

# LIT 2330 Introduction to Children's Literature

## Syllabus Spring 2023

### Course Information

**Course Title: Intro to Children's Literature  
LIT 2330-01**

**Course No. and Section:**

**Credit Hours: 3  
Bufka**

**Instructor Name: Lori**

**Course Location: Bldg2 Rm 215 or Zoom\*  
T/TH 11-12:15 (Either on Ocala campus or live through Zoom)**

**Meeting Day/Time:**

**Office Location: 2-220C  
Zoom): See Course Information**

**Office Hours (Live and**

**Telephone No.: 238-2111 Ext. 1375**

**E-mail: Through Canvas**

**\* This course is offered "High Flex" which means you may attend either in-person on the Ocala campus or through live Zoom**

### Extended Emergency Closure

For emergency campus closings (natural disasters, etc.) call 352-291-4499 or 800-831-9244 or check our website [www.CF.edu](http://www.CF.edu).

### Course Description

This course presents a survey of the field of children's literature, with analysis of the various genres from a variety of cultures and traditions. LIT 2330 is designed for students with a general interest in children's literature.

Success in this course depends on your participation. You are expected to do the required readings and participate actively in course discussions and activities.

### Gordon Rule Writing Requirement

LIT 2330 is a Gordon Rule course that partially satisfies SBE 6A-10.30. Students must satisfactorily complete the Gordon Rule writing portion of this course in order to be eligible for a final course grade of C or higher.

Pre/Corequisites (optional): Prerequisite: ENC 1101      Corequisite: ENC 1102

### **Required Texts:**

#### **Primary Textbook:**

- Galda, Liang, and Cullinan. *Literature and the Child* with Canvas Integrated MindTap (9<sup>th</sup> edition) ISBN No: 9781337606790
  - **OR** Cengage Unlimited Subscription

#### **Secondary Texts:**

- *Copper Sun*; by Sharon M. Draper; SBN-13 978-1-4169-5348-7; Historical Fiction – High School
- *Beneath a Meth Moon*; by Jacqueline Woodson; ISBN - 9780142423929; Contemporary Realistic Fiction – High School
- *The Tale of Despereaux: Being the Story of a Mouse, a Princess, Some Soup, and a Spool of Thread*; by Kate DiCamillo; ISBN-13: 978-0763680893
- *They Called Us Enemy*; by George Takei; ISBN-13: 978-1603094504

### **Optional Materials:**

In addition to the books listed above, you will need to obtain an additional book for a multicultural literature paper. This book does not need to be purchased. You may use a copy from your local library. A list of recommended books is printed here: [Multicultural Literature Book Choices](#). If you would like to use a book for the assignment that is not on the list, you must have it approved by your instructor. Please do this before you read it. The book should be for either middle school or high school students, with a minimum of 200 pages. Contact me for more information.

## **Student Learning Outcome:**

Communication: The student will read, write, speak, and listen effectively.

Read materials and effectively understand essential facts and concepts.

Measured by: Quiz/Exam/Essay

## **Assessment**

Grade Calculation: Assignment categories are weighted as follows.

Essays = 50%,

Final exam = 15%

Quizzes = 10%

Assignments/Attendance = 10%

Discussions/Presentations = 15%

## **Essays:**

You will write three graded essays this term, each with a minimum requirement of 1000 words. These essays will be typed following MLA format. Essays are to be submitted to Canvas. Do not submit your essay to me via email. I will not grade any essay submitted via email. Your essay must be submitted through the assignment's drop box, and late penalties do apply until the essay is submitted correctly into the assignment drop box. Essays submitted after they are due will be considered one day late. Late essays will be reduced by 5% (5 points) for each day late. For example, if the essay is due on Monday and is turned in on Tuesday that is a 5 point deduction. If the paper is turned in on Wednesday, that is a 10 point deduction. Essays will be graded using the rubrics supplied in Canvas for each assignment. Any essay submitted more than 7 days after the due date will receive a zero.

## **Quizzes:**

There will be periodic quizzes over course material. These will be completed in class or within Canvas.

### **Discussions and Presentations:**

Throughout the term, you will do discussions related to the type of children's books or genres we are studying. These discussions will be done online as a homework assignment. They will require an initial posting, followed by responses to your classmates.

These discussions will be graded on a check, check plus, check minus system (with a check plus being 9.5 pts., a check being 8.5, and check minus being 7.0) unless specified otherwise. Please see the rubric in Canvas for more information. A score of 5 will be given for work that is seriously incomplete and which does not meet minimally passing standards.

You will also do two oral presentations this term related to the topics being studied in the class. The presentations will have a written component, in the form of a Powerpoint with notes, and an oral component, with a brief 5-10 minute presentation in class (or done through Zoom). This is not a formal presentation to stress over. This is an opportunity to share the books you examined with the other students in the class and share your knowledge. Basically you will be presenting your PowerPoint to your classmates so that we have the opportunity to learn from each other. You will be given a separate score for the oral presentation and the written PowerPoint. These will be worth 50 points each.

