Greetings from the Instructor

I look forward to being your instructor for CURRINS 233 this fall. Most especially I look forward to reading with you throughout the semester. We all will bring our own perspectives and backgrounds to reading, sharing and discussing children’s literature, and that's going to be, I think, the very best part of the class.

As you know, K-12 classrooms are increasingly diverse; to support you as a teacher and as a reader, this course will emphasize inclusion of diverse literature throughout. As one example, we will regularly draw from CYAL recognized by the national Américas Award for Children’s and Young Adult Literature. More details about this course feature will be discussed in class and on the Canvas course site.

Course Description

To foster an understanding of and appreciation for literary study, this introductory survey will focus on the literary merit and cultural contexts of works written for children and young adults.

GER:

This course fulfills General Education Requirements (GER) for Humanities (HU).

Learning Outcomes:

Students will be able to identify the formation, traditions, and ideas essential to the major bodies of historical, cultural, literary, or philosophical knowledge of children's and young adult literature.

Objectives:

- To evaluate the literary and artistic quality of children’s and young adult literature (CYAL).
- To formulate significant critical questions about CYAL.
- To read and identify a range of texts, genres and cultural contexts specific to literature written for children and young adults.
- To apply the academic language of literary study while analyzing and talking about CYAL.
- To encourage original thought and foster an understanding of disparate points of view.
- To reexamine a critical position about a text from multiple, interdisciplinary and literary perspectives.
- To foster an awareness and appreciation of literature written for children and young adults.
Time and Effort Required
This class meets once a week for 160 minutes, for a total of 40 hours of face-to-face lecture and workshop time. You should expect to spend another 9 hours per week outside of class searching for quality CYAL books; reading the textbooks and/or the CYAL books; recording information, researching, and writing critical analysis of the CYAL books (reader’s journal assignments); and contributing to the Canvas discussions. From the beginning of the term to its end, this class will take a minimum of 175 hours of your time.

Texts and Materials:
Required:

Quality children’s and young adult literary texts brought to class weekly; Internet and computer access; course site Canvas; notebook or word processing software for reading and discussion notes.

Requirements, Evaluation and Attendance
Participation in Literature Circles (20%): Literature Circle participation is a learning strategy that combines collaboration and student-centered inquiry to study literary texts. In this class, you will select your own CYAL books (from those recommended in the Hintz and Tribunella text and from other sources that align with the chapter readings. Recommended book lists located in Canvas under Additional CYAL Resources.)

You will negotiate and create discussion topics, assign meaningful roles to the group participants, and actively engage in the critical thinking skills that lead to the analysis of texts. One participant will take responsibility each week to complete and submit a Literature Circle Weekly Summary. For more information about participating in Literature Circles, see Guidelines for Literature Circles under Session 2 in Canvas. You’ll also find a Group Work Skills Module which may help your group accomplish its goals and problem solve if needed. To provide more opportunities for collaboration, you will participate in three different Literature Circles during the semester.

More than two (2) absences are excessive and may result in course failure. Consistent tardiness may count as absences. Showing up for literature circle activities without your texts and multiple copies of your work when required will count as an absence. When absent, you will be responsible for making up missed class work and knowing what is required for the next class meeting by consulting your group members.

We will accomplish much in this course during class time, so it is important that you attend regularly and respect the other class members’ time and efforts. Please talk to me if you have any special circumstances to consider. Do not assume I would not understand your circumstances: I may surprise you, agree with you or, actually, have a better solution to course conflicts. Students requiring assistance under the ADA, please see me as early as possible in the semester to discuss reasonable accommodations. Students having conflicts due to religious observance should arrange alternate due dates prior to the holiday(s).

Active and collegial participation in this class is expected, meaning that you have read the required chapters in the textbooks and weekly CYAL, use the academic language of literary
study to discuss and write about literature, and actively engage in the class activities.

**Book Log (10%)**: Weekly, in addition to required textbook reading, expect to read and record a minimum of at least 5 picture books connected in some way (similar topic, common theme, same author, etc.), or at least 100 pages of intermediate chapter books, or at least 75 pages of young adult books. To meet the weekly reading requirements, choose titles thoughtfully and purposefully to create an ideal book list of quality children’s and young adult literature (CYAL) that represents diversity in all its definitions and forms. **Every book should have a book log entry.** (You’ll find the **Book Log form** in Session 1 on Canvas.) Though you will want to read many titles appropriate for the grade level you plan to teach if a pre-service teacher, use this opportunity to read widely across reading levels to give you broader exposure to quality CYAL.

