

Term Information

Effective Term Spring 2016
[Previous Value](#) [Summer 2013](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding online option

What is the rationale for the proposed change(s)?

This course serves many populations. Offering it online provides greatly needed flexibility for our students.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

none

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Education:Teaching & Learning
Fiscal Unit/Academic Org	School of Teaching & Learning - D1275
College/Academic Group	Education & Human Ecology
Level/Career	Undergraduate
Course Number/Catalog	2368
Course Title	Introduction to Children's Literature
Transcript Abbreviation	Int Children's Lit
Course Description	This is a survey course in which students study the historical and contemporary elements of literature intended for children, including picturebooks; traditional tales; novels of realism, and fantasy; nonfiction; poetry; and multicultural books.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Previous Value	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq: English 1110, or equiv.

Exclusions

Not open to students with credit for 467.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

13.1305

Subsidy Level

General Studies Course

Intended Rank

Sophomore, Junior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Literature

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Become aware of the history and values of literature for children
- Develop awareness of criteria for excellence in books for children
- Build appreciation/excitement for a wide variety of children's literature, authors, illustrators, & poets
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- Build appreciation/excitement for a wide variety of children's literature, authors, illustrators, & poets
- Immerse himself/herself in stories fiction & nonfiction as well as reflect upon & respond to these books
- Analyze literary elements in develop respect and appreciation for numerous genres, authors, illustrators, and poets
- Understand issues relating to multicultural books for children

Content Topic List

- Evaluating books for Children: Literary Criteria
- Choosing Books for Children: Developmental Connections
- Books and Activities for Preschool Audiences
- History of Children's Literature
- Picturebooks
- Folk and Fairy Tales
- Nonfiction
- Biography
- Contemporary Realistic Fiction
- Historical Fiction
- Modern Fantasy
- Poetry
- Multicultural Literature
- Graphic Novels and Multimodal children's literature

Attachments

- 2368.online.course.syllabus.docx
(Syllabus. Owner: Mercerhill, Jessica Leigh)
- EDUTL 2368 2015 X QM-11.pdf: Quality Matters Eval
(Other Supporting Documentation. Owner: Mercerhill, Jessica Leigh)

Comments

- approved by EHE Curriculum Committee *(by Odum, Sarah A. on 05/19/2015 09:12 AM)*
- Approved by UGSC. *(by Mercerhill, Jessica Leigh on 04/17/2015 11:19 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Mercerhill, Jessica Leigh	07/16/2014 12:25 PM	Submitted for Approval
Approved	Mercerhill, Jessica Leigh	04/17/2015 11:19 AM	Unit Approval
Approved	Odum, Sarah A.	05/19/2015 09:12 AM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	05/19/2015 09:12 AM	ASCCAO Approval

EDUTL 2368
Introduction to Children's Literature
Autumn 2015

Instructor:
Office:
Meeting Times & Location:

Email:
Office Hours:

Quick Links:

[Course Guidelines and Expectations](#)
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Course Description:

This is a survey course in which students study the historical and contemporary elements of literature intended for children, including picturebooks; traditional tales; novels of realism, and fantasy; nonfiction and poetry. Attention is also paid to content and issues in multicultural and international books for children.

This course fulfills the Arts and Humanities Literature requirement of the General Education Curriculum.

Course Objectives:

The learner will:

1. become aware of the history and values of literature for children.
2. develop awareness of criteria for excellence in books for children.
3. develop an appreciation of and an excitement for a wide variety of children's literature authors, illustrators, and poets.
4. immerse himself/herself in fiction and nonfiction as well as reflect upon and respond to these books.
5. analyze literary elements in numerous genres.
6. understand issues relating to multicultural books for children.

General Education Literature Goal and Objectives:

1. Students learn to analyze, appreciate, and interpret significant literary works.

2. Through reading, discussing, and writing about literature, students learn to understand and evaluate the personal and social values of their own and other cultures.

Through this course, students will understand the impact of children's literature in the field of English literary arts. They will have the opportunity to understand and practice critical frameworks, including those related to excellence, specific genres and cultural diversity, and have opportunities to practice writing and skills of critical analysis.

Special Needs:

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292 3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Statement on Diversity:

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Plagiarism:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee. (Faculty Rule 3335- 487). The university's Code of Student Conduct defines plagiarism as, "In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original material without acknowledging its source" (<http://cstw.osu.edu/handbook/plagiarism/defining>).

Familiarize yourself with the Code of Student Conduct <http://studentaffairs.osu.edu/csc/>, you are responsible for this information. In Carmen, the Turnitin Suite will be utilized to check for plagiarism on written assignments for this course.

Course Guidelines and Expectations:

This course will be structured for assignments to be due weekly. You may work at this pace or if you choose to work ahead, you may do so as long as the postings are clear. However, working behind is NOT permitted. Please turn in assignments when they are due. You must also make sure that you are keeping up with the discussion board and not forgetting to post.

- As a course that is completely online, you have a heavy responsibility on your part to keep up with assignments and ask questions when you are not clear. There is a discussion board for people to post course-related questions (“Tips, Tricks and Questions”); please “subscribe” to it so that we all know when people have questions and we can help each other out. An “Announcements” board where messages will be posted has also been created, please subscribe to this as well.
- A week defined in this course runs from Sunday-Saturday.
- Assignments will be typically due on Tuesdays and Fridays.
- You should plan to log on to Carmen every day or every other day to check for posted announcements, feedback, videos, and answered questions.
- Even though we are not face to face we will be constructing knowledge together. This course will require you to interact with each other. Processing literature through conversation is a great way to construct meaning. This course does not, however, require you to be online at a certain time or at the same time as any classmate unless otherwise noted at a later date.

