



Course Syllabus

EDUC 3180.02 COURSE NUMBER AND SECTION	Laura H. Schmink INSTRUCTOR	LHSchmink@aol.com E-MAIL ADDRESS
CHILDREN'S LITERATURE COURSE TITLE	FALL, 2004 TERM	314-367-6570 PHONE
Adams School: 10:00 – 11:40 a.m. SITE AND TIME		3 CREDIT HOURS

- I. Course Description: (provide details of student focus, rationale, scope, and prerequisites)

This course is designed to provide upper division education students (early childhood, elementary, special education) an opportunity to become acquainted with the great wealth of trade books and other media forms available for today's children, preschool through grade eight. An equally important purpose is to assist preservice teachers so that they may guide children toward more comprehensive, creative, insightful, and diverse utilization of literary materials in a classroom setting. Extensive reading of children's literature will be required. Students will also be involved in the use of multiple intelligences and creative book projects giving them the opportunity to practice current children's literature theory.

- II. Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.
- A. To recognize the value literature holds for children (MOSTEP: Building an understanding of the many dimensions of human experience by reading a variety of literature from different periods, genres, and cultures-also found in CA 2-3. 7; G1.1-1.2, 1-4-1.9, 2.3-2.4, 3.1-3.8; NCTE 2.2-2.3; CR 3-4)
 - B. To become familiar with literature currently available for children in different genres (See MOSTEP A)
 - C. To gain skill in guiding children's study, selection, and evaluation of literature (MOSTEP : Applying a variety of strategies to comprehend, interpret, and evaluate diverse texts, including, but not limited to, prior experiences, interactions with other readers and writers, knowledge of word meaning, word identification strategies, and understanding of textual features-also found in CA 2-3; G 1.5-1.6; NCTE 2.1-2.3; CR 2-4)
 - D. To become familiar with effective methods, such as multiple intelligences and the Integration process in theme-based programs that foster appreciation of good books (MOSTEP: Competency in literature using a variety of strategies-also found in CA 117; G 1.5, 1.79, 2.1-5, 3.1, 3.306, 4.1,4.3, 4.5-6; IRA 4; CR C1)
 - E. To develop motivational, interpretive, and read-aloud activities in connection with the use of literature in the classroom throughout the curriculum (MOSTEP: Participating in developing, leading and listening to presentations and discussions for a variety of purposes and audiences-also found in CA 6; G 1.8, 2.1-2.7, 3.1-3.8, 4.1, 4.5-4.6; NCTE 2.4.2; CR 1-2)
 - F. To develop skill in using literature in teaching critical thinking and lesson planning (MOSTEP: Strategies for Reading: Purpose, Vocabulary, Comprehension, Reading Rate-also found in CA 1.7; G 1.5, 1.7-9, 2.1-5; 3.1, 3.3-6, 4.1, 4.3, 4.5-6; IRA 4; CR C1)

- G. To widen knowledge and learn to appraise graphic media (MOSTEP: Gathering, evaluating, and synthesizing information using a variety of technological and informational resources to create and communicate knowledge effectively-also found in CA 4; G 1.1-1.8, 2.1-2.2, 2.7; CR 1)
- H. To prepare teachers to be knowledgeable about current theory, research and best practice by designing integrated enrichment programs emphasizing cultural diversity, reflection, and individualized learning (MOSTEP: Reading, viewing, and creating a variety of texts to in response to the evolving needs and demands of society, the workplace and the individual-also found in NCTE 2.2-2.5; CR 1-4)
- I. To incorporate technology and other visual and kinesthetic tools that enhance the use of children's literature in the classroom. (See MOSTEP G)

Course Expectations

Our classroom environment will allow you to question, explore, and seek knowledge, but you are accountable for your own learning. Involvement in this class is mandatory. Read material prior to class to be prepared. Participate within small groups, your cooperative group presentations, and whole class discussions. Unprofessional behavior is unacceptable. Late or incomplete assignments, unexcused absences, and/or missed classes will result in a lowering of the final grade. One excused absence is allowed. More than two will affect your final grade by one grade level. Assignments submitted after the due date cannot expect to receive a higher grade than a B. Students are responsible for their attendance and professionalism. **If absent from a class, the student is responsible for getting information and hand-outs from fellow students.**

- I. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments, and exams. **See Class Schedule Calendar**

- II. Resources:

Text(s):

Cullinan, Bernice E. and Galda, Lee. (2002) Literature and the Child. Canada: Wadsworth/Thomson Learning.

