

A HUGE thank you to Dr. Laurie Walzak who created this course and whose materials we will rely heavily on this semester!



UWM CURRINS 233: Introduction to Children's and Young Adult Literature

Online Spring 2022 ~ Dr. Kristine Lize

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Office Hours: Available on Zoom by appointment

Course Description

To foster an understanding of and appreciation for literary study, this introductory survey course will focus on the literary and cultural contexts of works written for children and young adults. Students will learn to identify the formation, traditions, innovations, and ideas essential to the major bodies of historical, cultural, literary, or philosophical knowledge of children's and young adult literature (CYAL). This course fulfills General Education Requirements (GER) for Humanities (HU).

Course Objectives

- To identify the literary and artistic qualities of children's and young adult literature (CYAL).
- To identify and read a wide range of texts, from a variety of formats, genres, themes, and cultural contexts.
- To encourage critical thinking and questioning about children's and young adult literature and related topics and issues.
- To foster discussion and understanding of different points of view.
- To reexamine a critical position about a text from multiple, interdisciplinary and literary perspectives.
- To foster awareness and appreciation of diverse, quality literature written for children and young adults.

Requirements

Time and Effort Required

This course meets online. You should expect to spend at least 90 hours over the course of the semester reading the textbooks and other CYAL texts. There are multiple analysis assignments, Canvas discussion board postings, and literature circle meetings, all of which may require at least two hours each week to complete. You should plan to spend at least 15 hours researching and preparing your final project. ***This class may take up about 140 hours of your time.***

Texts and Materials Required

- REQUIRED: Hintz, Carrie & Eric L. Tribunella. *Reading Children's Literature: A Critical Introduction*. 2nd ed. Peterborough, Ontario, CA: Broadview, 2019. [ISBN: 978-1-55481-443-5](https://www.broadview.com/9781554814435).
- Diverse, quality children's and young adult literary texts of your choice. Check out from libraries, borrow, or purchase.
- Internet and computer access; course site on Canvas.
- Word-processing software; GoogleDocs **highly** recommended.

Expectations

Tech

Students in this course use Canvas. If you are having hardware or software issues, please contact the campus IT department at GetTechHelp.uwm.edu or (414) 229-4040.

GoogleDocs

For any GoogleDoc templates, please go to **File**, then select Make a copy. Rename your own copy of the document and work from it.

Attendance

Attendance for an online course is shown through active engagement in the discussion posts and literature circles, thorough and critical evaluation of weekly textbook readings and chosen CYAL texts, and assignments turned in on time and up to the standard of the rubrics and descriptions provided. Active participation in this class is expected. You must complete the assignments, use academic language of literary study to discuss literature, and actively engage in and be attentive to class activities.

Due Dates & Late Work

Assignments are expected on the due date. If you need accommodation, please reach out to me.

Weekly Reading Expectations

In this course, you select your own diverse, quality Children’s and Young Adult Literature (CYAL) books that align with or relate to each session’s textbook readings, genre, topic, or workshop. As you meet the weekly reading requirements, choose books thoughtfully and purposefully to create what you consider to be the ideal CYAL library. See the “Book List Reading Tracker” under Assignments for further information. Books may be chosen from those recommended in the textbooks, in other scholarly sources, in links provided on Canvas, or in the [Curriculum Collection at the Library](#). **Each week, expect to read a minimum of at least 3 picture books connected in some way (similar topic, common theme, same author, etc.), OR at least 150 pages of intermediate chapter books, OR at least 100 pages of young adult books.** If you are a teacher candidate, focus on books intended for the grade level you intend to teach.

Note: Every week, **ensure you have chosen at least one book that connects to the sessions’ topics, themes, and focuses.** If you’re reading an intermediate or young adult book that will take you more than a week to finish, choose at least one picture book related to the session’s topics, themes, or focuses.

Weekly Reading Requirements (in addition to required textbook readings and Américas Award books):				
Picture Books	OR	Intermediate Chapter Books	OR	Young Adult Books
3 picture books		150 pages		100 pages

Assignments

Book List Reading Tracker (30% of final grade)

Reading a wide variety of diverse, quality children’s and young adult literature is one of your main objectives for this course. To meet the weekly reading requirements, choose books thoughtfully and purposefully to create what you consider to be the ideal CYAL library; create a list of exemplary books that represent diversity as defined by [We Need Diverse Books](#). As you choose, read, and analyze these books, also record them on your Book List Reading Tracker, which tracks your reading. At the middle and at the end of the semester, your Book List Reading Tracker will be evaluated for its representation of quality children’s and young adult literature embodying diversity in all definitions and forms.

