve:

The College of Education is a voice of innovation for learning across the life span. We prepare professionals who educate and lead. Our inquiry and practice reflect integrity, a commitment to social justice, and the value of diversity in a global community.

Lead elements focus on the four forms of knowledge: general pedagogy, content-specific pedagogical strategies, content or discipline knowledge and knowledge of the content of education, including foundations, historical perspectives and school settings. The conceptual framework for our programs for professional educators is the touchstone to assure that all who complete the programs:

- **Learn** general pedagogy
- **Educate** with content specific strategies
- **Apply** discipline knowledge
- **Demonstrate** understanding of the education context

Serve elements show the range of dispositions being developed in candidates. All who complete our programs serve the profession by being:

- **Scholarly**
- **Ethical**
- **Reflective**
- **Valuers of diversity**
- **Experienced** in practical applications of knowledge

http://ced.ncsu.edu/about/conceptual_framework.htm

E. Required Books & Articles

Textbook

Kiefer, B. Z. & Tyson, C. A. (2019). *Charlotte Huck's Children's literature: A brief guide, 3rd Edition*. New York: McGraw-Hill. ISBN-10: 1259913848

Other readings/articles will be provided via Moodle and/or the class website site.

All books that have a * can be found as ebooks on NCSU METRC's [overdrive](#).

#you can find this book on [NC Kid's Digital Library](#) (you need a NC public library card)

Children's books - you can use your library or order them from your local bookstore (we encourage you to support local bookstores!)

Required for all:

Alexander, K. (2014). *The crossover*. New York: Houghton Mifflin Harcourt. *

de la Peña, M. (2018). *Carmella Full of Wishes*. New York, NY: Putnam.

Engle, M., (2015). *Enchanted Air*. New York: Athenaeum.

Lindstrom, C and Goade, M. (2020). *We are water protectors*. New York: Roaring Brook Press. (you will read this online)*

Choose one Jenkins book: Jenkins, S. (2016). *Animals by the Numbers*. New York: HMH Press. OR

Jenkins, S. *Dinosaurs by the numbers*. *

Lawson, J. A. & Smith, S. (2015). *Sidewalk flowers*. Berkeley, CA: Groundwood Books.*

Polocco, P. (2012). *Thank you Mr. Falker*. (we are using the author readaloud video, no need for book)

Required for Book Club 1 (Julie, Alison, Taji, Rochelle):

Bell, C. (2014). *El deafo*. New York: Amulet Books. *

Fleming, C. & Rohmann, E. (2020). *Honeybee: The Busy Life of Apis Mellifera*. New York: Roaring Brook Press.

Roth, S. L. & Trombore, C. (2013). *Parrots over Puerto Rico*. New York: Lee and Low Books.*

Required for Book Club 2 (Abby, Jean, Spencer, Kristen):

Jamieson, V. and Mohamed, O. (2020). *When Stars Are Scattered*. Dial books.

Andrew, T., and Collier, B. (2015). *Trombone Shorty*. Harry N. Abrams. *

Maillard, K. N., and Martinez-Neal, J. (2019) *Fry bread: A Native American Family Story*. Roaring Brook Press*

Required for Book Club 3 (Hannah, Nourdine, Sarah):

Billet, J. and Fauvel, C. (2020). *Catherine's War*. New York: Harper Alley. #

Step toe, J., (2016). *Radiant Child*. New York: Little, Books for Young Readers *

Tonatiuh, D. (2015). *Funny bones: Posada and his Day of the Dead calaveras*. New York: Abrams Books for Young Readers. *

Required for Book Club 4 (Lindsay, Asanka, Elizabeth, Stephanie):

Craft, J., (2019). *New Kid*. Quill Tree Books. *

Mattick, L. (2015). *Finding Winnie: The true story of the world's most famous bear*. New York: Little, Brown and Company.*

Shiraishi, A. & Xiao, Y. (2020). *How to Solve a Problem*. Random House.

Other works of children’s literature will be choice readings based on your interests and priorities.

Students interested in other resources are encouraged to explore DH Hill Library, Hunt Library and the METRC on the 4th floor of Poe, or other libraries and online sources. All texts are in the catalog of the Wake County Public Library. The course text will also be on hold in DH Hill.

F. Other Required Course Materials:

A. Additional Materials:

Access to a computer outside of class and reliable internet access.

B. Email

ALL STUDENTS MUST MAINTAIN AND USE THEIR NCSU EMAIL ACCOUNT.

For any emails, please put ECI537 or ELM537 in the subject header to ensure a timely response.

C. Electronic Resources:

Students must access Moodle and the class website on a regular basis.

