



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
XENIA HADJIOANNOU	xuh12	Capital College (CA)	Not Available

Academic Home: Capital College (CA)

Type of Proposal: Add Change Drop

Message for Reviewers:

Course Designation

(LLED 215N) Children's Picture Books as Multimodal Texts

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Chld Pic Bks
Discipline: General Education
Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

- Writing/Speaking (GWS)
- Quantification (GQ)

Knowledge Domains

- Health & Wellness (GHW)
- Natural Sciences (GN)
- Arts (GA)
- Humanities (GH)
- Social and Behavioral Sciences (GS)

Additional Designations

- Bachelor of Arts
- International Cultures (IL)
- United States Cultures (US)
- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

First-Year Engagement Program

- First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 3

Maximum Credits: 3

Repeatable: NO

Department with Curricular Responsibility: Behavioral Science And Education (HBCA_BSCED)

Effective Semester: Upon Approval

Travel Component: NO

Course Outline

A brief outline or overview of the course content:

This course explores picture books as multimodal texts. Students will have extensive opportunities to read and analyze a wide array of picture books (genres, authors/illustrators, techniques, styles), with a particular focus on books representing diverse perspectives, communities and experiences. We will examine, describe, critique and apply (a) various visual representation techniques and elements of visual grammar encountered in high quality book illustrations (Arts Domain); (b) various authoring techniques, styles and conventions involved in composing the linguistic aspect of exceptional picture books (Humanities Domain); and (c) the complex interrelationships between written language and illustration in constructing multimodal semiotic content (Integrative Thinking).

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

1. What is multimodality and what does it mean to read a multimodal text? (1 week)
2. Exceptional children's picture books: Historical Evolution, Criteria of quality and important awards (1 week)
3. Library and other resources (Horn Book Online, Children's Literature Comprehensive Database) (1 week)
4. Children's literature representing diverse perspectives (1 week)
5. Critical Literacy in reviewing picture books (1 week)
6. Authoring techniques, styles and conventions (linguistic aspect) (4 weeks)
7. Visual representation techniques and elements of visual grammar (4 weeks)
8. The complex interrelationships between written language and illustration in constructing multimodal semiotic content (2 weeks)

Course Description:

Children's picture books are often described as fundamental in nurturing the development of young children into engaged readers and fearless writers. Many adults have a special place in their hearts for picture books they loved as children; books they read over and over again, books that spoke to their hearts and minds, and books that helped them figure out the mystery of written language.

In this inter-domain course, we will take a close look at children's picture books and explore their magic through integrating humanities and the arts. We will read many, many books of different genres to examine how the written text and illustration work together to compose a work of art that we read, understand, enjoy and connect to. We will explore the criteria by which we judge the literary and artistic quality of picture books and will become acquainted with resources that can help us find exceptional books. We will also consider the significance of children's literature representing diverse perspectives and will work to deconstruct the values and biases implicit in texts written for young children.

Much of the course will be organized in a workshop format through which we will learn about the authoring and illustrating techniques and processes used by notable authors and illustrators of modern children's picture books, while also experimenting with the same techniques through drafting and developing our own picture books. Our end goal will be to thoughtfully weave linguistic and visual composition elements to craft original multimodal texts for children.

The name(s) of the faculty member(s) responsible for the development of the course:

Name: XENIA HADJIOANNOU (xuh12)

Title:

Phone:

Address:

Campus: HB

City:
Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

Through their experiences in this course, by the end of the semester, students will be able to:

1. List robust quality criteria for exceptional children's picture books and apply them in evaluating picture books.
2. Articulate the need for children's picture books representing diverse perspectives and identify several such exceptional books.
3. Utilize a critical literacy perspective in interrogating the values and biases implicit in picture books written for young children.
4. Trace, describe and evaluate the use of visual representation techniques and elements of visual grammar in book illustrations, with particular attention to cultural aspects.
5. Trace, describe and evaluate various authoring techniques, styles and conventions involved in the linguistic aspect of picture books
6. Describe and evaluate the combination of visual and linguistic elements in constructing multimodally composed meaning in picture books.
7. Weave linguistic and visual composition elements to craft original multimodal texts for children (picture books).

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed. The procedures for determining students' grades should be specifically identified.

The recommended assessments for the course are listed below. The percentage allocations for each assessment's weight in the course grade represent one possible grading scale.