Expect the Instructor to:

- provide timely feedback via discussion boards, email, and grading rubrics.
- keep the links active and the course content current and working at all times.
- share knowledge and enthusiasm for children’s literature.
- be professional in all communications.

Students are expected to:

- invest approximately 6 hours a week to the course.
- check OSU email and the Carmen site several times a week.
- be positive and active in your participation in the discussions.
- share knowledge and enthusiasm for children’s literature.
- be professional in all communications (see Netiquette Norms on the next page).

Technology:

Students will complete course activities online. Recommended technology skills include the following Internet and computer competence:

- Some familiarity with Carmen
- Ability to view, record, and upload videos

- Ability to download and view files in Adobe PDF format
- Regularly checking e-mail along with protecting against viruses
- Competence with Microsoft Word
- This course runs on Ohio State's Carmen platform. If you need assistance with using Carmen, please refer to the "Carmen Help" link in the Introductory Carmen content (<http://resourcecenter.odde.osu.edu/carmen>). You will need to be able to open PDFs. You can download Adobe Reader for free if you need it (<http://get.adobe.com/reader/>).

Netiquette Norms:

This course is conducted entirely online and we will communicate and learn as a community, therefore it is important to remain courteous and respectful in this online environment. This may require more thoughtfulness than when you are in a face-to-face course, therefore we will use the following norms this semester:

- **Participate fully.** In an online course, you not "showing up" means the class loses your voice, opinion and presence. This participation will take the form of online comments and discussion board participation, and will also allow you to participate in shared learning and feel like you are a part of the learning community.
- **Be persistent and timely.** If questions or problems come up, do not hesitate to post this in the "Tips, Tricks and Questions" discussion board area and/or email these concerns to the instructor in a timely manner, rather than waiting.
- **Share tips and questions.** Chances are, if you have a question, so does someone else, please post any course related questions in the "Tips, Tricks and Questions" discussion board. Either the instructor or one of your classmates will help you with an answer. If you are a veteran of online learning, please share your tips for success, and answer any questions you can help with in the "Tips, Tricks and Questions" discussion board.
- **Pause and think before hitting "send".** Remember that online posts and emails may not always come across as we intend. Take a moment to reread what you are going to send or post and be sure that you are saying what you mean and think about how others will interpret what you are saying.
- **Clarity is key.** Without seeing one another face to face, we are missing this aspect of interpersonal communication. In an online course, it is important to fully and clearly explain your ideas and thoughts.
- **Be positive and appropriate with your communications.** It is not acceptable to rant or fly off the handle at someone else; this is like throwing a tantrum – which is not something most people would do in a face-to-face classroom setting. It is unacceptable to make any derogatory comments regarding race, gender, age, religion or sexual orientation. If you have concerns about what someone else in the class has said, please contact the instructor immediately.

Attendance Policy:

As this course is entirely online physical attendance is not required but it is mandatory to participate in course activities and discussions.

Excused Absences: Even though we meet online, it is possible that you may need to “miss class” for a variety of reasons. Excused absences require official documentation and include situations like verifiable confining illness, a documented family death, subpoenas, jury duty, military service, and participation in a scheduled activity of an official University organization. Excused absences will not affect your grade provided that sufficient documentation is submitted for an acceptable event and that you complete the work within a week following your “absence.” If you are ill, a doctor’s note denoting the ENTIRE period of your illness is needed; not just for a single day. (e.g. if you have the flu and are ill for a week, a note that specifies that, not just for the date of a single appointment is needed.)

Academic Support:

For help with the writing of your assignments, the Center for the Study and Teaching of Writing (<http://cstw.osu.edu/front>) is available to students, both with in-person appointments, and online “visits”.. Additional support services, such as libraries and the Younkin Success Center, can be found here: <https://ceq.osu.edu/student-resources>.

Required Texts:

Textbook

Kiefer, B. and Tyson C., (2013). *Charlotte Huck’s children’s literature: A brief guide*. (2nd Ed.). New York, NY: McGraw-Hill.

Articles & Chapters (posted on Carmen)

Bishop, R. S. (1990). Mirrors, windows, and sliding glass doors. *Perspectives*, 6(3), ix-xi.

Cleaver, S. (2008). Comics & graphic novels. *Instructor*, 117(6), 28-4.

Derman-Sparks, L. (2013, January 10). *An updated guide for selecting anti-bias children’s books*. Retrieved from <http://www.tfcbooks.org/2013-guide-anti-bias-childrens-books>.

Jenkins, C.A. (2011). Censorship: Book challenges, challenging books, and young readers. In S.A. Wolf, K. Coats, P. Enciso & C.A. Jenkins (Eds.), *Handbook of research on children’s and young adult literature* (pp. 256-267). New York, NY: Routledge.

Hintz, C. & Tribunella, E.L. (2013). *Reading children’s literature: A critical introduction*. Boston, MA: Bedford/Martin.

Horning, K.T. (2010). *From cover to cover: Evaluating and reviewing children's books*. New York, NY: HarperCollins.

Sipe, L. R. (2002). Talking back and taking over: Young children's expressive engagement during storybook read-alouds. *The Reading Teacher*, 476-483.

Thompson, M. K. (2001). A sea of good intentions: Native Americans in books for children. *The Lion and the Unicorn*, 25(3), 353-374.

Yang, G. (2008). Graphic novels in the classroom. *Language Arts*, 85(3). 185-192.