### **Assignments:**

You will do various types of assignments this term designed to help you interact with the course material or to prepare for the papers that you are writing. Assignments will be graded on a check, check plus, check minus system (with a check plus being 9.5 pts., a check being 8.5, and check minus being 7.0) unless specified otherwise. A score of 5 will be given for work that is seriously incomplete and which does not meet minimally passing standards. Please refer to the Rubric for Assignments in Canvas for more information on the grading standards for these assignments. As with the presentation scores, the depth of thought and level of detail in the responses are key to receiving a 9.5 score. Late assignments will be accepted up to one week after the due date but will receive an automatic check minus score.

Class attendance is also included in this category. This is a high flex class, which means that you may attend the class either in-person or through a Zoom.

**Attendance at one or the other of these two session types during the scheduled days and times each week is required.**

### **Final Exam:**

There will be a cumulative final it will be comprised of multiple choice questions, short answer, and/or short essay questions.

### Posting of Grades:

Grades will neither be posted nor given over the phone or through email. All grades are recorded through Canvas. Canvas reflects a close approximation of your grade.

### Grading Scale

A=100-90

B+=89-87

B=86-80

C+=79-77

C=76-70

D=69-60

Attendance: Each student is required to attend all class meetings (or log on to the online course and complete course work) each week. Attendance will be counted as part of your assignments grade for the course. Non-attendance does not constitute withdrawal from this course. It is the student's responsibility to complete the withdrawal forms by the appropriate date.

### Course Schedule:

This is a quick overview of the course to give you an idea on how to plan your reading. Please see the weekly assignment schedule for more complete information about course tasks and homework.

Week 1: Introduction to Children's and Adolescent Literature

- Chapter 1: Children's and Adolescent Literature

Week 2: Literature in the Lives of Young Readers

- Chapter 2: Literature in the Lives of Young Readers

Week 3 and 4: Picturebooks as Visual Art

- Chapter 3: Picturebooks as Visual Art
- **Paper 1: Children's Literature in Your Life**

Week 5: Picturebooks Across Genres

- Chapter 4: Picturebooks Across Genres

Week 6: Nonfiction

- Chapter 5: Nonfiction

Week 7: Folklore

- Chapter 6: Folklore
- Selected stories from *Grimm's Fairy Tales*
- Begin reading *The Tale of Despereaux: Being the Story of a Mouse, a Princess, Some Soup, and a Spool of Thread*

Week 8: Poetry and Verse

- Chapter 11: Poetry and Verse
- Continue reading *The Tale of Despereaux: Being the Story of a Mouse, a Princess, Some Soup, and a Spool of Thread*

Week 9 and 10: Fantastic Literature: Fantasy and Science Fiction

- Chapter 7: Fantastic Literature: Fantasy and Science Fiction
- Complete *The Tale of Despereaux: Being the Story of a Mouse, a Princess, Some Soup, and a Spool of Thread*

### **Spring Break:**

- It is highly recommended that you begin reading the books for the last few weeks of the course: *Copper Sun*, *Nightjohn*, and *Beneath a Meth Moon*

### *Week 9 and 10: Fantastic Literature: Fantasy and Science Fiction*

- Chapter 7: Fantastic Literature: Fantasy and Science Fiction
- Complete *The Tale of Despereaux: Being the Story of a Mouse, a Princess, Some Soup, and a Spool of Thread*
- **Paper 2: Literary Analysis of a Children's Book**

### Week 11 and 12: Contemporary Realistic Fiction

- Read Chapter 8: Contemporary Realistic Fiction
- Read *Beneath a Meth Moon*

### Week 13: Historical Fiction

- Read Chapter 9: Historical Fiction
- Read *Copper Sun*

### Week 14: Biography and Memoir

- Read Chapter 10: Biography and Memoir
- Read *They Called Us Enemy*
- ***Begin Paper 3: Multicultural Literature Paper***

### Week 15: Literature in the Classroom/Multicultural Literature

- Read Chapter 12: Children's Literature in the Classroom
- ***Complete Paper 3: Multicultural Literature Paper***

### Week 16: Final Exam

- Final Reflection Piece
- Final Exam

STATEMENT: Due to unforeseen happenings, it may be necessary for the course assignment schedule to be altered. The instructor will always strive to be fair about any changes.

**The College of Central Florida is committed to helping you succeed and achieve your academic, personal and career goals. There are a wide range of resources and support services available to you. When students are connected early to resources and support systems on campus they are more likely to stay in classes, perform better in those classes, and complete their path more quickly. One example is through an Early Support Program, where you may receive an email indicating your professor or advisor is reaching out directly to help connect you to support services. This may include connecting you to tutoring, financial support, psychological support services, and disability services just to name a few. Be aware, you can also reach out to these services on your own as well. Additionally, we offer free tutoring, disability services, a testing center, and many other resources which are all available to you. [Please refer to the College Resources, Dates, and Policies document in your Canvas course to learn more about these supports and policies.](#)**