1. Double Entry Learning Journals (weight: 15%)
2. Book Reviews (weight: 20%)
3. Original Children's Picture Book with Author's Notes (weight : 25% + 10%)
4. Peer Reviews (weight: 10%)
5. Final Reflection (weight: 20%)

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

N/A

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

This is an inter-domain General Education course, integrating the Humanities and Arts Domains. As explicated elsewhere in this submission, it pursues several general education objectives as well as objectives specific to the Humanities and the Arts. The course can be taken by students of any major but it could be of particular interest and relevance to students considering or pursuing a major that involves work with children (education, rehabilitation and human services, social work, psychology, etc.) or a major involving writing (communications, journalism, English, etc).

A description of any special facilities:

Because of the workshop nature of the course, students will be best served if the course is offered in a room with large tables that allow for the creation of artwork and for peer consultations.

Frequency of Offering and Enrollment:

Once per year

Alignment with General Education Objectives

- EFFECTIVE COMMUNICATION** – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.
- KEY LITERACIES** – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.
- CRITICAL AND ANALYTICAL THINKING** – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.
- INTEGRATIVE THINKING** – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

KEY LITERACIES

- The students will read scholarly resources on linguistic authoring techniques and aspects of visual representation in illustration, with a particular focus on multimodality as a key kind of literacy in the 21st century. These ideas will also be presented, explained and extensively discussed in class. Students will record their developing understanding of the concepts through a Double-Entry Learning Journal.
- The students will have scaffolded opportunities to identify, interpret and discuss the use of these techniques in children's picture books.
- The students will have the opportunity to create an original picture book specifically composed with an intended audience of young children, utilizing learned and intuited techniques.

CRITICAL AND ANALYTICAL THINKING

- The students will read scholarly resources on established criteria for evaluating children's picture books as multimodal texts.
- The students will read scholarly resources on deconstructing values, stereotypes and biases present in children's picture books.
- The students will examine children's books and reviews of children's books published in professional forums as mentor texts; they will analyze their content and style and will make decisions about their personal preferences. Special attention will be given to the detection and discussion of bias.
- The students will write and publish online reviews of children's picture books.
- The students will offer feedback to peer-authored original picture books.

INTEGRATIVE THINKING

- The students will read scholarly resources on multimodality as a key kind of literacy for the 21st century and resources discussing the multimodal nature of picture books (linguistic and visual composition)
- Through examples, the students will consider how, in picture books, linguistic and visual elements work together to construct a single text. A key focus will be on how the interplay between the two semiotic systems (linguistic and visual) creates richer and more nuanced information and aesthetic stimulation than either system could achieve alone. Special attention will be given to cultural discursive practices and patterns of visual representation.
- The students will use this knowledge in composing their Original Picture Books and will represent their thinking in the accompanying Author's Notes.
- In their Final Reflection, the students will discuss how an understanding of multimodal composition can help inform their reading and composition of texts other than picture books.

CREATIVE THINKING

- The students will have the opportunity to create an original picture book specifically composed with an intended audience of young children, utilizing learned and intuited techniques.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

1. Double Entry Learning Journals (weight: 15%)

To determine the attainment of the learning objective of Key Literacies, through the semester, the students will keep a Double Entry Learning Journal to record their responses and connections to course readings on linguistic authoring techniques, aspects of visual representation in illustration, and multimodality. (Key Literacies)

2. Book Reviews (weight: 20%)

The students will write reviews of children's picture books utilizing criteria informed by scholarly resources and their developing knowledge of authoring and visual composition techniques. Special attention will be given to the detection and discussion of bias. (Critical and Analytical Thinking)

3. Original Children's Picture Book with Author's Notes (weight: 25% + 10%)

The students will utilize visual and linguistic techniques and semiotic conventions as well as multimodal design principles to (a) create original picture books and (b) compose author notes explicating their use, (Creative Thinking and Integrative Thinking)

4. Peer Reviews (weight: 10%)

The students will utilize their knowledge of visual and linguistic techniques and semiotic conventions and of multimodal design principles to offer feedback to peer-authored original picture books (Critical and Analytical Thinking)

5. Final Reflection (weight: 20%)

The students will write a Final Reflection Paper in which they discuss their understanding of picture books as multimodal texts. In addition, they will discuss how an understanding of multimodal composition can help inform their reading and composition of texts beyond picture books (Integrative Thinking).

Note: The percentage allocations for each assessment's weight in the course grade represent one possible grading scale.

General Education Domain Criteria

General Education Designation: Inter-Domain

GA Criteria

- Explain the methods of inquiry in arts fields and describe how the contributions of these fields complement inquiry in other areas
- Demonstrate an expanded knowledge and comprehension of the role that the arts play in various aspects of human endeavor
- Demonstrate competence in the creation of works of art and design
- Demonstrate competence in analysis, critical thinking and interpretive reasoning through the exploration of creative works
- Identify and explain the aesthetic, historic, social, and cultural significance of important works of art and critically assess creative works, their own or others', through evaluative processes of analysis and interpretation

What components of the course will help students achieve the domain criteria selected above?

