

EDRE 3600: Engaging Children with Literature that Represents Diversity

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Office location: Matthews Hall 206-P	Office hours: Mon. 12:00-3:00; Wed. 1:00-4:00 (face-to-face unless zoom requested)
Contact information: janelle.mathis@unt.edu	Final Exam date/time/place: Final project to be submitted electronically; 12/12/22
Course Schedule: August 29, 2022 – December 12, 2022	Time, day, venue: 8:00 – 10:50 am, Monday 142 Gateway Center

DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION: PREPARING TOMORROW'S EDUCATORS AND SCHOLARS

The **Department of Teacher Education and Administration** seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive, and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

Mission

The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

Vision

We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

COURSE PREREQUISITES

none

CATALOGUE DESCRIPTION

This course will be taken during the Block A Specialization semester. In this course, the students will engage with the content of children's and adolescent literature (in both narrative and expository modes) and the importance and application of children's literature in teaching. The primary focus will be on the critical examination of contemporary children's literature and the various representations of the diversity that constitutes our society.

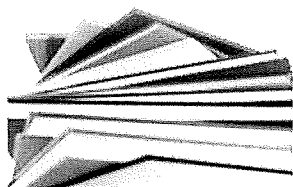
COURSE GOALS (<https://tea.texas.gov/academics/curriculum-standards>)

The learner will:

- Gain an overview of children's literature and its genres (*Chapter 110 TEKS, ELA, 4.J.;STR, Competency 11, C*);
- Understand the difference between children's and adolescent/young adult literature (*STR, Competency 11, S*);
- Engage personally as a critical reader of literature through analysis and response (*ELA, 4.F*);
- Demonstrate selection of high-quality current, multicultural literature in a wide variety of genres to share with a diverse student population (*ELA, 4.I.*);
- Develop a critical awareness for selecting and analyzing books and materials for readers that encourages personal response and reflects racial, ethnic, class, and gender diversity in the classroom (*SRT, Competency 10,K*);
- Engage in evaluation of children's literature for anti-racist/anti-bias content, text complexity, and other criteria (*TSR, Competency 11, G.*);
- Develop an awareness of the cultural lenses through which all people, including children, view the world and process their experiences--interpretive stances (*TSR, Competency 11, G.*);
- Learn about the social, political, and multi-cultural issues related to children's literature to understand and utilize a critical literacy framework that reaches beyond comprehension and personal meaning to include a deeper look at the social and political issues raised in the literature/readings and possible ways to take action on these issues (*STR, Competency 11, G*);
- Identify multiple perspectives in children's and adolescent literature while observing the ways in which texts interact, enlighten, and interrogate one another (*ELA, 4.D.*);
- Evidence instructional approaches to eliciting meaningful, thoughtful, and creative multimodal responses to children's literature (*ELA, 4.D; ELA, 9.G.*);
- Demonstrate knowledge of and strategies for teaching about the integral role of illustration/art in conveying meaning in picturebooks (*ELA, 9.A; ELA, 9.D; ELA, 9.E.*);
- Become knowledgeable about using a wide variety of print, Internet, and technological resources to find out information about children's books, authors, illustrators, and curriculum applications (*ELA, 6.D*).

REQUIRED TEXTBOOKS AND/OR MATERIALS

- Short, K., Lynch-Brown, C. & Tomlinson, C. (2018). *Essentials of Children's Literature*, 9th Ed., New York: Pearson



- Professional articles provided by instructor relating to contemporary use and issues around children's and adolescent literature
- Access to children's and adolescent literature--see library requirement below
- Novel/s to be identified by the instructor as class shared readings (literature circles). These may be purchased or found in libraries.
- **Requirement: All students must have a public library card that enables them to find necessary resources that align with each week's assignment. Instructors will require evidence of this at the beginning of the semester. Since you are a UNT student, you should have permission to use local libraries without a fee.**

UNT'S STANDARD SYLLABUS STATEMENTS

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Accommodation Statement. UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu. (UNT Policy 16.001)

Course Safety Procedures (for Laboratory Courses). Students enrolled in [insert class name] are required to use proper safety procedures and guidelines as outlined in UNT Policy 06.038 Safety in Instructional Activities. While working in laboratory sessions, students are expected and required to identify and use proper safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that the UNT is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance. Brochures for student insurance are available in the UNT Student Health and Wellness Center. Students who are injured during class activities may seek medical attention at the Student Health and Wellness Center at rates that are reduced compared to other medical facilities. If students have an insurance plan other than Student Health Insurance at UNT, they should be sure that the plan covers treatment at this facility. If students choose not to go to the UNT Student Health and Wellness Center, they may be transported to an emergency room at a local hospital. Students are responsible for expenses incurred there.