G. Grading & Evaluation

Grades will be assigned as follows:

A+	97-100	B+	87-89	C+	77-79	D+	67-69
A	94-96	B	84-86	C	74-76	D	64-66
A-	90-93	B-	80-83	C-	70-73	D-	60-63

Final grades will be based on your successful completion of the following components. All assignments and projects are detailed in the following section. Each assignment is accompanied by detailed criteria/rubric. When submitting assignments, please save them with your last name, underscore, followed by the name of the assignment (e.g., Wiseman_BookCritique.docx)

Assignment	Percentage of Grade	Due Date
Book Critique & Picture Examination	12	7/5 (extended for holiday)
Child Response Assignment	12	7/11
Issues & Identity Blog Post	12	7/18
Informational Text Book Talk	12	7/25
Final Project	25	8/2; Provide feedback to 2 others by Tuesday, 8/3 at midnight
Reader Responses	12	Weekly by Friday (7/2, 7/9, 7/16, 7/23, 7/30)
Participation in Forums & Book Clubs	15	Weekly by Friday (7/2, 7/9, 7/16, 7/23, 7/30)
Total	100	

Assignments/Projects

All assignments will be submitted on Moodle. Save assignments as Lastname_Name of assignment.docx (for example Wiseman_BookCritique.docx). We also encourage you to share on social media, including Twitter. There are many hashtags that link to children's literature, we encourage you to explore these and we will use the hashtag #NCSUChildrensLit.

- 1. Book Critique & Picture Examination (12%; DUE MON 7/5 by midnight).** This assignment is in two parts: select a picture book (published in 2014 or later). Then:
 - a)** Read it carefully and write a 150- to 250-word critique. Your critique needs to be concise and needs to celebrate and evaluate the language, themes, and artwork in the book. Make sure you describe and analyze the content and that you consider an appropriate audience for the book. Use Horning (chapter 8) to guide you and see examples on the website.
 - b)** Next, evaluate the art in the picture book, using the graphic organizer on the website.
- 2. Child Response Assignment (12%; DUE SUN 7/11 by midnight).** Share a picture book or an excerpt from a longer book with a child or small group of children. Your own child, a friend's child, neighbor, etc. will be fine if you are not currently working with children in a classroom. You need to record the reading. Note children's spontaneous responses-verbal and nonverbal. Invite more response by asking open-ended questions that promote deep thinking and discussion. You must plan at least six (6) total open-ended questions to ask at different points during the read-aloud. (It's helpful to frame them before, during, and after reading.) Questions should be based on the NC Extended Content Standards for your text type (literature or informational text; see <http://www.dpi.state.nc.us/docs/curriculum/languagearts/scos/extended-k12.pdf>). Then write an account of this experience (no more than 4 pages) that includes what you did (including the six questions you asked) and what the child(ren) did. Make sure to include direct quotes from the children. Use references from the Sipe (2002) article and the textbook. Analyze the students' responses. In what ways can you see the children creating their own meanings? What was interesting or unexpected about the children's responses?
- 3. Current Issues & Identities Blog Post (12%; DUE SUN 7/18 by midnight).** You will write a brief (500 words or less) post addressing how children's literature can be used to address a controversial/challenging issue (e.g., bullying, death, divorce, homelessness) or reflect an aspect of identity/diversity (e.g., disability, race, religion, sexual orientation). Your post can include links to other articles, websites, or book reviews. Your post should include a review of at least one book you have personally read and recommend, which may be a book read for the course.
- 4. Informational Text Book Talk (12%; DUE SUN 7/25 by midnight).** For this assignment, you need to find and evaluate an informational text published since 2014 (NOTE: this cannot be the same texts read for your book club.) You will create and share a video book talk drawing on the criteria presented in Kiefer & Tyson (2019) and your own evaluation and reflection. Your book talk will be concise (no longer than 3 minutes) and the summary and evaluation should be your own, engaging, and geared toward an audience of children and/or teachers. Use Horning

(chapter 8) and examples from class to guide your preparation. You will also include some online resources that could supplement the topic.

See rubric on website.

5. Genre/Author Study Project (25%; DUE MONDAY 8/2 by 6pm; Give forum feedback to peers by WEDNESDAY 8/3 at midnight)

NOTE: *You have the option of partnering up for this assignment!*

For this project, you have three options:

1. Select one of the genres reviewed in the Kiefer & Tyson text (narrative, traditional, realistic fiction, historical fiction, informational, biography) to create a genre study project. You will include online books and resources in your project.
2. Select a prolific author of children’s books to create an author study project. You must select an author who has an online presence (website, social media) and incorporate some of the online information and/or videos into the author study.
3. Select a topic or theme prevalent in children’s literature and design a multi-genre project. Provide online options

You will design a meaningful classroom project (replete with a text set) for a specific audience. Keep in mind that you would want your project to have online components so that students could engage and learn if they are participating in remote learning. Leaning heavily on the course readings, you then need to design and describe lessons and activities to execute your project.

