



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Year: 2025

Course Prefix: EDEL

Course and Section #: 2330-x01

Course Title: Children's Literature

Credits: 3

Course Description

Focuses on current and classic children's literature for ages 0-12. Examines picture books, beginning readers, chapter books and novels. Addresses evaluating the literary quality children's books in a variety of genres. Covers book awards and selection criteria for quality literature. Examines reading motivation and enjoyment. Investigates controversial issues

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: Elective prerequisite for elementary education program

Instructor Information

Instructor Name: Dr. Michelle Flory

Student Learning Outcomes

1. Analyze literary elements of literature and artistic elements of picture book illustrations for a variety of children's books.
2. Explore a variety of authors and illustrators in relation to book type, genre, and elements of quality.
3. Examine awards and selection criteria for quality children's literature in the following categories: picture books, chapter books, novels, poetry, nonfiction and multicultural
4. Create a bibliography of children's literature based on book types, genres, and elements of quality.
5. Select a variety of genres and award-winning books for integration into thematic units, content instruction or other learning experiences in elementary settings.
6. Use appropriate read aloud techniques when reading children's books to promote interest and appreciation of literature
7. Compare strategies used to increase children's reading motivation and reading enjoyment.
8. Analyze controversial issues teachers face when using literature in classrooms.

Course Materials and Texts

Children's Literature Briefly, 7th ed. 2020. Young, T., Bryan, G., Jacobs, J., & Tunnell, M. Prentice-Hall, Inc. Upper Saddle River, NJ.

This textbook is embedded as an E-Book in the Canvas course.

Course Requirements

Course Assignments, Assessments, and Grading Policy

The following descriptions represent an overview of the assignments in this course. Additional information regarding each assignment and detailed instructions is available in Canvas and during in-class discussions.

Attendance and participation: Class members should contribute to class and group discussions.

Excused absences: Quarantine, illness, medical, funeral, family emergencies; other reasons at instructor's discretion. An excused absence allows you to complete makeup work to fulfill the attendance points, to complete in-class activities or submit late assignments. For excused absences, you must email course instructor within 1 week of absence with information regarding absence, with a request for a make-up assignment. Individual make-up work must be completed/submitted in a timely manner. No make-up work accepted during last week of the semester or during finals week.

Unexcused absences: no make-up work allowed (vacations, trips. Etc.)

Novel & Chapter Quizzes, written responses, in class activities: You will earn points on all required novels we read (note titles/categories on the first page of the syllabus). You are expected to read the chapters in the text on or before the date they are scheduled to be discussed. Some in-class activities may be awarded points. Canvas reading quizzes for Chapters 15, 16 17, and 1.

Specific required novel assignments: Check Canvas for additional details

***13 elements of quality worksheet:** Completed worksheet on a *children's novel* of your choice (any genre).

* **Hatchet:** in-class quiz on book content

* **Historical fiction book project:** You will select a *children's novel* from the *historical fiction* genre (as one of your novels of choice) and create a book project to share with the class. No write-up is required. In-class examples provided. A grading rubric is on Canvas.

***Harry Potter Novel and Maniac Magee:** written responses submitted in appropriate Canvas assignment before class (of assignment due date).

***Mystery Bag:** Sign up to complete this assignment. Read a Newbery award fiction book-you can select a Medal or Honor winner (silver or gold). Select 4-6 items that represent your story for the Mystery Bag. Bring the items to class on your assigned day. Share with the class what your items represent from your story. Do not tell the whole plot. Show the book and provide title and author. 2-3 minutes' max.

***Book Club:** Sign up to complete this assignment. You will select a novel from a list of 6-7 multicultural titles. You need to read your book club selection and complete both the write-up and the bookmark before the book club meets. The write-up questions and the blank bookmark are in the Canvas assignment. Submit documents before book clubs meet. Have a digital copy available for the book club; or print and bring your completed hard copies to class for the book club groups. *No late submissions accepted.*

Read Aloud: Sign up to share a favorite children’s book that you will read to the class. If it takes longer to read than 5 minutes, then summarize part of the story. If you want to share a child’s chapter book/ novel, share a few special selections.