] Demonstrate competence in the creation of works of art and design

- The students will read, consider and discuss scholarly resources on techniques and elements of visual representation in illustration.
- The students will examine picture books with a focus on identifying, describing and critiquing their illustrations and other visual elements.
- The students will apply their knowledge by creating the illustrations and other visual elements of an original picture book for children.

] Demonstrate competence in analysis, critical thinking and interpretive reasoning through the exploration of creative works

- The students will read, consider and discuss scholarly resources on techniques and elements of visual representation in illustration.
- The students will examine picture books with a focus on identifying, describing and critiquing their illustrations and other visual elements.
- The students will examine professional book reviews of children's picture books as mentor texts, with a focus on how reviewers discuss illustrations.
- The students will write and publish online reviews of children's picture books, in which they make reference to the illustrations and other visual elements. Special attention will be given to biases and stereotypes.
- The students will offer feedback to peer-authored original picture books.

] Identify and explain the aesthetic, historic, social, and cultural significance of important works of art and critically assess creative works, their own or others', through evaluative processes of analysis and interpretation.

- The students will read scholarly resources on techniques and elements of visual representation in illustration.
 - The students will examine picture books with a focus on identifying, describing and critiquing their illustrations and other visual elements.
 - The students will examine professional book reviews of children's picture books as mentor texts, with a focus on how reviewers discuss illustrations.
 - The students will write and publish online reviews of children's picture books, in which they make reference to the illustrations and other visual elements. Special attention will be given to biases and stereotypes.
 - The students will workshop through progressive drafts of an original picture book in which they engage in self-evaluation and revision of their illustrations and other visual elements.
 - The students will offer feedback on the illustrations of peer-authored original picture books.
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GH Criteria

- Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas
- Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses
- Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities
- Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range
- Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

What components of the course will help students achieve the domain criteria selected above?

] Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses

- The students will read and analyze a plethora or children's picture books both through curated classroom activities and through guided activities outside the classroom.
- The students will read scholarly resources on authoring techniques and aspects of visual representation in illustration, with a particular focus on multimodality as a key kind of literacy for the 21st century. These ideas will also be presented, explained and extensively discussed in class
- The students will have scaffolded opportunities to examine picture books with a focus on identifying, describing and critiquing the written text, their visual components and the interplay of modalities. Special attention will be given to cultural authenticity, the representation of diverse perspectives, and to the identification and deconstruction of biased and stereotypical representations.
- The students will demonstrate clear and well-reasoned responses to the studied topics and texts through Double Entry Learning

Journals, Book Reviews and through authoring their own Original Picture Book. Metacognitive reflection will be demonstrated through the production of Author Notes describing the purposeful use of particular techniques in the Original Picture Book.

] Critically evaluate texts in the humanities– whether verbal, visual, or digital– and identify and explain moral or ethical dimensions within the disciplines of the humanities

- The students will read and analyze a plethora of children's picture books both through curated classroom activities and through guided activities outside the classroom.
- The students will write book reviews with special attention to cultural authenticity, the representation of diverse perspectives, and to the identification and deconstruction of biased and stereotypical representations.
- The students will provide feedback to peers' drafts of their Original Picture Books

] Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

- The students will read and have the opportunity to consider and discuss scholarly work on
 - the history and evolution of picture books as multimodal, value-laden cultural objects,
 - the evolution of quality criteria for exceptional children's literature, with a focus on issues of cultural authenticity, diverse perspectives, social justice and bias.
 - our evolving understanding of literacy (deictic nature), which continues to be profoundly shaped and reshaped by the proliferation of digital authoring and multimodalities.
 - The students will demonstrate their knowledge and through Double Entry Learning Journals and Book Reviews
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Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

Picture books are highly aesthetic types of text, typically involving written language and images. To experience, comprehend, interpret and respond to picture books, readers are called upon to consider jointly the written text and visual elements, as the interplay between the two semiotic systems (linguistic and visual) creates richer and more nuanced information and aesthetic stimulation than either system could achieve alone. This dual nature renders picture books quintessentially multimodal, an often-overlooked characteristic of most modern texts.

