

EDMA 207
Today's Children's Literature (1 credit hour)

Instructor:

Amber Kuehler

Amber.kuehler@drake.edu

515-491-5696

*If you need course adaptations or accommodations because of a disability, or if you have emergency medical information to share with me, please let me know.

Course Description

This course examines recent books and trends in publications for children and young adults and how they can best be utilized in the K-8 classroom.

Course Objectives

Students will be able to:

- Increase their familiarity with the world of recent children's literature and its genres, including fiction and nonfiction, technology, media-based information, and non-print materials
- Identify and utilize a number of resources in the field of children's literature
- Experience and understand the use of activities and extensions related to literature such as literature circles, book talks, and Readers' Theatre
- Explore the role of culturally diverse literature in the classroom

Course Expectations

1. As this is an online class, there is no specific attendance times to be observed but there are specific windows when assignments must be turned in and postings and responses to classmates' posts must be completed.
2. Late assignments will be downgraded, but may be turned in up to two weeks late. Points will be automatically deducted in relation to the lateness of the assignment.
3. Some assignments may be resubmitted for re-grading up to one week after it has been returned. Full points are not possible on resubmitted work, but up to half the points missed may be made up.
4. All references must be in APA style (6th edition). All written work will be judged on the content of the assignment as well as written clarity, grammar, and proper language usage.

Academic Dishonesty

- Academic dishonesty results in failure. Consult the Drake Catalog (p. 26-28) for policies regarding plagiarism, academic dishonesty, and the severity of resulting consequences. Give credit where credit is due. Use the *Publication Manual of the American Psychological Association* (6th edition) to cite references when needed.
- As you know, not crediting ideas or words of others is unacceptable scholarship. The School of Education expects intellectual integrity on the part of their students who must maintain high ethical standards and academic honesty. We will hold to these expectations in your work at Drake University - this includes your journaling, scheduled visits, and any other work.

Your *Drake University Student Handbook* states: "A student who cheats or plagiarizes commits an offense against the entire University community. Cheating is defined as an act or attempted act of giving or obtaining aid and/or information by illicit means in meeting any academic requirements, including examinations. Plagiarism is misrepresenting another's ideas, phrases or discourse as one's own. Penalties vary from incident

to incident as is the prerogative of the faculty member involved. Possible penalties include a reprimand, grade penalty, dismissal from the course, and recommendation for withdrawal from the university.” (p. 3)

Grading
A= 195 - 210 points B = 178 - 194 points C = 162 - 177 points D = 147 - 161 points F = Below 146 points

<p style="text-align: center;">Required Texts:</p> <p>Students in this class will read one text out of each of the following sets. Other professional readings will be posted on Blackboard.</p>	<p style="text-align: center;">Fantasy/Science Fiction:</p> <p style="text-align: center;"><i>Wishtree</i> by Katherine Applegate <i>Sweep</i> by Jonathan Auxier <i>The Girl Who Drank the Moon</i> by Kelly Barnhill <i>Echo</i> by Pam Muñoz Ryan <i>Nevermoor: The Trials of Morrigan Crow</i> by Jessica Townsend</p>
<p style="text-align: center;">Realistic Fiction:</p> <p style="text-align: center;"><i>New Kid</i> by Jerry Craft <i>Fish in a Tree</i> by Lynda Mullaly Hunt <i>Front Desk</i> by Kelly Yang <i>The Remarkable Journey of Coyote Sunrise</i> by Dan Gemeinhart <i>Where the Heart Is</i> by Jo Knowles</p>	<p style="text-align: center;">Historical Fiction:</p> <p style="text-align: center;"><i>The Night Diary</i> by Veera Hiranandani <i>Some Kind of Courage</i> by Dan Gemeinhart <i>Stella by Starlight</i> by Sharon Draper <i>A Night Divided</i> by Jennifer Nielsen <i>The Parker Inheritance</i> by Varian Johnson</p>
<p style="text-align: center;">Biography:</p> <p style="text-align: center;"><i>Some Writer: The Story of E.B. White</i> by Melissa Sweet <i>El Deafó</i> by Cece Bell <i>Brown Girl Dreaming</i> by Jacqueline Woodson <i>Josephine</i> by Patricia Hruby Powell <i>Funny Bones: Posada and His Day of the Dead</i> <i>I Dissent: Ruth Bader Ginsberg Makes Her Mark</i> by Debbie Levy</p>	<p style="text-align: center;">Nonfiction:</p> <p style="text-align: center;"><i>Drowned City: Hurricane Katrina and New Orleans</i> by Don Brown <i>Boys in the Boat (young reader’s version)</i> by Daniel James Brown <i>It’s Trevor Noah: Born a Crime (young reader’s version)</i> by Trevor Noah <i>Grand Canyon</i> by Jason Chin <i>Otis and Will Discover the Deep: The Record Setting Dive of the Bathysphere</i> by Barb Rosenstock</p>

