

University of Montana

ScholarWorks at University of Montana

University of Montana Course Syllabi, 2021-2025

Spring 2-1-2021

EDU 331.R01: Literature and Literacy for Children

Erin A. O'Reilly

University of Montana, Missoula, erin.oreilly@umontana.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi2021-2025>

Let us know how access to this document benefits you.

Recommended Citation

O'Reilly, Erin A., "EDU 331.R01: Literature and Literacy for Children" (2021). *University of Montana Course Syllabi, 2021-2025*. 248.

<https://scholarworks.umt.edu/syllabi2021-2025/248>

This Syllabus is brought to you for free and open access by ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi, 2021-2025 by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

EDU 331:
Literacy & Literature for Children
Spring Semester 2021

Instructor Information

Instructor: Erin O'Reilly, M.Ed. **Office:** 222
Meeting Days: Tuesdays & Thursdays **Meeting Time:** 2:00 – 3:20pm
Building: Online via Zoom **Meeting ID:** 942 1805 6191 **Passcode:** 974659

Zoom link:

<https://umontana.zoom.us/j/94218056191?pwd=eDdtZDI2Tm9aQXB4ak5KRDIJR0pmdz09>

Email: erin.oreilly@mso.umt.edu

Cell Phone: (406) 370-9661

About me: <https://about.me/mserinoreilly>

Office Information:

We have all needed help in something at some point in our lives. If you find yourself not understanding the assigned readings, activities, discussion prompts, or assignments, encounter issues or concerns or need to meet with me for any other reason - please set up an appointment with me. I am always willing to arrange a mutually convenient time and place to meet. This might include a scheduled call, video conferencing, or meeting in person. Feel free to email, call or text me.

The University of Montana Mission Statement

The University of Montana-Missoula pursues academic excellence as demonstrated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. The University also educates competent and humane professionals and informed, ethical, and engaged citizens of local and global communities; and provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, State, nation and the world.

The University of Montana Commitment to Our Values

We are committed to action and living the values of equality, diversity, and inclusion. Building our community of inclusion, diversity, equality, with compassion, empathy, and respect. We will work to build awareness and appreciation for our diversity. We will ensure access to resources on the campus for those who feel uncertain or need assistance. We will reassert UM's long-valued inclusiveness, strengthen our commitment to civil discourse, and continue our ongoing efforts to create a safe campus. We will seize opportunities to come together as ONE University of Montana and, in doing so, set a powerful example in our state and for our nation.

College of Education Mission Statement

The School of Education shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity, and ethical behavior. We work together producing and disseminating knowledge to advance the physical, emotional, and intellectual health of a diverse society.

Course Purpose

This course is designed to help you plan ways of sharing, discussing, and using literature that are culturally informed, sensitive, and relevant to children's interests in and interpretations of literature. The goals for this course include understanding a range of perspectives concerning incorporating literature into the inclusive preschool, elementary, and middle school classroom; exploring multiple genres of children's literature; and becoming proficient at making critical judgments about books and their use in preschool, elementary, and middle school classrooms.

We will conduct a genre survey, including cross-cultural literature, that focuses on responding to children's literature through reading, writing, listening, speaking, and engaging in activities that emphasize how to select books, teach critical thinking, and integrate literature into the curriculum. The course is designed to foster social justice education and propels teacher candidates toward developing strategies to address issues of equity through literacy.

Primary Course Goal

- The course is designed to help enrich your background in children's literature and children's books.

Course Objectives

- Learn the different genres in children's literature and new forms of digital texts.
- Learn the vocabulary to discuss the art and text in children's literature.
- Learn the elements within each genre that characterize the genre.
- Learn how to reflect multiple perspectives through the use of different forms of literary texts (both fiction and nonfiction) and cross-cultural literature, including the use of Native Indian authors and texts.

Course Outcomes

- Make critical judgments about picture books, illustrations in children's books, books from different genres, and other literary forms for use in the classroom.
- Select literary texts to use in content areas.
- Create a catalogue of children's books that represent the different forms and genres and that span the different reading ages (Pre-K through 8th grade).
- Create activities that expand on books children read, enrich their reading experiences, and provide interdisciplinary learning using literature.
- Expand the use of tools such as Book Trailers, Webquests, podcasts and LitTrip to enrich classroom learning and offer alternative assessments to students.

Required Text

Russell, D.L. (2019). *Literature for children: A short introduction* (9th ed).

*You will have access to [EDU 331 Virtual Library](#) of mentor text read-aloud and online resources where you can access titles of well-known and not so well-known authors.