Emergency Notification & Procedures. UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course.

Student Evaluation Administration Dates. Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught.

Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

Sexual Assault Prevention. UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648.

Acceptable Student Behavior. Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

UNT COVID Information: <https://studentaffairs.unt.edu/student-health-and-wellness-center/resources/covid-19-information>

Please visit this site for the most updated information regarding expectations in light of COVID-19. While we are not required to wear masks on campus, you are welcomed to wear one if you are more comfortable and also if you think you have been exposed. If you test positive for COVID, please be in touch with me and we will plan your work around your needs.

DEPARTMENT SYLLABUS STATEMENTS

Foliotek ePortfolio (where applicable). Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site: <https://coe.unt.edu/educator-preparation-office/foliotek>

EDUCATOR STANDARDS

In order to recommend a candidate to the Texas Education Agency, the UNT Educator Preparation Program curriculum includes alignment to standards identified by the State Board of Educator Certification (SBEC). These standards are assessed throughout your preparation and through the TExES Certification exams required for your teaching certificate. The Texas State Board for Educator Certification creates standards for beginning educators. These standards are focused upon the Texas Essential Knowledge and Skills, the required statewide school curriculum. Additionally, the Commissioner of TEA has adopted rules pertaining to Texas teaching standards:

TEXAS TEACHING STANDARDS

Standards required for all Texas beginning teachers fall into the following 6 broad categories:

1. Standard 1--Instructional Planning and Delivery.
 1. Standard 1Ai,ii,iv
 2. Standard 1Bi,ii (Lesson design)
2. Standard 2--Knowledge of Students and Student Learning
3. Standard 3--Content Knowledge and Expertise
4. Standard 4--Learning Environment
5. Standard 5--Data-Driven Practice
6. Standard 6--Professional Practices and Responsibilities

Full description of the standards and competencies can be accessed using this link: [Texas Teaching Standards Adopted in Chapter 149](#)

EDUCATOR STANDARDS FOR EC-6 CORE SUBJECTS:

A full description of the standards and competencies can be accessed using this link:

<https://tea.texas.gov/texas-educators/preparation-and-continuing-education/approved-educator-standards>

- *Standard I 1.1k-1.2k, 1.1s-1.7s (Comprehensive Knowledge of SS)*
- *Standard II 2.1k-2.3k, 2.1s-2.2s (Integration)*
- *Standard III 3.1k-3.8k, 3.1s-3.7s (TEKS)*
- *Standard IV 4.1k-4.18k, 4.1s-4.11s (History)*
- *Standard V 5.1k-5.12k, 5.1s-5.14s (Geography)*
- *Standard VI 6.1k-6.23k, 6.1s-6.12s (Economics)*
- *Standard VII 7.1k-7.13k, 7.1s-7.11s (Government)*
- *Standard VIII 8.1k-8.10k, 8.1s-12s (Citizenship)*
- *Standard IX 9.1k-9.21k, 9.1s-9.12s (Culture)*
- *Standard X 10.1k-10.9k, 10.1s-10.10s (Science, Technology and Society)]*

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

The following TEKS are addressed in this course. The Texas Essential Knowledge and Skills can be accessed on the Texas Education Agency Web site using the A-Z index at the following URL: <https://tea.texas.gov/academics/curriculum-standards>

Chapter 110 TEKS for English, Language Arts and Reading Subchapter A. Elementary Grades K-5 110.10-110.16 • Chapter 110 TEKS for English, Language Arts and Reading Subchapter B. Middle Grade 6 110.18]

ENGLISH LANGUAGE PROFICIENCY STANDARDS (ELPS)

This course incorporates the ELPS in lesson planning and instructional delivery in order to improve language acquisition and content area knowledge of students who are English learners. The ELPS will be implemented by teacher candidates during instruction of the subject area for students who are English learners. The ELPS can be accessed via the Texas Education Agency using the following link: <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>.

TEXAS COLLEGE AND CAREER READINESS STANDARDS

The Texas College and Career Readiness Standards can be accessed at the Texas Higher Education Coordinating Board Web site using the following link:

<http://www.theccb.state.tx.us/index.cfm?objectid=EADF962E-0E3E-DA80-BAAD2496062F3CD8>

TECHNOLOGY APPLICATIONS

Technology Applications (All Beginning Teachers, PDF) The first seven standards of the Technology Applications EC-12 Standards are expected of **all** beginning teachers and are incorporated into the Texas Examination of Educator Standards (TExES) Pedagogy and Professional Responsibilities (PPR) test.

