

EDUCATION 138 - Children's Literature in the Elementary Classroom

Monday, Wednesdays, and Fridays 11:00 AM –11:50 AM

MPAA 330

Zoom link: <https://uci.zoom.us/j/9310064203>

Instructor: Huy Q. Chung, PhD

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Office Hours: I have availability mainly an hour before or after class;
my office is 3364 in the Education building
By appointment for other days and times, please use this
Calendly link to schedule a meeting:

<https://calendly.com/huchung/meetings>

Canvas: <https://canvas.eee.uci.edu/courses/51669>

COURSE DESCRIPTION

Today there is a wealth of children's literature available to parents and elementary classroom teachers. Evaluating these texts through a variety of lenses and understanding children as readers are the first steps in using literature effectively in the classroom. Teachers use high quality literature books with students as a key part of studying and familiarizing students with literary elements so they can both understand and create text. Teachers also use children's literature to provide access to the elementary curriculum for all students in all subject areas: reading, writing, math, science, social studies/history, and fine arts. Children's literature can also be used to explore personal and social issues students are facing in the classroom and in their lives through a lens of cultural pluralism. The primary purpose of this course is to survey children's literature and the wide variety of ways it can be integrated into the elementary classroom, as well as, an understanding of how children develop literacy skills and how children's literature can be reflective of this development.

STUDENT LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

- (1) Understand the importance of children being read to and reading on their own.
- (2) Understand how children develop literacy skills and how the literature they read is developmentally appropriate
- (3) Identify, read, and respond to the different genres of children's literature
- (4) Identify and analyze the author's use of literary elements in children's literature.
- (5) Identify and analyze the author's use of the key elements in multicultural literature.
- (6) Evaluate children's literature through multiple lenses.
- (7) Plan lessons incorporating children's literature and the Common Core State Standards (English Language Arts and Mathematics), academic content standards (history-social science and fine arts) and Next Generation Science Standards (science) for the elementary classroom.
- (8) Analyze the work of selected children's authors and illustrators

REQUIRED TEXTS AND MATERIALS:

- Computer or other electronic device that can access Canvas during class sessions
- Selected journal articles about Children's Literature and Literacy Development (posted on Canvas).
- Selected children's novels to be used for Literature Circles.
 - Suggestions for obtaining children's literature books that you will need for class:
 - Amazon.com
 - Public library
 - Barnes and Noble
 - <https://www.getepic.com/sign-in>
 - <https://www.makeuseof.com/tag/10-websites-reading-childrens-stories-online/>
- Content Standards as adopted by the California State Board of Education: Common Core for English-Language Arts and Mathematics; Academic Content Standards for History/Social Science and Visual and Performing Arts; and Next Generation Science Standards.
 - Content Standards can be found at <http://www.cde.ca.gov/be/st/ss/index.asp>

COURSE EXPECTATIONS:

- Be prepared at each class with any necessary materials to take notes, computer to access course materials, assigned reading materials, and the appropriate Literature Circle/Book Club text with Book Club Letters and Reading Responses.
 - Book Club Letters are letters addressed to your Book Club members with a focus on a different literary element each time you meet, including a brief description of your Reading Responses
 - Reading responses can come in a variety of forms based on the focus of the response; examples of such responses can be found here:
 - <https://drive.google.com/file/d/1CthEAufd8pGxh6Oop3DdtN5LLBJumKhE/view?usp=sharing>
- Be punctual in attendance, as frequent absences will affect your Participation grade.
- Assignments, when typed, must be typed in an easy-to-read (Times New Roman) 12-point font, 1" margins all around, and **submitted on Canvas as Word Documents**.
 - Book Club Letters are **single**-spaced.
 - All other assignments are **double**-spaced.
 - Images of any art work or audio recorded files are also accepted
- All assignments must be labeled with first and last name, the children's text used as the focus, and the assignment title.
- Be punctual in completing assignments. Due dates/times are at the beginning of that class.