All other required texts will be made available on Moodle.

Suggested Resources for Children's Books:

[Epic!](#) - Enter class code: iuy2779 – Select Your Name

Suggested Text

*These texts are example of books related to a meaningful theme that embraces critical literacy and diversity.

Acevedo, Elizabeth. *Clap When You Land*

Alexander, Kwame & Nelson, Kadir. *The Undefeated*.

Baldacchino, Christine. *Morris Micklewhite and the Tangerine Dress* (read-aloud video available)

Bell, Cece. *El Deafo* (read-aloud video available)

Boelts, Maribeth. *Those Shoes*

Campbell, Nicola. *Shi-shi-etko* (read-aloud video available)

Campbell, Nicola. *Shin Chi's Canoe*

Choi, Yangsook. *The Name Jar* (read-aloud video available)

Cottin, Menena. *The Black Book of Colors* (read-aloud video available)

Elya, Susan Middleton. *Home at Last*

Emezi, Akwaeke. *Pet*

Flake, Sharon. *Money Hungry*

Flake, Sharon. *Begging for Change*

Gantos, Jack. *Joey Pigza Swallowed the Key* (read-aloud video available)

Gino, Alex. *George* (audiobook)

Gino, Alex. *Rick* (audiobook)

Ho, Joanna. *Eyes That Kiss in the Corners*

Johnson, George M. *All Boys Aren't Blue*

Jerry, Craft. *New Kid*

Lacapa, Kathleen. *Less Than Half, More Than Whole*

Lai, Thanhha. *Inside Out and Back Again*

Lindstrom, Carole. *We Are Water Protectors*

McManis, C.W. and Sorell, T. *Indian No More*

Morris, Brittney. *Slay*

Noble Maillar, Kevin. *Fry Bread: A Native American Family Story*

Reynolds, Jason and Kendi, Ibram X. *Stamped*

Sanchez, Alex. *So Hard to Say*

Smith, Cynthia Leitich. *Jingle Dancer*

Tafolla, Carmen. *What Can You Do with a Paleta?* (read-aloud video available)

Thompkins-Bigelow, Jamilah. *Your Name is a Song*
Woodson, Jacqueline. *Brown Girl Dreaming* (audiobook)

Suggested Text for Professional Growth

Johnson, D. (2011). *The joy of children's literature* (2nd edition).

Muhammad, Gholdy. (2020). *Cultivating genius: An equity framework for culturally and historically responsive literacy*.

Trelease, J. and Giorgis, C. (2019). *Jim Trelease's read-aloud handbook* (8th edition).

Walther, M.P. (2019). *The ramped-up read aloud: What to notice as you turn the page*.

Serravallo, J. (2015). *Reading Strategies Book: You everything guide to developing skilled readers*.

Serravallo, J. (2018). *Understanding texts & readers: Responsive comprehensive instruction with leveled texts*.

Grading Policy

This course awards letter grades at the end of the semester as determined by the scale included in this syllabus. With consent of instructor and advisor, students may change the grading option to credit/no credit per university policy and in accordance with the semester deadlines outlined by the Registrar's Office.

Grading Scale

A	92% - 100%	"A" grades are indicative of superior work that entails original, creative thought in completing the course requirements.
A-	90% - 91.9%	
B+	88% - 89.9%	"B" grades signify work that is above average, but that may not be particularly original in fulfilling the course requirements.
B	82% - 87.9%	
B-	80% - 81.9%	
C+	78% - 79.9%	"C" grades indicate that the course requirements have been met through average work.
C	72% - 77.9%	
C-	70% - 71.9%	
D+	68% - 69.9%	"D" grades signify that the minimum course requirements have not been fully met, including written assignments, preparation for and participation in class, and attendance.
D	62% - 67.9%	
D-	60% - 61.9%	
F	0% - 59.9%	An "F" indicates that the minimum course requirements were not met.

Token Policy

In this class, you will have two **tokens** that you may use: 1) to revise and resubmit a writing assignment or 2) for a 24-hour extension on a deadline. Use your tokens wisely.

Late Assignment Policy

You are expected to meet each due date listed on the course syllabus. Failure to do so will affect your final grade in this course. If you cannot meet a course deadline, it is your responsibility to discuss this with me in advance of the due date. Assignments will be turned in via Moodle.

Late work will generally not be accepted unless a token is used. Extensions will occasionally be granted for extenuating circumstances that are documented and brought to my attention in a timely manner.