Children's Literature

Gidwitz, A., (2010). *A tale dark and grim*. New York, NY: Dutton Children's Books.

Lai, T. (2011). *Inside out and back again*. New York, NY: HarperCollins.

Lutes, J. & Bertozzi, N. (2007). *Houdini: The handcuff king*. New York, NY: Hyperion.

McKay, H. (2014). *Lulu and the dog from the sea*. Parkridge, IL: Whitman, Albert & Company.

Mull, B. (2006). *Fablehaven*. Salt Lake City, UT: Shadow Mountain Publishing.

Munoz, P.R. (2000). *Esperanza rising*. New York, NY: Scholastic, Press.

Nelson, K. (2008). *We are the ship: The story of Negro League baseball*. New York, NY:

Sheth, K. (2010). *Boys without names*. New York, NY: Balzer & Bray.

Williams, V.B. (2007) *A chair for my mother*. New York, NY: HarperCollins.

Woodson, J. (2008). *After Tupac and D. Foster*. New York, NY: Putnam.

Books can be borrowed from the Columbus Metropolitan Library

(<http://www.coumbuslibrary.org>). The Northside branch is located at 1423 N High St or the Thompson Library has a small collection and it is possible to request specific books sent there for pick up. You can also purchase books from Cover to Cover (3560 N High Street), or online at sites such as www.amazon.com.

Getting Started:

In an online learning environment, knowing where to begin can be overwhelming, this information will help you get started with the course.

- Read the course introduction on Carmen – this includes an introduction to the instructor and emphasizes important information for the course (such as due dates and course organization).
- Closely read the syllabus for the course and ask any questions in the “Tips, Tricks and Questions” discussion board.
- The course site in Carmen has been organized by week. Within the module for each week you will find the necessary discussion boards, dropboxes, website links, videos and scholarly articles. Explore the weekly modules to see how the course is set up, if you are unsure about where to find something, be sure to ask.
- A “Tips, Tricks and Questions” discussion board is available. This is a place where you can ask questions, answer questions and offer suggestions, such as how to stay organized for an online course, to your classmates.
- Emails sent to the instructor will be answered within 48 hours, similarly, questions posted on the discussion board will be answered within 48 hours by the instructor (if a classmate does not answer earlier).

Carmen Organization

- As stated above, you should take some time to explore the Carmen site for the course.
- There are tabs at the top to help you navigate the course site:
 - Content – This is where course materials can be located.
 - Activities – Discussion boards and Dropboxes are located here.
 - People – This link will give you access to a class list, attendance and email.
 - Grades – Here you can see your grades for the course.
 - Library – A link to the University library is found here.
 - Help – This is where you will find the supported browsers and Carmen help.

Assignments:

NOTE: All assignments are due by 11:59 p.m. on the date given in the syllabus, unless stated otherwise.

You are expected to have all work prepared to turn in by the date and time the assignment is due. All assignments should be typed, double-spaced, and in 12 pt. font with 1 inch margins. Be sure to proofread and edit all papers. Late assignments will be penalized 2 points per day, rounded up to a maximum of deducting half the points possible. This penalty will be subtracted after grading normally.

Novel Responses

16%

Course Objectives 1, 2, 3, 4, 5, 6

General Education Literature Objectives 1, 2

See the grading rubric on page 17 of the syllabus.

Select 4 of the novels throughout the semester and for each of those texts write a 3 page paper that addresses the following:

- From your point of view, what is this story about?
- At what point in the text were you questioning or unsure about what was going on?
- Describe a point in the text where things became clear for you.
- What is the author asking you to believe in the text? How does the author help engage and believe?
- What connections did you see between the academic reading(s) and the novel?
- How did the online discussion expand your understanding of the novel?

Discussion Leader

4%

Course Objective 2

General Education Literature Objective 2

See the grading rubric on page 18 of the syllabus.

You will be assigned a small group for book discussions, these assignments will begin starting Week 4, which will give you models from the prior weeks that are instructor led. Twice during the semester, you will be assigned the role of discussion leader – once for a novel and once for the scholarly reading. As the discussion leader, you are responsible for:

Scholarly Readings

- Pull out 3 quotes from the scholarly reading that you feel represent some of the key ideas, but could also be provocative.
- Keep the conversation going by asking additional questions, making comments, citing additional parts of the readings, etc.
- End the discussion by asking what new insights the members of the group have gained through the online discussion.

Novels

- Write three questions to pose to the group, one about each of the following:
 - How the story works (characters, setting, chronology, etc.).
 - Ask your group members to step into the story world and take a viewpoint – what can you understand from that viewpoint? Focus the discussion on ONE event, episodes, changing relationships, barriers, etc.
 - How the novel connects to the contemporary world and the lives of young readers.
- End the discussion by asking what new insights the members of the group have gained through the online discussion.

Discussion Participation (Course Objective 2)

20%

Course Objective 2

General Education Literature Objective 2

See the grading rubric on page 19 of the syllabus.

Week 1 Response – Introductions

Your first discussion post for the course will be a personal introduction of yourself (name and major) and also your experiences with children's literature. This post has several components, take your time and be thorough – choose at least 4 of the questions below to answer:

- What memories do you have of your early reading experiences?
- Are there any children's books that are more memorable to you?
- What was your favorite genre when you were a child?
- Did your parent(s) read aloud to you? Do you recall anything specific they read to you?
- Do you remember any teachers or librarians reading to you?
- Do you recall any experience at school that was significant (positive or negative) to your own progress as a reader?
- Did you own books as a child? What were some of your favorites? Were there some you did not like?
- What types of books do you enjoy reading now? How do these compare to what you enjoyed as child?

