

DARTMOUTH COLLEGE
EDUCATION 13
DISABILITY IN CHILDREN'S LITERATURE

Spring Term 2022
Period 9L
Mondays, Wednesdays, & Fridays 8:50-9:55 AM
X-hour: Thursdays, 9:05-9:55 AM
Moore Hall room 202
<https://canvas.dartmouth.edu/>

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Office hours: on your schedule
e-mail to set appointment

Books are sometimes windows, offering views of worlds that may be real or imagined, familiar or strange. These windows are also sliding glass doors, and readers have only to walk through in imagination to become part of whatever world has been created or recreated by the author. When lighting conditions are just right, however, a window can also be a mirror. Literature transforms human experience and reflects it back to us, and in that reflection we can see our own lives and experiences as part of the larger human experience.

R.S. Bishop (1990). Mirrors, windows, and sliding glass doors.
Perspectives: Choosing and using books for the classroom, 6(3), p. ix.

*I am almost inclined to set it up as a canon
that a children's story which is enjoyed only
by children is a bad children's story.*

C.S. Lewis (1952). *On three ways of writing for children*, para 7.

Course Description

In this course, we will explore how disability is represented in contemporary children's literature for middle-grade readers. Using educational, medical, and social lenses, we will critically consider the portrayal of students with various disabilities and others in their lives (teachers, parents, siblings, peers) in select children's books and discuss and determine how such books might be used for teaching and learning about diversity in terms of disability. Reading is one essential way that students learn about the world. Can children's books be used to learn and teach about disability? Are students with disabilities represented accurately and fully in children's books, with equal educational opportunities?

Course Objectives

This course is designed to provide you with opportunities to:

✧ Learn (begin to build an evidence-based knowledge base) about disabilities in children.

- ✧ Critically reflect on how disability is represented in children’s literature and how that literature might be used in educating children about diversity in terms of disability.
- ✧ Closely read and analyze selected children’s inclusion literature.

Course Expectations

- ✧ This course is designed to support you in building understanding of disability in children, in developing close reading and critical analysis skills as applied to middle-grade inclusion literature, and in applying your knowledge and skills to create an essential, useful resource with significant educational impact (your Book Analysis Project).
- ✧ My expectations for me, as a teacher, are to share knowledge with you in an organized, principled, evidence-based, accessible, and clear way; to support you in your learning, helping you to understand new information and make connections between old and new information to build your knowledge base; and to encourage you to be an engaged and active learner. I deeply value interactions with students and believe that such interactions are a foundation for learning (both yours and mine).
- ✧ My expectations for you, as a learner, are that you successfully build a useable knowledge base about children and disability and middle-grade inclusion literature; that you ask questions both when you don’t understand something and when you are just curious to learn more; and that you are an engaged and active learner, contributing meaningfully to our shared conversations as a community of learners in this course and contributing to the wider education community through your Book Analysis Project.
- ✧ My expectations for us, as a learning community, are that we support each other as we learn together; that our interactions are respectful and civil; that we will both choose our language carefully and acknowledge when we have made poor choices; that we will give and receive feedback that is thoughtful and conducive to learning; that we will recognize that realizing bias can be difficult but is part of the learning process; and that, together, we create a safe, evidence-based learning environment that supports a diversity of thoughts, perspectives, and experiences and honors our intersectional identities.

Required Reading

1. Books (📖)

Together, we will read eight middle-grade books throughout the term. Five of the books are available as e-books through the Dartmouth Library (although may be limited to one reader at a time). The cost for new copies of all eight on Amazon (you may of course purchase from any bookseller) is about \$60; used copies are also available. I have also put a set of all eight books on reserve at the Library.

1. Draper, S.M. (2012). *Out of my mind*. New York: Atheneum Books for Young Readers/Simon & Schuster Children’s Publishing Division. (e-book)
2. Swartz, E. (2016). *Finding perfect*. New York: Farrar Straus Giroux.
3. Hunt, L.M. (2015). *Fish in a tree*. New York: Puffin Books. (e-book)
4. Terry, E. (2017). *Forget me not*. New York: Square Fish.
5. Oppel, K. (2015). *The nest*. New York: Simon & Schuster Books for Young Readers. (e-book)
6. Pla, S.J. (2018). *Stanley will probably be fine*. New York: Harper.
7. Legrand, C. (2016). *Some kind of happiness*. New York: Simon & Schuster Books for Young Readers. (e-book)

8. Collins, C. (2018). *After zero*. Naperville, IL: Sourcebooks Jabberwocky. (e-book)

You will also have the opportunity to choose an additional book for your Book Analysis Project, which you must purchase or borrow on your own (please let me know if that is problematic and I will help you).

2. Articles, chapters, and reports (#)

Other than some of the children's books, all of the assigned readings for the course will be available electronically on the Canvas site for the course.

- ✧ All of the readings listed in the syllabus are required reading for the course.
- ✧ All students are expected to read the material indicated in the *Schedule* and *Reading List by Class* below before each class and be prepared to discuss that material in class. I have chosen the readings carefully, to help you begin to build a knowledge base (see Course Objectives); we will add to this knowledge base through lectures and activities in class.

Assignments

Assignments for the course include in-class activities (both individual and small-group), book reviews for each of the eight assigned books, and the Book Analysis Project.

1. In-class Activities (A #)

Many classes will include various in-class activities. Some activities will be individual whereas others will involve small-group work; for example, in-class book evaluations will involve collaborative, small-group work. For groupwork, both the quality of your discussions (process) and your final product are important.

2. Book Reviews (BR #)

You will write one review for each of the eight assigned books (about 1 page each). Demonstrate that you have read and reflected on each book. Read for pleasure, but also evaluate; we will do more in-depth analysis in small groups.

- ✧ Provide a brief, one-paragraph synopsis of the book *in your own words*, noting key features related to class.
- ✧ Comment on what insight about children with this specific disability label the book has provided you, using a short text selection (a few sentences) to support your argument.

3. Book Analysis Project

Other than readings and book reviews, you essentially have one out-of-class assignment for the term. Please use a standard 12-point font, with one-inch margins on all sides and double spacing, for each written component. Components of the project are due throughout the term and build on one another:

A. Disability category and topic choice (2 points; Wednesday, 06 April)

- ✧ Choose one of the IDEA categories, and one disability that falls under that category, as the focus for your Project.
- ✧ Justify your choice in two to three sentences. If you want to choose one of the eight disabilities that we will discuss as a class, please talk with me first.

- ✧ Provide a brief description of your disability from a general scientific source (e.g., the NIH website or the DSM-5) and provide an APA-style reference for your source.
- ✧ Hand in: IDEA category, disability label, general description, justification for choice.

