

**Garrett-Evangelical Theological Seminary**  
**CE-850 Children's Books for Liberative Education**  
**Dr. Virginia A. Lee**  
**Summer 2025**  
**May Intensive Class**  
**May 12-16 (Monday – Friday)**  
**9:00-5:00pm**  
**HYFLEX class (now called Blended Synchronous)**  
**DRAFT**

**Instructor:** Dr. Virginia A. Lee

Office: 111 Main Building

Office Phone: 847-866-4549

Email: [virginia.lee@Garrett.edu](mailto:virginia.lee@Garrett.edu)

Email is the best way to reach me.

I am available via email from 8am Monday morning through 5pm on Friday evening. I will try to respond to your emails within a few hours, but no later than 24 hours. I will not usually respond to emails on the weekends.

**Course Description**

This class will consider how children's books can be liberative. The lives of all children are of worth and value to God, and we embody that belief when all children see themselves and their stories in the children's books they read.

We will consider children's books from a variety of perspectives including theological and sociological. Students will have an opportunity to explore children's books from their particular interest or focus.

**Course Delivery Methods**

This course is considered a BLENDED SYNCHRONOUS course because students can choose to attend either in-person or synchronous online, meaning both sessions will meet together at the same time – just in different spaces.

Both groups will use Moodle to access readings and information.

**Course Outcomes:**

At the end of this courses, students will be able to:

- Evaluate a collection of books (a library or other collection) for representation, diversity, and inclusion
- Articulate why such inclusion is important (theologically, educationally, sociologically, etc.)
- Articulate why diverse collections are an important part a liberative education
- Curate a bibliography of culturally relevant, representative, and diverse books on

a particular topic of their choice

### **Required Texts**

#### **Stories Matter: The Complexity of Cultural Authenticity in Children's Literature**

Edited by Dana L. Fox and Kathy G. Short

Urbana, IL: The National Council of Teachers of English, 2003

ISBN: 978-0814147443

Amazon: used \$25.53

This book is also available online at the Styberg Library and the entire book is available for download as a PDF. (Search "Stories Matter, Fox and Short," a link to ERIC should appear, click to go to ERIC and then you should see a PDF symbol where it says "download full text." If you have problems accessing it, please let me know. )

#### **Why Indigenous Literatures Matters**

Daniel Heath Justice

Publisher: Wilfrid Laurier University Press (March 10, 2018)

ASIN: B097RZKPVM

Amazon: \$14.99 paperback; \$4.99 Kindle

This book is available online through the Styberg Library.

(Other readings will be available on Moodle)

Students will read a variety of children's books.

Students will also have access to some of the diverse children's books that have been used over the last few years at the Garrett-Evanston CDF Freedom Schools Program. (Some of the books are in the Styberg Library and some of the books are a part of the collection held by Dr. Lee.) You will have access to all of them.

Students will have the opportunity to choose a particular area in which to focus and research.

Students will choose other texts, in consultation with the instructor, related to their area of focus and research.

Other resources related to children's books will be available on Moodle.

## Course Requirements

### 1. **Active class participation and reading of assigned literature.** (25% of grade)

This class is a learning community that requires your full attention. All of us will teach all of us. Each of us depends on all the rest of us.

All students should read all the assigned texts.

The purpose of class participation is to demonstrate comprehension and integration of assigned material. Participation includes preparation for class, constructive verbal contributions to class discussions, attentive listening, and facilitating the participation of others. The purpose of the reading assignments is to provide a range of theoretical grounding for the students' work. Class members are expected to have completed all readings by the class session for which they are assigned.

Participation in class discussion is based on having read the assigned texts for the session.

2. Library visit reflections: 20% of final grade (Due the first day of class) More information on Moodle by mid-April)
3. Self-Inventory on Biblical Hermeneutics assignment: 15% of final grade (Due the first day of class) More information on Moodle by mid-April)
4. Class presentations on the topic you selected: 15% of final grade (Content, creativity, presentation, handout, etc.) (Last day of class)  
Time will be provided during the week to work on your presentation.  
**PhD students only:** Your class presentation should be connected to your PhD project.
5. FINAL ASSIGNMENT (due in June) Annotated bibliography of 10-15 books related to your topic. 25% of final grade (What values and criteria did you use to evaluate your books?)

By mid-April there will be a description and rubric for each assignment posted on Moodle.