Week 2 Response – Library Visit

Visit a local library, either a branch of the Columbus Metropolitan Library, or another local library in your community, such as one in Upper Arlington, Grandview or Westerville. You will want to take notes while you are there. Post in Carmen about the following:

- What library did you go to?
- What did you notice about the sections for children and teens? For example, how are they organized? How does the library invite children and teens to explore books and use library services?
- Talk to a librarian (preferably a youth services librarian) and ask about:
 - The services are provided for young children and teens.
 - The forms of censorship that have been seen there.
 - How the librarians select books.

NOTE: There will also be discussion participation regarding the academic readings for this week. This discussion will be Instructor led.

Weeks 2-14 Quick Response & Discussion – Scholarly Readings

- Prior to the online discussion (due in the Carmen Dropbox on TUESDAYS each week), collect your thoughts about 1 page of the scholarly reading(s), noting the following:
 - AHA (I get that...)
 - WOW (I was surprised...)
 - HUH? (I don't understand...)

- You may pull direct quotes by copying them into a Word Document and writing about them, or by printing/photocopying a page of the reading(s) and writing in the margins (upload this as a PDF file).
- Engage in thoughtful participation (by FRIDAYS each week) by responding to the initial questions posed by the discussion leader, as well as replying to your classmates' posts.

Weeks 3-14 Quick Response & Discussion – Children's Literature

- Prior to the online discussion (due in the Carmen Dropbox on TUESDAYS each week), collect your thoughts about the children's literature), noting the following:
 - How the story works (characters, setting, chronology, etc.).
 - Think about one aspect of the story (such as an event, a changing relationship, etc.) and step into the story world – what can you understand by taking up a particular viewpoint?
 - Connect the text to contemporary issues (this can be issues of childhood).

Picture Book Collection

20%

Course Objectives 2, 3, 4, 5, 6

General Education Literature Objectives 1, 2

See the grading rubric on page 20 of the syllabus.

Part 1 (4-5 pages)

Select 10 picture books, each in a different style, and each from a different list of award winning books (see Appendix A of the Kiefer text). For each text you choose, provide the following:

- a full citation,
- the award list the book was found on,
- and a discussion of ONE element of style (with reference to the Kiefer text) and how the style of illustration supports meaning for readers.

Part 2 (2-3 pages)

Share 5 of the texts used in Part 1 with a group of at least 3 other people (children or adults) who are not taking this course.

- Find out what they like about the different books, and which one they feel is the "best" and why.
- Compare their evaluation or with your understanding of the elements of style in these award winning picture books.

Diversity Position Statement

10%

Course Objectives 1, 2, 3, 4, 5, 6

General Education Literature Objective 2

See the grading rubric on page 21 of the syllabus.

Examine the websites posted to Carmen, watch the posted videos, and then read the Thompson article (also posted to Carmen) about the need for diversity in literature for children. Write a 3 page position statement, explaining why one of the books we have read in class should be included in children's literary experiences. Reference the articles, websites and videos in your paper.

Final Inquiry Project

30%

Course Objectives 2, 3, 4, 5, 6

General Education Literature Objectives 1, 2

Final papers will be 8 pages in length (with 1 inch margins and 12 point font), regardless of the option chosen. Include a reference page and use appropriate parenthetical documentation within the body of your paper.

NOTE: You will be asked to define your project and any texts you will be looking at (including scholarly readings) around the mid-point of the semester.

1. Read with a Child

Select a short text and read it with a child (preschool age or older). Do not ask any questions or guide the reading in anyway, but instead allow the child to talk about the story and pictures as they guide you through the reading. Reflect on this experience for the final paper, including:

- a discussion of what text you chose (including a citation) and why you chose it,
- a description of how the child interacted with the text (use the Sipe article from Week 2 to guide your writing),
- a reflection on how the child interacted with the text,
- and connections to the academic readings(s) from the semester (include citations).

2. Favorite Books

Think back to some of your favorite books during your childhood (from approximately ages 5-12. Analyze 5 of those favorite texts using the course readings and discussions. Provide a full citation for each book and discuss the following:

- How did the author use the genre of the text to help make meaning?
- What stance toward childhood was taken up?
- What did the author ask the reader to believe?
- Were there diverse representations in each book?
- For picture books, what style was used and how did this help with meaning making?

3. Author Study

Choose one of the authors we have read throughout this course and do an in-depth author study. This author study will cover the writings of the author and also their background.

- Find out about the author’s biographical background and what inspires them to write for young readers.
- Why did you choose this particular author?
- Research their body of work:
 - What else have they written?
 - What genre(s) do they use for their work?
 - Have they won any awards?
 - Are there overall patterns in their style, approach to childhood, etc.?
- Why is this particular author important to the field of literature for children?

4. Nonfiction Text Set

Select 5 nonfiction text from your discipline of study on the same topic.

- Provide a full citation for each book.
- Critique the books for accuracy.
- Examine who the child reader of the text is and whether or not they are respected or not.
- Describe three interactive features of these books.

5. Book Challenges

Find a contemporary case of a book challenge, this may be an incident connected to a school, a community library, or another institution.

- Describe the case – gather several perspectives and descriptions of the book challenge to give a full picture..
- Read Jenkins (chapter 32 from the *Handbook of Research on Children’s and Young Adult Literature*) and use the information in this article to analyze what happened in this event.