COURSE ASSIGNMENTS AND RUBRICS

Attendance and Participation – 20%

Children's Literature is a class that uses active learning to engage students in reading, studying, and exploring the vast variety of children's literature that is available to use in the

elementary classroom. Much of the class learning will occur through activities with children's books that are read and shared in both small groups and with the whole class. In-class activities such as Literature Circles/Book Clubs and exploring texts allow students hands-on learning opportunities to discover what children's literature is all about.

Effective communication and collaboration are essential to becoming successful learners. Your perspectives, experiences and backgrounds are valued and important for enriching the learning environment. **Please come prepared to participate actively in discussion by completing the outside reading and in-class activities and sharing your own experiences as prospective teachers and learners as they relate to the topics under discussion.**

Being on time to class is imperative as class lectures will include the information needed to complete assignments and understand the role of literature in the elementary classroom. Each class is worth two points including in-class activities and reading reflections, participation in class and small group discussions. Frequent absences will affect your participation points.

Literature Circles/Book Clubs with Letters and Reading Responses - 25% (5 novels, 5 letters, 5 Reading Responses, 4-5 Discussion Questions for each novel)

As we read and interact with a book or story, the literature fosters an understanding of how we connect what we read to who we are. It allows us to view the world around us through multiple lenses and we also develop an understanding of what a story is. Responding to what we read captures the experiences and connections we find when reading a particular text. Throughout the quarter you will have the enjoyment and responsibility to respond to children's novels through Reading Responses, Book Club Letters, and in-class Literature Circles. Reading children's novels and writing Book Club Letters, and creating Reading Responses based on those children's novels will allow you to experience and explore literature that is not available to us in the short time we have during class.

To prepare and enrich your reading of children's literature, you will participate in 5 Literature Circles/Book Clubs throughout the quarter. You will participate in Literature Circles and complete Book Club Letters, Reading Responses, create 4-5 possible discussion questions for each of the five chapter books assigned.

To prepare for Literature Circles, you will read a children's novel, craft a Book Club Letter, complete a Reading Response, and create at least 4-5 possible discussion questions. Discussion questions are based on what you notice about the book and the connections you make to the book as you read.

The Reading Responses and Book Club Letters will vary depending on the purpose that you are reading the novel as a connection to elementary school students. Please see the following list for the focus of each Book Club Letter and Reading Response.

Literature Circles and Reading Responses:

- *Sarah, Plain and Tall* by Patricia MacLachlan (novel provided as a [PDF](#))
 - Book Club Letter: Introduce yourself as a reader

- Reading Response: Notice and Note Signposts, focus on author's craft [artifact is optional], personal connections you make to the novel.
 - Create 4-5 discussion questions that you would use to guide the discussion of this book with students.
- [Newbery Chapter book](#) (*obtain your own copy of the book*)
 - Book Club Letter: Focus on Character
 - Reading Response:
 - Choice of artifact to create or Notice and Note Signposts, personal connections you make to the novel.
 - Include: how are specific literary elements related to character development?
 - Create 4-5 discussion questions that you would use to guide the discussion of this book with students.
- Multicultural Chapter book (*obtain your own copy of the book*)
 - Book Club Letter: Focus on Plot
 - Reading Response:
 - Choice of artifact to create or Notice and Note Signposts, personal connections you make to the novel.
 - Include: Identify specific cultural markers and their relationship to the culture portrayed in the novel; and identify specific instances of stereotyping included in the novel. See Cultural Markers handout and discussion in class.
 - Create 4-5 discussion questions that you would use to guide the discussion of this book with students.
- Historical Fiction (*obtain your own copy of the book*)
 - Book Club Letter: Focus on Setting
 - Reading Responses:
 - Choice of artifact to create or Notice and Note Signposts, personal connections you make to the novel.
 - Include: Research and record at least 8-10 historical elements that are specific to the time period of the novel.
 - Create 4-5 discussion questions that you would use to guide the discussion of this book with students.
- Social Issues Chapter book (*obtain your own copy of the book*)
 - Book Club Letter: Focus on Theme
 - Reading Response:
 - Choice of artifact to create or Notice and Note Signposts, personal connections you make to the novel.
 - Include: Each novel is identified as portraying a specific social issue that children may deal with in their lives. Research and explain how this issue affects children. Explain how the author introduces the issue in the novel in a way that children can understand and identify with the social issue.
 - Create 4-5 discussion questions that you would use to guide the discussion of this book with students.