Course Assessments

Assignment	% of Grade	Due Date
In-Class Assignments & Participation	20%	Ongoing
Text Sets/Reader Responses	5%	Ongoing
Picture Book Write Up	5%	February 7
Traditional Genre Presentation	5%	February 18
Audiobook Presentation	5%	March 2
Award Book Paper	10%	March 18
Science Fiction/Nonfiction Pairing	10%	April 1
Genre List	15%	April 15
Historical Fiction Final Project	10%	April 22
Read-Aloud Collection	15%	April 26
Total	100%	

*I will provide you with a description and rubric for each of these assignments.

Attendance

As a member of a learning community, your presence is valued, valuable, and necessary. When you are not present in class, you limit not only your own learning, but also your contributions to the learning of your classmates. For these reasons, class attendance is highly encouraged and expected. You are expected to participate fully in discussions and class activities.

All students will access this course remotely during the scheduled days and time (Tuesday & Thursday at 2:00-3:20 pm) via Zoom.

If you are unable to attend our scheduled time for class, please contact me about completing this course in an asynchronous way. I would like to make contact with all students who are experiencing circumstances that might be better supported by completing all classes asynchronously.

Each class will have content you need to complete prior to attending the next class (via Zoom or asynchronously) coupled with tasks that you will need to complete for that same class. I will post the video you will watch for Tuesday class by Wednesday morning and Thursday class by Friday morning.

Professionalism and Participation

Consistent engagement with the material is absolutely crucial to your mastery of the course concepts. Hence, it is of the utmost importance that you attend class regularly and participate actively.

You have no doubt read some variation of the aforementioned statements in previous syllabi from other courses and may well have written something similar in your own syllabi. While my message is the same, it is necessary that we define these ideas for the purposes of this particular course. “Consistent engagement” encompasses your ability and effort to think about the topic at hand. Once you have gained a perfunctory mastery of the information, I encourage you to then relate it to your own experiences. Make the information meaningful to you. Through this process you will enlighten yourself as well as others.

What does this require? Quite simply, that you perform your tasks with a marked degree of precision. Take diligent notes on the readings, videos, lectures, and resources so that our discussions will be fruitful.

Of course, for this to happen, you must be engaged and communicate early and often. In fact, it is the foundation of “active participation”. Active participation is necessary for the success of the class. Not only will you be expected to share your reactions, ideas, and questions, you are likewise expected to allow and encourage other students to share theirs. This course focuses on *you*. So please ask questions of me and others, for this course will go as you go. To those of you who are naturally inclined to be introverted, I will do my best to create a comfortable and nurturing atmosphere for your thoughts.

We must all strive to create an accepting atmosphere that is comfortable for members of the learning community to participate and share their ideas. . Tact, politeness, and respect for other class members are crucial as is adequate preparation for discussion. As such, it is imperative that we follow the golden rule. Be certain to challenge each other, but abide by the accepted social mores. In other words, provide unto others the same amount of respect that you expect them to provide you with. Should you find errors of fact or logic, please point these out and share the sources that can correct them.

If for some reason you feel that you are falling behind in this aspect (or any other aspect of the course) contact me *sooner rather than later*. I cannot stress the importance of communication between us enough.

UMConnect Student Email

All University of Montana students are provided with an official university email account, referred to as UMConnect. This is the University’s primary method of communication with

students, thus, it will be extremely important to check this account frequently. Students are welcomed and encouraged to forward this e-mail account to their personal e-mail account.

Student Conduct

All students are expected to demonstrate professional, academic honesty. Standards of academic conduct are set forth in the [University's Student Code of Conduct](#). All students ought to be familiar with the Student Conduct Code.

By registering, you have acknowledged your awareness of the Student Code of Conduct, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Student Code of Conduct will not be treated lightly, and disciplinary actions will be taken should such violations occur. Please contact me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course.

Plagiarism will not be tolerated. Using another's ideas and/or words as your own constitutes plagiarism. It is therefore critical that you cite all sources you discuss and consult. As a rule of thumb, all sources (texts, photographs, music, internet materials, interviews, lectures, etc.) that are directly quoted, paraphrased, or consulted need to have a proper citation. If I suspect plagiarism, I will investigate, and if warranted, will follow up per the procedure outlined in the Student Code of Conduct. Ted Frick's page at Indiana University should help you understand [what constitutes plagiarism](#), and the Online Writing Lab (OWL) at Purdue University shows you [how to cite sources properly](#) in several different formats. Please use MLA or Chicago 16th citation formats. Should you have any questions about how or when to cite, please ask me. Citation software can be useful in documenting and formatting sources. [Zotero](#), for example, is a free, web-based citation software system that is easy to learn and use.

