



Master Course Syllabus

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

Semester: Spring

Course Prefix: EDEL

Course Title: Children's Literature

Year: 2025

Course and Section #: 2330-X03

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 of 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 in children's literature. Required 20 hours of a service-learning experience in a city public library, children section, or an elementary school library..

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: *Click here to enter text.*

Instructor Information

Instructor Name: Tracy Sermon

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 book, 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.

Students must earn at least a B- for eligibility in the EDEL or SPED professional programs

Course Materials and Texts

Children's Literature, Briefly, 7th ed. 2020. Young, Bryan, Jacobs and Tunnel

Seven children's novels: Hatchet by Gary Paulson; Harry Potter by JK Rowlings; Maniac Magee by Jerry Spinelli; 4 other novels-student choice within assignment parameters.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Syllabus Quiz: One of your first assignments is to study the Syllabus/Course Information materials and take the **Syllabus Quiz**. This quiz ensures that course expectations are clear. It is a no time limit, multiple attempt quiz. You must take this quiz as many times as necessary to achieve a perfect score. **A perfect score will release the balance of course materials so that you can begin your coursework.**

Service Learning: you will complete 20 hours of service for this class; for details on service requirements and assignment, see Service-Learning guide

Required Novels: Each of the 7 required novels have graded assignments; you are expected to read each novel in its entirety with your "adult" eyes. You are responsible for the information and instruction in the required novels reading guide.

Chapter Prep: You may be asked to complete a worksheet, graphic organizer or quiz regarding the textbook chapter reading to prepare for the learning experiences in each lesson.

Discussions: Discussions will be opportunities to explore topics together. Posts to the discussion should add significantly to the conversation and support your point of view. *Comments that do not add significantly to a discussion will receive **no credit**.* It is okay to disagree in a discussion. In fact much learning happens when we disagree. However, we need to be respectful and keep our online classroom a safe place to learn.

Due dates for discussions correspond with the initial post date which is usually a **Wednesday**. Follow-up comments are most often due by **Saturday**. These additional posts are expected to be after the due date and are not marked late. You do not have a Canvas 'To Do' reminder to complete these follow up posts--you will need to create a reminder for yourself. Most discussions conclude by **Saturday at 11:59 pm** following the due date. After this date, follow-up posts will be marked late. As most students do not review old discussion threads, posting to an old discussion thread does not really serve a purpose and may receive reduced or no points, as per instructor discretion.

Various Assignments:

- **Lesson Activities:** Some lessons have graded activities to help you prepare for class discussions or tests.

- **Read Aloud:** All class members will video themselves sharing a 3-5 minute read aloud. You will sign up to complete this assignment. You could also video yourself reading aloud to children in your service setting.
- **Author Illustrator display:** You will create a digital or poster display highlighting a children's author or illustrator. You will share your display with all class members. You may choose to share this in your service setting.
- **Poetry Collections:** You will create a selection of children's poems to share on our class discussion page. You may also choose to share some of your selections in your service setting.

Bibliographies: Over the semester, you will explore different genres of books in a children's library collection, select appropriate titles and submit them through the appropriate assignment in Canvas.

Exams/testing procedures: You will be assessed at the end of Modules 1-3. Each test will cover information from each lesson and textbook readings in the specific module. Tests will be offered online through Canvas and will be open for two-three days. Come to the test prepared by completing the readings and lesson activities. You will need to study the material, as the tests are timed. You might have time to look up some of the answers, but not all. You must know the material to do well. Each test will consist of multiple choice, true/false, matching questions and short answer. Each test covers the lessons in a specified module.

For Module 4 (Lessons 12-15), you will complete a textbook reading quiz at the beginning of each lesson. You can retake these quizzes to improve your score until the quiz closing date. There is no final test for Module 4, as you will instead complete a final project.

Final Project: Application of course principles--This final assessment is due during Finals week at the end of the semester. You will select/submit a elementary grade and core topic for approval from your instructor. With this information, you will select a minimum of 10 children's books from a variety of genres that could support this topic. You will also create one engaging learning experience for children that incorporates literature. You will create a slide presentation with this information and share with class members .

Grade	Percent
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79

Grade	Percent
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
E	0-59

Required or Recommended Reading Assignments

All required readings use chapters from the course text that align with the lectures below.