<u>Course Calendar</u>	
All assignments are due by 10 p.m. on the day indicated below	
<p style="text-align: center;">Week One:</p> <p>Introduce yourself as a reader (Sept. 30th) Professional reading #1 (Oct. 2nd) Professional reading #2 (Oct. 3rd) Professional reading #3 (Oct. 4th) Professional resources overview (Oct. 5th)</p>	<p style="text-align: center;">Week Two:</p> <p>Poetry exploration (Oct. 6th) Response to Fantasy/Science Fiction novel (Oct. 4th) Response to classmates’ F/SF posts (Oct. 7th) Share recent F/SF title (Oct. 7th) Response to Realistic Fiction novel (Oct. 11th)</p>
<p style="text-align: center;">Week Three:</p> <p>Response to classmates’ RF posts (Oct. 14th) Share recent RF title (Oct. 14th) Response to Historical Fiction novel (Oct. 18th) Response to classmates’ HF posts (Oct. 21st) Share recent HF title (Oct. 21st)</p>	<p style="text-align: center;">Week Four:</p> <p>Professional reading #4 (Oct. 23rd) Response to Biography (Oct. 25th) Response to classmates’ Biography posts (Oct. 28th) Sharing new Biography title (Oct. 28th)</p>
<p style="text-align: center;">Week Five</p> <p>Response to Nonfiction (Nov. 1st) Response to classmates’ NF posts (Nov. 3rd) Share new NF title (Nov. 3rd)</p>	

Course Assignments

Introduce yourself as a reader (10 points): Introduce yourself to the class on Blackboard following the directions under the prompt for week one. Be sure to include a picture and to read and learn a bit about your classmates.

Resources for Children's and Young Adult Literature (25 points): Find a list of online resources for information on children's and young adult literature. Select a minimum of five sources and spend some time exploring each. Post a short summary about what you found most useful about each and who would find this resource most helpful.

Text responses (5 points/original post or response; 50 points possible): You will read and respond to a number of posts about recently published children's books. For each book read, post a thoughtful entry showing your response to the book; connections you made with the book to other books, media, or events; and questions you have about the novel. Read your classmates' posts and respond to at least one of them. Posting should show evidence of thoughtful reflection including, but not limited to:

- Connections you made to the text
- Questions that were raised
- Analysis of literacy quality
- Worthiness of themes addressed

The genres covered are realistic fiction, historical fiction, nonfiction, biography, and either fantasy or science fiction.

While there is no word count or set length requirement, you will be evaluated on the evidence of your engagement and consideration of the text. Responses like, "I liked/hated it," "I agree," or "I would/wouldn't use it" alone do not go far enough. Support your points by revisiting the text and explaining or expanding your response. You may post your response before the indicated due date, but remember to also go back on or before the due date a second time in order to respond to your classmates' posts.

Sharing New Titles (50 points): In addition to reading a recent title that your instructor has selected, you are also to introduce a recent title in the same five genres. You may select any publication which is a good representation of the genre and which was published in the past five years. These titles must be suited to children K-8 but the specific grades are entirely up to you. They can be picture books, early readers, novels, graphic novels, etc. Your post should include the following:

- Complete bibliographic information (Title, author, illustrator if there is one, publisher, publication date, and ISBN)
- A short but helpful summary of the book
- The reasons you feel it is a good example of the genre
- How you might use it in the classroom and with what age/grade of student

Poetry Exploration (15 points): You are to select one of the following short list of current poets writing for children. Examine three of their publications, list the titles of the books (not individual poems) you reviewed and post your thoughts on what makes their writing unique and how you think you might be able to use their work in the classroom. If there is a poet not on the list that you wish to explore, please let the instructor know.

Brod Bagert
Douglas Florian
Nikki Grimes
Lee Bennett Hopkins
Paul Janeczko

J. Patrick Lewis
Kenn Nesbitt
Jack Prelutsky
Joyce Sidman
Marilyn Singer

Field Trip Report (20 points): While the review of online resources is a great place to learn about what's new in children's publishing, there is a lot to be learned by talking to others, too. Spend thirty minutes in a book store, public library, or a school library and talk to a professional there about their thoughts on current publishing for children and teens. What have they noticed? What would they like to see? This will be shared via Blackboard.

Professional Readings (40 points): Respond to four professional readings that will either be listed on the Blackboard site or distributed prior to the beginning of the class.