B. Book choice (1 point; Monday, 11 April)

- ✧ Find a contemporary (published relatively recently, but could be set in any time period) middle-grade book with a child protagonist who has been diagnosed with, labeled with, is suspected to have, or is supposed to illustrate your chosen disability.
- ✧ Hand in an APA-style reference for your chosen book, confirmation of the middle-grade level of the book (e.g., from a publisher's website), and a synopsis from a referenced source confirming a child protagonist with your disability.
- ✧ Also include a brief argument for your personal choice of this particular book.
- ✧ Our goal is for each member of the class to choose a different book. Do not choose a book that we will read together as a class or a book already used for a Book Analysis Project posted to the Digital Commons site for the course.
- ✧ You do not have to have read your whole book for today's assignment; you will need to read it for your next assignment (your book synopsis).

C. Book synopsis (4 points; Wednesday, 20 April)

Provide a synopsis of your chosen book in your own words, including:

- ✧ a brief (two- to three-sentence) summary suitable for piquing the interest of middle-grade readers
- ✧ a slightly longer (five- to six-sentence summary) suitable for informing and inviting parents/teachers of middle-grade readers
- ✧ a reading level (e.g., Lexile, DRA, Guided Reading) from a cited source, with related grade band
- ✧ an evaluation in terms of the rubric that you have developed in class

D. Annotated bibliography (6 points; Monday, 25 April)

✧ Find three recent peer-reviewed research articles on your chosen disability *in children* that address aspects of the disability featured in your chosen book. These can be primary source articles, meta-analyses, or reviews. Choose articles that provide scientific (e.g., typical symptoms or behaviors) and educational (e.g., typical accommodations) information about your chosen disability – articles that can provide a rich conceptual background. Links to the PsycINFO, PubMed, and ERIC databases, which may be useful in your search, are provided in the Assignments section on the Canvas site for the course.

Your three specialized annotated bibliography entries should include:

- ✧ a reference in APA style
- ✧ indication of the type of article (e.g., primary source, review)
- ✧ the authors' research question
- ✧ what the authors did to answer their research question, with whom (e.g., details about the participants, the tasks and measures used, and the study design)
- ✧ what the authors found (i.e., the results)

- ◇ why what was found was important (e.g., the authors' interpretation of the results)
- ◇ your own critical analysis of the article (e.g., weaknesses and strengths)
- ◇ a statement about what you learned about children with your chosen disability label from the article
- ◇ Find two other sources speaking to your chosen disability in children from a personal perspective (e.g., from a child, parent, or teacher). These sources should be chosen to provide insight into what it might be like to be a child with your chosen disability label. These two specialized annotated bibliography entries should include:
 - ◇ a reference in APA style
 - ◇ indication of the type of source (e.g., blog post, report)
 - ◇ a description of the author
 - ◇ a brief summary of the piece
 - ◇ a statement about what you learned about children with your chosen disability label from the source
- ◇ Return to the source that you referenced in your disability choice assignment and add to/revise your brief description of your disability from this general scientific source to specifically address aspects illustrated in your chosen book.
- ◇ All six entries should be written in your own words (do not copy-and-paste from your sources into your annotated bibliography; if you must paraphrase, use appropriate APA citations).
- ◇ In addition to handing in your six entries (one document), submit the first page of each of your articles/sources (all together as a second document).

E. Supporting characters summary (3 points; Monday, 02 May)

- ◇ For one key parent/teacher/adult character in your chosen book, write a brief summary and provide supportive text selections that best illustrate his or her educational role with regard to your protagonist.
- ◇ For one other key character (preferably a peer or sibling) in your chosen book, write a brief summary and provide supportive text selections that best illustrate his or her educational role with regard to your protagonist.
- ◇ Your focus here should be on disability and equity in education; how do these characters support (or not) the learning and development of your protagonist both within and outside of the context of his or her disability?

F. Research basis (9 points; Wednesday, 11 May)

- ◇ Return to your annotated bibliography and add at least three more entries for primary source research articles that directly relate to specific aspects of your chosen book. Each of your three additional annotated bibliography entries should include:
 - ◇ a reference in APA style
 - ◇ the authors' research question
 - ◇ what the authors did to answer their research question, with whom (e.g., details about the participants, the tasks and measures used, and the study design)
 - ◇ what the authors found (i.e., the results)
 - ◇ why what was found was important (e.g., the authors' interpretation of the results)

- ✧ your own critical analysis of the article (e.g., weaknesses and strengths)
- ✧ a statement about what you learned about children with your chosen disability label from the article, specifically noting why you chose each article (e.g., what in the book did each article help you to understand better?)
- ✧ For the final entry in your annotated bibliography, locate another reliable, scientifically based website with information about your chosen disability (e.g., International Dyslexia Association, Tourette Association of America). Summarize relevant information from this website, appropriately cited, in your bibliography entry.
- ✧ Provide a critical analysis and summary of the research basis for your chosen book (about 5-6 pages):
 - ✧ consider, given what you know from your (minimum) six research articles, reliable websites, and two other sources, if your chosen disability is represented accurately and well in your chosen book?
 - ✧ what are some key themes from the research and other sources that are reflected in your chosen book?
 - ✧ critically discuss brief text excerpts that you have carefully selected in terms of whether the text is supported or not supported by the research
 - ✧ could your protagonist be used for teaching and learning about disability? As a window, a mirror, a sliding glass door? Why or why not?
 - ✧ provide a complete reference list in APA style
- ✧ Hand in both your additional four annotated bibliography entries and your critical analysis and summary with reference list.

G. Lesson plan (6 points; Monday, 16 May)

How might you use your chosen book to teach middle-grade readers about your chosen disability? Use course materials (see assigned reading on 15 April, Module 8) as models for ideas (do not use existing lesson plans for your chosen book – the goal is to create your own, original plan consistent with the diversity-related goals of this course):

- ✧ choose a key excerpt (one or a few paragraphs) from your chosen book
- ✧ design one session of a lesson plan around it
- ✧ what are your explicit, measurable learning goals?
- ✧ how will you know that your middle-grade students have met those goals?
- ✧ what specific standards will your lesson address?
- ✧ what messages about (your chosen) disability and equity do you hope to teach, and how?

H. Overview (3 points; Monday, 30 May)

- ✧ Write an introduction to your Book Analysis Project (2-3 pages), providing an evidence-based summary overview of your critical analysis of your chosen book across the various components of the Book Analysis Project assignment. The overview should serve to introduce your reader to your chosen disability and your chosen book, as well as to the other components of your Book Analysis Project.

- ✧ Be sure to integrate course materials where appropriate, particularly with respect to the main themes of the course.