NOTE: The *Handbook of Research on Children’s and Young Adult Literature* is located at the Thompson Library and also at the Billy Ireland Cartoon Library; however using your off-site library sign-on, you can also read the electronic version of the book via the OSU library website.

Assignment Summary & Major Due Dates

Novel Responses	16%	Choose 4: 10/3, 10/10, 10/24, 10/31, 11/7, 11/14, 11/21, 12/5
Discussion Leader	4%	TBA – Tuesdays as assigned
Discussion Participation	20%	Weekly – Tuesdays & Fridays
Picture Book Collection	20%	10/14
Diversity Position Statement	10%	11/24
Inquiry Project	30%	12/13

Grading Scale:

Your final grade will be assigned according to the percentage of points you earn.

See <http://trustees.osu.edu/rules/university-rules/rules8/ru8-21.html> for an explanation of what each grade indicates. The Ohio State Standard Grading Scale is:

Excellent	Above Average	Average	Low but Acceptable	Does not Satisfy the Objectives
A 93–100 A- 90–92	B+ 87–89 B 83–86 B- 80–82	C+ 77–79 C 73–76 C- 70–72	D+ 67–69 D 60–66	E 0–59

Course Schedule

Week & Topic	Date	What's Due?
1 Course Introduction and Understanding Childhood & Knowing Children's Literature	8/28	Course Intro – Read the course syllabus and familiarize yourself with the course site. Post any questions or tips to the “Tips, Tricks & Questions” discussion board.
	8/28	Post your personal introduction in the Carmen discussion.
	Quick Response 9/1	Academic Discussion Participation <ul style="list-style-type: none"> • Kiefer - CH 1 • Hintz & Tribunella - CH 1 (on Carmen)
	Discussion Posts 9/4	
2 Children's Responses to Literature	Quick Response 9/8	Academic Discussion Participation <ul style="list-style-type: none"> • Kiefer – CH 2 • Sipe article (on Carmen)
	Discussion Posts 9/11	
	9/11	Library Visit Discussion Posts
3 Picture Books	Quick Response 9/15	Academic Discussion Participation <ul style="list-style-type: none"> • Kiefer – CH 3 • Horning – CH 5 (on Carmen)
	Discussion Posts 9/18	Literature Discussion Participation (no Quick Response) NOTE: This discussion will focus on elements of style. <ul style="list-style-type: none"> • <i>A Chair for my Mother</i>
4 Early Readers & Transitional Books	Quick Response 9/22	Discussion Questions Posted by Leaders Academic Discussion Participation <ul style="list-style-type: none"> • Horning – CH 6 (on Carmen)
	Discussion Posts 9/26	Literature Discussion Participation <ul style="list-style-type: none"> • <i>Lulu and the Dog by the Sea</i>
5 Traditional Stories	9/29	Discussion Questions Posted by Leaders
	Quick Response 9/29	Academic Discussion Participation <ul style="list-style-type: none"> • Kiefer – CH 4
	Discussion Posts 10/2	
	Quick Response 9/29	Literature Discussion Participation <ul style="list-style-type: none"> • <i>A Tale Dark and Grimm</i>
	Discussion Posts 10/2	
	10/3	Novel Response Option #1 (<i>A Tale Dark and Grimm</i>)
6 Multicultural Children's Literature	10/6	Discussion Questions Posted by Leaders
	Quick Response 10/6	Academic Discussion Participation <ul style="list-style-type: none"> • Bishop article (on Carmen) • Derman-Sparks article (on Carmen)
	Discussion Posts 10/9	
	Quick Response 10/6	Literature Discussion Participation <ul style="list-style-type: none"> • <i>After Tupac and D. Foster</i>
	Discussion Posts 10/9	
	10/10	Novel Response Option #2 (<i>After Tupac and D. Foster</i>)

7 Picture Book Collection & Inquiry Project Post Fall Break Weekend	10/14	Final Inquiry Project – Touching Base Post Reply to the discussion thread about the Final Inquiry Project . Share what project you plan to do and what texts (both children’s literature and scholarly chapters/articles) you will be using.
	10/14	Picture Book Collection (Carmen Dropbox)
8 Fantasy	10/20	Discussion Questions Posted by Leaders
	Quick Response 10/20	Academic Discussion Participation • Kiefer – CH 5
	Discussion Posts 10/23	
	Quick Response 10/20	Literature Discussion Participation • <i>Fablehaven</i>
	Discussion Posts 10/23	
	10/24	Novel Response Option #3 (<i>Fablehaven</i>)
9 Poetry	10/27	Discussion Questions Posted by Leaders
	Quick Response 10/21	Academic Discussion Participation • Kiefer – CH 3
	Discussion Posts 10/30	
	Quick Response 10/27	Literature Discussion Participation • <i>Inside Out and Back Again</i>
	Discussion Posts 10/30	
	10/31	Novel Response Option #4 (<i>Inside Out and Back Again</i>)
10 Contemporary Realistic Fiction	11/3	Discussion Questions Posted by Leaders
	Quick Response 11/3	Academic Discussion Participation • Kiefer – CH 7
	Discussion Posts 11/6	
	Quick Response 11/3	Literature Discussion Participation • <i>Boys without Names</i>
	Discussion Posts 11/6	
	11/7	Novel Response Option #5 (<i>Boys without Names</i>)
11 Historical Fiction	11/10	Discussion Questions Posted by Leaders
	Quick Response 11/10	Academic Discussion Participation • Kiefer – CH 8
	Discussion Posts 11/13	
	Quick Response 11/10	Literature Discussion Participation • <i>Esperanza Rising</i>
	Discussion Posts 11/13	
	11/14	Novel Response Option #6 (<i>Esperanza Rising</i>)