Respect Policy

This course is designed to incorporate discussion, the sharing of ideas, opinions, and experiences, and to educate you on the skills necessary to succeed in college. It is expected that all students will maintain a high level of respect for others, including students and guest speakers.

Accommodating Disabilities

I wish to fully include each student in this course. If you are a student with a disability who will require reasonable program modifications in this course, please meet with Disability Services for Students in Lommasson 154 for assistance in developing a plan to address program modifications. If you are already working with Disability Services, arrange to meet with me during my office hours to discuss reasonable modifications that may be necessary. For more information, visit the [Disability Services website](#) at <http://www.umt.edu/disability>.

Need IT Help:

If you encounter problems regarding this Moodle Course please contact UMOOnline at <http://umonline.umt.edu/ContactUs/default.htm>. There is also a Tech Support area within the menu of the course shell.

For questions and general computer assistance contact IT Central Help Desk at: (406)

243-4357 or itcentral@umontana.edu
Moodle technical support: (406) 243-4999

Student Services

Additional student services can be found on the University of Montana's [Student Affairs](#) page.

Campus Safety and Emergency Procedures

[Campus safety](#) is of the utmost importance at the University of Montana and the Phyllis J. Washington College of Education and Human Sciences. *Emergencies are rare*, but if one should arise during class, everyone will need to work together. Be aware of your surroundings and familiar with some basic safety and security concepts. Emergency procedures will be discussed during the first class of each semester or session. Above all, remember to dial 911 to report all emergencies.

Emergency procedures are posted in every classroom. Should a building evacuation become necessary, know the evacuation route, the location of the nearest fire extinguisher and the location of the nearest area of refuge. (Areas of refuge are located at the elevator doors on the second and third floors.) Please notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency situation.

[UM's emergency notification system](#) notifies the campus community of emergencies by sending subscribers a text or email. Sign up for notifications through Cyberbear.

Please report suspicious activity by calling 911 or (406) 243-4000. [An online form is also available](#). You may elect to remain anonymous when making a report.

[Active shooter preparedness](#) requires that we develop a survival mindset. [UM recommends the "Run, Lock, Fight"](#) response for an [active shooter](#) incident.

RUN

- Quickly assess your situation.
- Leave your belongings behind.
- Keep your hands visible for law enforcement.

HIDE

- Hide in an area out of the shooter's view.
- Block entry to your hiding place and lock the doors.
- Silence your cell phone and/or pager.

FIGHT

- As a last resort and only when your life is in imminent danger.
- Attempt to incapacitate the shooter.
- Act with physical aggression and throw items at the active shooter.

Finally, stay current with campus safety information by following [UM's Police Department](#) on Twitter [@UMPublicSafety](#).

Course Schedule:

*This schedule is subject to change with the needs of our class, students, learning.

**Always check Moodle for resources, activities & discussion & check your umconnect email regularly

Week	Date	Class Topics	Due Today	In Class Today...
1	Tues. Jan. 12	Course expectations and goals. Why literature?		
	Thurs. Jan. 14	Why reading aloud? Why picture books? Artistic elements in picture books	Readings: - Check Weekly Resources	“Read” picture book. What is a picture book? Vocabulary for discussing children’s books.
2	Tues. Jan. 19	What makes a great picture book?	Readings: - Russell, Chapter 4 - Russell, Chapter 5 - Check Weekly Resources	Art and text working together.
	Thurs. Jan. 21	Public Library & Online Resources	Readings: - Russell, Chapter 2 - Russell, Chapter 3 - Check Weekly Resources	Where to find books. Selecting Picture books. Traditional Literature Genre book checkout/selection.
3	Tues. Jan. 26	Read Aloud	Readings: - Trelease & Giorgis, Chapter 1: <i>Why Read Aloud</i> - Walthers, Read Aloud = Joy! - Revisiting Read Alouds: Instructional Strategies that Engage Students’ Engagement with Text - Dialogic Reading: How to Read Aloud - Check Weekly Resources Activities: - Bring a picture book with words to class (hard copy or digital) - Use Dialogic Reading: How to Read Aloud and your chosen picture book – write out prompts for PEER & CROWD. Indicate page turns or passages where you would use the prompts.	Strategies, Secrets & 10 Compelling Reasons to Read Aloud – apply & practice. Preparing for the Read Aloud – Read Aloud Experience at a Glance & prompts. Vocabulary building.
	Thurs. Jan. 28	Visual Literacy & Reading Aloud	Readings: - Trelease, Chapter 8: <i>Visual Literacy and Reading Aloud</i> - Check Weekly Resources	Picture book evaluations
4	Tues. Feb. 2	Art in Picture Books	Readings: - Caldecott Award criteria - Check Weekly Resources	In-class Assignment: Evaluating a picture book