I. Final Project (8 points; Friday, 03 June)

- ✧ Collect all of your Project materials together to create a complete, user-friendly teaching and learning packet for your chosen book. Provide:
 - ✧ a title page
 - ✧ a one-paragraph abstract
 - ✧ three to six keywords
 - ✧ a table of contents, with one-sentence summaries for each element, that puts your materials in a sensible order and connects the elements
 - ✧ each of the elements, in order, as a collection
- ✧ You will want to revise previous elements based both on feedback and/or reflection in order to create a coherent packet for parents and teachers as readers; for example, you will want to collapse your first three research article entries, your two personal source entries, your reliable websites, and your next three research article entries into one annotated bibliography that is edited for general use as a resource.
- ✧ Make sure that all of your materials are accurate, evidence-based, respectful, well written and argued, and in your own words, with appropriate citations and references.

Social Impact

You may be invited to post your final Book Analysis Project (with edits) on a Digital Commons site for the course (<https://digitalcommons.dartmouth.edu/educ13bookanalysisproject/>), to be available to educators, parents, and children as a resource on disability and diversity in children's literature. As you develop your Project throughout the term, please keep in mind that it is both an academic exercise for this course and, potentially, a public resource on disability in middle-grade children's literature.

Traditional Assessments

1. Quizzes (Q #)

There will be eight scheduled, in-class quizzes based on the assigned readings for the day.

2. Exams

There will be one midterm exam. The midterm may involve fill-in-the-blank, very short answer, and/or short essay questions.

Canvas (<https://canvas.dartmouth.edu>)

All class resources (with the exception of three assigned books and your book choice) can be found on/through the Canvas site for the course. Assignments can be submitted directly through the Assignments menu item.

Course Grade

Your grade for the course will be based on participation and engagement (7.5 points), performance on in-class activities (15 @ 1.5 points each, summing to 22.5 points), grades on quizzes (8 @ 1 point each, summing to 8 points), grades on book reviews (8 @ 1.5 points

each, summing to 12 points), grades on the Book Analysis Project components (summing to 42 points), and performance on the midterm exam (8 points). Grading is consistent with the ORC description of scholarship ratings (https://www.dartmouth.edu/reg/transcript/grade_descriptions.html).

Responsibilities

✧ **Academic Honor Principle: working with integrity**

- All students are expected to uphold all aspects of the Academic Honor Principle (refer to <https://students.dartmouth.edu/community-standards/policy/academic-honor-principle>).
- Please make sure that you are familiar with the Honor Principle and make sure to ask questions if you are uncertain about how it applies in this course. For example, that all work should be your own (or your groups' for some Activities), proper APA citations should be used for all sources in written assignments, and our midterm exam is closed-book.
- Any violation of the Academic Honor Principle regarding your work in this course will result in a zero on the assignment and referral to Judicial Affairs.

✧ **Community Standards of Conduct: responsibility and respect**

All students are expected to accept individual responsibility for their actions and to respect the rights of others, and to uphold all aspects of our community standards of conduct (refer to <https://students.dartmouth.edu/community-standards/>).

✧ **Rules for recording**

- Consent to recording of course meetings that are open to multiple students. By enrolling in this course, I affirm the following:
 - I affirm my understanding that the instructor may record meetings of this course and any associated meetings open to multiple students and the instructor, including but not limited to scheduled and ad hoc office hours and other consultations, within any digital platform, including those used to offer remote instruction for this course;
 - I further affirm that the instructor owns the copyright to their instructional materials, of which these recordings constitute a part, and my distribution of any of these recordings in whole or in part (or any other instructional materials for this course) to any person or entity other than other members of the class without prior written consent of the instructor may be subject to discipline by Dartmouth up to and including separation from Dartmouth.
- Requirement of consent to one-on-one recording
 - By enrolling in this course, I hereby affirm that I will not make a recording in any medium of any one-on-one meeting with the instructor or another member of the class or group of members of the class without obtaining the prior written consent of all those participating, and I understand that if I violate this prohibition, I will be subject to discipline by Dartmouth up to and including separation from Dartmouth, as well as any other civil or criminal penalties under applicable law. I understand that an exception to this consent applies to accommodations approved by SAS for a student's disability, and that one or more students in a class may record class lectures, discussions, lab sessions, and review sessions and take pictures of essential information, and/or be provided class notes for personal study use only.

✧ **Religious observances**

I recognize that some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in this course, it is your responsibility to please meet with me as soon as possible (before the end of the second week of the term) so that we can discuss appropriate accommodations.

Resources

✧ **Office hours**

Office hours are on your schedule, not mine. Rather than holding set office hours, which will invariably conflict with your schedules, please e-mail me (donna.coch@dartmouth.edu) to find a time that works for you for us to talk. Please feel free to schedule to talk with me whether you have specific questions or not.

✧ **Disability-related accommodations and services**

If you are requesting disability-related accommodations and services for this course, please first register with Student Accessibility Services (SAS; [Apply for Services webpage](#); student.accessibility.services@dartmouth.edu; 1.603.646.9900). Once registered with SAS, please request that an accommodation e-mail be sent to me through A11y (in advance of the need for an accommodation) and schedule a meeting with me so that we can discuss what supports to build into our course; for example, we can determine relevant details such as what role SAS or its [Testing Center](#) may play in accommodation implementation. This process works best for everyone when completed as early in the term as possible. If you have questions about whether you are eligible for accommodations or have concerns about the implementation of accommodations, please contact the SAS office. All inquiries and discussions will remain confidential.

✧ **Academic skills and efficient/effective learning support**

If you feel that your learning is not as efficient or effective as you would like it to be, please talk with me about approaches to this course and consider using the resources available through the Academic Skills Center (<https://students.dartmouth.edu/academic-skills/about/about-asc/services>), including tutoring and learning skills trainings.

✧ **Research and writing skills**

If you would like to further develop your research and writing skills as you work on your Book Analysis Project, consider taking advantage of the services offered through the Student Center for Research, Writing, and Information Technology (RWIT, <http://writing-speech.dartmouth.edu/learning/rwit>). RWIT is a free service dedicated to helping members of the Dartmouth community develop more effective strategies for generating and organizing ideas, finding and evaluating research sources, and presenting and revising compositions in a variety of media.

✧ **Wellness**

I recognize that the academic environment at Dartmouth is challenging, that our terms are intensive, and that classes are not the only demanding part of your life. There are a number of resources available to you to support your wellness, including:

- your undergraduate dean (<http://www.dartmouth.edu/~upperde/>),
- Counseling and Human Development (<http://www.dartmouth.edu/~chd/>), and
- the Student Wellness Center (<http://www.dartmouth.edu/~healthed/>).

