Course Syllabus

# EDMA 207

# Today’s Children’s Literature

## Drake University

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\*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.

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| **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 * Explore the role of culturally diverse literature in the classroom  |  | | --- | |  |  Course Expectations: Complete all course work. The assignments in this course have been intentionally designed to contribute to your knowledge of current children’s literature and provide guidance for ways to use the literature in a K-8 classroom.  Turn in all assignments using Blackboard. During Module 4 and toward the end of Module 8, reach out to schedule your virtual meeting with your instructor. **Our goal is to have everything for this course completed two weeks before the end date of the course. This includes all of your assignments as well as the Final Instructor Meeting.**  ASK for help if you are unclear! |
| **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= 206 – 230 points  B = 185 – 205 points  C = 160 – 184 points  D = 115 – 159 points  F = Below 114 points |

**Required Texts:**

Students in this class will read **one** text out of each of the following sets. Other professional readings will be posted on Blackboard.

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| **Fantasy/Science Fiction:**   * *When You Trap a Tiger by* Tae Keller * *Sweep* by Jonathan Auxier * *Nevermoor: The Trials of Morrigan Crow* by Jessica Townsend * Mañanland by Pam MuñozRyan * *Amari and the Night Brothers* by BB Alston | **Graphic novel format (all genres)**   * *New Kid* by Jerry Craft * Pashmina by Nidhi Chanani * *Major Impossible* by Nathan Hale * *Guts by* Raina Telgemeier * *White Bird* by RJ Palacio * *When Stars are Scattered* by Victoria Jamieson |
| **Realistic Fiction:**   * *Blended* by Sharon Draper * *Front Desk* by Kelly Yang * *The Remarkable Journey of Coyote Sunrise* by Dan Gemeinhart * *Starfish* by Lisa Fipps (novel in verse) * *I Can Make This Promise* by Christine Day | **Historical Fiction:**   * *The Night Diary* by Veera Hiranandani * *Ophie’s Ghosts* (historical fantasy) by Justina Ireland * *Over and Out* by Jenni Walsh * *The Parker Inheritance* by Varian Johnson * *We Dream of Space* by Erin Entrada Kelly |
| **Biography/Memoir:**   * *Above the Rim* by Jen Bryant * *It’s Trevor Noah: Born a Crime (young reader’s version)* by Trevor Noah * *The Oldest Student: How Mary Walker Learned to Read* by Lorraine Hubbard * *Jump at the Sun: The True Life Tale of Unstoppable Storycatcher Zora Neale Hurston* by Alicia D. Williams | **Nonfiction:**   * *Fever Year: The Killer Flu of 1918* by Don Brown * *Grand Canyon* by Jason Chin * *Otis and Will Discover the Deep: The Record Setting Dive of the Bathysphere* by Barb Rosenstock * *The Faithful Spy: Dietrich Bonhoeffer and the Plot to Kill Hitler* by John Hendrix |

In addition, the above text choices, you will also have the opportunity to explore the works of **one** of the following poets:

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| Brod Bagert | J. Patrick Lewis |
| Douglas Florian | Kenn Nesbitt |
| Nikki Grimes | Jack Prelutsky |
| Lee Bennett Hopkins | Joyce Sidman |
| Paul Janeczko | Marilyn Singer |

**Module one: Fantasy & Science Fiction**

In this module, students will read, examine, and discuss the genre of fantasy and science fiction for children. Students will determine the best way to use this format in the classroom and how to engage students in classroom activities.

Activities and assignments:

* Introduce yourself as a reader 10
* Professional resources overview 25
* Professional reading #1 10
* Response to fantasy/science fiction novel 10

and response to a classmate’s post

* Share a recent F/SF title 10

**Module two: Graphic Novels**

In this module, students will read, examine, and discuss the graphic novel format of children’s books. Students will determine the best way to use this format in the classroom and how to engage students in classroom activities.

Activities and assignments:

* Professional reading #2 10
* Response to graphic novel and 10

response to a classmate’s post

* Share a recent GN 10

**Module three: Realistic Fiction**

In this module, students will read, examine, and discuss the genre of realistic fiction for children. Students will determine the best way to use this format in the classroom and how to engage students in classroom activities.

Activities and assignments:

* Professional reading #3 10
* Response to realistic fiction novel and 10

response to a classmate’s post

* Share a recent RF title 10
* Poetry exploration 15
* Mid-Term Instructor Meeting 10

**Module four: Historical Fiction**

In this module, students will read, examine, and discuss the genre of historical fiction for children. Students will determine the best way to use this format in the classroom and how to engage students in classroom activities.

Activities and assignments:

* Professional reading #4 10
* Response to historical fiction novel 10

and response to a classmate’s post

* Share a recent HF title 10

**Module five: Biography**

In this module, students will read, examine, and discuss the biography genre for children. Students will determine the best way to use this format in the classroom and how to engage students in classroom activities.

Activities and assignments:

* Response to biography and 10

response to a classmate’s post

* Share a recent biography title 10

**Module six: Nonfiction**

In this module, students will read, examine, and discuss the nonfiction genre for children. Students will determine the best way to use this format in the classroom and how to engage students in classroom activities.

Activities and assignments:

* Response to Nonfiction 10

response to a classmate’s post

* Share a recent NF title 10
* Final Instructor Meeting 10

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| **Course Assignments** |
| **Introduce Yourself Discussion (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. |
| **Electronic /Professional Resources for Children's Literature Overview (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; 60 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 are encouraged to post your response as soon as possible so that others can respond and engage in a conversation about the book. |
| **Sharing New Titles (60 points):** In addition to reading a recent title that your instructor has selected, you are also to introduce a recent title in the same six categories. 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 | J. Patrick Lewis | | Douglas Florian | Kenn Nesbitt | | Nikki Grimes | Jack Prelutsky | | Lee Bennett Hopkins | Joyce Sidman | | Paul Janeczko | Marilyn Singer | |
| **Professional Readings (40 points):** Respond to four professional readings that will be listed on the Blackboard site. |

If you have a disability and will require academic accommodations in this course, please contact your instructor at the beginning of the course. Accommodations are coordinated by Michelle Laughlin with Access and Success. Jean Hansen may assist as well. Their contact information is listed below:

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| Michelle Laughlin  Access and Success Director  (515) 271-1835  [michelle.laughlin@drake.edu](mailto:michelle.laughlin@drake.edu) | Jean Hansen  School of Education  Senior Instructional Designer  (515) 271-3906  [jean.hansen@drake.edu](mailto:jean.hansen@drake.edu) |

Again, please be sure to make arrangements for accommodations at the beginning of the course.