Seeking to emulate the enhanced semiotic power of purposefully combining two systems, this three-credit, inter-domain course titled Picture Books as Multimodal Texts will integrate Humanities and Arts, affording each domain equal attention. Students will have extensive opportunities to read and analyze a wide array of picture books (genres, authors/illustrators, techniques, styles), with a particular focus on books representing diverse perspectives, communities and experiences. Aiming to expand students' Key Literacies, a workshop approach will be implemented to mentor students into examining, describing critiquing and applying (a) various visual representation techniques and elements of visual grammar encountered in high quality book illustrations (Arts Domain); (b) various authoring techniques, styles and conventions involved in composing the linguistic aspect of exceptional picture books (Humanities Domain); and (c) the complex interrelationships between written language and illustration in constructing multimodal semiotic content (Integrative Thinking). A critical literacy perspective will promote Social Responsibility and Ethical Reasoning by framing picture books and the conventions of their composition as expressions of cultural norms and values.

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

Below is a listing of course topics organized by domain. Please note that this does not represent the chronological order of these topics in the syllabus. The chronological order is presented in section B2.

Topics relevant to both domains:

- Historical evolution of picture books
- From literacy to literacies and multimodalities
- Quality criteria for children's picture books & Book Reviews
- Critical readings of children's picture books: diverse perspectives, cultural authenticity, deconstruction of biased and stereotypical representations
- Multimodality in children's picture books
- Types and styles of multimodality
- Successful author and illustrator collaborations

Humanities Topics

Picture Books

- Genres in Children's Picture Books
- Narrative texts
 - o Narrative Structure
 - o Character Development
 - o Narrative Point of View
 - o Dialogue (between characters and inner dialogue)
 - o Descriptions
- Nonfiction/Informational Picture Books
 - o Organizational Structures in Informational Picture Books
 - o Establishing credibility
 - o The language of informational books

Graphic Novels

- Graphic novels as literature

Arts Topics

Picture Books

- Colors
- Line
- Visual Point of View

- Perspective
- Typography
 - o Font selection
 - o Font variation (size, type, color, positioning on page)

Graphic Novels

- Terms: Panels, gutters, narrative boxes
- Sound effects
- Line: use of line to show emotion and motion/action
- Intensity: techniques to create intensity in panels

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

This course could be taught by individual faculty with expertise in children's picture books. This could be faculty from Education or from the Humanities who are qualified to teach courses in children's literature. It could also be faculty from the arts who have expertise in illustrated children's books.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

Assessment of Integrative Thinking

- Book Reviews: Students will be expected to identify picture books that exemplify principles and techniques discussed in the course and compose book reviews recognizing, analyzing and evaluating the books' linguistic, visual and multimodal features (Critical and Analytical Thinking).
- Original Picture Book Creation: Students will be expected to utilize visual and linguistic techniques and semiotic conventions as well as multimodal design principles to (a) create original picture books and (b) compose author notes explicating their use (Creative Thinking).

Campuses That Have Offered () Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK	
Spring 2019												<input checked="" type="checkbox"/>																	

Potential Impact

Pre-Requisites

is listed as a pre-requisite or concurrent course for the following courses:

Note: Not all courses may be listed here, due to lionpath requirement incompleteness.

No pre-requisites or concurrent courses found

Review History

Picture Books as Multimodal Texts

**Inter-domain General Education Course
Humanities (GH) and Arts (GA) - 3 credits
SYLLABUS**

Course Description:

Children's picture books are often described as fundamental in nurturing the development of young children into engaged readers and fearless writers. Many adults have a special place in their hearts for picture books they loved as children; books they read over and over again, books that spoke to their hearts and minds, and which helped them figure out the mystery of written language.

In this inter-domain course, we will take a close look at children's picture books and explore their magic through integrating humanities and the arts. We will read many, many books of different genres to examine how the written text and illustration work together to compose a work of art that we read, understand, enjoy and connect to. We will explore the criteria by which we judge the literary and artistic quality of picture books and will become acquainted with resources that can help us find exceptional books. We will also consider the significance of children's literature representing diverse perspectives and will work to deconstruct the values and biases implicit in texts written for young children.

Much of the course will be organized in a workshop format through which we will learn about the authoring and illustrating techniques and processes used by notable authors and illustrators of modern children's picture books, while also experimenting with the same techniques through drafting and developing our own picture books. Our end goal will be to thoughtfully weave linguistic and visual composition elements to craft original multimodal texts for children.

Course Objectives:

The course will attend to the General Education Objectives of: Key Literacies, Critical and Analytical Thinking, Integrative Thinking and Creative Thinking. In addition, as an inter-domain course incorporating humanities (GH) and the arts (GA), the course will attend to the domain-specific student learning criteria listed below.

Specifically, through their experiences in this course, by the end of the semester, students will be able to:

1. List robust quality criteria for exceptional children's picture books and apply them in evaluating picture books and composing book reviews.
2. Articulate the need for children's picture books representing diverse perspectives and identify several such exceptional books.
3. Utilize a critical literacy perspective in interrogating the values and biases implicit in picture books written for young children.

