ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 11/3/11

1. ACADEMIC UNIT: MARY LOU PULSON TEACHERS COLLEGE

2. COURSE PROPOSED: EDA 291 Childcare Literature 3

   (prefix ) (number) (title) (semester hours)

3. CONTACT PERSON: DR. FRANK SERAFINI

   Name: DR. FRANK SERAFINI    Phone: 480-543-5448

   Mail Code: 351     E-Mail: serafini @asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 985-0738.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirement concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

   Core Areas
   - Literacy and Critical Inquiry—I
   - Mathematical Studies—MA
   - Humanities, Fine Arts and Design—HU
   - Social and Behavioral Sciences—SB
   - Natural Sciences—SQ

   Awareness Areas
   - Global Awareness—G
   - Historical Awareness—H
   - Cultural Diversity in the United States—C

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: ☑ No

☐ Yes; Please identify courses:

Is this a multisection course?: ☑ No

☐ Yes; Is it governed by a common syllabus? ☑ Yes

Chair/Director (Print or Type) ____________________________

Chair/Director (Signature) ____________________________

Date: ____________________________

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Humanities and Fine Arts [HU]
Page 2

Proposer: Please complete the following section and attach appropriate documentation.

**ASU - [HU] CRITERIA**

**HUMANITIES, FINE ARTS AND DESIGN [HU]** courses must meet *either 1, 2, or 3 and at least one of the criteria under 4* in such a way as to make the satisfaction of these criteria a **CENTRAL AND SUBSTANTIAL PORTION** of the course content.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.</td>
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<td></td>
<td>2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.</td>
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<tr>
<td></td>
<td></td>
<td>3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.</td>
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<td>4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:</td>
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<tr>
<td></td>
<td></td>
<td>a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.</td>
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<td></td>
<td></td>
<td>b. Concerns aesthetic systems and values, literary and visual arts.</td>
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<td></td>
<td>c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.</td>
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<td></td>
<td>d. Deepen awareness of the analysis of literature and the development of literary traditions.</td>
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**THE FOLLOWING ARE NOT ACCEPTABLE:**

- Courses devoted primarily to developing a skill in the creative or performing arts, including courses that are primarily studio classes in the Herberger College of the Arts and in the College of Design.

- Courses devoted primarily to developing skill in the use of a language – **However, language courses that emphasize cultural study and the study of literature can be allowed.**

- Courses which emphasize the acquisition of quantitative or experimental methods.

- Courses devoted primarily to teaching skills.
Humanities and Fine Arts [HU]
Page 3

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>RDG</td>
<td>291</td>
<td>Children's Literature</td>
<td></td>
</tr>
</tbody>
</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.</td>
<td>The course focuses on the various genres and formats in children's literature</td>
<td>Assigned Professional readings that focus on various types of children's literature. Use of Luken's Critical Handbook of Children's Literature. Students are assigned weekly commentaries on professional readings to consider aspects of literary analysis. Teacher candidates will sign up in groups of two or three to gather information on a particular genre and lead a class discussion. In addition, a Multimodal Presentation (powerpoint, prezi etc) will be created to share information.</td>
</tr>
<tr>
<td>Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.</td>
<td>The course focuses on the analysis and interpretation of a wide variety of children's literature.</td>
<td>Teacher candidates will participate in four (4) &quot;in class&quot; literature study groups. Students will extensively discuss these books during the scheduled class. Students are required to write an analysis / reflection on their experiences in the literature study groups.</td>
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<tr>
<td>Concerns aesthetic systems and values, literary and visual arts</td>
<td>Students will analyze picturebook art and design using an analysis guide provided in syllabus. Focus on the grammar of visual design and graphic design is included.</td>
<td>During the course of the semester, students will select one quality picturebook and conduct a thorough analysis using the analysis guide provided in the syllabus. The analysis will be written up following the guide included. Teacher candidates will choose an appropriate picture book, read</td>
</tr>
<tr>
<td>Deepen awareness of the analysis of literature and the development of literary traditions.</td>
<td>it to a group of students, and conduct a discussion about the book. Write a reflection about your experience and share in class. Students will conduct an in-depth author study focusing on a particular author or illustrator and analyze their body of work.</td>
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</table>
Arizona State University Criteria Checklist for

HUMANITIES, FINE ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student’s awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student’s ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008
RDG 291 Children’s Literature

Description of how course meets specific criteria in Humanities:

This course focuses on the comprehension, interpretation and analysis of traditional, classic and contemporary children’s literature. In addition, an overview of the historical development of these texts will be included. The aesthetics of children’s literature as a type of literature and its value as an art form is also included.