I encourage you to use these resources to take care of yourself throughout the term, and to feel free to speak with me if you are experiencing difficulties. I have participated in the Campus Connect training. Please do use these resources and reach out to speak with someone if you are struggling.

✧ **Sexual safety**

If you do not feel sexually safe, the Sexual Respect Website at Dartmouth (<https://sexual-respect.dartmouth.edu>) provides information about your rights with regard to sexual safety and resources that are available to you. Some of those [resources are summarized here](#). Please note that, as a faculty member, I am obligated to share disclosures regarding conduct under Title IX with Dartmouth's Title IX Coordinator. Confidential resources are also available, including licensed medical or counseling professionals, staff members of organizations recognized as rape crisis centers under state law (e.g., [WISE](#)), or ordained clergy. Please do reach out to speak with someone if you do not feel safe.

SCHEDULE[§]

Date	Topic/[Module]	What to Read [†]	In-class	What's Due
<i>Week One</i> M 28 March W 30 March F 01 April	Introduction [1] KidLit: overview [2] KidLit: classroom [3]	Syllabus, ILA Babbitt, Nikolajeva, Schlager, Martinez, Ringel Foster, Howard, Corbett, Fisher, Anderson, McGee, Sacks, Willingham	A #1 A #2 A #3	
<i>Week Two</i> M 04 April W 06 April F 08 April	Disability: overview [4] Research [5] Inclusion literature [6]	Haegele, Nevin, Center, Vanderbilt, Mader APA, Dunifon, Gastel Mendel, Lintner, Beckett, Leininger, Whaley	A #4 A #5	Disability choice
<i>Week Three</i> M 11 April W 13 April F 15 April	Evaluating [7] Evaluating [7] Teaching [8]	Prater, ADL, Myers, Artman-Meeker Jackson, Andrade, Atkinson Katz, CCSS, Greene, plans	A #6.1 A #6.2	Book choice
<i>Week Four</i> M 18 April W 20 April *R 21 April F 22 April	Midterm exam [9] CP [10] Midterm exams returned CP [10]	<i>[no reading]</i> Center, Rosenbaum, Schiariti, Sentenac, Gillette <i>[no reading]</i> Draper, Miller, Jordan	Q #1 A #7	Book synopsis BR 1
<i>Week Five</i> M 25 April W 27 April F 29 April	Mid-term reflection [11] OCD [12] OCD [12]	<i>[no reading]</i> DSM, French, ADAA, Wagner, Keyes, Schaaf, Baier Swartz, Atkinson	Q #2 A #8	Annotated biblio BR 2
<i>Week Six</i> M 02 May W 04 May F 06 May	Dyslexia [13] Dyslexia [13] Tourette Syndrome [14]	DSM, Fletcher, IDA, Altieri, Understood Hunt, Brown DSM, Coffman, TAA, Pollak	Q #3 A #9 Q #4	Supp char BR 3
<i>Week Seven</i> M 09 May W 11 May F 13 May	Tourette Syndrome [14] Anxiety [15] Anxiety [15]	Terry, PW DSM, Imran, Hurley, Ehmke, Swan, Feed Oppel, Bender	A #10 Q #5 A #11	BR 4 Research basis BR 5
<i>Week Eight</i> M 16 May W 18 May F 20 May	Sensory processing [16] Sensory processing [16] Depression [17]	St-Esprit, AAP, Jarvie, Arky, ESGWNRM Pla, Kirkus DSM, Fawcett, Selph, Huberty, Oregonian	Q #6 A #12 Q #7	Lesson plan BR 6
<i>Week Nine</i> M 23 May W 25 May F 27 May	Depression [17] Selective mutism [18] Selective mutism [18]	Legrand, Quealy-Gainer DSM, Wallis, Kovac, Child Mind, Larholm Collins, Mitchell, Bird	A #13 Q #8 A #14	BR 7 BR 8
<i>Week 10</i> M 30 May W 01 June	<i>Memorial Day</i> Conclusion [19]	<i>[no classes]</i> Kingsbury		Overview
<i>Final Exams</i> 03-06 June		F, 03 June 10:00 AM: Final Project due		Final Project

[§]note that the Schedule is subject to change

[†]see detailed list below

READING LIST BY CLASS

The assigned readings listed below should be completed before each class; lectures and activities assume that you have completed the reading. Note that “📖” designates readings from required books and “📄” designates readings available on-line through the Canvas site. Books with an asterisk and on-line symbol (📖*📄) will be available through Dartmouth Library/Course Reserves as e-books. You may need to copy-and-paste some links. If a link returns a page of nonsense in your browser window, highlight (double-click on) the address in your browser and hit return. If a link should fail, use Google or search the Dartmouth Library to locate the reading.

Week One

Monday, 28 March – Module 1 – Introduction to the Course

An overview of the course content, themes, structure, and requirements.

In-class activity #1

📄 Syllabus

📄 International Literacy Association. (2017). *Characteristics of culturally sustaining and academically rigorous classrooms* [Literacy leadership brief]. Author.
<https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-culturally-sustaining-classrooms-brief.pdf>

Wednesday, 30 March – Module 2 – Children’s Literature: A Brief and Selective Overview

What makes a book a children’s book? What are some potential values of children’s literature? What are some controversies surrounding children’s literature?

In-class activity #2

- 📄 Babbitt, N. (1970, 8 November). Happy endings? Of course, and also joy. *The New York Times*, 320. Available from <http://www.nytimes.com/1970/11/08/archives/happy-endings-of-course-and-also-joy-happy-endings.html>
- 📄 Nikolajeva, M. (2014). *Reading for learning: cognitive approaches to children’s literature*. John Benjamins Publishing Company. Closing chapter: How to read a children’s book and why (pp. 225-228).
- 📄 Schlager, N. (1977). Predicting children’s choices in literature: a developmental approach. *Children’s Literature in Education*, 9(3), 136-142.
<https://doi.org/10.1007/BF01142923>
- 📄 Martinez, M., Koss, M.D., & Johnson, N.J. (2016). Meeting characters in Caldecotts: what does this mean for today’s readers? *The Reading Teacher*, 70(1), 19-28.
<https://doi.org/10.1002/trtr.1464>
- 📄 Ringel, P. (2016, 1 October). How banning books marginalizes children. *The Atlantic*.
<https://www.theatlantic.com/entertainment/archive/2016/10/how-banned-books-marginalize-children/502424/>

Friday, 01 April – Module 3 – Children’s Literature: In the Classroom

Today, we focus on using children’s literature in the classroom. Topics include a developmental look at “middle-grade” books, close reading and literature circles, and academic and pleasure reading.