Rubric for Book Club Letters and Reading Response (5 points):

- Demonstrates understanding of text including providing evidence from text with page numbers, if applicable, in letters (2 points).
- Makes connections between self, text, and/or the world that extends outside the novel through the artifact (1 point).
- Develops 4-5 discussion questions that go beyond surface-level understandings of the text (1 point).
- Uses conventions accurately so response is easily understood. Is at least 1 page, single spaced for Book Club Letters (1 point).

Literary Analysis Activity – 15%

Using the Newbery chapter book that you read as part of Literature Circles, you will write a 4- to 5-page paper analyzing how the author develops the one specific literary element that you feel is instrumental in the success of that chapter book. Introduce the book (title and author) and provide a brief summary of the plot (no more than 1 paragraph). Select one of the literary elements (i.e., setting, characters, plot, or point of view), define the literary element using the definitions presented in class, and explain why you chose that literary element as being important in the novel. Analyze the techniques (see class notes) the author uses to develop that specific element throughout the selected Newbery chapter book by including examples and quotes from the text as evidence. The completed literary analysis will be **4 to 5 pages, double-spaced.**

Rubric for Literary Analysis Activity (15 points):

- Literary Analysis Focus (13 points)
 - Introduces the chapter book and provides a brief summary (2 points).
 - Defines the literary element selected as the focus for this activity and justifies why the literary element is important in the novel (2 points).
 - Analyzes the author's techniques in developing the literary element and provides at least 5 specific, clear examples from different parts of the text as evidence (6 points).
 - Summarizes and synthesizes how the textual evidence points to the literary element as being key to the success of the novel (3 points).
- Conventions (2 points)
 - Uses mechanics, grammar, and spelling accurately; is at least 4 pages double-spaced.

Multicultural Literature Activity – 15%

You will read a **culturally specific** chapter book and participate in Literature Circles to explore the author's portrayal of a culture different than your own. You will write a 4- to 5-page paper evaluating the chapter book's portrayal of the specific culture using the criteria defined in class. Provide a brief (no more than one paragraph) summary of the chapter book including title, author, and identity of the specific culture (country of origin). Describe the insider perspective of the author using an outside of class source. Examine the multicultural book in light of its cultural authenticity by providing 3 examples of at least three different types of cultural markers (language use, artifacts, character behavior, and physical description).

Evaluate the author's use of stereotyping and explain how this use of stereotyping impacts the characters in the novel. You will provide specific text evidence for each of these elements of cultural authenticity.

Rubric for Multicultural Children's Literature Activity (15 points):

- Multicultural Literature Focus
 - Introduces the chapter book, provides a brief summary, and identifies the culture that is featured (2 point).
- Evaluates the chapter book in light of cultural authenticity by providing all of the following:
 - Detailed and multiple examples of each of at least three different types of cultural markers with explanations of how they connect to the culture (4 points).
 - Other layered texts you might bring to this novel for contextual purposes (2 points)
 - Description of the insider perspective of the author (2 point)
 - Examples of stereotyping as seen in the chapter book (3 points)
- Conventions (2 points)
 - Uses conventions accurately so response is easily understood.