Bettleheim, Brono. (1977). The Uses of Enchantment: The Meaning and Importance of Fairy Tales. Vintage Books, New York.

Yolen, Jane. The Devil's Arithmetic (1988); Lowry, Lois. The Giver. (1993).

Supplemental Readings: (list and indicate how these are to be used)

Original Portfolios

Audio-visual/other: Power Point Presentations

- III. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

- I. One-Week Thematic Unit, including Lesson Plans
- II. Literature Portfolio (50 Book Reviews)
- III. Class presentation(s): Power Point Chapter Presentations,
- IV. Written Reflections – Completion of Writing Prompts
- V. Book Buddy Journal or Classroom Observation Review
- VI. Class Attendance and Participation
- VII. Final Exam

Summary Of Assignments

Literary self-introduction (25 points)

Using a children's literature book important to you, along with 2-5 items that describe you and/or are important to you, including a children's book and author/illustrator you find special, introduce yourself to the class. After you have finished describing your artifacts, include a description of your chosen book and read aloud several paragraphs of your chosen book, or entire book, if brief.

Power Point Presentations (50 points)

Using Power Point (name of file.ppt), students will select chapters from the text and prepare a presentation. In addition to a review of the text, students need to provide a bibliography and bring in the books referenced to share with the class. Students also need to provide an interactive classroom activity, based on their chosen topic. Utilize graphics and sound, a variety of background color, and a creative slide design.

Book Buddy Journal (50 points) OR

Select a child to read with (preferably one with a reading problem). Meet with the child a minimum of three times. Respond in a minimum of three journal entries. Each entry must contain: Date, time, title of book, author, objective of lesson and instructional plan, description of what happened, and an evaluation of the lesson...**OR...**

Classroom Observation Review (50 points)

Students will write a review of their experiences in two diverse school settings. A scoring guide will be provided. This assignment may be done in place of the **Book Buddy Journal**.

Children's Literature Portfolio (100 points)

The student will read fifty (50) children's books; at least five books from each genre of children's literature, including 5 award-winning books and 5 chapter books. A comprehensive review will be written for each book. Reviews must include title, author, illustrator, summary, evaluation of illustrations and text, and suggestions for classroom use in as many subjects as reasonable. (Social Studies, Science, Language arts, Math, Art, Music, and Movement) You will be graded on originality, organization, support, neatness, clarity, style, and mechanics.

One-Week Thematic Unit (100)

The student will develop a curriculum for a one-week thematic unit, including the content areas of social studies, science, math, and communication arts, with an emphasis on writing. Five lesson plans for each subject area must be included. (One for each day of the week for each subject.) Show-Me Standards should be incorporated into each lesson. Keep in mind that the curriculum must follow good reading instruction. The lessons should promote the emergence and the encouragement of the independent reader. The lessons may be on any reading level and use any theme. This assignment will be graded on originality, completeness, and orientation to multiple intelligences as well as to the use across the curriculum.

Written Reflections (50)

Many classes will begin with a writing prompt reflecting the assigned readings and the student's personal reactions. Students will be given 15 minutes to complete the writing. Students who miss the assignment because of tardiness will have earned a zero. There will be no make-ups on writing prompts.

Final Exam (75 points)

The final exam will be a combination essay and multiple-choice exam. Students will be expected to be able to apply the information from the Cullinan and the Bettelheim books as well as activities encountered in class.

Attendance and Participation (50 points)

Includes class participation and professionalism. Active class discussion and cooperative participation is expected. Students need to come to class on time. All work must meet a minimum standard, which is C level work. To achieve full points for each assignment (B or A grade) there must be superior work, involving higher levels of critical thinking, references to educational or psychological theory and/or specific children's books, and an indication of how the information will benefit the student's practice as a beginning teacher.

Total500 pts

Grading Scale:

A	460-500	92-100%
B	420-459	84- 91%
C	380-419	76- 83%
D	340-379	68- 75%

- 4. Supplements (study guide, sample tests, project outlines may be attached.)
Please list. See above: *Summary of Assignments*
- 5. FINAL PROJECTS: Final projects/papers will be returned to students in the following manner: (Final Exam)
 - Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project/paper can be returned.
 - Other (explain)

NOTE; Papers will not be available for pick up from the School of Education Office.

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required.

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards is included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

References

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