In-class activity #3

- ☞ Foster, E. (2006). When the guidelines say “7-12”: the ages and stages of children’s literature. *Writing World*. <http://www.writing-world.com/children/stages.shtml>
- ☞ Howard, S. (2017, 25 May). Spotlight on middle grade. *Publishing Trends*. <http://www.publishingtrends.com/2017/05/spotlight-middle-grade/>
- ☞ Corbett, S. (2016, May). Middle grade books take on mature topics. *Publishers Weekly*. <https://www.publishersweekly.com/pw/by-topic/childrens/childrens-industry-news/article/70304-middle-grade-books-take-on-mature-topics.html>
- ☞ Fisher, D., & Frey, N. (2013, October/November). What’s the secret to successful close reading? Strategic preparation and follow up. *Reading Today*, 31(2), 16-17. <http://www3.canisius.edu/~justice/CSTmodule-final/Frey.Fisher%20close%20rdg.pdf>
- ☞ Anderson, P.L., & Corbett, L. (2008). Literature circles for students with learning disabilities. *Intervention in School and Clinic*, 44(1), 25-33. <https://doi.org/10.1177/1053451208318681>
- ☞ McGee, L.M., & Tompkins, G.E. (1995). Literature-based reading instruction: what’s guiding the instruction? *Language Arts*, 72(6), 405-414. <https://www.jstor.org/stable/41482217>
- ☞ Sacks, A. (2019, June). Why we shouldn’t teach literature with excerpts. *Education Week*. <https://www.edweek.org/tm/articles/2019/06/26/why-we-shouldnt-teach-literature-with-excerpts.html?print=1>
- ☞ Willingham, D. (2015, Spring). For the love of reading: engaging students in a lifelong pursuit. *American Educator*, 39(1), 4-14. https://www.aft.org/sites/default/files/ae_spring2015willingham.pdf

Week Two

Monday, 04 April – Module 4 – Views on Disability: A Brief and Selective Overview

There are multiple perspectives on “disability.” Today, we consider the perspectives of the medical, social, critical pedagogy, and special education models.

In-class activity #4

- ☞ Haegele, J.A., & Hodge, S. (2016). Disability discourse: overview and critiques of the medical and social models. *Quest*, 68(2), 193-206. <https://doi.org/10.1080/00336297.2016.1143849>
- ☞ Nevin, A., Smith, R.M., & McNeil, M. (2008). Shifting attitudes of related service providers: a disability studies & critical pedagogy approach. *International Journal of Whole Schooling*, 4(1), 1-12. <http://files.eric.ed.gov/fulltext/EJ834289.pdf>
- ☞ Center for Parent Information and Resources. (2017, 14 March). *Categories of disability under IDEA*. <http://www.parentcenterhub.org/categories/>
- ☞ Vanderbilt Kennedy Center. (2013, November). *Inclusion in the classroom*. <https://vkc.vumc.org/assets/files/tipsheets/inclusionclasstips.pdf>
- ☞ Mader, J. (2017, 01 March). How teacher training hinders special-needs students. *The Atlantic*. <https://www.theatlantic.com/education/archive/2017/03/how-teacher-training-hinders-special-needs-students/518286/>

Wednesday, 06 April – Module 5 – Finding, Evaluating, and Citing Research Articles

We will discuss using on-line library databases to find research articles, how to evaluate research articles, and using APA style to cite and reference those articles. Please bring a laptop to class.

In-class activity #5

Due: disability topic choice

📄 APA Style Sheet

📄 Dunifon, R. (2005). *How to read a research article* (Research Brief). Cornell University Cooperative Extension. <https://cpb-us-e1.wpmucdn.com/blogs.cornell.edu/dist/f/575/files/2015/12/How-to-Read-a-Research-Article-1tweh7l.pdf>

📄 Gastel, B. (2002). Guide published for peer reviewers of research manuscripts. *Science Editor*, 25(2), 46-48. <https://www.councilscienceeditors.org/wp-content/uploads/v25n2p046-048.pdf>

Friday, 08 April – Module 6 – Disability in Children’s Literature: Inclusion Literature

A discussion about children’s books that portray disability and the potential of using children’s literature to better understand disability.

📄 Mendel, M.R., Harris, J., & Carson, N. (2016). Bringing bibliotherapy for children to clinical practice. *Journal of the American Academy of Child & Adolescent Psychiatry*, 55(7), 535-537. <https://doi.org/10.1016/j.jaac.2016.05.008>

📄 Lintner, T. (2011). Using “exceptional” children’s literature to promote character education in elementary social studies classrooms. *The Social Studies*, 102, 200-203. <https://doi.org/10.1080/00377996.2010.550955>

📄 Beckett, A., Ellison, N., Barrett, S., & Shah, S. (2010). ‘Away with fairies?’ Disability within primary-age children’s literature. *Disability & Society*, 25(3), 373-386. <https://doi.org/10.1080/09687591003701355>

📄 Leininger, M., Dyches, T.T., Prater, M.A., & Heath, M.A. (2010). Newbery Award winning books 1975-2009: how do they portray disabilities? *Education and Training in Autism and Developmental Disabilities*, 45(4), 583-596. <http://www.jstor.org/stable/23879762>

📄 Whaley, K. (n.d.). #OwnVoices: Why we need diverse authors in children’s literature. *Brightly*. <https://www.readbrightly.com/why-we-need-diverse-authors-in-kids-ya-lit/>

Week Three

Monday, 11 April – Module 7 – Evaluating Children’s Inclusion Literature

Readings for today discuss guidelines for evaluating children’s inclusion literature in terms of both key elements of fiction and portrayals of disability. Please make sure that you have access to the readings (either print or electronic) during class.

In-class activity #6.1 (across two days)

Due: book choice

📄 Prater, M.A., & Dyches, T.T. (2008). *Teaching about disabilities through children’s literature*. Libraries Unlimited. Chapter 1: Introduction (pp. ix-xiv).

- ☞ Anti-Defamation League. (2013). *Evaluating children's books that address disability*. Author. <https://www.adl.org/sites/default/files/documents/assets/pdf/education-outreach/evaluating-children-s-books-that-address-disability.pdf>
- ☞ Myers, C., & Bersani Jr., H. (2008/2009, Winter). Ten quick ways to analyze children's books for ableism. *Rethinking Schools*, 23(2). <https://rethinkingschools.org/articles/10-quick-ways-to-analyze-children-s-books-for-ableism/>
- ☞ Artman-Meeker, K. Grant, T.O., & Yang, X. (2016). By the book: Using literature to discuss disability with children and teens. *TEACHING Exceptional Children*, 48(3), 151-158. <https://doi.org/10.1177/0040059915618195>

Wednesday, 13 April – Module 7 – Evaluating Children's Inclusion Literature (continued)

Continued development of an evaluation rubric.