Evaluating Illustrations in a Picture Book (*obtain your own copy of the book*)- 5%

Much of the literature we read and use during class time will be picture books. Picture books can be read and enjoyed at any grade level and can play a key part in teaching visual art. You will select and bring to class on the assigned date a Caldecott award-winning picture book (either a Medal winner or Honor book). A link to the American Library Association website listing Caldecott books is on the Canvas. Using the specific form (**Evaluating Illustrations in a Caldecott Award Picture Book**) found on the class website, you will analyze the illustrations (using notes from class lecture and outside reading posted on the class website), record specific evidence from the picture book to support your analysis, and discuss the connection between the pictures and text. The Caldecott Reading Response is worth 5 points when thoroughly annotated with evidence from the text and pictures and fully completed. If you do not have a Caldecott book in class on the assigned date, you will receive a maximum of 3 points on the evaluation.

Final - Author/Illustrator Study Project – 20%

You will do an in-depth study of an author or illustrator by studying at least three of the author's works or at least 5 of the illustrator's works and write a paper that explores both the author or illustrator's background, connection to children, and how the author or illustrator develops key literary or artistic elements in their work. See Author/Illustrator Study Project Guide and Rubric posted on the class website.

Author and Illustrator: The paper connects the author/illustrator's life to his/her work, connects how the author/illustrator connects his/her work to children, and highlights key elements (literary or artistic) of the featured works.

Bibliography: not counted in page total.

In addition, depending on whether you selected an author or an illustrator, you will:

Illustrator: Create an original piece of art (illustration a la the illustrator) that reflects the illustrator's style. In the paper, include an explanation of how your original piece reflects the illustrator's style and connects to key art elements in the selected works. Your paper will total about 3-4 pages.

Author: Describe key literary element(s) of the author's writing and uses evidence (quotes and explanation) from at least three of the author's main works to support the author's development of the key literary element(s). You may select one literary element and discuss its development across all three texts or discuss how the author develops a different key literary element in each of the three books. Your paper will total 7-8 pages.

GRADES

Your grade for Education 138 will be determined upon the completion of:

- Class Participation - 20%
 - attendance
 - in class activities
 - participation in group discussions
- Literature Reading Responses - 25%
- Literary Analysis Activity- 15%
- Multicultural Literature Activity- 15%
- Evaluating Illustrations in a Picture Book- 5%
- Author/Illustrator Project- 20%

Grading Criteria:

A (94 –100)	B+ (87-89)	C+ (77-79)	D (69-65)
A- (90-93)	B (84-86)	C (74-76)	F below 65
	B- (80-83)	C- (70-73)	

Academic Dishonesty Policy

Academic dishonesty is unacceptable and will not be tolerated at the University of California, Irvine. Cheating, forgery, dishonest conduct, plagiarism, and collusion in dishonest activities erode the University's educational, research, and social roles, and will be reported. For more information, please visit: <http://aisc.uci.edu>.

Student Behavior

Due to the nature of the class, consideration for others is paramount. Students who engage in disrespectful or distracting behaviors may be directed to leave our class session. This includes: sleeping, arriving late or leaving early, recreational computer or mobile device use, and side conversations. Please be considerate, respectful, and professional. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences.

Disability Services

Students with special needs should contact the Disability Services Center at <http://disability.uci.edu> to make arrangements for this course. Students with documented disabilities that require special services are responsible for informing the instructor at the start of term.