Picturebooks, graphic novels and digital texts are an essential aspect of this course. Perspectives on visual design and analysis are also included. Students will be expected to deepen their awareness of the role that children’s literature has played in the social and cultural contexts in America.
RDG 291: Children's Literature

Catalog Description

The focus of this course is selecting and using children's literature and related non-print media to support the elementary school curriculum. During our time together, you will become familiar with the elements, genres and applications of children's literature as well as the resources available for elementary classroom teachers. Together we will construct criteria for the selection of trade books for educational and personal use. The role of digital media in children's literature will also be explored.
RDG 334 – Children’s Literature
Mary Lou Fulton Teachers College
Arizona State University

Instructor Information:
Dates of Classes: Tuesdays 4:40-7:30
Class Location: West: Sands 309
Instructor: Dr. Frank Serafini
Email: serafini@asu.edu
Work Phone: (602) 543-8198
Office Hours: Mondays & Tuesdays 3:00 – 4:30 and by appointment
Office Location: FAB S274 – West Campus

Catalog Description
The focus of this course is selecting and using children’s literature and related non-print media to support the elementary school curriculum. During our time together, you will become familiar with the elements, genres and applications of children’s literature as well as the resources available for elementary classroom teachers. Together we will construct criteria for the selection of trade books for educational and personal use. The role of digital media in children’s literature will also be explored.

Course Format
This class will be conducted in an interactive and varied format whereby class members are required to 1) read, ponder, analyze and discuss a wide variety of children’s books. The course format will be a combination of lecture, small and whole-group class discussions of assigned readings, student presentations, out of class learning experiences (LEXPs) and reflective writings. This course requires the use of digital and print sources to access course content.

Participants should be prepared to 1) discuss the topic and readings for each week, 2) consider the focusing question for each week, and 3) work collaboratively with other class members. Please plan for 5-6 hours of weekly reading and studying outside of our class meeting times. The primary learning intent of this course is to facilitate your exploration of literature for children in a way that is personally meaningful for you. Within the framework of this course, the quantity and quality of your learning depends on the choices you make during each class period and in your independent study.

Required Course Texts, Materials, and Resources:
- Professional Articles available on Course Website
- Assigned Picturebooks and Novels available from libraries or bookstores.
- ASU Blackboard Course Management Website at http://myasucourses.asu.edu
- Goodreads Account – Free at www.goodreads.com
Optional Textbook Resource:

Student Learning Outcomes:
Upon completion of this course, the student should be able to:
1. Identify a wide variety of quality literature for children.
2. Select literature that will develop and support literacy and curriculum in the classroom.
3. Discuss various issues reflected in children’s literature and the ways they present themselves in elementary classrooms as literature is used.
4. Explain the importance of reading aloud to children, encouraging child involvement in such a way as to facilitate growth in meaning-making and literary awareness.
5. Demonstrate an understanding of the principles and practices of literature circles and author studies and how to implement such studies in classroom settings.
6. Converse with children about literature in ways that foster dialogue and deeper understanding.
7. Identify and discuss the various structures and elements of children’s literature.
8. Generate viable interpretations of literature.
9. Discuss the various roles of children’s literature across the curriculum.
10. Identify various genres, authors, illustrators and themes in children’s literature.
11. Read aloud with confidence to a group of students and lead a discussion of a piece of literature.
12. Access professional resources in children’s literature & literacy education

Course/Instructor Evaluation
The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: http://www.asu.edu/epoupdate/.
**Required Readings: Four (4) Novels for Literature Study Groups**
1. Because of Winn Dixie – Kate DiCamillo
2. The Boy in the Striped Pajamas – John Boyne
3. The Invention of Hugo Cabret – Brian Selznick
4. The Hunger Games – Suzanne Collins

