

Garrett-Evangelical Theological Seminary
CE-850 Children's Books for Liberative Education
Dr. Virginia A. Lee
Summer 2023
May Intensive Class
May 15-19 (Monday – Friday)
8:30am-4:30pm
HYFLEX class (now called Blended Synchronous)
DRAFT

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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 (used to called HYFLEX at Garrett) 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, 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 Matter

Daniel Heath Justice

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

ASIN: B097RZKPVM

Amazon: \$14.99 paperback; \$4.99 Kindle

(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)
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 19-20 Handbook, 12, 78-83) 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). (19-20 Handbook, 84)
- 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 19-20 Handbook, 9)
- Attendance and lateness policies: Attendance is required. Students who miss more than 20% of the class sessions (e.g., more than 2 classes in the weekly schedule, a proportionate amount for other class formats) should not expect to pass the class. (19-20 Handbook, 19)
- Some faculty may limit on the usage of electronic devices such as cell phones during class. At the least, all cell phones should be silenced during the whole of a class session.

Academic Accommodations

- Student accommodations for documented conditions should be developed and requested before the beginning of the semester. See the *Accessibility, Special Needs, and Disabilities* policy and process set out in the Academic Handbook (19-20 Handbook, 12). Such accommodations are developed in consultation with the Registrar.
- Extensions: For Masters students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters or the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term. (19-20 Handbook, 20)

Course Schedule

Monday, May 15 Session 1

Tuesday, May 16 Session 2

Wednesday, May 17 Session 3

Thursday, May 18 Session 4

Friday, May 18 Session 5