Your final product will include a paper and a 5-7 minute digital presentation and include links to resources. I will then ask each of you to view at least two other presentations to provide feedback.

See rubric on website.

6. Reading Responses (12%; DUE Friday night each week by midnight). You need to respond to the readings by choosing one of these options. (You cannot use an option more than once).

The response options and criteria for grading are available on website.

RESPONSE OPTION	DESCRIPTION
(1) CONNECTING TO THE NCSCOS	For at least two things you read this week, connect to the NC Extended Content Standards.
(2) CLASSROOM A-HA	List quotes or things learned; connect to own teaching practices . If you are using Twitter for this class, share an idea quote #NCSUChildrensLit
(3) 3-2-1	3 classroom connections; 2 questions; 1 quote If you are using Twitter for this class, share your quote. #NCSUChildrensLit
(4) EXTEND & EXPLAIN	Find some outside source (a video, specific webpage, additional article, etc). Highlight that source and then explain how it connects to what we’ve learned that week and how it extends what we’ve discussed.) If you are using Twitter for this class, share the resource. #NCSUChildrensLit
(5) LIT LINK	Choose this option if something from this week made you think of a specific children’s book. Describe the book and

	connect it to the week's reading/learning. If you are using Twitter for this course, share the book you are reading. #NCSUChildrensLit
(6) REFLECTIVE RESPONSE	Write one-page personal reflection. If you are using Twitter, Share one idea about the readings. #NCSUChildrensLit
(7) TWITTER RESPONSE	Create a thread about a particular theme or idea from the readings and link to #NCSUChildrensLit. Consider including an image or a connected resource. Tag an author or scholar that is on Twitter.

7. Participation in Forums & Book Clubs (15%; Ongoing). Each week will typically contain between 1-3 forums or activities that necessitate your participation. In addition, you participate in a book club group that will meet synchronously (online) during Weeks 3 and 4. In order to receive credit for the book club you must be part of the synchronous meeting, either via videoconference or phone - make sure you are in a location with internet access.

Topics & Readings

	Topics	Kiefer & Tyson Reading	Additional Reading (on Moodle)	Children's Book Reading
Week 1 (June 28-July 2)	Considering Ourselves Considering What Matters Considering Design Considering Technology Considering Access & Equity	Chapters 1, 3	Barone Chapter 6 Horning Chapter 8 Allington & McGill-Franzen (2015)	<i>Last Stop on Market Street</i> (from the NCSU ebooks collection) <i>Sidewalk Flowers</i> <i>We are Water Protectors</i>
Week 2 (July 5-11)	Engaging Children Engaging in Read Alouds Engaging with Poetry Engaging with Authors as Mentors Engaging Responses Engaging with Book Clubs and Literature Circles	Chapters 2, 6, 11	<i>Sipe (2002)</i> <i>Sturgell (2008)</i>	<i>Enchanted Air</i> <i>The Crossover</i>
Week 3 (July 12-18)	Exploring Diverse Texts and Controversial Issues Exploring Narratives Exploring Traditional Literature Exploring Contemporary Realistic Fiction Exploring Historical Fiction Exploring Fantasy	Chapters 4, 5, 7, 8	Perkins (2009) Thibault (2015)	<i>The Total Eclipse of Nestor Lopez</i> <i>Thank you Mr. Falker</i> <i>Carmella Full of Wishes</i> Book Clubs: Graphic Novels
Week 4 (July 19-25)	Examining Informational Texts Examining a Rationale for Informational Texts Examining Integration of Literature Across Content Areas Examining and Creating Text Sets	Chapters 9, 10	Rohloff & May (2017) Yopp & Yopp (2012)	<i>Select one Steve Jenkins text from the NCSU e-books</i>

				Book Clubs: Informational Texts
Week 5 (July 26-Aug 1)	Work on Final Projects		Duke et al. (2012) Rog & Kropp (2004) <i>Reading Rockets</i> Toolkit	Additional children's literature for your final project

NCSU College of Education & Course Policies for ECI/ELM 537

Incomplete Grades

If an extended deadline is not authorized by the Graduate School, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) by the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at <http://policies.ncsu.edu/regulation/reg-02-50-03>. Additional information relative to incomplete grades for graduate students can be found in the Graduate Administrative Handbook in Section 3.18.F at http://www.fis.ncsu.edu/grad_publicns/handbook/