UNT TEACHER EDUCATION PROGRAM COMMITMENTS

While teaching has always been a relational and intellectual endeavor, we acknowledge that *teaching is also both an ethical and a political act*. We recognize that many of the practices and traditions in schools today perpetuate long-seated historical and social oppressions. These social inequities are structural *and* socially constructed along dimensions of intersecting identities, including, but not limited to, race, color, ethnicity, national origin and identity, dis/ability, gender identity and expression, sex, sexual orientation, religion, immigration status, language, social class, age, and genetic orientation.

It is through our radical imaginations that we can create spaces for critical inquiry and engagement in schools at multiple levels: intellectual, ethical, physical, social, emotional, ecological, and aesthetic. We envision classrooms to be inclusive places that serve as complex and just ecosystems that allow for multiple identities, modes of expression, and ways of engagement to thrive together. We do this because we are committed to dismantling oppression. Teachers play an important role in this movement. Our teacher education program supports the development of core values related to: (More elaborative chart provided on Canvas.)

- **Identity.** Preparing teachers who have agency and critically reflect on their lived experiences and identities as a way of informing their professional knowledge and humanizing pedagogies.
- **Inquiry.** Preparing teachers who value and inquire into the complex identities, as well as intellectual and transformational capacities, of children and youth.
- **Activism.** Preparing teachers who create curriculum that responds to children's and youth's inquiries and identities, as well as the sociopolitical/economic conditions of the world outside of schools—in neighborhoods, communities, and society-at-large.

- **Community.** Preparing teachers who recognize and honor the unique sociocultural experiences and communities of children and youth with whom they work.

We commit to teaching and teacher preparation that takes a transformative stance toward school change. We believe—acting in solidarity with teachers, children, youth, school leaders, and communities—we can radically reimagine and reconstruct schools and, thus, our society.

ATTENDANCE EXPECTATIONS

We will meet face-to-face for all our class sessions. This course is designed and organized to be highly collaborative and experiential. Our sessions will involve small and whole group activities and discussions. Therefore, your attendance and participation are essential to the learning experience for everyone in this course. And it is paramount that you arrive on time. Yes, I realize that 8:00 am on Monday may not be ideal, but hopefully this will get your week off to a great beginning.

Poor or late attendance, not attending for the full class time, or lack of preparation (i.e., not completing reading assignments or other non-graded assignments) will adversely affect your grades in this course. Specifically, missing more than two class periods or missing any class without contacting the instructor and completing make-up assignments could cause you to fail the course. If you are absent, you are still responsible for turning in assigned work. Illnesses and medical emergencies will be excused on an individual basis.

COURSE ASSIGNMENTS

[Here is a brief description of each major course requirement, including each major assignment and points assigned to each. More details will be included in Canvas and explained in class.]

- Reflect on early experiences with books and as a reader. We will use the notion of a “Personal Cannon” to help frame this. We will continue with self-reflection during the course and submit a final reflection regarding your growing personal cannon. 5%
- Chapter Quizzes: These will not be your traditional quiz but reflect the nature of the topic for the session. 20%
- Explore an author or illustrator who reflects classroom diversity and share: Their body of work; their personal philosophy and approaches to writing/illustrating; how these books can support instruction through various strategies, etc. 10%
- Explore the websites on page 19 in the text with one being WOWLit.org. Share 2 items you find extremely useful for your future role as a teacher and share on the discussion board. 5%
- Engage in reading and critically responding to and evaluating children’s and YA literature selected from recommended categories that reflect diversity, genre, themes, etc. This includes your evaluations/discussions of the books you bring as well as small group literature discussions around selected picturebooks/novels. 15%
- Paired books as a preface to your text set project. 10%
- Final text set project that includes books representing different genre and cultural perspectives; strategies for use; multimodal additions, such as art, music, etc. 25%
- Attendance, participation in weekly book discussions, engagement in weekly strategies created around the week’s topic. 10%

STUDENT EVALUATION

Assessment of the key assignments will be based on evidence of: **Following directions, depth of thought; taking a critical stance in decisions around book choices based on criteria learned; inclusion of strategies in keeping with creating critical readers – strategies we will be using in class; awareness of a comprehensive knowledge base in children’s literature and resources for locating such.** The percentage given to each assignment for evaluation is indicated in the assignments above.