In-class activity #6.2 (across two days)

- ☞ Jackson, C.W., & Larkin, M.J. (2002). RUBRIC: teaching students to use grading rubrics. *Teaching Exceptional Children*, 35(1), 40-45. <https://doi.org/10.1177/004005990203500106>
- ☞ Andrade, H.G. (2005). Teaching with rubrics: the good, the bad, and the ugly. *College Teaching*, 53(1), 27-30. <http://doi.org/10.3200/CTCH.53.1.27-31>
- ☞ Atkinson, T.S., Matusевич, M.N., & Huber, L. (2009). Making science trade book choices for elementary classrooms. *The Reading Teacher*, 62(6), 484-497. <https://doi.org/10.1598/RT.62.6.3>

Friday, 15 April – Module 8 – Teaching with Children's Inclusion Literature

In today's public schools, in most states, teaching any children's literature involves addressing Common Core State Standards and designing lessons that develop critical reading, in-depth discussion and reflection, and text-based writing abilities. Please make sure that you have access to the readings (either print or electronic) during class.

- ☞ Katz, A. (2016). The social construction of disabilities and differences: cultivating appreciation of diversity in an elementary classroom through critical reading, writing and reflection. In J. Stratman (Ed.), *Lessons in disability: essays on teaching with young adult literature* (pp. 9-30). McFarland & Company.
- ☞ National Governors Association Center for Best Practices, & Council of Chief State School Officers. (2010). *Common Core State Standards for English Language Arts (ELA)*. Authors. Focus on the CCSS goals (p. 7), the Anchor Standards for Reading (p. 10, p. 35), and the Reading Standards for Literature, Writing Standards, and Language Standards for the grade range for your chosen book (e.g., grades 3-5: p. 12, pp. 20-21, pp. 28-29; grades 6-7: pp. 36-37, 42-44, 52-53). http://www.corestandards.org/wp-content/uploads/ELA_Standards1.pdf
- ☞ Greene, P. (2018, November). Common Core testing and the fracturing of literature. *Forbes*. <https://www.forbes.com/sites/petergreene/2018/11/09/common-core-testing-and-the-fracturing-of-literature/>
- ☞ *Because of Winn-Dixie* by Kate DiCamillo (with mini-assessment) [Lesson plan]. https://www.keansburg.k12.nj.us/cms/lib/NJ01001933/Centricity/Domain/63/Mini_Assessment_SAP_Because_of_Winn_Dixie_Kate_Dicamillo_Final.pdf

- Sharp, C. (2014, October). Educators' guide to *Escape from Mr. Lemoncello's Library* by Chris Grabenstein [Lesson plan].
https://images.randomhouse.com/promo_image/9780307931474_4244.pdf

Week Four

Monday, 18 April – Module 9 – Midterm Exam

Wednesday, 20 April – Module 10 – Cerebral Palsy (CP)

Select scientific and educational views on CP.

Quiz #1

Due: book synopsis

- Center for Parent Information and Resources. (2017, June). *Cerebral palsy* [disability fact sheet]. <http://www.parentcenterhub.org/cp/>
- Rosenbaum, P. (2003). Cerebral palsy: what parents and doctors want to know. *BMJ*, 326(7396), 970-974. <https://doi.org/10.1136/bmj.326.7396.970>
- Schiariti, V., Sauve, K., Klassen, A.F., O'Donnell, M., Cieza, A., & Mâsse, L.C. (2014). 'He does not see himself as being different': the perspectives of children and caregivers on relevant areas of functioning in cerebral palsy. *Developmental Medicine & Child Neurology*, 56(9), 853-861. <https://doi.org/10.1111/dmcn.12472>
- Sentenac, M., Ehlinger, V., Michelsen, S.I., Marcelli, M., Dickinson, H.O., & Arnaud, C. (2013). Determinants of inclusive education of 8-12 year-old children with cerebral palsy in 9 European regions. *Research in Developmental Disabilities*, 34(1), 588-595. <https://doi.org/10.1016/j.ridd.2012.09.019>
- Gillette Children's Specialty Healthcare. (2015, 21 December). Christina's cerebral palsy story [Video]. *YouTube*. <https://www.youtube.com/watch?v=YFXcSLKf7CE>

***Thursday, 21 April – Module 9 – Midterm Exams returned**

Friday, 22 April – Module 10 – Cerebral Palsy (CP)

An example of how CP is portrayed in middle-grade fiction (700L).

In-class activity #7: evaluating *Out of my mind*

Due: book review 1

- Draper, S.M. (2012). *Out of my mind*. Atheneum Books for Young Readers/Simon & Schuster Children's Publishing Division.
<https://ebookcentral-proquest-com.dartmouth.idm.oclc.org/lib/dartmouth-ebooks/detail.action?pg-origsite=primo&docID=5658076>
- Miller, D.L. (2012/2013). Literature opens doors for all children. *Phi Delta Kappan*, 94(4), 28-33. <https://doi.org/10.1177/003172171209400409>
- Jordan, K. (2017, 5 October). Book review: Out of my mind. *DiversityCouncil.org*.
<https://www.diversitycouncil.org/single-post/2017/10/05/Book-Review-Out-of-My-Mind>

Week Five

Monday, 25 April – Module 11 – Mid-term Reflection

Mid-term check-in and reflection; discussions about class, the Book Analysis Project, and rubrics (with edits).

Due: annotated bibliography

Wednesday, 27 April – Module 12 – Obsessive-Compulsive Disorder (OCD)

Select scientific and educational views on OCD.

Quiz #2

- 📖 American Psychiatric Association. (2013). Obsessive-compulsive and related disorders. In *Diagnostic and statistical manual of mental disorders* (5th ed.). Author.
<https://dsm.psychiatryonline.org/doi/full/10.1176/appi.books.9780890425596.dsm06>
(Obsessive-compulsive and Related Disorders)
- 📖 French, W.P., Boydston, L., & Varley, C.K. (2016). Obsessive compulsive disorder: a review. *Journal of Alternative Medical Research*, 8(4), 431-439.
<https://search.proquest.com/docview/1864051756>
- 📖 Anxiety and Depression Association of America. (n.d.). Understand the facts: OCD at school. ADAA. <https://adaa.org/understanding-anxiety/obsessive-compulsive-disorder/ocd-at-school>
- 📖 Wagner, A.P. (2017). OCD at school. *International OCD Foundation*.
<https://kids.iocdf.org/for-kids/ocd-at-school/>
- 📖 Keyes, C., Nolte, L., & Williams, T.I. (2018). The battle of living with obsessive compulsive disorder: a qualitative study of young people's experiences. *Child and Adolescent Mental Health*, 23(3), 177-184. <https://doi.org/10.1111/camh.12216>
- 📖 Schaaff, S.M.V. (2016, 11 October). What obsessive-compulsive disorder does to a young mind when it grows unchecked. *Washington Post*.
<https://www.washingtonpost.com/news/answer-sheet/wp/2016/10/11/what-obsessive-compulsive-disorder-does-to-a-young-mind-when-it-grows-unchecked/>
- 📖 Baier, C. (2016, 3 March). Unstuck: an OCD kids movie documentary trailer 1 [Video]. *YouTube*. <https://www.youtube.com/watch?v=AAumaH3HPyc>

Friday, 29 April – Module 12 – Obsessive-Compulsive Disorder (OCD)

An example of how OCD is portrayed in middle-grade fiction (550L).

