

Instructor Information and Availability:

Instructor: Jane Walker

Email: walkerja@linnbenton.edu

Office hours: As needed: communicate via email or request a Zoom meeting

Course Information:

CRN 27559

Class time: This course is a virtual hybrid. We will meet face to face via Zoom every Thursday from 10-11:20 and be online the rest of the time.

Course Materials:

- **Text:** Charlotte Huck’s Children’s Literature: A Brief Guide, 3rd edition, Kiefer and Tyson, McGraw/Hill, 2019. Your text will be automatically uploaded into our Moodle shell (You do not need to order it through the bookstore website). The cost is \$44.50.
- **Two chapter books:**
 1. **Pick one of the four books for your first chapter book (Weeks 1-5) This chapter book will also be the focus of your midterm exam.** *Charlotte’s Web* by E.B. White OR *The Wednesday Wars* by Gary Schmidt OR *The Giver* by Lois Lowry OR *Brown Girl Dreaming* by Jacqueline Woodson. Before choosing your chapter book, you might want to get online to read descriptions and/or reviews of each book.
 2. You **have two choices for the second chapter book (Weeks 6-10)**. Either you can just choose one of the books in #1 that you did not read for the first 5 weeks OR you can pick a Newbery Award winner from the last 20 years (Check out the link in Moodle for a list of Newbery winners). If you choose one of the books from #1, you will be able to order it from the bookstore. If you choose a Newbery, you will have to order it from somewhere else like Amazon.
You can buy the books listed in #1 above from the bookstore, from online sources like Amazon, or simply check out your chapter books from a library. Our LBCC library is checking out books, and I have linked a site in our Moodle shell that explains how to do that. The Corvallis library is also checking out books which you order online. I do not know what other local libraries are doing, but if *you* do, let me know, and I will pass on that information on to the rest of the students.

Course Description:

Welcome to our children’s literature class! Prepare to immerse yourself in the world of children’s books! I have a great passion for children’s literature, and I am excited to share that with you this term. This class is appropriate for any student who has an interest in children’s literature and is fulfilling general education requirements or for students who are or will be working with children in a professional setting. Hopefully you will end the term with a greater appreciation of children’s literature as part of the mainstream of all great literature.

Please note: Succeeding in this class requires that you have college-level writing and reading skills (write at the WR121 level). If you have not yet taken WR121 (or aren’t taking it this term), please contact me asap.

“Reading makes immigrants of us all—it takes us away from home, but most importantly, it finds homes for us everywhere.” —Hazel Rochman

Student Learning Outcomes:

- Identify the key characteristics of varied genres in children's literature.
- Select, analyze, interpret, and evaluate children's literature.
- Apply evaluation guidelines to children's literature (from the textbook and from handouts)
- Analyze how visual elements in children's books enhance, tell, and/or impact the story.
- Articulate how children's literature reflects the human condition.

Required reading:

- Picture books (the number will vary from week to week).
- Two chapter books: *Charlotte's Web* OR *The Giver* OR *The Wednesday Wars* OR *Brown Girl Dreaming* in Weeks 1-5 and a second one in Weeks 6-10 (See more specific information on that on page 1 of the syllabus under "Course Materials").
- Chapters 1-8 and 10 in your textbook

Course Assignments:

- **Reflection/response to Thursday class sessions:** 50 pts (10 @ 5 pts each) Due at end of class each Thursday.
- **Chapter Key Points:** 80 pts (8 @ 10 points each) Due on most Tuesdays (See Moodle for specific instructions and dates) Only two late key points assignments accepted. Completing this assignment on time is key.
- **Forum Posts: 100 pts** Due on most Tuesdays and Wednesdays (See Moodle for specific dates. The number of forum posts for the entire term is not set yet.) No late forum posts are accepted.
- **Weekly Writes: 350 pts (7 @ 50 pts each)** Due dates will vary. Two "free" late weekly writes accepted as long as they are not more than one week late. All other late weekly writes earn half credit.
- **Midterm (150 pts)** Due Friday of Week 5 (see Moodle)
- **Capstone Project (Annotated Bibliography): 270 pts** Due Tuesday of finals week