Reflection on early experiences with books	5%
Chapter quizzes	20%
Exploration of author or illustrator	10%
Exploring World of Words / other websites	5%
Reading, critically responding & evaluating books	15%
Text Set Beginning (paired books)	10%
Text Set Final Project	25%
Attendance, participation, engagement	10%

A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	below 60%

NOTE: This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance; additional explanation of assignments will be available in Canvas. I reserve the right to make any changes I deem necessary and/or appropriate to better facilitate the smooth presentation of course content. Often changes are needed by our class community and how we engage in the literature and response strategies.

Throughout each course session, there will be attention to:

- diversity (global, national, community),
- multimodal approaches to learning and responding,
- critical approaches to literacy,
- respect for multiple perspectives,
- and a comprehensive approach to literacy – the many unique and diverse ways we learn and communicate. Your own approaches to learning are valuable insights for our community of learners.

Spring 2022: Children's Literature Course Schedule (supporting information on Canvas)

ECL = *Essentials of Children's Literature* textbook

Short, K. G., Lynch-Brown, C., & Tomlinson, C. M. (2018). *Essentials of Children's Literature (9th Ed.)*. Boston: Pearson.

* Be sure to read the designated chapter/s in preparation for class each week. List important highlights of the chapters. Be prepared to discuss chapter in class each week. Keep notes for your individual study needs. **Bring physical Children's books for each weekly activity.** There will be other reading assignments per topic either online or through shared articles. These readings will be ones to support your assignments and discussions. There will be additional engagements in class besides those listed here that will be shared on the weekly schedule.

Class Session	Topics	Readings to be completed for this session	Weekly assignments in preparation <u>for the following week</u>
Session 1 8/29/22	<ul style="list-style-type: none"> ▪ Syllabus ▪ Introduction to children and their literature ▪ The power of story ▪ Our personal cannon and cultural identities 	Children's book explorations	<ul style="list-style-type: none"> ▪ Our Personal Cannon around literature (For 9/12) ▪ Reading Identity: Think about your early development as a reader. Interview your family members on your early reading experiences and reflect upon your life as a reader inside and outside of school environments. ▪ Cultural Identity: Think about your views regarding diversity. As a teacher, you will teach children from many kinds of families. Reflect upon your own experiences with diverse people. Specifically examine experiences you have had with individuals of different: Culture, Ethnicity, Regional backgrounds, Religion, Gender, Disabilities, Age, Social class, Family structure. <p>Bring to class: VISUAL REPRESENTATION Create an 8 x 11 poster with the important information you remember, have learned about yourself, and want to share. Be creative in making your poster. You can use pictures, words, and any other artifact to represent yourself. You can create an electronic version but bring a hard copy to share in class; <i>Upload copy to Canvas.</i></p> <ul style="list-style-type: none"> ▪ Visit 2 websites (page 19) to include WOWLit. Come prepared to share what you found useful.
9/5/22	Labor Day Holiday		
Session 2 9/12/22	<ul style="list-style-type: none"> ▪ Personal Reading Identity ▪ Website sharing ▪ Reader Response Model: Effertent versus Aesthetic Reading ▪ Author/Illustrator and Poetry sign up ▪ Chapter "quiz" 	ECL: Ch. 1&2	<p>(For 9/19)</p> <ul style="list-style-type: none"> ▪ Bring a sample book you read as a child ▪ Read and bring to share a book that has won the Geisel Award or Honor
Session 3 9/19/22	Continued discussion and experiences around reader response. Chapter "quiz"	ECL: Ch. 3	<p>(For 9/26)</p> <ul style="list-style-type: none"> ▪ Read and bring 2 Caldecott Medal winner or Honor books from within the last 15 years; Be ready to discuss one aspect of the illustration as found in chapter 4.