12 Nonfiction	11/17	Discussion Questions Posted by Leaders
	Quick Response 11/7	Academic Discussion Participation <ul style="list-style-type: none"> • Kiefer – CH 9
	Discussion Posts 11/20	
	Quick Response 11/17	Literature Discussion Participation <ul style="list-style-type: none"> • <i>We are the Ship</i>
	Discussion Posts 11/20	
	11/21	Novel Response Option #7 (<i>We are the Ship</i>)
13 Developing a Position on Diversity in Children’s Literature Thanksgiving Weekend	11/24	Diversity Position Statement <ul style="list-style-type: none"> • Use Thompson article, online news articles and posted videos to inform your paper. You may also reference other course readings.
14 Graphic Novels	12/1	Discussion Questions Posted by Leaders
	Quick Response 12/1	Academic Discussion Participation <ul style="list-style-type: none"> • Cleaver article • Yang article
	Discussion Posts 12/4	
	Quick Response 12/1	Literature Discussion Participation <ul style="list-style-type: none"> • <i>Houdini: The Handcuff King</i>
	Discussion Posts 12/4	
	12/5	Novel Response Option #8 (<i>Houdini: The Handcuff King</i>)
Finals Week	12/13	Final Inquiry Project (Carmen dropbox)

Rubrics

Novel Responses

	3	2	1	0
Content (bullet points 1-4 in the assignment description)	Points are developed with originality and great clarity. Clear comprehension and perception of the novel is evident. Analyzes text perceptively, using summarizing only as needed.	Points are well developed in each paragraph with sufficient detail from sources. Adequate evidence of understanding of the novel.	Points are developed in each paragraph. Some areas lack sufficient detail.	Little to no development of points being made. Paper is mostly summary and lacks analysis.
Connections to Academic Readings (bullet point 5 of the assignment description)	Paper includes strong, insightful examples from the novel and from the scholarly readings. All citations and direct quotes are cited using parenthetical documentation and a resource page.	Specific details from both the novel and the scholarly readings are provided throughout. Quotes and citations are documented correctly.	Enough detail is provided from the novel and the scholarly readings to indicate familiarity. Quotes and citations are documented correctly.	Few to no details from the novel and the scholarly readings provided.
Connections to Online Discussion (bullet point 6 in the assignment description)	A strong discussion of the reader's understanding of the text being influenced by the online discussion is provided.	A discussion of the reader's understanding of the text being influenced by the online discussion is provided.	A strong discussion of the reader's understanding of the text being influenced by the online discussion is provided.	Minimal or no mention of the online discussion informing the understanding of the online discussion has been given.

Discussion Leader

	3	2	1	0
Preparation	Facilitator shows a depth of insight and careful preparation.	Solid understanding of the readings; may miss some nuances of meaning.	Demonstrates general understanding of the readings; may show evidence of some gaps in comprehension or preparation.	Facilitator shows some significant gaps and/or inaccuracies in understanding the assigned readings; unprepared.
Facilitates Discussion	Facilitator effectively engages students in discussion of topic. Uses follow-up questions to expand the discussion. Encourages all group members to participate.	Facilitator leads discussion well. May need more follow-up questions, to engage group members more, or to engage more group members, or to keep discussion on-track.	Facilitator has some difficulty leading the discussion (e.g., no elaboration or minimal opportunity for discussion; allows discussion to remain off-topic) but shows at least some skill as facilitator.	Facilitator ineffectively engages students. Discussion falls flat due to presenter difficulties. Engagement of classmates was weak.
Quality of Questions	Insightful, appropriate, and in-depth questions which lead to a thorough and useful discussion of the topic.	Very good choice of questions. Key points are highlighted; topic is covered well.	Some good questions, but may need more in-depth questions and/or an increase in the number of questions to effectively cover the topic.	Questions need more work; topic covered inadequately.
Timeliness			Posted on time, allowing classmates adequate time to participate in discussion.	Posted late, shortening the amount of time given to group members to participate in the discussion.

Discussion Participation

	3	2	1	0
Understanding of Readings	Discussion postings display an excellent understanding of the required readings and underlying concepts including correct use of terminology. Postings integrate an outside resource, or specific real-life application (work experience, prior coursework, etc.) to support important points. Well-edited quotes are cited appropriately. No more than 10% of the posting is a direct quotation.	Discussion postings display an understanding of the required readings and underlying concepts including correct use of terminology and proper citation.	Discussion postings repeat and summarize basic, correct information, but do not link readings to outside references, relevant research or specific real-life application and do not consider alternative perspectives or connections between ideas. Sources are not cited.	Discussion postings show little or no evidence that readings were completed or understood. Postings are largely personal opinions or feelings, or "I agree" or "Great idea", without supporting statements with concepts from the readings, outside resources, relevant research, or specific real-life application.
Participation in Learning Community	Discussion postings actively stimulate and sustain further discussion by building on peers' responses including: <ul style="list-style-type: none"> • building a focused argument around a specific issue or, • asking a new related question or, • making an oppositional statement supported by personal experience or course readings. 	Discussion postings contribute to the class' ongoing conversations as evidenced by: <ul style="list-style-type: none"> • affirming statements or references to relevant research or, • asking related questions or, • making an oppositional statement supported by any personal experience or course readings. 	Discussion postings sometimes contribute to ongoing conversations as evidenced by <ul style="list-style-type: none"> • affirming statements or references to relevant research or, • asking related questions or, • making an oppositional statement supported by any personal experience or course readings. 	Discussion postings do not contribute to ongoing conversations or respond to peers' postings. There is no evidence of replies to questions.
Quick Response	Submitted prior to posting in discussion. Fully and thoroughly responds to all required aspects of the assignment with reference to readings and makes outside connections.	Submitted prior to posting in discussion. Addresses all of the required aspects of the assignment with reference to readings and makes outside connections.	Submitted prior to posting in discussion. Ideas are not fully developed or do not make reference to readings or outside connections.	Submitted after discussion posts or thoroughly address the requirements of the assignments.