In-class activity #8: evaluating Finding perfect

Due: book review 2

- 📖 Swartz, E. (2016). *Finding perfect*. New York: Farrar Straus Giroux.
- 📖 Atkinson, A. (2016). Finding perfect by Elly Swartz [Book review]. *Bulletin of the Center for Children's Books*, 70(2), 98. <https://doi.org/10.1353/bcc.2016.0837>

Week Six

Monday, 02 May – Module 13 – Dyslexia

Select scientific and educational views on dyslexia.

Quiz #3

Due: supporting characters

- 📖 American Psychiatric Association. (2013). Specific learning disorder. In *Diagnostic and statistical manual of mental disorders* (5th ed.). Author.
<https://dsm.psychiatryonline.org/doi/full/10.1176/appi.books.9780890425596.dsm01#BCFHAAH> (Specific Learning Disorder)

- 📖 Fletcher, J.M. (2009). Dyslexia: the evolution of a scientific concept. *Journal of the International Neuropsychological Society*, 15, 501-508.
<https://doi.org/10.1017/S1355617709090900>
- 📖 International Dyslexia Association. (2017). *Dyslexia in the classroom: what every teacher needs to know*. Author. <https://dyslexiaida.org/wp-content/uploads/2015/01/DITC-Handbook.pdf>
- 📖 Altieri, J.L. (2008). Fictional characters with dyslexia: what are we seeing in books? *Teaching Exceptional Children*, 41(1), 48-54.
<https://doi.org/10.1177/004005990804100106>
- 📖 Understood. (2016, 12 January). 8th-grader Jade shares her dyslexia story [Video]. *YouTube*. <https://www.youtube.com/watch?v=Q27DkM4V9rA>

Wednesday, 04 May – Module 13 – Dyslexia

An example of how dyslexia is portrayed in middle-grade fiction (550L).

*In-class activity #9: evaluating *Fish in a tree**

Due: book review 3

- 📖* 📖 Hunt, L.M. (2015). *Fish in a tree*. Puffin Books.
<http://dartmouth.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,url,uid&db=nlebk&AN=1111844&site=ehost-live&scope=site>
- 📖 Brown, M.R. (2019). “Swimming against the tide”: disability represented through fish symbolism in (and on) middle grade and young adult novels. *Children’s Literature in Education*, 50, 193-209. <https://doi.org/10.1007/s10583-017-9335-5>

Friday, 06 May – Module 14 – Tourette Syndrome

Select scientific and educational views on Tourette Syndrome.

Quiz #4

- 📖 American Psychiatric Association. (2013). Neurodevelopmental disorders. In *Diagnostic and statistical manual of mental disorders* (5th ed.). Author.
<https://dsm.psychiatryonline.org/doi/full/10.1176/appi.books.9780890425596.dsm01#BCFCACFC> (Tic Disorders)
- 📖 Coffman, A. (2012). Tourette Syndrome in the classroom. *Educational Leadership*, 70(2), 46-49.
<http://dartmouth.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,url,uid&db=a9h&AN=82055900&site=ehost-live&scope=site>
- 📖 Tourette Association of America (n.d.). *Living with Tourette & tic disorders: a guide for patients and families*. Author. <https://tourette.org/wp-content/uploads/Full-Family-Toolkit-rev.pdf>
- 📖 Pollak, S. (2014, 14 September). Living with Tourette Syndrome [Video]. *YouTube*.
<https://www.youtube.com/watch?v=e8HtTb0Vko>

Week Seven

Monday, 09 May – Module 14 – Tourette Syndrome

An example of how Tourette Syndrome is portrayed in middle-grade fiction (670L).

*In-class activity #10: evaluating *Forget me not**

Due: book review 4

- 📖 Terry, E. (2017). *Forget me not*. Square Fish.
📖 Publisher's Weekly. (2017, 16 January). Forget me not [Book review].
<https://www.publishersweekly.com/978-1-250-09627-2>

Wednesday, 11 May – Module 15 – Anxiety

Select scientific and educational views on anxiety.

Quiz #5

Due: research basis

- 📖 American Psychiatric Association. (2013). Anxiety disorders. In *Diagnostic and statistical manual of mental disorders* (5th ed.). Author.
<https://dsm.psychiatryonline.org/doi/full/10.1176/appi.books.9780890425596.dsm05#BABDFBHH> (Generalized Anxiety Disorder)
- 📖 Imran, N., Haider, I.I., & Azeem, M.W. (2017). Generalized anxiety disorder in children and adolescents: an update. *Psychiatric Annals*, 47(10), 497-501.
<https://doi.org/10.3928/00485713-20170913-01>
- 📖 Hurley, K. (2018, 09 October). What does childhood anxiety look like? Probably not what you think. *Washington Post*.
<https://www.washingtonpost.com/news/parenting/wp/2018/10/09/what-does-childhood-anxiety-look-like-probably-not-what-you-think/?noredirect=on>
- 📖 Ehmke, R. (2019). Classroom anxiety in children. *Child Mind Institute*.
<https://childmind.org/article/classroom-anxiety-in-children/>
- 📖 Swan, A.J., Kagan, E.R., Frank, H.E., Crawford, E., & Kendall, P.C. (2016). Collateral support: involving parents and schools in treatment for youth anxiety. *Evidence-based Practice in Child and Adolescent Mental Health*, 1(1), 3-15.
<https://doi.org/10.1080/23794925.2016.1158625>
- 📖 The Feed (2016, 13 April). Anxious kids [Video]. *YouTube*.
<https://www.youtube.com/watch?v=mVJFeI6zjH4>

Friday, 13 May – Module 15 – Anxiety

An example of how anxiety is portrayed in middle-grade fiction (640L).

