



Course Syllabus

EDUC 3180.01

COURSE NUMBER AND SECTION

Dolores Barnes

INSTRUCTOR

961- 2660, Ext. 7945

PHONE

CHILDREN'S LITERATURE

COURSE TITLE

SPRING, 2006

TERM

3

CREDIT HOURS

WebH 325: 1:30-2:50 P.M. T-R

SITE AND TIME

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 and intensive reading of children's literature will be required. Students will also be involved in multiple intelligence and creative book projects where they have 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: 1.2.1-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 : 1.2.3-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: 1.2.3-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 using literature in the classroom and throughout the curriculum (MOSTEP: 1.2.5 & 1.2.6-also found inCA 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: 1.2.4-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 & technological media (MOSTEP: 1.2.1 & 11.1-6-also found in CA 4; G 1.1-1.8, 2.1-2.2, 2.7; CR 1)
- H. To prepare teachers knowledgeable about current theory, research and best practice by designing integrated enrichment programs emphasizing cultural diversity, reflection, and individualized learning (MOSTEP: 1.2.2, 1.2.3, 1.2.5, 1.2.6, 1.2.7, 1.2.8, & 1.2.9-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. (MOSTEP: 11.1-11.6)

Course Expectations

Our classroom environment will allow you to question, explore, and seek knowledge. 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 presentation, 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. More than two absences 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. Any grade lower than a B- may be rewritten to bring the grade up to a B-. **When absent from a class, students will turn in an essay describing what they missed.**

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):

Norton, Donna. (2004). Through the eyes of a child: An introduction to children's literature. 6th Ed. Englewood Cliffs, NJ: Merrill. Myers, Walter Dean. (1988). Scorpions; Yolen, Jane. The Devil's Arithmetic (1988); Lowry, Lois. The Giver. (1993); and Swenson, Dianne. (1984). Teacher Trouble.

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. Term Paper(s): Portfolio Project, Book Buddy Journal or Observation Review
- II. Examination(s): Final Literature Circles Exam
- III. Class presentation(s): Literature Bags, Power Point Chapter Presentations, Article Review
- IV. Curriculum project: Portfolio, field-based experiences
- V. Class Participation Weekly sharing/evaluating of literature
- VI. Other Original book Project

Summary Of Assignments

****Specific instructions will be provided in class****

Literature Bag (15 points)

Using a personalized children's literature book, 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 or entire reading if brief, of your chosen book followed by a short activity or description of an activity we can do in class that relates to your book.

Power Point Presentations (60 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 creative slide designs in your ppt.

B	299-273	84- 91%
C	272-245	76- 83%
D	244-221	68- 75%

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

5. 3 Hour Courses: Students taking an 8 week course for 3 credit hours will complete the following additional assignments and/or attend the following additional class meetings:
 - a) Lab (Power Point Presentation)
 - b) Curriculum Project (Portfolio Project)
 - c) Paper(s) (Book Buddy Journal)
 - d) AV Project (Power Point Presentation)
 - e) Other (Original Book Project, Library Article Presentation, Literature Bags)

6. 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.

Also being arranged are four field sessions: Field Days (3-4) will be substituted for class sessions when local school district confirms dates.

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, 4th 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, 3rd 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.
- Keating, M., J. Wiles, & M. Piazza. (2002). Learning webs: Curriculum journeys on the Internet. New Jersey: Merrill Prentice Hall.
- 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, 3rd 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, 2nd 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.
- Whitfield, J. (1998). Hooked on literature. Waco, TX: Prufrock Press.

STUDENT RUBRICS

Spring 2004

*****TURN IN EACH RUBRIC WITH EACH PROJECT*****

NAME _____ SECTION _____

LITERATURE BAGS

Presentation	5 pts	_____
Activity	5 pts	_____
Professionalism & Appearance	5 pts	_____
TOTAL POSSIBLE POINTS	15 pts	_____

NAME _____ SECTION _____

CHAPTER PRESENTATION

Handout Lesson: Background, Book List	10 pts	_____
Audience Awareness	10 pts	_____
Appearance & Professional Manner	10 pts	_____
Knowledge & Content Lesson	10 pts	_____
Enunciation	10 pts	_____
Activity	10 pts	_____
TOTAL POSSIBLE POINTS	60 pts	_____

NAME _____ SECTION _____

ARTICLE CRITIQUE and LIBRARY ASSIGNMENT

Content / Review		
Professionalism & Oral Presentation	5 pts	_____
TOTAL POSSIBLE POINTS	5 pts	_____

NAME _____ SECTION _____

BOOK BUDDY JOURNAL

Date, time, title, author, objective, plan	10 pts	_____
Description and Evaluation	10 pts	_____
TOTAL POSSIBLE POINTS	20 pts	_____

NAME _____ SECTION _____

CLASSROOM OBSERVATION REVIEW

A separate scoring guide will be provided for all students who choose to complete this assignment in place of the **Book Buddy Journal**

NAME _____ SECTION _____

PORTFOLIO**15 TOTAL BOOKS**

4 pts each Annotations (Bibliographic info-Underlined or Italicized Title, Author, Illustrator/Summary/Response/Grade Level, Genre, Activity-each entry is worth 4 pts). Summarize *every* story in *Teacher Trouble*.

	POSSIBLE POINTS	60 pts	_____
For 3 of the Required Books (<i>Devil's Arithmetic</i>, <i>Scorpions</i>, & <i>The Giver</i>)			
Thematic Essay (Theme/Rationale, 10 pts; Support, 10 pts)		20 pts	_____
Table of Contents (Alphabetized, Book Difficulty, Page Numbers)		10 pts	_____
Reference Page (APA or MLA style preferred)		10 pts	_____
Presentation & Professionalism		10 pts	_____
TOTAL POSSIBLE POINTS		110 pts	_____

NAME_____

SECTION_____

ORIGINAL BOOK RUBRIC

Illustrations		10 pts	_____
Story		40 pts	_____
Multiple Intelligence Activities		16 pts	_____
5 Publishers		10 pts	_____
1 pt each for name & address			
1 pt each for why you chose			
Professionalism		4 pts	_____
MI's & Publishers / Presentation			
TOTAL POSSIBLE POINTS		80 pts	_____

NAME_____

SECTION_____

FINAL EXAM

Summary and Response		5 pts	_____
Literature Circle Roles		5 pts	_____

Attendance & Professionalism based on Field & Class Work POSSIBLE POINTS =15
YOUR POINTS

Literature Bag	_____	Out of 15
Chapter Presentation	_____	Out of 60
Book Buddy Journal/Classroom Observation	_____	Out of 20
Article Critique	_____	Out of 05
Portfolio	_____	Out of 110
Original Book	_____	Out of 80
Final Exam	_____	Out of 10
Attendance	_____	Out of 15