Session 4 9/26/22	Illustrations in children's books; Exploring a variety of art forms and elements "Chapter Quiz"	ECL: Ch. 4	<p>(For 10/3)</p> <ul style="list-style-type: none"> ▪ Author/illustrator assignment to be posted on Canvas/Discussion Board (further details will be provided). This will include a two – page description of the person's work and a link to sources/website resources. ▪ Read and share 2 books by your chosen author / illustrator. At least one should have won one of the children's book awards. Briefly share how these two books represent his/her style. Post all by 10/2. ▪ Respond to the postings of others by reading and visiting a couple websites for authors you find interesting.
Session 5 10/3/22; No face to face --Class online and zoom if needed	Picturebooks and Graphic Novels	ECL: Ch. 5	<p>(For 10/10)</p> <ul style="list-style-type: none"> • Sign up for a children's poet in class, then find and read the individual's work. ▪ What do you find interesting about this poet's work? What types of poems does this poet write? ▪ Create a one-page handout to present in class that includes a short biography of the poet, his/her website if available, a poem or poem excerpt, and a description of the individual's work. <i>Upload to Canvas.</i> ▪ Share your handout in class, bring samples of the poet's work, and be prepared to read or perform one of the poet's poems.
Session 6 10/10/22	Poetry Share poet exploration	ECL: Ch.6	<p>(For 10/17)</p> <ul style="list-style-type: none"> ▪ Find and read at least three books each representing one of the following: a minority culture, a disability, and a bilingual book or other book representing a child who speaks a language other than English. You may use the book Awards for this assignment.
Session 7 10/17/22	Literature for a Diverse Society / Planning for English Language Learners Book Award Class Activity Defining International, global and multicultural Chapter "quiz"	ECL: Ch. 12	<p>(For 10/24)</p> <ul style="list-style-type: none"> ▪ Read at least two versions from two different cultures of the same folktale. ▪ Examine the cultural content of the books and create a chart. Include information about clothing, food, education, government, social roles, religious or other celebrations, gender roles, economics, or any other cultural content you find in the books. Prepare a Venn Diagram in which you highlight the similarities and differences between the two books. Post on Canvas along with sharing potential curriculum ideas for traditional literature.
Session 8 10/24/22; No face to face class; Canvas posting and discussion	Traditional Literature Instructor will post highlights from the chapter to read. Students will post their assignment. Instructor will point to shared information about the final project on text sets. By now, you will have seen several text sets shared by instructor.	ECL: Ch. 7	<p>(For 10/31)</p> <ul style="list-style-type: none"> ▪ Pick one of the books offered to read and discuss. As the class is small, there will probably be just two groups. Read the novel and use sticky notes to record your thoughts and questions. Choose excerpts from the book that were meaningful to you in some way to share with your group. Bring your book to class with the sticky notes inside. • Respond to the following questions and prompts to submit on Canvas: <ul style="list-style-type: none"> – Give your own critical/analytical response to the book. – Why do you think students might like this book? – How might students enjoy responding to this book? – How might the book fit into a literature curriculum?

Session 10 11/7/22	Realistic Fiction Share realistic fiction books and lesson ideas Class engagement- Using Realistic fiction with art to develop a lesson.	ECL: Ch. 9	<p>(For 11/14)</p> <ul style="list-style-type: none"> Read and bring two historical fiction picture books or biographies about the same topic/person. Search the Internet and/or other published documents for information on the person or topic. Create a chart depicting how accurately and completely the books tell the story of the actual historical event/person. Be prepared to share your book and chart and explain the accuracy of the historical information.
Session 11 11/14/22	Historical Fiction Class engagement around paired books/triplets	ECL: Ch. 10	<p>(For 11/21)</p> <ul style="list-style-type: none"> Read and bring an informational book that has won the Robert F. Sibert Informational Book Medal or the Orbis Pictus Award for Outstanding Nonfiction for Children. [http://www.ala.org/alsc/awardsgrants/bookmedia/sibertmedal; http://www.ncte.org/awards/orbis/pictus] Read and bring a fictional book that relates to the same theme or topic. On a one-page handout, provide a short summary and list the important characteristics of each book. Explain why each fit in its respective genre and how you might use each in your classroom.
Session 12 11/21/22	Nonfiction: Informational Books/Biography “Quiz”	ECL: Ch. 11	<p>(For 11/28)</p> <ul style="list-style-type: none"> Search in the WOWLit.org website for classroom examples of curricular engagement. Or, read a professional journal article related to teaching math, social studies, science, or the arts with children’s literature in the early elementary grades. Find at least two books that can be used to teach that specific subject area. Bring the article or locate the WOWstory and the books to class to discuss and share.
Session 13 11/28/22	Literature Curriculum and Engagement	ECL: Ch. 13 & 14	<p>(For 12/5)</p> <ul style="list-style-type: none"> Prepare to share your text set in class
Session 14 12/5/22	Share your text set to include books in a creative way multimodal way; Final Literature discussion		<p>(For 12/12)</p> <ul style="list-style-type: none"> Complete Text Set Assignment and post Complete course reflection based on personal canon
Session 15 12/12/22	Final: (1) Post completed text set on Discussion Board and respond to others’ postings; (2) Send to professor on Canvas your final course reflection based on personal canon.		