**Required Readings: Shared Picturebooks**
1. More Than Anything Else – Bradby
2. A Sick Day for Amos McGee - Stead
3. Where the Wild Things Are – Sendak
4. The Stranger – Van Allsburg
5. Horace and Morris, But Mostly Dolores - Howe
6. The Napping House - Wood
7. Voices in the Park -- Browne
8. Rose Blanche – Innocenti
9. Mufaro’s Beautiful Daughters - Steptoe
10. The Lion and the Mouse – Pinkney
11. Black and White - Macauley
12. Sister Anne’s Hands – Lorbiecki
13. Any Babymouse Graphic Novel
14. Math Curse – Jon Sczieska

**Course Assignments**

1. **Professionalism & Participation:**
   Class attendance is mandatory. Attending class on time, participating, and completing all of the course-required readings are expected of each student. Arriving late and leaving early is disruptive to the learning of others. Given the nature of this class, learning by borrowing a colleague’s notes will be virtually impossible and ineffective. While participation styles vary, preparation and active participation are essential to the learning process. Full participation will require a careful reading of the text(s) for group discussions, completing the assigned reflections or learning experiences, and participating in the discussions or class activities.

   *10 Points will be deducted from final grade for any unexcused absences beyond student’s first absence.*

2. **Reading Commentaries (40 Points): Due Weekly**
   Extensive and intensive reading of children’s books is the primary focus of this course. You are to sign up for a Goodreads Account the first night of class. Each week you will write a short comment about each of the self-selected books you have read. Your comments may vary from brief annotations to more extensive analyses of your readings. Each week before class comments focusing on the 3 picturebooks or 1 selected novel will be posted before **The Day of Class at 5:00 AM.** Examples will be provided in class.
3. Literature Study Groups (4 @ 10 Points = 40 Points)

Teacher candidates will participate in four (4) “in class” literature study groups. Teacher candidates will need to read the selected books BEFORE the scheduled class. These books may be purchased or checked out from a library. Be prepared to extensively discuss these books during the scheduled class. For each book, follow the response guidelines listed below. Full credit will be given if the book has been read and the response strategy has been completed before the start of class.

Lit Study #1 – Because of Winn Dixie: Just read the book and be prepared to discuss the novel, using whatever strategies you choose, in class on the assigned date.

Lit Study #2: The Boy in the Striped Pajamas – Post-Its: While reading the assigned novel, use post-its to mark (code) important passages that you want to share with your literature study discussion group. On each post-it, write a word or two that describes why you marked that particular passage. Before class, review all of the post-its and reflect on any patterns that may be revealed. Keep the post-its in your book for a class learning experience.

Lit Study #3: The Invention of Hugo Cabret – Interview – Website – Reviews: After reading the assigned novel, conduct an extensive analysis of the author, their website and at least two (2) professional reviews of the book. Look for any interviews about the writing of the book if possible. How does this information shed light on the creation or intentions of the story? What insights can be learned from studying the life of the author? How do these resources this add to your discussion and interpretations of the novel?

Lit Study #4: The Hunger Games: Students will prepare for our class discussions by participating in an on-line discussion on the Course Website. Students are required to post at least three (3) comments prior to class and read the comments of others.

4. Literature Study Reflection Paper (20 Points)

After participating in all four of the literature study groups, write a 2-3 page response to the overall experience. The written response should discuss the following:

- Describe in detail your experiences in the literature study groups. What did you gain from participating in the literature study groups?
- How have the experiences pushed your thinking about using literature in the classroom?
- What would be the most important aspects to consider as you begin literature study groups in your own classroom?
- What questions or concerns do you have about the logistics of facilitating literature study groups?
5. Learning Experiences – LEXPs (10 Points Each = 30 Points)

On selected weeks, teacher candidates will participate in a learning experience (LEXP) before coming to class. These experiences are designed to enhance our classroom experiences and provide opportunities to discuss our literate lives and teaching practices. A brief (2-3 page) reflection will be turned in for each LEXP. Full credit will be given if the LEXP is completed, student attends class and participates in the discussion and turns the reflection in on time.

**Shoebox Literacy Autobiography** – Find a shoebox or similar sized container and fill it up with items that represent who you are as a literate human being. Select items symbolic of things you like, things you do, things you have done. These literacy autobiographies will be shared in class. Be sure to include ONE favorite children’s book. Write a reflection about your experience. Share in class.

**Picture Book Analysis** – During the course of the semester, students will select one quality picturebook and conduct a thorough analysis using the analysis guide provided in the syllabus. The analysis will be written up following the guide included.

**Read Aloud Project** – Teacher candidates will choose an appropriate picture book, read it to a group of students, and conduct a discussion about the book. Write a reflection about your experience and share in class. See guide provided in syllabus for questions to address.