General Description of the Subject Matter of Each Lecture or Discussion

Module	Lesson	Topic
Module 1 About Books	1	Why Read? Chapter 1 Identify several personal reasons for reading Describe the benefits of engaged reading Identify elements of a quality read aloud Describe the benefits of reading aloud to children Demonstrate engaging reading aloud techniques
Module 1 About Books	2	Evaluating Books Chapters 2-3 Describe elements used to identify quality literature Describe the 6 elements of good writing and 3 elements of weak writing Explore the importance of both quality (literary merit) and personal preference when evaluating children's literature
Module 1 About Books	3	History of Children's Literature Chapter 5 Recall features of selected texts written for children between 1400-1900's Describe the general nature of children's literature prior to the 19th century Identify key texts, events and authors in children's book publishing history Identify crossover texts: written originally for adults, adopted by children Examine the Newbery Award

Module	Lesson	Topic
Module 2 Picture books and Poetry	4	Illustrations Chapter 4 Create a visually interesting author or illustrator display Identify the seven (7) functions of illustrations Describe the significance of line, form, color, action and media used in creating picture books Explain what the Caldecott Award is for and the selection criteria Critique a variety of picture books using function and visual elements
Module 2 Picture books and Poetry	5	Picture Books Chapter 8 Evaluate a novel on elements of quality Identify categories of picture books Explain what the Geisel Award is for and the selection criteria Create 2 bibliographies of picture books that includes categories of picture books and personal favorites Implement course activity ideas in the service setting
Module 2 Picture books and Poetry	6	Poetry Chapter 9 Identify reasons children may dislike poetry List several reasons why poetry should be taught in elementary classrooms Identify types and styles of poetry that children enjoy Explain how a teacher can make poetry experiences a positive experience for children Create a collection of children's poetry book titles, including a variety of styles and types that would appeal to elementary children.
Module 3 Genres	7	Folklore Chapter 10 Describe the 3 definitions of Folklore Identify several unique characteristics of Folklore List and define several types / categories of Folklore Defend the use of Folklore with children Create a bibliography of Folklore picture books and Folklore collection books
Module 3 Genres	8	Modern Fantasy Chapter 11 Describe the 6 elements of Modern Fantasy Identify several categories of Modern Fantasy Identify the 6 basic fantasy motifs Define science fiction and its place in Modern Fantasy Compare and contrast folklore and Modern Fantasy Create a bibliography of Modern Fantasy titles, both picture and chapter books Explore a variety of children's novels (Harry Potter)
Module 3 Genres	9	Historical Fiction Chapter 13 Define historical fiction. Identify selection criteria for choosing good historical fiction Explain the value of using historical fiction with elementary children Explain what the Scott O'Dell Award is for and the selection criteria Create a bibliography of historical fiction titles, both picture book and chapter books Review creating a book project using historical fiction

Module	Lesson	Topic
Module 3 Genres	10	Realistic Fiction Chapter 12 Define Contemporary Realistic Fiction (CRF) Describe why CRF is the most popular genre with children Explain the influence of society on the writing of contemporary stories List several categories of CRF Create a bibliography of CFR titles, for both picture book and chapter books
Module 3 Genres	11	Nonfiction Chapters 14-15 Define nonfiction books for children Describe the writing style most often used when writing nonfiction Describe the differences in biographies and informational texts Identify the 5 criteria of good informational texts. Explain what the Sibert Award and the Orbis Pictus Award is for and the selection criteria Create a bibliography of nonfiction books including both biography and informational texts: include picture books, beginning readers and chapter books.
Module 4 Books and Classrooms	12	Teaching with Books / Motivation Chapters 1 and 17 Identify the difference between textbooks, reference books and trade books Identify the strengths of using trade books in the elementary classroom Evaluate reasons for using literature on subjects areas (literacy, math, science, social studies) Describe the three principles of using literature to teach subject matter. Review principles for creating a subject area learning experiences, incorporating all genres Recognize characteristics of motivated readers Describe the role of the teacher in engaging students in reading. Explain several specific strategies that could be used in elementary classrooms that supports reading engagement. List ideas for organizing the classroom that could contribute to a student's motivation to read.
Module 4 Books and Classrooms	13	Multicultural Chapter 6 Explain the need for exposing children to multicultural literature Apply evaluation criteria for judging multicultural books Examine books related to culture and disabilities. Explain what the Pura Belpre' and Coretta Scott King Awards recognize and the selection criteria Create a bibliography of multicultural children's books including picture book, easy reader and novels.
Module 4 Books and Classrooms	14	Controversial Chapter 16 Identify reasons why some books may be challenged in elementary schools Describe your role as a teacher in choosing books for your class. Describe procedures for handling book challenges in the elementary classroom
Module 4 Books and Classrooms	15	Book Clubs Final Presentation

Required Course Syllabus Statements

Generative AI

I do not allow the use of Artificial Intelligence (AI) for any assignments in this course. The content from the textbook provides the information needed for lesson assignments, test and quizzes. You are required to READ EACH required novel (with your adult eyes-so you can speak about the books from your current perspective) and all Novel assignments needs to be your own work. I will assign 0 points for assignments completed using AI, "Google" search responses/definitions or book summary websites. Your work needs to be your own.

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.