## **Academic Policies**

All students are required to abide by the academic policies detailed in the [Academic Handbook for the current academic year](#). The following policies are of particular importance to the successful completion of one's coursework:

### **Writing**

- **Academic integrity and plagiarism:** (See 2425 Handbook, 13, 69-75) All professors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.
- **Writing and citations:** The Turabian Manual for Writers and the Chicago Manual of Style footnote/bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available online here. In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). (2425 Handbook, 71)
- **Writing Support:** The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. See <https://www.garrett.edu/student-life/student-services> "Writing Center" for more detailed information.

### **Attendance and Class Participation**

- **Inclusivity/Diversity:** The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and in course assignments, persons are always to be respected, and ideas are to be freely discussed. All participants in the teaching-learning process have an obligation to honor and respect varying perspectives on relevant issues. (See 2425 Handbook, 10-11)
- **Attendance:** Please note that timely and full attendance in all meeting dates is required for a Passing grade. In case of emergency, please contact instructor to discuss implications for completion of the course.
- **Multimedia engagement:** Participants are welcome to use electronic devices for the purposes of engaging with one another and with class materials during our blended synchronous sessions. Please be respectful of our experience by not conducting personal business during class meeting times.
- **Online etiquette:** Virtual attendees should be present with their videos "on" whenever possible, and microphones "off" when not speaking to avoid audio feedback. Should there be urgent matters on your end which require you to go off camera, please let instructor know of your situation. Participants should not remain off camera for an entire class session or join the virtual class only on their mobile phone.
- **Video recordings of class sessions:** Online class sessions will be recorded and kept on Teams for participants to review as needed. If class discussions touch upon sensitive topics, we will remind each other to pause the recording as appropriate.

**Academic Accommodations**

- Garrett-Evangelical Theological Seminary is committed to providing the most accessible learning environment as possible for students with disabilities. Should you anticipate or experience disability-related barriers in the academic setting, please contact the Director of Academic Support and Student Thriving (melanie.baffes@garrett.edu or 847-866-3869) to get started with the established accommodation process. If you are a continuing student who has already established accommodations with Student Access, you should receive a copy of your access letter at the start of the semester when it is emailed to the faculty member of each course you are enrolled in. Please contact your instructors prior to the first class session so the instructor can work with you to implement your disability accommodations. Disability information, including academic accommodations as part of a student’s educational record, is confidential under FERPA regulations, so no one other than the access coordinator, Academic Affairs staff, and your professors will see your accommodation letter (2425 Handbook, 13).

- Late Assignments & Extensions:** Without approved accommodations, late assignment submissions are not accepted for the sake of our collaborative, cohort learning experience. Unexcused lateness of assigned work will result in failure of the course.

**AI Policy**

This course uses AI in the following ways:

Not Allowed	Allowed with appropriate acknowledgment	Allowed and no acknowledgement needed
Generative AI help with <u>writing</u> (paraphrasing, summarizing, generating language for assignments)	Language translation Language assistance for non-native English speakers Editing, polishing, or revising paper drafts Proofreading Generative AI help with <u>papers</u> (generating topics, ideas, outlines, arguments)	Presentation design Citation generation Research Note-taking Generative AI help with <u>reading</u> (summarizing or outlining reading assignments)

You must consult the professor(s) for uses not mentioned above.

To properly cite the use of AI in Chicago/Turabian style, access this link: <https://www.chicagomanualofstyle.org/ganda/data/faq/topics/Documentation/faq0422.html>.

## Course Schedule

**Monday, May 15**

**Session 1**

**Reading:**

*Stories Matter: The Complexity of Cultural Authenticity in Children's Literature*

Edited by Dana L. Fox and Kathy G. Short

Urbana, IL: The National Council of Teachers of English, 2003

This book is available online at the Styberg Library and the entire book is available for download as a PDF. (Search "Stories Matter, Fox and Short," a link to ERIC should appear, click to go to ERIC and then you should see a PDF symbol where it says "download full text." If you have problems accessing it, please let me know. )

**Tuesday, May 16**

**Session 2**

**Reading:**

*Why Indigenous Literatures Matters*

Daniel Heath Justice

Publisher: Wilfrid Laurier University Press (March 10, 2018)

ASIN: B097RZKPVM

This book is available online through the Styberg Library

**Wednesday, May 17**

**Session 3**

**Thursday, May 18**

**Session 4**

**Friday, May 18**

**Session 5**