Your book log will be submitted to the instructor via Canvas periodically during the semester: 9/17 (Session 3), 10/15 (Session 7), 11/12 (Session 11), and 12/10 (Session 15).

**Note**: Every week bring at least three of your books to class. Ensure you have chosen at least one book that connects to the sessions’ topics, themes, and focuses. If you’re reading an intermediate or young adult book that will take you more than a week to finish, choose at least one picture book related to the session’s topics, themes, or focuses. Also plan to include at least one Américas Award book in your weekly selections. These three books will be used for the Reader’s Journal assignment.

**Reader’s Journal (20%)**: Using the **Reader’s Journal template** (available in Session 2 on Canvas), develop a semester-long journal of critical and literary responses to at least three of your weekly selected CYAL. (See Note above.) Journal entries are due and must be uploaded to Canvas before the start of class each week. Journal entries may vary over the semester; therefore, if you plan to work ahead, please ask if I will be asking for something specific for a particular session. Journal entries will be reviewed weekly by the instructor (for completion, thoroughness and effort), with grading using the **Reader’s Journal rubric** on at least three occasions during the semester.

**Book Talk (10%)**: Everyone will present one 10 minute (maximum) Book Talk during the course of the semester. We’ll highlight two Book Talks weekly, starting in Week 4. Volunteers will be requested, but in the absence of volunteers, be prepared to give one of your talks in any class period. We’ll talk more about Book Talks in Week 3.

**Canvas Discussion Forum (20%)**: To facilitate ongoing learning and maintain engagement, each week you are required to post one initial entry (commentary or questions on the textbook readings and related materials) that invites conversation to our class discussion forum on Canvas. Then, after you’ve posted your initial entry, you are also required to read a minimum of 5 posts made by other students. Finally, you are required to respond to at least 1 of your classmate’s posts. All weekly posts must be completed in advance of our class sessions. Your grade for these discussions will be determined by the quality and number of entries posted and read.

**Final Exam (20%)**: You will be given a final exam in an online format. You will be tested on your knowledge of the study of CYAL as introduced, defined, and exemplified in the course textbooks and related materials.
Course Grading

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<td>Literature Circles, Attendance &amp; Engagement</td>
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<td>Book Log</td>
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<td>Reader’s Journal Weekly Submissions</td>
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<td>Book Talks</td>
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<td>Canvas Discussion Forum</td>
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<td>Final Exam</td>
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<td><strong>Total</strong></td>
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Grade Scale: A 100-94; A- 93-90; B+ 89-87; B 86-84; B- 83-80; C+ 79-77; C 76-74; C- 73-70; D+ 69-67; D 66-64; D- 63-60; F 59 and below

Course Policies

**Paperless:** After our first class meeting, all workshop documents will be available digitally in Canvas at least by the day prior to our meetings. If you prefer to work with paper copies, please print out the session’s documents and bring your own copies to class. If you prefer to work with digital copies, please bring a charged device to class that provides access to all aspects of the class work.

**Assignments** are due as digital submissions to Canvas at the commencement of class on the date specified.

**Format:** letter, portrait, double-spaced, one-inch margins all around. Please put class information into a header (no cover pages, please).

**Late Assignments** will not be accepted.

**Grading:** Yes, it all counts: grammar, mechanics, format, style, rhetoric and content on formal submissions. Always retain digital copies of your work until you’ve received your final course grade.

Campuses Resources

UWM Libraries Curriculum Collection (2nd floor, East)
UWM Writing Center (Curtin 127 / https://uwm.edu/writing-center/)
Student Success Center (Bolton 120 / ssc@uwm.edu)

University Policies

At [http://www4.uwm.edu/secu/SyllabusLinks.pdf](http://www4.uwm.edu/secu/SyllabusLinks.pdf) (and in the course Canvas site Session 1) you will find the university’s policies on the following issues:

- Students with disabilities
- Religious observances
- Students called to active military duty
- Incompletes
- Discriminatory conduct
- Title IX/Sexual Violence
- Academic misconduct
- Complaint procedures
- Grade appeal procedures
- LGBT+ resources
- Smoke and Tobacco-free campus
- Final examinations
The schedule may be adjusted as needed during the semester.