6. Author Study (30 Points)

This will be an in-depth study of a particular children’s literature author. You will need to read as many picture books as possible (at least 10) and 1 chapter book (if possible) by your author. A handout will be compiled that includes biographical information, an interview or article about the author, reviews of books, as complete a bibliography as possible, web-sites, and curricular connections for the author's works. A copy of the handout (approximately 2-3 pages) will be made for each member of the class. Example will be provided in class.

Author Study MUST include the following sections:
1. Biographical Information
2. Bibliography
3. An Interview Transcript with the Author
4. Analysis of Several Pieces of Literature
5. Possible Curriculum Connections
6. Genre Study Presentation (40 Points)

Teacher candidates will sign up in groups of two or three to gather information on a particular genre and lead a class discussion. In addition, a Multimodal Presentation (powerpoint, prezi etc) will be created to share information. Example will be provided in class. The group will be responsible for creating a handout for *each class member* that contains:

1. a detailed definition of the genre being presented.
2. a criteria for selecting books to include – why did you choose what you did?
3. a list of 40 books minimum that are examples of the genre, with bibliographical info (author, title, publisher, date).
4. a minimum of 10 authors / illustrators that are well published in that genre – explain why these are selected.
5. three (3) web-sites that connect to the genre being presented.

**Genre Study Rubric**

<table>
<thead>
<tr>
<th>Genre Study Presentation</th>
<th>High Performance</th>
<th>Middle Performance</th>
<th>Low Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition of the Genre Study</td>
<td>Focus is clearly articulated, coherent, relevant to the curriculum, authentic topic</td>
<td>Focus is understandable, but not clear, only related in trivial ways to curriculum, does not fit together very well</td>
<td>No clear focus, does not relate to curriculum, incoherent</td>
</tr>
<tr>
<td>Criteria for Selecting Books for the Genre Study</td>
<td>Well articulated criteria for choosing books, criteria fits with the genre</td>
<td>Criteria is understandable but doesn’t relate to topic, does not address the genre</td>
<td>No criteria, books are chosen haphazardly</td>
</tr>
<tr>
<td>List of Books &amp; Authors Presented</td>
<td>Conforms to APA style, required amount of books included</td>
<td>Adheres to format to some degree</td>
<td>Missing information, number of books are missing</td>
</tr>
<tr>
<td>Multimodal Presentation</td>
<td>Students address class in professional manner, are prepared, able to discuss genre with clarity and understanding, chosen appropriate examples to share, interesting, able to answer student questions</td>
<td>Students seem uncomfortable discussing genre, read from handouts instead of addressing class, unable to answer questions, missing information, not sure about the genre</td>
<td>Unprepared, does not address audience properly, missing information about genre, includes wrong information, poor speaking skills, cannot answer questions</td>
</tr>
<tr>
<td>Handout</td>
<td>Includes all information, well organized, well-designed</td>
<td>Lists all information, but is not well organized</td>
<td>Does not include all requisite information</td>
</tr>
<tr>
<td>Websites</td>
<td>Appropriate websites are included, shows student actually went to websites and reviewed them for content</td>
<td>Found a couple interesting websites, but included poor choices as well</td>
<td>Found them on one website, not reviewed, missing information</td>
</tr>
</tbody>
</table>
COURSE EVALUATION
Weekly Reading Commentaries 40
Literature Study Groups (4 @ 10 Points) 40
Literature Study Reflection Paper 20
LEXPs (3 @ 10 points) 30
Author Study 30
Genre Presentation 40
Total 200

GRADES: A= 185-200  B= 170-184  C= 160-169  D= 150-159  F= BELOW 150
MINUSES AND PLUSES WILL BE AT DISCRETION OF INSTRUCTOR BASED ON
NUMBER OF POINTS EARNED, CLASS PARTICIPATION AND PROFESSIONALISM.

Course Calendar

Readings for Each Week:
1. Shared Picturebook
2. 3 Self-Selected Picturebooks (or 1 Novel) from Booklists Provided – Goodreads
   or the Assigned Novel for the Literature Study Group
3. Assigned Professional Article Textbook Readings

Class 1  Topic: Intro to Children’s Literature / Syllabi / Resources
Focusing Question: What is Children’s Literature?