Picture Book Collection

	3	2	1	0
Critique of Texts	Ideas are developed clearly, specific textual evidence is elaborated on, and insightful understanding of the text is revealed.	Some ideas are more fully developed than others using relevant textual evidence. Some understanding of the text is revealed.	Ideas are briefly and partially explained using some textual evidence without much understanding of the text being revealed.	Textual evidence provided is vague, irrelevant or unjustified.
Analysis & Discussions of Sharing Texts (Part 2 of Assignment)	Main points are well developed. The supporting details are concrete and rich, it is clear that the writer knows enough about the subject to explain it in great detail. Support for position is accurately cited from the Kiefer text.	Main points are present, but one or more may lack enough detail and development. The writer knows his/her material well enough to clearly explain it. Support for position is accurately cited and comes from a variety of sources.	Main points are present, but one or more may lack development and/or may not directly relate to the thesis. The essay minimally meets the requirements of the assignment and contains sufficient details to make the overall point clear, but it leaves the reader with unanswered questions. Support for position is accurately cited and comes from a variety of sources.	The main points are not sufficient. There is a vague development of ideas and a weak or nonexistent link to the thesis.
Connections to Academic Readings	Paper includes strong, insightful examples from the picture books and from the scholarly readings. All citations and direct quotes are cited using parenthetical documentation and a resource page.	Specific details from both the picture books and the scholarly readings are provided throughout. Quotes and citations are documented correctly.	Enough detail is provided from the picture books and the scholarly readings to indicate familiarity. Quotes and citations are documented correctly.	Few to no details from the picture books and the scholarly readings provided.
Required Elements	All requirements fully met.	85-99% of the requirements met.	70-84% of the requirements met.	Less than 70% of the requirements are met.

Diversity Position Statement

	3	2	1	0
Development of Position	Main points are well developed and directly related to the thesis. The supporting details are concrete and rich, it is clear that the writer knows enough about the subject to explain it in great detail. Support for position is accurately cited and comes from a variety of sources.	Main points are present and directly related to the thesis, but one or more may lack enough detail and development. The writer knows his/her material well enough to clearly explain it. Support for position is accurately cited and comes from a variety of sources.	Main points are present, but one or more may lack development and/or may not directly relate to the thesis. The essay minimally meets the requirements of the assignment and contains sufficient details to make the overall point clear, but it leaves the reader with unanswered questions. Support for position is accurately cited and comes from a variety of sources.	The main points are not sufficient. There is a poor/skimpy/vague development of ideas and a weak or nonexistent link to the thesis.
Organization	The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained and consistently and purposefully focused.	The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused.	The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus.	The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus.
Connections to Academic Readings	Paper includes strong, insightful examples from the novel and from the scholarly readings. All citations and direct quotes are cited using parenthetical documentation and a resource page.	Specific details from both the novel and the scholarly readings are provided throughout. Quotes and citations are documented correctly.	Enough detail is provided from the novel and the scholarly readings to indicate familiarity. Quotes and citations are documented correctly.	Few to no details from the novel and the scholarly readings provided.

Inquiry Project

	3	2	1	0
Analysis & Evidence	Solid, sufficient, relevant evidence supporting points being made are integrated into the paper. Evidence is justified through detailed explanation.	Sufficient, relevant evidence supporting points being made are integrated into the paper. Evidence is justified through explanation.	Evidence supporting points being made is integrated into the paper. Evidence is not sufficient in some areas. Justification of evidence is insufficient.	Little to no supporting evidence provided OR inadequate evidence provided.
Integration of Knowledge from Course	The paper demonstrates a full understanding of the course concepts and has applied concepts learned in the course. Concepts are integrated into personal insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that for the most part, the author understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.
Organization	The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained and consistently and purposefully focused	The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused.	The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus.	The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus,
Required Elements	All requirements fully met.	85-99% of the requirements met.	70-84% of the requirements met.	Less than 70% of the requirements are met.



THE OHIO STATE UNIVERSITY

COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

Hello,

Your syllabus has been submitted to EHE EdTech for review using the Curriculum Committee's approved QM Rubric and 11-Parts Checklist. Thank you for participating in a college-level informal QM syllabus review. The QM process aligns with the Instructional Design and Multimedia production goals we have set out to accomplish to support the college's needs. Additionally, the QM process and alignment to our college courses are proposed within the College Strategic plan. The QM process and later QM approvals will be quite beneficial to the course, the department, and the college, since it measures quality online aspects. The EHE EdTech team looked at the syllabus purely from the QM Rubric perspective.

The complete 11-Parts of the Syllabus document can be found on the EHE Curriculum Committee website (<http://ehe.osu.edu/assessment/governance/>). Additionally, the reviewers have access to a more descriptive QM Rubric than what is represented here in the checklist. If you have completed QM's APPQMR training, you have access to the same Annotated Rubric, but if you have not, the lead reviewer is happy to schedule an appointment to discuss the QM Rubric in more detail.

