

University of Montana

## ScholarWorks at University of Montana

---

University of Montana Course Syllabi, 2021-2025

---

Fall 2-1-2020

### EDU 331.R01: Literature and Literacy for Children

Charity N. Atteberry

*University of Montana, Missoula*, [charity.atteberry@umontana.edu](mailto:charity.atteberry@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

Atteberry, Charity N., "EDU 331.R01: Literature and Literacy for Children" (2020). *University of Montana Course Syllabi, 2021-2025*. 246.

<https://scholarworks.umt.edu/syllabi2021-2025/246>

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](mailto:scholarworks@mso.umt.edu).

**EDU 331:**  
**Literacy & Literature for Children**  
**Fall Semester 2020**

---

**Instructor Information**

**Instructor:** Charity Atteberry, M.Ed.      **Office:** Education 227  
**Meeting Days:** Tuesdays & Thursdays      **Meeting Time:** 12:30 – 1:50 pm  
**Building:** Remote attendance via Zoom      **Meeting ID:** 96815315894      **Passcode:** 505363  
**Zoom link:**  
<https://umontana.zoom.us/j/96815315894?pwd=L3VZMUwvcTN0OGpXRXNEVTINL1dLQT09>  
**Email:** [charity.atteberry@mso.umt.edu](mailto:charity.atteberry@mso.umt.edu)      **Cell Phone:** (406) 243-6170

**Office Information:**

Asking for help is a sign of strength and self-awareness. If you find that you do not understand 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, Zoom meeting, or in-person appointment. Feel free to email, call, or text me. You may also schedule appointments with me in Navigate.

**Navigate:** <https://www.umt.edu/navigate/for-students/default.php>

---

**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 8<sup>th</sup> 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* (9<sup>th</sup> ed).

\*You will have access to a virtual classroom 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 Text**

\*This text set is an example of books related to a meaningful theme that embraces critical literacy and diversity.

Acevedo, Elizabeth. *Clap When You Land*

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)

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

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

Lai, Thanhha. *Inside Out and Back Again*

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

Morris, Brittney. *Slay*

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)

Woodson, Jacqueline. *Brown Girl Dreaming* (audiobook)

### **Suggested Text for Professional Growth**

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

Trelease, J. and Giorgis, C. (2019). *Jim Trelease's read-aloud handbook* (8<sup>th</sup> 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 Assignments

Assignment	% of Grade	Due Date
In-Class Assignments & Participation	20%	Ongoing
Text Sets	5%	Ongoing
Evaluating a Picture Book – Caldecott	5%	Feb. 4
Picture Book Write Up	5%	Feb. 9
Traditional Genre Presentation	5%	Feb. 23
Audiobook Presentation	5%	Mar. 9
Award Book Paper – Fantasy & Literature Circle Role	10%	Mar. 25
Science Fiction and Nonfiction Pairing Presentation	10%	Apr. 1
Genre Book List	10%	Apr. 13
Read Aloud Collection	15%	Apr. 20
Historical Fiction Final Project	10%	Apr. 29

\*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 12:30-1:50 pm) via Zoom.

If you are unable to attend our scheduled time for seminars, please contact me about completing this course in an asynchronous way. I would like to make contact with all students who plan to complete all seminars 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 the same class. I will post the resources you will need to access for Tuesday class by Sunday at 12 pm and Thursday class by Wednesday at 9 am.

## **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.

### **Academic Misconduct**

All students are expected to demonstrate professional, academic honesty. Academic misconduct will place your credit for this course in jeopardy and open yourself to disciplinary action by the University of Montana.

### **Plagiarism**

Plagiarism will not be tolerated. There are two types of plagiarism: malicious appropriation and inadequate citation. Both are unacceptable. 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 16<sup>th</sup> 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](http://www.umt.edu/disability) at <http://www.umt.edu/disability>.

**Need IT Help:**

If you encounter problems regarding this Moodle Course please contact UOnline 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](mailto: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.