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<tr>
<th>Session &amp; Date</th>
<th>Assigned Readings (to be completed prior to class)</th>
<th>In Class Workshops/Activities</th>
<th>Reminders (any assignments due by beginning of class)</th>
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| Session 1 9/3/19 |  | Topic: Course Introduction  
- Welcome & Introductions  
- Syllabus Review  
- Reading Interest Inventory  
- Intro to course  
- CYAL Opinionnaire  
- Library Orientation with Tiffany Thornton (Computer Lab Room B, 1st floor, Golda Meir Library) |  |
| Session 2 9/10/19 |  
- Hintz and Tribunella, “Introduction for Students” p. 27-38  
- Hintz and Tribunella, Chapter 1: “Historicizing Childhood” p. 41-79  
- Gardner and Diaz and Diaz and Diaz, Chapter 1, “Introduction to Reading and Writing about Literature” p. 1-5  
- Quality CYAL book(s) of your choice | Topic: Reading Critically, Historicizing Childhood  
- Workshop: Using the Reader’s Journal Template  
- Discussion: Academic Writing  
- Rules for Literature Circles  
- Discussion: Historicizing Childhood  
- Workshop: Using Literary Critical Theory to Analyze CYAL  
- Organize Lit Circles |  
- Begin Weekly Online Discussion participation (Historicizing Childhood)  
- Begin Book Log |
| Session 3 9/17/19 |  
- Hintz and Tribunella, Chapter 2, “Early History of Children’s Literature” p. 81-116  
- Gardner and Diaz and Diaz, Chapter 2, “The Role of Good Reading” p. 6-24  
- Gardner and Diaz and Diaz, Chapter 9, “Literary Criticism and Literary Theory” p. 170-183  
- Quality CYAL book(s) of your choice | Topic: Book Talks, Early Children’s Literature  
- Meet in Literature Circles  
- Workshop: Book Talks  
- Study Abroad Class Visit  
- Discussion: History of CYAL |  
- Participate in Weekly Online Discussion (Early History of CYAL)  
- Complete Weekly Book Log  
- Submit Book Log to Canvas (review 1 of 4)  
- Begin Reader’s Journal (3 entries) |
| Session 4 9/24/19 | Hintz and Tribunella, Chapter 10: “Race, Ethnicity, and Culture” p. 391-430 | Topic: Literary Analysis – Focus on Multiculturalism  
(Everyone will need a multicultural text)  
- Book Talks (2)  
- Meet in Literature Circles  
- Workshop: Analyzing Literature through a Multicultural Lens  
- Introduction to the Américas Award |  
- Participate in Weekly Online Discussion (Race, Ethnicity & Culture)  
- Complete Weekly Book Log  
- Complete Reader’s Journal (3 entries) |
| Session 5 10/1/19 | Hintz and Tribunella, Chapter 11: “Genders and Sexualities” p. 433-471 | **Topic: Literary Analysis – Focus on Gender**  
- Book Talks (2)  
- Meet in Literature Circles  
- Workshop: Gender and Sexuality in CYAL: Intertextual Analysis |  
- Participate in Weekly Online Discussion (Gender & Sexuality)  
- Complete Weekly Book Log  
- Complete Reader’s Journal (3 entries) |
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| **Session 6 10/8/19** | **Hintz and Tribunella, Chapter 5: “Picturebooks, Visual Media, and Digital Texts” p. 191-230**  
**Gardner and Diaz and Diaz, Chapter 5, “Writing about Stories” p. 76-99**  
**Gardner and Diaz, “Tips for Writing about Literature” p. 44-45**  
**Gardner and Diaz, “Using Quotations Effectively” p. 45-54** | **Topic: Picture Books and Graphic Narrative** (Everyone will need a graphic narrative or picture book)  
- Book Talks (2)  
- Meet in Literature Circles  
- Workshop: Graphic Narrative and Picture books:  
- Re-Group Lit Circles for next week |  
- Participate in Weekly Online Discussion (Picture Books)  
- Complete Weekly Book Log  
- Complete Reader’s Journal (3 entries) |
| **Session 7 10/15/19** | **Hintz and Tribunella, Chapter 3: “Poetry” p. 119-155**  
**Gardner and Diaz, Chapter 6, “Writing about Poems” p. 100-114** | **Topic: Critically Reading Poetry** (Everyone will need a CYAL poetry book)  
- Book Talks (2)  