Please understand that this is a review based on your syllabus only and without consultation with you. Thus, it is an informal review and is to be used as a means to discuss meeting QM and the EHE Curriculum Committee standards.

Please see the legend the bottom of page 3 of the checklist to understand the markings in the right-hand margin of the checklist.

On page 2, the highlighted standards indicate items that could be found in a syllabus, and are what the reviewers are looking for in your syllabus. On page two, there are no highlights, but all are expected by the Curriculum Committee to be present in your syllabus. A checkmark in the right-hand column indicates whether or not the item was located by the reviewer.

In the textbox in the right-hand column next to the checkmark, you will see an indication of the page(s) where the reviewer found the item. Following that, there may or may not be QM and/or CC. If you do not see QM and/or CC, it means the reviewer matched the available criteria to what was found in the syllabus. If you see QM and/or CC, the reviewer is indicating that there may be additional items needed or modified in the syllabus.

Please contact ehe-edtech@osu.edu to schedule a consultation to discuss the results of this informal syllabus review.

Thank you,



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EHE EdTech

College of Education and Human Ecology

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Quality Matters™ Rubric Standards Fifth Edition, 2014, with Assigned Point Values



Standards

Location

Course Overview and Introduction

- 1.1 Instructions make clear how to get started and where to find various course components.
- 1.2 Learners are introduced to the purpose and structure of the course.
- 1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated.
- 1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.
- 1.5 Minimum technology requirements are clearly stated and instructions for use provided.
- 1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.
- 1.7 Minimum technical skills expected of the learner are clearly stated.
- 1.8 The self-introduction by the instructor is appropriate and is available online.
- 1.9 Learners are asked to introduce themselves to the class.

Learning Objectives (Competencies)

- 2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.
- 2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.
- 2.3 All learning objectives or competencies are stated clearly and written from the learner’s perspective.
- 2.4 The relationship between learning objectives or competencies and course activities is clearly stated.
- 2.5 The learning objectives or competencies are suited to the level of the course.

Assessment and Measurement

- 3.1 The assessments measure the stated learning objectives or competencies.
- 3.2 The course grading policy is stated clearly.
- 3.3 Specific and descriptive criteria are provided for the evaluation of learners’ work and are tied to the course grading policy.
- 3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.
- 3.5 The course provides learners with multiple opportunities to track their learning progress.

Instructional Materials

- 4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.
- 4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.
- 4.3 All instructional materials used in the course are appropriately cited.
- 4.4 The instructional materials are current.
- 4.5 A variety of instructional materials is used in the course.
- 4.6 The distinction between required and optional materials is clearly explained.

Learner Activities and Learner Interaction

- 5.1 The learning activities promote the achievement of the stated learning objectives or competencies.
- 5.2 Learning activities provide opportunities for interaction that support active learning.
- 5.3 The instructor’s plan for classroom response time and feedback on assignments is clearly stated.
- 5.4 The requirements for learner interaction are clearly stated.

Course Technology

- 6.1 The tools used in the course support the learning objectives and competencies.
- 6.2 Course tools promote learner engagement and active learning.
- 6.3 Technologies required in the course are readily obtainable.
- 6.4 The course technologies are current.
- 6.5 Links are provided to privacy policies for all external tools required in the course.

Learner Support

- 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.
- 7.2 Course instructions articulate or link to the institution’s accessibility policies and services.
- 7.3 Course instructions articulate or link to an explanation of how the institution’s academic support services and resources can help learners succeed in the course and how learners can obtain them.
- 7.4 Course instructions articulate or link to an explanation of how the institution’s student services and resources can help learners succeed and how learners can obtain them.

Accessibility and Usability

- 8.1 Course navigation facilitates ease of use.
- 8.2 Information is provided about the accessibility of all technologies required in the course.
- 8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.
- 8.4 The course design facilitates readability.
- 8.5 Course multimedia facilitate ease of use.

The highlighted standards above indicate standards that should be present in your syllabus. Non-highlighted standards are important, but would be present in the course.

QM Aligned Parts of a Course Syllabus: Formerly known as the 11-Parts of a Syllabus

1. Heading of Syllabus:
 - School/Academic Area:
 - Course Number, Title, level, and credit hr.
 - Instructor Name:
 - Instructor Contact Information:
 - Office Hour (Location/Days/Times):
2. Description/Rationale:
 - Need and purpose of the course
3. Relationship to Other Courses/Curricula:
 - How does it relate to other curricula
 - Prerequisites
4. Knowledge, Skills, and Dispositions:
 - Objectives/Student Learning Outcomes
 - Explain how course will achieve these goals
5. Text/Reading List/Bibliography:
6. Course Requirements/Evaluation:
 - Letter Grades/Grading Breakdown
 - Late Work
7. Assignment Descriptions:
 - Detailed descriptions of assignment and how learning will be assessed
8. Course/Online Policies:
 - Communication policies
 - Netiquette
 - Technology
9. Institutional Policies
 - Academic Integrity
 - Office of Disability Services Statement
 - Statement of Student Rights
 - Grievances Statement
 - Off-Campus Field Experiences
 - Intellectual Property
 - Mental Health Statement
 - Diversity Statement
10. Topical Outline:
 - List topics to be covered in each of the sixteen weeks of the Semester
11. Any Applicable Appendices
 - NCATE Standards
 - ISLLC Standards

The original document can be found at <http://ehe.osu.edu/assessment/governance/>

LEGEND

p Where item was located

CC Found but does not adhere to the
EHE Curriculum 11-Parts

QM Found but does not adhere to the QM Rubric