

WEBSTER UNIVERSITY  
SCHOOL OF EDUCATION

Course Syllabus

EDUC 3180.02  
COURSE NUMBER AND SECTION

Laura H. Schmink  
INSTRUCTOR

314-367-6570  
PHONE

CHILDREN'S LITERATURE  
COURSE TITLE

SPRING, 2004  
TERM

3  
CREDIT HOURS

Adams School: 10:00 – 11:50 a.m.  
SITE AND TIME

**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 become acquainted with the great wealth of trade books and other media forms available for today's children, preschool through 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 is 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.

**Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.**

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 2.4, 3.1-3.8; NCTE 2.2-2.3; CR 3-4)

To become familiar with literature currently available for children in different genres (See MOSTEP A)

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 writers, knowledge of word meaning, word identification strategies, and understanding of textual features-also found in CA 1.6; NCTE 2.1-2.3; CR 2-4)

To become familiar with effective methods, such as multiple intelligences and the Integration process in theme-based projects to foster appreciation of good books (MOSTEP: Competency in literature using a variety of strategies-also found in CA 117; 2.1-5, 3.1, 3.306, 4.1,4.3, 4.5-6: IRA 4; CR C1)

To develop motivational, interpretive, and read-aloud activities in connection with the use of literature in the classroom through curriculum (MOSTEP: Participating in developing, leading and listening to presentations and discussions for a variety of 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)

To develop skill in using literature in teaching critical thinking and lesson planning (MOSTEP: Strategies for Reading: Fluency, 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 1)

To widen knowledge and learn to appraise graphic media (MOSTEP: Gathering, evaluating, and synthesizing information from a variety of technological and informational resources to create and communicate knowledge effectively-also found in CA 2.1-2.2, 2.7; CR 1)

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 texts in response to the evolving needs and demands of society, the workplace and the individual-also found in NCTE 4)

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 involvement in this class. Involvement in this class is mandatory. Read material prior to class to be prepared. Participate within small groups, your 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. 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.**

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

#### **Resources:**

Text(s):

Cullinan, Bernice E. and Galda, Lee. (2002) Literature and the Child. Canada: Wadsworth/Thomson Learning  
Bettleheim, Bruno. (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); and Swenson, Dianne. (1984). The Trouble.

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

Original Portfolios

Audio-visual/other: Power Point Presentations

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

One-Week Thematic Unit, including Lesson Plans  
Literature Portfolio (50 Book Reviews)  
Class presentation(s): Power Point Chapter Presentations,  
Written Reflections – Completion of Writing Prompts  
Book Buddy Journal or Classroom Observation Review  
Class Attendance and Participation  
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 yourself, include a description of your chosen book and read aloud several paragraphs of your chosen book, or entire book, if brief. Include a short activity or description of an activity we can do in class that relates to your book.

##### **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 the text, students need to provide a bibliography and bring in the books referenced to share with the class. Students also provide an interactive classroom activity, based on their chosen topic. Utilize graphics and sound, a variety of background

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. Respc minimum of three journal entries. Each entry must contain: Date, time, title of book, author, objective of lesson and instru description of what happened, and an evaluation of the lesson...**OR...**

**Classroom Observation Review (50 points)**

Students will write a review of their experiences at two diverse school settings. A scoring guide will be provided. This as 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 aw books, and 5 chapter books. A comprehensive review will be written for each book. Reviews must include title, author, il summary, evaluation of illustrations and text, and suggestions for classroom use in as many subjects as reasonable. (So Science, Language arts, Math, Art, Music, and Movement) You will be graded on originality, organization, support, neatn 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, communication arts, with an emphasis on writing. Five lesson plans for each subject area must be included. (One for ea week for each subject.) Show-Me Standards must be incorporated into each lesson. Keep in mind that the curriculum m good reading instruction. The lessons should promote the emergence and the encouragement of the independent reade lessons may be on any reading level and use any theme. This assignment will be graded on originality, completeness, a 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. Stuc given 15 minutes to complete the writing. Students who miss the assignment because of tardiness will have earned a ze 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 i 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. Stuc come to class on time. All work must meet a minimum standard, which is C level work. To achieve full points for each as or A grade) there must be superior work, involving higher levels of critical thinking, references to educational or psycholo and/or specific children's books, and an indication of how the information will benefit the student's practice as a beginning