- Meet in Literature Circles  
- Workshop: Poetry Slam and Poetry and the Child |  
- Participate in Weekly Online Discussion (Poetry)  
- Complete Weekly Book Log  
- Submit Book Log to Canvas (review 2 of 4)  
- Complete Reader’s Journal (3 entries) |
| **Session 8 10/22/19** | **Hintz and Tribunella, Chapter 4: “Fairy Tales” p. 157-189**  
**Gardner and Diaz, Chapter 3, “The Writing Process” p. 25-44** | **Topic: Fairy Tales and Folktales** (Everyone will need a fairy or folktale)  
- Book Talks (2)  
- Meet in Literature Circles  
- Workshop: Fairy Tales |  
- Participate in Weekly Online Discussion (Fairy Tales)  
- Complete Weekly Book Log  
- Complete Reader’s Journal (3 entries) |
| Session 9 10/29/19 | Topic: Domestic and Adventure Fiction (Everyone will need a domestic or adventure fiction text) | • Hintz and Tribunella, Chapter 6: “Domesticity and Adventure” p. 233-269  
• Gardner, Chapter 4, “Common Writing Assignments” p. 55-75  
• Participate in Weekly Online Discussion (Domesticity & Adventure)  
• Complete Weekly Book Log  
• Complete Reader’s Journal (3 entries) |
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| Session 10 11/5/19 | Topic: Reading Nonfiction (Everyone will need a nonfiction text) | • Hintz and Tribunella, Chapter 8: “Nonfiction - History, Science, Life Writing” p. 309-352  
• Book Talks (2)  
• Meet in Literature Circles  
• Workshop: Analyzing Non-Fiction Texts: Graphic Organizers  
• Re-Group Lit Circles for next week  
• Participate in Weekly Online Discussion (Non-Fiction)  
• Complete Weekly Book Log  
• Complete Reader’s Journal (3 entries) |
| Session 11 11/12/19 | Topic: Focus on Genre (Everyone needs a fantasy or realistic text) | • Hintz and Tribunella, Chapter 9: “Fantasy, Realism, and Genre Fiction” p. 355-389  
• Book Talks (2)  
• Meet in Literature Circles  
• Workshop: Analyzing Genre and Literary Elements/Devices  
• Complete Weekly Online Discussion (Genre)  
• Complete Weekly Book Log  
• Submit Book Log to Canvas (review 3 of 4)  
• Complete Reader’s Journal (3 entries) |
| Session 12 11/19/19 | Topic: Historical Fiction (Everyone needs an historical fiction text) | • Hintz and Tribunella, Chapter 7: “Historical Fiction” p. 271-306  
• Book Talks (2)  
• Meet in Literature Circles  
• Workshop: Historical Fiction  
• Participate in Weekly Online Discussion (Historical Fiction)  
• Complete Weekly Book Log  
• Complete Reader’s Journal (3 entries) |
| Session 13 11/26/19 | Topic: Censored and Banned CYAL | • Hintz and Tribunella, Chapter 12: “Censorship and Selection” p. 473-503  
• Book Talks (2)  
• Meet in Literature Circles  
• Workshop: Analyzing Censored Texts  
• Participate in Weekly Online Discussion (Censorship)  
• Complete Weekly Book Log  
• Complete Reader’s Journal (3 entries) |
| Session 14 12/3/19 | Topic: Popular Culture  
- Book Talks (2)  
- Meet in Literature Circles  
- Workshop: Popular Culture |  
- Participate in Weekly Online Discussion (Popular Culture)  
- Complete Weekly Book Log  
- Complete Reader’s Journal (3 entries) |
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| **Discussion (Re-read)**  
- Gardner and Diaz, “Elements of Fiction” p. 76-78  
- Elements of Poetry” p. 100-103  
- “Literary Criticism and Literary Theory” p. 170-184  
- “Glossary” p. 185-208  
- Hintz and Tribunella, various selections addressing genre | Topic: International CYAL and Final Exam Preparation  
- Book Talks (2)  
- Meet in Literature Circles  
- Workshop: The Wider World of CYAL  
- Workshop: Study Guides |  
- Final Weekly Online Discussion (Course Reflection)  
- Final Weekly Book Log  
- Submit Book Log to Canvas (review 4 of 4)  
- Final Reader’s Journal (3 entries) |
| Online Final Exam  
(to be completed by 12/17/19, 11:59pm) |