Canvas Discussion Forum (30% of final grade)

While we will develop and practice close reading and critical analysis skills, we will share our ideas and insights with our learning community through discussion posts and responses. Your grade for these online writings and discussions will be determined by the quality and number of entries posted and read.

Online Literature Circles Participation (20% of final grade)

Literature Circles (also called Lit Circles) are a learning strategy that combines collaboration and student-centered inquiry. You select your own CYAL books that align with session’s textbook readings, negotiate and create your literature circle discussion topics, and actively engage in the critical thinking skills that lead to the analysis of texts. Lit Circles meet weekly, and active participation in this part of the class is expected. For each session, your literature circle is responsible for finding a venue or online format (GoogleHangout, Skype, TEAMS, Zoom, etc.) that works for your group; meeting weekly to discuss, analyze, and evaluate literature; and submitting weekly [session assessment forms](#) to summarize your discussion and your learning from it.

Final Project (20% of final grade)

You will be given a final project. You will be tested on your knowledge of the study of CYAL as introduced, defined, and exemplified in the course textbooks and related materials.

Grade Scale

A 100-94; A- 93-90; B+ 89-87; B 86-84; B- 83-80; C+ 79-77; C 76-74; C- 73-70; D+ 69-67; D 66-64; D- 63-60; F 59 and below

UWM Information

Campus IT

GetTechHelp.uwm.edu or (414) 229-4040

University Policies

[Click here for](#) the university’s policies on the following issues:

- Students with disabilities
- Religious observances
- Students called to active military duty
- Incompletes
- Discriminatory conduct (such as sexual violence and harassment)
- Academic misconduct
- Complaint procedures
- Grade appeal procedures
- Final examinations

Panther Community Health and Safety Standards: UWM has implemented reasonable health and safety protocols, taking into account recommendations by local, state and national public health authorities, in response to the COVID-19 pandemic. As a member of our campus community, you are expected to abide by the Panther [Interim COVID-Related Health & Safety Rules](#), which were developed in accordance with public health guidelines. These standards apply to anyone who is physically present on campus, UWM grounds, or participating in a UWM-sponsored activity:

- All individuals visiting UWM facilities must wear face coverings while indoors;
- Unvaccinated students coming to campus are required to test weekly for COVID-19; and,
- You should check daily for COVID-19 symptoms and not come to campus if you are feeling sick.

Additional details about student and staff expectations can be found on the [UWM COVID-19 webpage](#).

Schedule Reminders

A session is Monday through Sunday.

- Textbook readings, Américas Awards assignments, and GoogleSlides workshops should be completed by Thursday 11:59 p.m.
- Canvas Discussion posts should be completed by Thursday at 11:59 p.m.
- Canvas Discussion replies should be completed by Sunday at 11:59 p.m.
- Lit Circles must meet and session assessments should be submitted by Sunday 11:59 p.m.
- Reading and tracking of diverse, quality CYAL is continual. See “Reading Expectations” and [“Book List Reading Tracker.”](#)
- As the semester progresses, we may need to adapt this schedule.

Weekly Work per Session:			
Reading	Online Materials	Writing	Literature Circles
<ul style="list-style-type: none"> ● Textbook Chapters ● Américas Award Book(s) ● Diverse, quality CYAL of your choice 	<ul style="list-style-type: none"> ● Workshop(s) and Resources ● Américas Award Expert Excerpt and resources 	<ul style="list-style-type: none"> ● Canvas posts ● Responses to classmates’ posts ● Book List Reading Tracker 	<ul style="list-style-type: none"> ● Weekly meeting ● Session Assessment (take turns submitting form)

Remember, each week **expect to read a minimum of at least 3 picture books connected in some way (similar topic, common theme, same author, etc.), or at least 150 pages of intermediate chapter books, or at least 100 pages of young adult books.** If you are a teacher candidate,, you should read books intended for the grade level you intend to teach. The diverse, quality books you choose should connect to the sessions’ topics, themes, and focuses. Further materials may be added at any time. While the schedule provided in Canvas represents a general guideline to the entire semester, it may be revised and updated at any point. Correct and current information will always be listed on Canvas.