Total .....500 pts

**Grading Scale:**

<b>A</b>	<b>468-500</b>	<b>92-100%</b>
<b>B</b>	<b>428-467</b>	<b>84- 91%</b>
<b>C</b>	<b>368-427</b>	<b>76- 83%</b>
<b>D</b>	<b>348-367</b>	<b>68- 75%</b>

Supplements (study guide, sample tests, project outlines may be attached.) Please list. See above: *Summary Assignments*

**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

- Benedict, S. & Carlisle, L. (1992). Beyond words: Picture books for older readers and writers. Portsmouth, NJ: Heinemann.
- Carpenter, H. and M. Prichard, M. (1984). The Oxford companion to children's literature. New York: Oxford University Press.
- Cianciolo, P. (1997). Picture books for children, 4<sup>th</sup> ed. Chicago: American Library Assoc.
- Changar, J. & Harrison, A. (1992). Storytelling activities kit. West Nyack, NY: Center for Applied Research in Education.
- Daniels, H. (2002). Literature circles: voice and choice in book clubs and reading groups. York, ME: Stenhouse.
- Griffiths, R. & Clyne, M. (1991). Books you can count on: Linking mathematics and literature. Portsmouth, NH: Heinemann.
- Hearne, B. G. and D. Stevenson. (2000). Choosing books for children: A commonsense guide, 3<sup>rd</sup> ed. Urbana: University of IL Press.
- Hickman, J., B. Cullinan, & Jepler, S. (Eds). (1994). Children's literature in the classroom: Weaving Charlotte's Web. Norwood, MA: Christopher-Gordon.
- Koehnecke, D.S. (December, 1994). Folklore and the multiple intelligences. Children's Literature in Education, 26 (4). 241-47.
- Koehnecke, D.S. (Winter 2000). Increasing literature through storytelling. Reading Improvement, 37 (4). 187-189.
- Koehnecke, D.S. (March 2001). Smoking night and crack: Controversial subjects in current children's stories. Children's Literature in Education, 31 (4). 17-30.
- Larrick, N. (1982). A parent's guide to children's reading. New York: Bantam.

Lipson, E.R. (2000). The New York Times parent's guide to the best books for children, 3<sup>rd</sup> ed. New York: Three Rivers Press.

Manifold, M. C. (1997). Picture books as a social studies resource in the elementary school classroom. ERIC Digest. 4.

Munde, G. (1997). What are you laughing at? Differences in children's and adult's humorous book selections." Children's Literature in Education, 28. 219-233.

Nodelman, P. (1996). The pleasures of children's literature, 2<sup>nd</sup> ed. New York: Longman.

Peterson, R. & Eads, M. (1990). Grand conversations: literature groups in action. New York: Scholastic.

Pinsent, P. (1997). Children's Literature and the politics of equality. New York: Teachers College Press.

Raines, S.E. & Canady, R.J. (1989). Story stretchers: Activities to expand children's favorite books. Mt. Rainier, MO: Gryphon House.

Russell, D.L. (1998). 'The city spreads its wings: The urban experience in poetry for children. Children's Literature in Education, 29. 31-42.

Sendak, M. (1988). Caldecott & co: Notes on books and pictures. New York: Farrar, Straus & Giroux.

Sutherland, Z., D. Monson, & M.H. Arbuthnot. (1997). Children and books: Reading, MA: Addison-Wesley.

Sutherland, Z., B. Hearne, & R. Sutton. (1991). The best in children's books. Chicago: University of Chicago Press.