Class 2  Topic: Teachers as Readers
Focusing Question: What are my experiences with reading and how
does that affect me as a reader and teacher of readers?
Shared Picturebook: More Than Anything Else – Bradby
Self-Selected Readings: Books About Readers and Reading
Professional Readings: Miller – Ch. 5 (PDF)
LEXP: Shoebox Literacy Autobiography
Genre Study: Folktales

Class 3  Topic: Picturebooks Part 1
Focusing Question: What is the Caldecott Award?
Shared Picturebook: A Sick Day for Amos McGee - Stead
Self-Selected Readings: Caldecott GOLD Medalists
Professional Readings: Reading Aloud and Beyond Ch. 1 & 2
Caldecott Winner List Available at:
http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/caldecott
 medal/caldecottwinners/caldecottmedal.cfm
Genre Study: Poetry
Class 4  
**Topic:** Picturebooks Part 2  
**Focusing Question:** What are the design elements of a Picturebook?  
**Shared Picturebook:** Where the Wild Things Are – Sendak  
**Self-Selected Readings:** 3 from NY Public Library 100 Picturebooks  
**Available:** http://kids.nypl.org/reading/recommended2.cfm?ListID=61  
**Professional Readings:** Reading Aloud and Beyond Ch. 3  
**Genre Study:** Wordless Picturebooks

Class 5  
**Topic:** Picturebooks Part 3  
**Focusing Question:** How do we analyze the images in picturebooks?  
**Shared Picturebook:** The Stranger – Van Allsburg  
**Self-Selected Readings:** Chris Van Allsburg Books  
**Professional Readings:** Reading Aloud and Beyond Ch. 4  
**Genre Study:** Fables, Myths and Legends

Class 6  
**Topic:** Elements / Structures of Narrative  
**Focusing Question:** What are the elements and structures of narrative?  
**Shared Picturebook:** Horace and Morris, But Mostly Dolores - Howe  
**Professional Readings:** Reading Aloud and Beyond Ch. 5  
**Literature Study #1:** Because of Winn Dixie - DiCamillo  
**Genre Study:** Realistic Fiction

Class 7  
**Topic:** Books for Beginning Readers  
**Focusing Question:** What are the characteristics of picturebooks for beginning readers?  
**Shared Picturebook:** The Napping House - Wood  
**Self-Selected Readings:** Books for Primary Grade Readers  
**Genre Study:** ABC Books

Class 8  
**Topic:** Postmodern Picturebooks  
**Focusing Question:** What is a postmodern picturebook, and how do meta-fictive elements work in this type of text?  
**Shared Picturebook:** Voices in the Park - Browne  
**Self-Selected Readings:** Postmodern Picturebooks  
**LEXP:** Picturebook Analysis Due  
**Genre Study:** Animal Fiction

Class 9  
**Topic:** Historical Fiction  
**Focusing Question:** What are the characteristics of historical fiction?  
**Shared Picturebook:** Rose Blanche - Innocenti  
**Literature Study #2:** The Boy in the Striped Pajamas - Boyne  
**Genre Study:** Historical Fiction
Class 10  
**Topic:** Reading Aloud  
**Focusing Question:** How do we read aloud and discuss literature with children more effectively?  
**Shared Picturebook:** Mufaro’s Beautiful Daughters - Steptoe  
**Self-Selected Readings:** Fairy Tales from a Different Point of View  
**Professional Readings:** Reading Aloud and Beyond Ch. 6 & 7  
**LEXP:** Read Aloud Project  
**Genre Study:** Fairy Tales

Class 11  
**Topic:** New Forms of the Novel for Young Readers  
**Focusing Question:** How has the format of the novel changed in the past twenty years?  
**Shared Picturebook:** Black and White - Macauley  
**Professional Readings:** Reading Aloud and Beyond Ch. 8 & 9  
**Literature Study #3:** The Invention of Hugo Cabret - Selznick  
**Genre Study:** Mysteries

Class 12  
**Topic:** Critical Issues in Children’s Literature  
**Focusing Question:** What social issues can be approached using children’s literature, and how do we approach them?  
**Shared Picturebook:** Sister Anne’s Hands - Lorbiecki  
**Self-Selected Readings:** Books on Social Issues  
**Genre Study:** Biographies and Autobiographies