In-class activity #11: evaluating *The nest*

Due: book review 5

- 📖* 📖 Oppel, K. (2015). *The nest*. Simon & Schuster Books for Young Readers.
<https://ebookcentral-proquest-com.dartmouth.idm.oclc.org/lib/dartmouth-ebooks/detail.action?pq-origsite=primo&docID=5679184>
- 📖 Bender, A. (2015, 9 October). 'The nest,' by Kenneth Opel [Book review]. *New York Times*. <https://www.nytimes.com/2015/10/11/books/review/the-nest-by-kenneth-oppel.html>

Week Eight

Monday, 16 May – Module 16 – Sensory Processing Disorder

Select scientific and educational views on sensory processing disorder.

Quiz #6

Due: lesson plan

- 📖 St-Esprit, M. (2019, 17 September). What is sensory processing disorder? *New York Times*. <https://parenting.nytimes.com/childrens-health/sensory-processing-disorder-kids>
- 📖 American Academy of Pediatrics. (2012). Policy statement: Sensory integration therapies for children with developmental and behavioral disorders. *Pediatrics*, 129(6), 1186-1189. <https://doi.org/10.1542/peds.2012-0876>
- 📖 Jarvie, J. (2014, 24 June). Is “sensory processing disorder” a real medical condition? *The New Republic*. <https://newrepublic.com/article/118319/sensory-processing-disorders-myriad-symptoms-create-controversy>
- 📖 Arky, B. (2019). The debate over sensory processing. *Child Mind Institute*. <https://childmind.org/article/the-debate-over-sensory-processing/>
- 📖 ESGWNRM. (2012, 5 July). A child’s view of sensory processing [Video]. *YouTube*. https://www.youtube.com/watch?time_continue=3&v=D1G5ssZIVUw

Wednesday, 18 May – Module 16 – Sensory Processing Disorder

An example of how sensory processing disorder is portrayed in middle-grade fiction (600L).
In-class activity #12: evaluating Stanley will probably be fine
Due: book review 6

- 📖 Pla, S.J. (2018). *Stanley will probably be fine*. Harper.
- 📖 Kirkus Review. (2017, 30 October). Stanley will probably be fine [Book review]. *Kirkus Reviews*. <https://www.kirkusreviews.com/book-reviews/sally-j-pla/stanley-will-probably-be-fine/>

Friday, 20 May – Module 17 – Depression

Select scientific and educational views on depression.
Quiz #7

- 📖 American Psychiatric Association. (2013). Depressive disorders. In *Diagnostic and statistical manual of mental disorders* (5th ed.). Author. <https://dsm.psychiatryonline.org/doi/full/10.1176/appi.books.9780890425596.dsm04>; click on “Sections” to find Major Depressive Disorder and Persistent Depressive Disorder (Dysthymia)
- 📖 Fawcett, K. (2015, 08 July). Coping with childhood depression. *US News & World Report*. <https://health.usnews.com/health-news/patient-advice/articles/2015/07/08/coping-with-childhood-depression>
- 📖 Selph, S.S., & McDonagh, M.S. (2019). Depression in children and adolescents: evaluation and treatment. *American Family Physician*, 100(10), 609-617. <https://www.aafp.org/afp/2019/1115/p609.html>
- 📖 Huberty, T. (2010). *Depression: supporting students at school*. National Association of School Psychologists. https://www.nasponline.org/Documents/Resources%20and%20Publications/Handouts/Families%20and%20Educators/Depression_Supporting_Students_at_School.pdf
- 📖 Oregonian, T. (2019, 30 August). Anxiety and depression in kids: healthy head to toe [Video]. *YouTube*. <https://www.youtube.com/watch?v=dZgMvyRkaI4>

Week Nine _____

Monday, 23 May – Module 17 – Depression

An example of how depression is portrayed in middle-grade fiction (580L).

In-class activity #13: evaluating Some kind of happiness

Due: book review 7

📖*📖 Legrand, C. (2016). *Some kind of happiness*. Simon & Schuster Books for Young Readers.

<https://ebookcentral-proquest-com.dartmouth.idm.oclc.org/lib/dartmouth-ebooks/detail.action?pg-origsite=primo&docID=5680318>

📖 Quealy-Gainer, K. (2016). Some kind of happiness by Claire Legrand (review). *Bulletin of the Center for Children's Books*, 69(9), 476-477. <https://doi.org/10.1353/bcc.2016.0379>

Wednesday, 25 May – Module 18 – Selective Mutism

Select scientific and educational views on selective mutism.

Quiz #8

📖 American Psychiatric Association. (2013). Anxiety disorders. In *Diagnostic and statistical manual of mental disorders* (5th ed.). Author. <https://dsm.psychiatryonline.org/doi/full/10.1176/appi.books.9780890425596.dsm05#BABIFCCF> (Selective Mutism)

📖 Wallis, C. (2015). Beyond shyness. *Scientific American Mind*, 26(3), 50-55. <https://doi.org/10.1038/scientificamericanmind0515-50>

📖 Child Mind Institute. (2016). *Teachers guide to selective mutism*. Author. <https://childmind.org/guide/teachers-guide-to-selective-mutism/>

📖 Kovac, L.M., & Furr, J.M. (2019). What teachers should know about selective mutism in early childhood. *Early Childhood Education Journal*, 47(1), 107-114. <https://doi.org/10.1007/s10643-018-0905-y>

📖 Larholm, B. (2012, 13 March). This morning – selective mutism [Video]. *YouTube*. <https://www.youtube.com/watch?v=NkXFULOtuns>

Friday, 27 May – Module 18 – Selective Mutism

An example of how selective mutism is portrayed in middle-grade fiction (630L).

In-class activity #14: evaluating After zero

Due: book review 8

📖*📖 Collins, C. (2018). *After zero*. Sourcebooks Jabberwocky. <https://ebookcentral-proquest-com.dartmouth.idm.oclc.org/lib/dartmouth-ebooks/detail.action?pg-origsite=primo&docID=5494852>

📖 Mitchell, D. (2018, 25 April). Book review: After zero, by Christina Collins. *The Poisoned Inkwell*. <https://doramitchell.wordpress.com/2018/03/31/book-review-after-zero/>

📖 Bird, E. (2018, 20 April). Q&A and cover reveal: After zero by Christina Collins. *School Library Journal*. <http://blogs.slj.com/afuse8production/2018/04/20/qa-and-cover-reveal-after-zero-by-christina-collins/>

Week Ten

Monday, 30 May – Memorial Day [no classes]

Due by 9:00 AM: overview

Wednesday, 01 June – Module 19 – Conclusion

Course conclusion, book fair, and wrap-up.

- 📖 Kingsbury, M. (2021, 28 April). The current state of disability representation in children's books. *Book Riot*. <https://bookriot.com/disability-representation-in-childrens-books/>

Friday, 03 June – Final Book Analysis Project due at 10:00 AM