

ELIT8 -- Introduction to Children's Literature
De Anza College
Fall Quarter 2024

This course meets 100% online via the Canvas platform.

INSTRUCTOR INFORMATION

Instructor: Alex Giardino

Email: giardinoalex@fhda.edu

NOTE: email is the only way to contact me directly.
I reply to emails within 48 hours during the regular school week.
I don't reply to emails between Friday 5 pm until Monday 9 am.

Office Hours: Wednesdays 2:30-3:20 online only

IMPORTANT ADMINISTRATIVE STUFF

1. To be eligible for this course, you must be eligible for EWRT1A.
2. You must have regular, reliable access to the Internet to use the course's Canvas page.

COURSE OVERVIEW

What makes children's literature for children? This course explores these questions:

- What are the defining features of children's literature?
- What makes it for *children* rather than for *readers*?
- How does its intended audience, and that audience's age and literacy level, shape its form? Its content? Its style?
- How do its form and style—including its illustrations—shape its content?

To investigate and propose answers to these questions, we will learn about the history and development of children's literature, from folk and fairy tales that provide the roots for what we consider children's literature, to picture books aimed for young children, and novels (both illustrated and not) for older children, published between the eighteenth to twenty-first centuries.

By the end of the quarter, students will:

- Become familiar with the history, development, and context of children’s literature, from oral tradition to modern books.
- Analyze and understand a range of forms, genres, and subgenres in children’s literature, identifying major and minor ideas in the works.
- Approach children’s literature from various critical viewpoints, considering such topics as gender, disability, class, and race.
- Articulate the need for children’s picture books representing diverse perspectives and identify several such exceptional books.
- List robust criteria for exceptional children’s books and apply them in evaluating books.
- Utilize a critical literacy perspective in interrogating the values and biases implicit in books written for young children.
- Use a scholarly database to find appropriate secondary sources designed for the general, educated reader.
- Use local and online professional resources to identify excellent books.
- Create and use an MLA works cited list and annotated bibliography.
- Write a research essay in the discipline of English using at least two secondary sources, including how to combine existing information with original thought and analysis.

TEXTS

In this course, we become acquainted with resources that can help us find exceptional books. We also consider the significance of children’s literature representing diverse perspectives and work to deconstruct the values and biases implicit in texts written for young children. To these ends, instead of one common textbook, students will discover a wide variety of children’s books by using primary resources provided by the course online; they will also discover books through the use of various online resources, such as posts written by leading bloggers, including Dr. Debbie Reese, who is an expert in IPOC children’s literature. Be prepared to read a lot in this course. We will read many, many books of different genres.

REQUIRED TEXTS

You are required to read every text that is posted in our class. You will have assignments based on the posted articles, essays, videos, and stories.

You are also required to select the following books for our course Reading List, which is posted in the top module of our course on Canvas:

1. You must select 10 (ten) picture books that have won a Caldecott Award since 1938. **You will be selecting one book from each decade:** 1930s, 1940s, 1950s, 1960s, 1970s, 1980s, 1990s, 2000s, 2010s, and 2020. Many of these books are available as read-alouds on Youtube. You will read these ten books and write about them in an exploratory journal assignment.

2. You must select one book that is considered an early reader. You will write an analytical essay about this selection.

3. You must select one book that is considered a middle grade novel. You will complete a video assignment about this selection.

STUDENT LEARNING OUTCOMES

- Apply key methods of interpreting and evaluating literary texts written for children.
- Understand the role of literature as an educational tool.

LEARNING GOALS

- Know about exceptional children's books: historical evolution; criteria of quality and important awards
- Know about library and other resources (Horn Book Online, Children's Literature Comprehensive Database)
- Understand children's literature representing diverse perspectives
- Develop critical Literacy in reviewing children's books
- Understand authoring techniques, styles and conventions
- Understand visual representation techniques and elements of visual grammar

WEEKLY ROUTINE

- Every Monday morning, the instructor posts the weekly assignments and materials on the Canvas page. Students are responsible for doing all coursework for the week by the following Sunday at 11:59 pm.

STUDENT RESPONSIBILITIES

- You are responsible for spending at least four hours per week engaging directly with our course Canvas page. During those hours, you will be expected to do any of the following, as indicated for the week:
 1. read materials as posted;
 2. watch videos related to course materials as posted;
 3. listen to audio recordings related to course materials as posted; and
 4. complete all posted assignments due that week by the deadline (these assignments may be reading quizzes, reader responses, weekly forum participation, video conferences, and so forth).
- You are also responsible for spending another four hours per week independently completing the assigned reading and taking notes on the materials so that you can successfully complete the work for this course, including reading your assigned books, journaling, doing research, and drafting essays.

ASSIGNMENT GRADE BREAKDOWN

1. weeks 1-3 quiz	50
2. picture book journal (ten entries)	100
3. essay on an early reader	50
4. essay on the concept of mirrors, windows, and sliding doors	50
5. final video assignment on a middle-grade novel	50
6. full participation in five class-wide forum discussions	50

total: 350 points

Final Grade Scale

A+ 100-99%	A 98-94%	A- 93-90%
B+ 89-88%	B 87-84%	B- 83-80%
C+ 79-78%	C 77-74%	

COURSE POLICIES

GRADING POLICIES

No late assignments accepted.

No rewrites.

ATTENDANCE POLICY

On a weekly basis, the instructor will check on your “Activity Report” status in Canvas. If you are not participating in ALL of the weekly course activities, your activity report will show that, and the instructor will contact you about your performance in class. If you do not fully participate in all the course activities for more than one week, you will be dropped from the course, unless you can provide the instructor with an acceptable excuse, as your lack of participation is similar to a classroom absence.

PLAGIARISM & CHEATING

Plagiarism means copying someone else's work and presenting it as your own, without giving credit to the person who wrote and thought of the idea. Do not plagiarize, or you will be penalized.

What will happen anytime you plagiarize or cheat:

1. You will receive an F on the assignment without the option to redo it for a new grade.
2. The instructor will ask to meet with you to discuss issue.
3. Your name will be given to the Dean of Students.

UNDOCUMENTED STUDENT RIGHTS

Education is a basic human right. I believe that all people, regardless of their immigration status have the right to achieve their academic goals. If you have questions about how your immigration status may affect your academic opportunities, please talk to me. I may be able to help.

DISABILITY SUPPORT SERVICES (DSPS)

De Anza College views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. Disability Support Services (DSS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations

If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact DSS to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DSS and have accommodations set by a DSS counselor, please be sure that your instructor has received your accommodation letter from **Clockwork** early in the quarter to review how the accommodations will be applied in the course.

Students who need accommodated test proctoring must meet appointment booking deadlines at the Testing Center.

- **Exams** must be booked at least **five (5) business days in advance** of the instructor approved exam date/time.
- **Finals exams** must be scheduled **seven (7) business days/weekdays** in advance of the instructor approved exam date/time.
- Failure to meet appointment booking deadlines will result in the forfeit of testing accommodations and you will be required to take your exam in class.

- [Contact the DSS](#) if you cannot find or utilize your [MyPortal](#) Clockwork Portal.

DSS strives to provide accommodations in a reasonable and timely manner, some accommodations may take additional time to arrange. We encourage you to work with DSS and your faculty as early in the quarter as possible so that we may ensure that your learning experience is accessible and successful.

DSS Location: RSS Building, Suite 141

Phone: 408-864-8753

On the web: <http://www.deanza.edu/DSS/>

Email: DSS@deanza.edu

De Anza College is committed to equal opportunity in education.