Class 13  
**Topic:** Graphic Novels and Manga  
**Focusing Question:** How do readers make sense of graphic novels?  
**Shared Picturebook:** Any Babymouse Graphic Novel  
**Professional Readings:** Reading Aloud and Beyond Ch. 10  
**Literature Study #4:** The Hunger Games – Collins  
**Genre Study:** Science Fiction / Fantasy

Class 14  
**Topic:** Children’s Literature in the Elementary Curriculum  
**Focusing Question:** What is the role of children’s literature across the elementary curriculum?  
**Shared Picturebook:** Math Curse – Jon Sczieska  
**Self-Selected Readings:** Any Non-Fiction books  
**Professional Readings:** Reading Aloud and Beyond Ch 11 & 12  
**Assignment Due:** Literature Study Reflection Paper  
**Genre Study:** Counting Books

Class 15  
**Topic:** Author Study Presentations & Final Discussion  
**Focusing Question:** What have we learned about ourselves as readers and about ourselves as teachers of reading this semester?  
**Assignment Due:** Author Study
The Fine Print
The instructor will respond to student assignments in most cases by the time the class meets again. Any assignments submitted via email need to be acknowledged by the instructor in return email. I try to respond to all emails in 24 hours. This is a comprehensive, hands-on course that requires considerable outside preparation and commitment of behalf of the learner. If you find yourself unable to complete the course requirements on time, you are highly encouraged to review the withdrawal policy with subsequent dates in the ASU course catalog and schedule.

Incomplete grades are rarely given in this course and only in cases of extreme circumstances. Becoming “overloaded” or “overwhelmed” does not constitute an emergency. You will need to keep me informed if you are experiencing difficulty in meeting the given deadlines.

Cell Phone Policy Please turn cell phones off upon entering the classroom and leave them off until the class is completed. Using a cell phone or text messaging during class is the ultimate demonstration of disrespect for your instructor and fellow classmates.

Lap Top Use Policy Laptops may be useful for certain assignments or for note-taking during various aspects of the course. They can also be a distraction for students and the instructor. If the use of one’s laptop ventures past the focus of the class, students will be directed to shut them down.

ASU / Mary Lou Fulton Teachers College Policies

Course/Instructor Evaluation
The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: http://www.asu.edu/epoupdate/.

Academic Integrity/Plagiarism
The ASU Student Handbook contains the following information: “The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other
sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. The university and unit academic integrity policies are available from the Office of the Executive Vice President and Provost of the University and from the deans of the individual academic units.”

Disability Accommodations for Students
Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center (DRC; UCB 130) to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who wish accommodations for a disability should contact DRC as early as possible (i.e. before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student’s responsibility to make the first contact with the DRC.

Religious Accommodations for Students
Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

Military Personnel Statement
A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request complete or partial administrative unrestricted withdrawals or in completes depending on the timing of the activation. For information, please see http://www.asu.edu/aad/manuals/usj/usj201-18.html.

Harassment Prohibited
ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (UCB 221) if you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

Grade Appeals
The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing
to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the undergraduate and graduate catalogs, which are available at http://www.asu.edu/catalog

Electronic Communication
Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (http://www.asu.edu/aad/manuals/usi/us104-01.html) and in the University’s Computer, Internet, and Electronic Communications Policy (http://www.asu.edu/aad/manuals/acd/acd125.html).

Technological Services and Support
The College of Teacher Education and Leadership encourages students to make use of technological services available through ASU to make their learning experience more efficient. Students with personal laptop computers or netbooks can connect wirelessly to the Internet and to printing services on all four campuses and some PDS sites. The following support services are available to support student computing needs.

- **Student Purchases:**
  Discounted pricing for students purchasing laptop or desktop computers is available at through the ASU bookstore or online. (http://gomobile.asu.edu/)

- **ASU Campus Classroom Connectivity:**
  In-class use of laptops is encouraged by CTEL.
  In cases where students need to make presentations during class, most classrooms have the capability of allowing laptops to connect to classroom projectors. Mac laptops may require an adaptor. For collaborative work, social networking tools are provided to ASU students through a Google partnership, including Google docs, spreadsheets, presentations, forms, and sites. (https://docs.google.com/a/asu.edu/#all)

- **Hardware and Software Support:**
  ASU 1:1 Technology Studios provide support to students on all four campuses for hardware, software and operating systems, security, networking, etc. (http://help.asu.edu/ASU_1to1_Technology_Studio)

- **Virus scan software downloads are available free for students.** (https://webapp3.asu.edu/myapps/)

- **MyApps provides free software tools, online applications, and information about discounted software for purchase.** (https://webapp3.asu.edu/myapps/)
A Guide for Analyzing and Interpreting Picturebooks
Dr. Frank Serafini

I. Overall Picturebook Design:
- Pick up the picturebook, attending to the size, format (horizontal or vertical), materials used in construction of book (papers, graphics).
- What are your initial reactions to the text and illustrations?
- What colors, design elements and illustrations stand out on the cover?
- Is there a relationship between form and content? Does the design of the book add to the content being presented? If so, how?