4. Trace, describe and evaluate the use of visual representation techniques and elements of visual grammar in book illustrations, with particular attention to cultural aspects.
5. Trace, describe and evaluate various authoring techniques, styles and conventions involved in the linguistic aspect of picture books
6. Describe and evaluate the combination of visual and linguistic elements in constructing multimodally composed meaning in picture books.
7. Weave linguistic and visual composition elements to craft original multimodal texts for children (picture books)

In regards to the Humanities (GH) Domain, the students will:

- ✓ Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses.
- ✓ Critically evaluate texts in the humanities– whether verbal, visual, or digital– and identify and explain moral or ethical dimensions within the disciplines of the humanities.
- ✓ Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities.

In regards to the Arts domain (GA), the students will:

- ✓ Demonstrate competence in the creation of works of art and design
- ✓ Demonstrate competence in analysis, critical thinking and interpretive reasoning through the exploration of creative works
- ✓ Identify and explain the aesthetic, historic, social, and cultural significance of important works of art and critically assess creative works, their own or others', through evaluative processes of analysis and interpretation.

Course Assignments

1. Double Entry Learning Journals

To determine the attainment of the learning objective of Key Literacies, through the semester, the students will keep a Double Entry Learning Journal to record their responses and connections to course readings on linguistic authoring techniques, aspects of visual representation in illustration, and multimodality.

- ✓ **General Education Objectives:** Key Literacies
- ✓ **GH Student Learning Criteria:**
 - Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses
 - Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

2. Book Reviews

The students will write reviews of children's picture books utilizing criteria informed by scholarly resources and their developing knowledge of authoring and visual composition techniques. Special attention will be given to the detection and discussion of bias.

- ✓ **General Education Objectives:** Critical and Analytical Thinking
- ✓ **GA Student Learning Criteria:**
 - Demonstrate competence in analysis, critical thinking and interpretive reasoning through the exploration of creative works
 - Identify and explain the aesthetic, historic, social, and cultural significance of important works of art and critically assess creative works, their own or others', through evaluative processes of analysis and interpretation.
- ✓ **GH Student Learning Criteria:**
 - Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses.
 - Critically evaluate texts in the humanities– whether verbal, visual, or digital– and identify and explain moral or ethical dimensions within the disciplines of the humanities
 - Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

3. Original Children's Picture Book with Author's Notes

The students will utilize visual and linguistic techniques and semiotic conventions as well as multimodal design principles to (a) create original picture books and (b) compose author notes explicating their use.

- ✓ **General Education Objectives:** Creative Thinking and Integrative Thinking
- ✓ **GA Student Learning Criteria:**
 - Demonstrate competence in the creation of works of art and design
 - Identify and explain the aesthetic, historic, social, and cultural significance of important works of art and critically assess creative works, their own or others', through evaluative processes of analysis and interpretation.
- ✓ **GH Student Learning Criteria:**
 - Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses

4. Peer Reviews

The students will utilize their knowledge of visual and linguistic techniques and semiotic conventions and of multimodal design principles to offer feedback to peer-authored original picture books

- ✓ **General Education Objectives:** Critical and Analytical Thinking
- ✓ **GA Student Learning Criteria:**
 - Demonstrate competence in analysis, critical thinking and interpretive reasoning through the exploration of creative works
 - Identify and explain the aesthetic, historic, social, and cultural significance of important works of art and critically assess creative works, their own or others', through evaluative processes of analysis and interpretation.
- ✓ **GH Student Learning Criteria:**
 - Critically evaluate texts in the humanities– whether verbal, visual, or digital– and identify and explain moral or ethical dimensions within the disciplines of the humanities

5. Final Reflection

The students will write a Final Reflection Paper in which they discuss their understanding of picture books as multimodal texts. In addition, they will discuss how an understanding of multimodal composition can help inform their reading and composition of texts beyond picture books.

General Education Objectives: Integrative Thinking

Major Topics

	Topic	Approximate Length of Time
1	What is multimodality and what does it mean to read a multimodal text?	1 week
2	Exceptional children's picture books: Historical Evolution, Criteria of quality and important awards	1 week
3	Library and other resources (Horn Book Online, Children's Literature Comprehensive Database)	1 week
4	Children's literature representing diverse perspectives	1 week
5	Critical Literacy in reviewing picture books	1 week
6	Authoring techniques, styles and conventions (linguistic aspect)	4 weeks
7	Visual representation techniques and elements of visual grammar	4 weeks
8	The complex interrelationships between written language and illustration in constructing multimodal semiotic content	2 weeks