Author/Illustrator Research a children’s author or illustrator. (This includes authors who are also illustrators). Create a *visually interesting* graphic biography on your author/illustrator-- as if you are creating a bulletin board display for children in an elementary school classroom (you determine age/grade appropriateness). You can create a classroom poster or a two-page PPT visual. Include several books written or illustrated by this author/illustrator and focus on making it interesting to children. Additional information on Canvas; examples will be show in class. Will be shared with class members.

Chapter Tests and Quizzes

There are four sections/key ideas (created as Canvas Modules), connected to specific chapters in the textbook (see schedule for each of the key ideas). After Key Ideas 1-3, you will take a test on Canvas; see course schedule for specific testing details/dates. Test study guides are in Canvas. For the last Key Idea (Books and Classrooms) you will complete a Canvas quiz for each of the 4 chapters covered. The Presentation project counts as the Final for this course. No comprehensive test final.

Service-Learning experience

You will have the opportunity to see first-hand children’s experiences and interest in books. You must log at least 20 hours in an elementary school library, or the children’s sections of a public library. If you complete less than the 20 hours, you will receive a percentage score on all parts of this assignment. For example, if you complete 16 hours, you will earn up to 80% on the log, PPT and discussion. You will find detailed instructions for this assignment on Canvas, including the log sheet, instructions for the showcase presentation requirements and grading rubric.

Final Presentation (this is your Final for this course)

Literature Book Set and Presentation: Individually or in a group of 2 students, you will select a topic, core curriculum standards and activities for a specific grade and create a book set that facilitates the exploration of that specific content or theme. Your book set must include books of excellent quality and a variety of genres. You will create a presentation and share it with the class. You will find detailed information, along with a rubric for this assignment on Canvas. Will be shared with class members.

Grading Scale

Letter Grade	Percent
A	100%–93%
A-	92%–90%
B+	89%–87%

Grading Scale

Letter Grade	Percent
B	86%–83%
B-	82%–80%
C+	79%–77%
C	76%–73%
C-	72%–70%
D+	69%–67%
D	66%–63%
D-	62%–60%
F	59% and lower

Required or Recommended Reading Assignments

All required readings use chapters from the course text that align with the weekly topics.

Additionally:

REQUIRED NOVELS: SEVEN

You will read seven different children’s novels this semester (no overlapping of book/assignments allowed—a novel cannot be used for 2 different assignments). Even if you have previously read any of these titles in the past, you are required to read each selection with your “adult eyes” and make connections to principles we will be learning over the course of the semester. You can purchase these books, check them out at a local library, read an e-book or listen to an audio book.

Three novels by specific title:

Hatchet by Gary Paulsen; in-class quiz

Maniac Magee by Jerry Spinelli; write-up and in-class activity

Harry Potter and the Sorcerer’s Stone by J.K. Rowling (Book 1 in the series); write-up and in-class activity

Four novels using selection guidelines: all novels must be appropriate for elementary readers:

Historical fiction novel-for book project

Fiction novel-for 13 Elements Worksheet assignment

Fiction novel for Newbery Mystery Bag assignment

Multicultural fiction novel for Book Club assignment (sign-up from selected novels)

General Description of the Subject Matter of Each Lecture or Discussion

1. Ch. 1 Why Read?

2. Ch. 2 &3 Evaluating Books
3. Ch. 5 History of Children's Literature
4. Ch. 4 Illustrations
5. Ch. 7 Picture Books
6. Ch. 8 Poetry
7. Ch. 6 &9 Folklore
8. Ch. 10Modern Fantasy
9. Ch. 12 Historical Fiction
10. Ch. 11Realistic Fiction
11. Ch. 13 & 14 Nonfiction
12. Ch. 17 & 1Teaching with Books
13. Ch. 15 Motivation
14. Ch. 16 Multicultural Books and Controversial Books
15. Final Presentation

Required Course Syllabus Statements

Generative AI

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Gemini, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each

course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.