Late Submission of Assignments

Assignments turned in late will affect grades. Out of fairness to all students, *10% will be deducted from your grade for each 24 hours after the deadline, beginning with the **minute** after it is due (Moodle notes the exact time assignments are submitted)*. If there are other extenuating circumstances, deadlines can be extended **with prior notice** (in other words, not after the due date!) if you contact me and we come to an agreement. In the case of emergency situations resulting in late assignments (illness, etc.) should provide proper documentation and notify the professor as soon as possible. There should be no expectation for "extra credit" or "redo" after an assignment has been graded. Please note that grades are due very soon after the summer session ends. Unless advanced arrangements are made, assignments not turned in by 8/1 will count as a "0" and final grades cannot be changed without a compelling circumstance.

Academic Integrity: University policy dictates that the following be included in the course syllabus: Students are bound by the academic integrity policy as stated in the code of student conduct. Therefore, students are required to uphold the university pledge of honor and exercise honesty in completing any assignment. See the website for a full explanation:

<https://policies.ncsu.edu/policy/pol-11-35-01>

- Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found at <http://policies.ncsu.edu/policy/pol-11-35-01>
- See <http://policies.ncsu.edu/policy/pol-11-35-01> for a detailed explanation of academic honesty.
- Your signature on any test or assignment indicates "I have neither given nor received unauthorized aid on this test or assignment."

Electronically-Hosted Course Components

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Avoiding Plagiarism - Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

For further information about the consequences of academic dishonesty please consult

<http://www.provost.ncsu.edu/copyright/plagiarism/> and/or

http://www.ncsu.edu/stud_affairs/osc/Alpage/cheatingpolicy.html

Paper Citations – Citations of sources in manuscripts can vary among disciplines and cultures. For this course, we will be using the American Psychological Association's *Publication Manual* as standard. I would recommend that you purchase this because you will be using it throughout your coursework. An abbreviated online resource for APA style can be found at:

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://owl.english.purdue.edu/owl/resource/560/01/>

Help with Writing – Writing Tutorial Services – For free help with any phase of the writing process, use the NCSU Graduate Student Writing Center: <https://tutorial.dasa.ncsu.edu/writing-speaking/gwc/>

Supporting Fellow Students in Distress: As members of the NC State Wolfpack community, we each share a personal responsibility to express concern for one another and to ensure that this classroom and the campus as a whole remains a safe environment for learning. Occasionally, you may come across a fellow classmate whose personal behavior concerns or worries you. When this is the case, I would encourage you to report this behavior to the NC State Students of Concern website:

<https://studentsofconcern.dasa.ncsu.edu/>. Although you can report anonymously, it is preferred that you share your contact information so they can follow-up with you personally.

Accommodations for students with disabilities: Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Holmes Hall, Suite 304, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01) (<https://policies.ncsu.edu/regulation/reg-02-20-01/>).

Removing Identifiable Information: This course may involve electronic sharing or posting of personally identifiable student work or other information with persons not taking or administering the course. Students will be asked to sign a consent allowing disclosure of their personally identifiable work. No student is required to sign the consent as a condition of taking the course. If a student does not want to sign the consent, he or she has the right to ask the instructor for an alternative, private means of completing the coursework.

Class Evaluations. Online class evaluations will be available for students to complete during the last two weeks of class. Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will never know how any one student responded to any one question, and students will never know the ratings for any particular instructor.

Evaluation Website: <https://oirp.ncsu.edu/classeval/>

Non-Discrimination Policy. NC State provides equal opportunity and affirmative action efforts, and prohibits all forms of unlawful discrimination, harassment, and retaliation ("Prohibited Conduct") that are based upon a person's race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability, gender identity, genetic information, sexual orientation, or veteran status (individually and collectively, "Protected Status"). Additional information as to each Protected Status is included in NCSU REG 04.25.02 (Discrimination, Harassment and Retaliation Complaint Procedure). NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <http://policies.ncsu.edu/policy/pol-04-25-05> or <https://oied.ncsu.edu/divweb/>. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 919-515-3148.

Additional Policies: Students are responsible for reviewing the NC State University Policies, Rules, and Regulations (PRRs) which pertain to their course rights and responsibilities, including those referenced both below and above in this syllabus:

- Equal Opportunity and Non-Discrimination Policy Statement <https://policies.ncsu.edu/policy/pol-04-25-05> with additional references at <https://oied.ncsu.edu/divweb/policies/>
- Code of Student Conduct <https://policies.ncsu.edu/policy/pol-11-35-01>.