Class Schedule

Date	Topic	Assignments Due
Week 1		
Monday January 9	<ul style="list-style-type: none">Using Children’s Literature in the Elementary Classroom—An OverviewHow Children’s Literacy DevelopsIntroduction to Literature Circles and Book Clubs: Sarah, Plain and Tall	<ul style="list-style-type: none">Class Survey (posted on Canvas)
Wednesday January 11		<ul style="list-style-type: none">Read Creating Space for Children’s Literature (posted on Canvas)
Friday January 13 ONLINE; ASYNCHRONOUS		<ul style="list-style-type: none">Read Reading and Writing Relations and Their Development (posted on Canvas)
Week 2		
Monday January 16 NO CLASS	<ul style="list-style-type: none">Introducing Genres of Children’s LiteratureIdentifying Traditional Literature: Folktales from Around the WorldIdentify and Explore Literary Elements in Children’s Literature	<ul style="list-style-type: none">Read Folklore as a Mirror of Culture (posted on Canvas)Sign up for each literature circle groups.
Wednesday January 18		
Friday January 20		<ul style="list-style-type: none">Literature Circle Sarah, Plain and Tall; Reading response due: See syllabus and class notes for details.
Week 3		
Monday January 23	<ul style="list-style-type: none">Identify and Explore Literary Elements in Children’s Literature: Setting and CharactersIdentify and Exploring Literary Elements in Children’s Literature: Plot and Point of ViewIntroduction to Literary Analysis Paper	
Wednesday January 25		

Friday January 27		
Week 4		
Monday January 30	<ul style="list-style-type: none">Looking at Children’s Literature through a Multicultural LensDiversifying your “Classroom” Library	<ul style="list-style-type: none">Read Guiding Principles for Teaching Multicultural Literature (posted on Canvas)
Wednesday February 1	<ul style="list-style-type: none">Introduction to the Multicultural Paper	<ul style="list-style-type: none">Have multicultural literature circle book in class
Friday February 3		<ul style="list-style-type: none">Literature circle Newbery Award chapter book; Reading response due: See syllabus and class notes for details.
Week 5		
Monday February 6	<ul style="list-style-type: none">Creating Text SetsIntroduce Author/Illustrator Study Project	<ul style="list-style-type: none">Read Funds of Knowledge for Teaching (posted on Canvas)
Wednesday February 8	<ul style="list-style-type: none">Using Children’s Literature to Explore Mathematical ConceptsSign up before and after class for a specific Author or Illustrator Final project	<ul style="list-style-type: none">Read Picture Book Power: Connecting Children’s Literature and Mathematics (posted on Canvas)

Friday February 10		<ul style="list-style-type: none">Literary Analysis Paper due
Week 6		
Monday February 13	<ul style="list-style-type: none">Using Children’s Literature to Explore Science ConceptsExploring Informational Texts: Looking at Text Features	<ul style="list-style-type: none">Read A Way of Understanding the World of Science: Informational Books (posted on Canvas)
Wednesday February 15		<ul style="list-style-type: none">Multicultural Literature Activity Due
Friday February 17		<ul style="list-style-type: none">Multicultural literature circle; Reading response due: See syllabus and class notes for details.
Week 7		
Monday February 20 NO CLASS	<ul style="list-style-type: none">Using Children’s Literature to Explore Social Studies ConceptsAuthentication Projects for Historical FictionIntegrating Historical Fiction into a Social Studies Unit	Read Authentication Projects for Historical Fiction: Do You BelieveIt? (posted on class website)
Wednesday February 22		
Friday February 24		
Week 8		

Monday February 27	<ul style="list-style-type: none">Using Children’s Literature to Explore Art Concepts	<ul style="list-style-type: none">Bring a Caldecott Award winning picture book to class
Wednesday March 1		
Friday March 3		<ul style="list-style-type: none">Historical fiction literature circle; Reading response due: See Syllabus and class notes for details.
Week 9		
Monday March 6	<ul style="list-style-type: none">Using Children’s Literature to Explore Social Issues that Children Encounter	<ul style="list-style-type: none">Read Using Literature to Explore Social Issues(posted on Canvas)
Wednesday March 8		
Friday March 10		
Week 10		
Monday March 13	<ul style="list-style-type: none">Creating our Own Stories/Books	<ul style="list-style-type: none">Evaluating illustrations in a picture book—due
Wednesday March 15		
Friday March 17		<ul style="list-style-type: none">Social issues literature circle; Reading response due: See syllabus and class notes for details.
Final Author or Illustrator Paper		
Friday March 24	Author/Illustrator Study Project Due Final paper should be uploaded to Canvas by 11:59PM	