				using Caldecott Award criteria.
	Thurs. Feb. 4	Introduction of Mentor Texts & Text Sets Introduction to Critical Literacy	Readings: - Stallworth, Gibbons, Fauber, "It's Not on the List: An Exploration of Teachers' Perspectives on Using Multicultural Literature" - Temple, Martinez, & Yokota, Chapter 1, "Children's Books in Children's Hands" - Check Weekly Resources Assignment: - Due Sunday, February 7 by 11:00pm - Write ups of Picture Books with words (5) and Picture Books without words (5)	
5	Tues. Feb. 9	Evaluating multicultural and anti-bias literature Preparing for Literature Circles	Readings: - Alexie, "Why the Best Kids' Books Are Written in Blood" - Check Weekly Resources	
	Thurs. Feb. 11	Traditional Literature Genre	Readings: - Check Weekly Resources	Presentation of traditional literature categories/art project
6	Tues. Feb. 16	Genres in Children's Literature	Readings: - Check Weekly Resources	Identifying characteristics within the genres/example texts
	Thurs. Feb. 18	Genres in Children's Literature cont. Traditional Historical Fiction Science Fiction Modern Fantasy Realistic (Contemporary/Modern) Fiction Nonfiction Poetry Graphic Novel (format)	Readings: - Russell, Chapter 7 - Russell, Chapter 8 - Check Weekly Resources Assignment: - Presentation of Traditional Literature Genre Category	Presentations
7	Tues. Feb. 23	How do we find good chapter books?	Readings: - Russell, Chapter 9 - Check Weekly Resources	Newbery Award Finding Award books: What are some of the awards given to children's literature?
	Thurs. Feb. 25	Audiobooks: Value to students	Readings: - Trelease, pp. 62-63	Application of Odyssey Awards criteria

8	Tues. March 2	Audiobooks	Readings: - Check Weekly Resources Assignment: - Audiobook Presentation Assignment	Presentation of your audiobook
	Thurs. March 4	No Class – Student Break		
9	Tues. March 9	The Role of Voice	Readings: - Check Weekly Resources	Examples of strong “voice”
	Thurs. March 11	Modern Fantasy	Readings: - Russell, Chapter 8 - Check Weekly Resources	Lit Circles
10	Tues. March 16	No Class – Student Break		
	Thurs. March 18	Modern Fantasy	Readings: - Check Weekly Resources Assignment: - Fantasy Award Paper Assignment - Lit Circle Book Trailer	Lit Circles Book Trailer
11	Tues. March 23	Graphic Novels	Readings: - Check Weekly Resources	Evaluating the value of graphic novels.
	Thurs. March 25	Graphic Novels	Readings: - Check Weekly Resources Assignment: - Text Set Assignment	In-class paper: Evaluation of a graphic novel
12	Tues. March 30	How to create interdisciplinary lessons using literature. Science and literature.	Readings: - Russell, Chapter 10 - Check Weekly Resources	Science Fiction/Nonfiction Pairing
	Thurs. April 1	Expanding books & hooks.	Readings: - Check Weekly Resources Assignment: - Science Fiction/Nonfiction Pairing Presentations	Science Fiction/Nonfiction Pairing
13	Tues. April 6	New Literacies: Blogs, podcasts, websites, Webquest, Google Earth Tour		
	Thurs. April 8	Poetry: Garvey’s Choice	Readings: - Russell, Chapter 6 - Check Weekly Resources	Poetry Read Aloud Ways for students to express learning: Playlist/Poster/Painting/Play Scene

14	Tues. April 13	Poetry: Garvey's Choice Expressing what we learn through different kinds of "text"	Readings: - Check Weekly Resources	Garvey's Choice Clap When You Land Poet X
	Thurs. April 15	Historical Fiction	Readings: - Check Weekly Resources Assignment: - Genre Book List Assignment	Historical Fiction Presentations
15	Tues. April 20	Historical Fiction	Assignment: - Historical Fiction Presentations idea (present during finals week)	Historical Fiction Presentations
	Thurs. April 22	Read-Aloud Frenzy	Assignment:: - Read-Aloud Collection Assignment	"Attending" Read-Alouds
April 26 - 30 Finals Week Monday, April 26 – 1:10-3:10 pm The project presentation will be your final assessment.				