Total points = 1000: A = 900-1000, B = 800-899, C = 700-799, D = 600-699

****Due dates for all assignments are posted in Moodle.

Resources:

Plan to stretch your understanding with each assignment. I will look for thoughtful content, logical organization, a clear style, and appropriate format. Here are some resources to help you:

- **Jane:** Email me early and often throughout the term with your questions and concerns. If you have a question, maybe there are others who do as well. Please feel free to ask questions often!
- **Moodle:** I have posted many excellent links in Moodle. Look for the folders at the top of the Moodle shell.
- **YouTube has an amazingly large collection of videos of children's books. Try to find videos that display the entire pages of each book. BUT, see next bullet . . .**

- **Libraries:** Real books are best! Some libraries are now checking out books again. LBCC will check out children's books to you as well as other local libraries.

"No book is really worth reading at the age of ten that is not equally (and often far more) worth reading at the age of fifty . . . the only imaginative works we ought to grow out of are those which it would be better not to have read at all." ----C.S. Lewis, "On Stories," Essays presented to Charles Williams

Tips for Success in This Class/Behavior and Expectations:

- **Be diligent about "showing up" every week to complete the activities and participate in the forums.**
- **Do your work on time.** (enough said)
- **Do your own work.** You are held accountable to the Student Code of Conduct, which outlines expectations pertaining to academic honesty (including cheating and plagiarism), classroom conduct, and general conduct.
- **Draw upon what you already know and love.** For your annotated bibliography, our class activities, and your writings, start with your own collection of favorite children's books and your own interests. *But*, a caution here: You may discover, upon closer reflection, that a book you loved as a child doesn't quite make the grade as "quality" children's literature (which doesn't negate its value to you). *As we progress through the term, use the analytical skills you are developing to look at old favorites with a critical/analytical eye.*
- **This is a reading-intensive and writing-intensive course;** you need to demonstrate that you are connecting textbook material and powerpoint material into your writings. I will be looking for thoughtful analysis, evaluation, and reflection in your writing this term. In other words, you need to move beyond simply summarizing a book.

College Policies

LBCC Email and Course Communications

You are responsible for all communications sent via Moodle and to your LBCC email account. You are required to use your LBCC provided email account for all email communications at the college. You may access your LBCC student email account through Student Email and your Moodle account through Moodle.

Disability and Access Statement:

You should meet with your instructor during the first week if:

- You have a documented disability and need accommodations,
- Your instructor needs to know medical information about you, or
- You need special arrangements in the event of an emergency.

If you believe you may need accommodation services, please contact the Center for Accessibility Resources, 541-917-4789. If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources Online Services webpage every term in order to receive accommodations.

Statement of Inclusion:

To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all course at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different from their own in safe, positive, and nurturing environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating, and problem solving in an ever-changing community and diverse workforce.

Title IX Reporting Policy:

If you or another student is the victim of any form of sexual misconduct (including dating/domestic violence, stalking, sexual harassment), or any form of gender discrimination, LBCC can assist you. You can report a violation of our sexual misconduct policy directly to our Title IX Coordinator. You may also report the issue to a faculty member, who is required to notify the Coordinator, or you may make an appointment to speak confidentially to our Advising and Career Center by calling 541-917-4780.

LBCC Comprehensive Statement of Nondiscrimination:

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender, gender identity, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws. For further information, see Board Policy P1015 in our Board Policies and Administrative Rules. Title II, IX & Section 504: Scott Rolen, CC-108; Lynne Cox, T-107B, 541-917-4806, LBCC, Albany, Oregon. To report: linnbenton-advocate.symplicity.com/publicreport.

Changes to the syllabus

I reserve the right to change the contents of this syllabus due to unforeseen circumstances. You will be given notice of relevant changes in class, through a Moodle announcement, or through LBCC email.

“It is not enough simply to teach children to read; we have to give them something worth reading. Something that will stretch their imaginations—something that will help them make sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own.” {Katherine Paterson, *The Spying Heart*, pp. 163-164}