II. Peritextual Elements:
- Look at the cover, title and illustrations. What expectations are set up for you as you approach the picture book? What does the cover, title and illustrations suggest?
- What is on the back cover? Is it a wrap-around design? How are borders used on the covers? What might this suggest?
- What is included in the peritext? Consider the following:
  - Endpages (front and back) – same or different? Do the endpages tell part of the story? How do they relate to the content?
  - Frontispiece or hard cover emblems
  - Book jacket content
  - Title page
  - Dedication
  - Library of Congress Summary
  - Author’s or Illustrator’s notes, if any

III. Elements of Design
- Consider the art and book design. What media is used in the illustrations? How does the artists’ choice in media affect the mood or meanings of the story or content?
- What fonts are selected? Where is the text located on the page? How do the fonts add to the over all design?
- Are borders used to frame the illustrations? How do the borders, or lack of borders, effect the story and design?
- Begin by considering the format of the images and their placement in the picturebook
- Where is the text located? Within the image? Separated by borders or white space, Why? How do the illustrations relate to the text?
- Are the illustrations double page spreads, single page images, collages, overlapping images, or portraits?
- Consider the series of images in the picturebook. Do the images change over the course of the book? Do they get bigger, smaller, change?
- Words propel the reader forward and images slow us down. How did this tension
between reading and viewing affect your experience?
- Are there any unusual elements that might add to the story or meanings?
- Are there any recurring symbols, patterns or motifs in the images?
- Consider the style or artistic choices? Are the appropriate, and how do they add to the meanings of the picturebook?

IV. Narrative Elements:
- How does the opening of the story compare with the closing of the story?
- What kind of gaps does the author/illustrator leave for the reader to fill in? Are details purposefully left out to create tension?
- How does the story flow from page to page? Are there borders that separate things or does it cross over in language and image from page to page?

V. Individual Images in Picturebooks
Select a particularly important image or double-page spread and ask yourself:
- What is foregrounded and in the background?
- Consider the "path" your eyes follow as you approach the image. What catches your eye first? Why is that element salient?
- What colors dominate the image? What effect does this have on you as reader?
- Consider the use of white (negative) space. Are the illustrations framed or full bleed? How does this position you as a viewer?
- What is the "reality value" or level of abstraction? Are the images life-like or stick figures?
- Are there any anomalous elements? Things that stick out, or seem out of place?
- What is the artist trying to get you to look at through leading lines, colors, contrast, gestures, lighting?
- How is the image framed? Are there thick borders or faded edges?
- Consider size and scale. What is large? Why are certain elements larger than others? Does this add to meanings of power, control?
- Consider the viewers point of view. Do characters directly gaze or address the viewer? Are the characters close up or distanced? How does point of view add to relationships with the characters?

VI. Critical Analysis of Picturebooks
- Whose background knowledge is privileged in reading this text?
- What characters dominate the story? Who seems to be missing?
- What ethnic, racial and gendered groups are present? Absent?
Read Aloud Project Reflection Paper

Share a picturebook with your selected class. Tape-record the read aloud and discussion that follows. Invite more response through one of the demonstrated discussion strategy. Listen to the recording and consider your role in the discussion and the students’ responses.

Consider the following questions to guide you as you listen to the read aloud:

- What was interesting or unexpected about the children’s responses?
- How do they talk about the book?
- How do they relate the story to their own lives?
- How do they talk about the pictures?
- How are they using both text and pictures together and integrating them to construct a unified meaning?
- What discussion strategy did you choose? Why? How did it effect the discussions?
- What types of questions did you ask? How did these support discussion?
Reading Aloud and Beyond

Fostering the Intellectual Life with Older Readers

Frank Serafini & Cyndi Giorgis
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