



Course Syllabus

EDUC 3180.01

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COURSE NUMBER AND SECTION

MAIL ADDRESS

Laura H. Schmink

INSTRUCTOR

E-

314-

PH

367-6570

ONE

CHILDREN'S LITERATURE

COURSE TITLE

CREDIT HOURS

Spring 2007

TERM

3

Adams School: 11:20 a.m. – 12:50 p.m.

SITE AND TIME

I. COURSE DESCRIPTION:

This course is designed to provide upper division education students (early childhood and elementary) 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.

CLASSROOM 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 individual or group presentation, and whole class discussions. 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. **You are expected come to class on time and ready to participate. Adult behavior is expected from all**

students and a professional disposition is required. All assignments must be your own work. Serious consequences will result from plagiarized assignments, including book reviews copied from Amazon.com, Publishers Weekly, or any other previously published source. Although ideas may be gleaned from the internet, writings and lesson plans must be your own work

II. LEARNING OUTCOMES:

Course Outcomes	SOE Goals, SOE Dispositions, and Standards Addressed
To recognize the value literature holds for children	MOSTEP: 1.2.1.1, 1.3, 1.4; SOE G 1; NCTE 2.2-2.3; SOE D 3
To become familiar with literature currently available for children in different genres	See MOSTEP 1.2.4.1, 1.4, 2.2, 9.2; SOE G 1, 4; NCTE 2, PI*: 3.3; SOE D 3
To gain skill in guiding children's study, selection, and evaluation of literature	MOSTEP: 1.2.4.1, 2.1, 6.2, 4.1; SOE G 2, 4; NCTE 2.1-2.3; SOE D 2, 3
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: 1.2.4.2; 2.4, 4.2, 5.1, 7.1, 8.2; SOE G 1, 2, 3, 4; IRA 4; PI: 2.2; SOE D 3
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, 2.3, 6.1, 7.3; SOE G 2, 4; NCTE 2.4.2, PI: 3.2, 4.3, 3.6; SOE D 2, 3
To develop skill in using literature in teaching critical thinking and lesson planning	MOSTEP: 1.2.5.1 4.1, 4.2, 5.2, 9.1; SOE G 1, 2; IRA 4; PI: 3.7; SOE D 3
To widen knowledge and learn to appraise graphic media	MOSTEP: 11.4, 6.3, 11.1; SOE G 2; NCTE: 6, PI: 3.6; SOE D 2, 3
To prepare teachers who are knowledgeable about current theory, research and best practice by designing integrated enrichment programs emphasizing cultural diversity, reflection, and individualized learning	MOSTEP: 11.2,3.1, 3.2, 9.3, 3.4, 4.3, 8.1, 7.2; SOE G 1, 2, 3, 4; NCTE 2.2-2.5; PI: 2.3, 3.8, 3.6; SOE D 1, 2, 3
To incorporate technology and other visual and kinesthetic tools that enhance the use of children's literature in the classroom	See MOSTEP: 11.3, 3.3, 7.4, 11.2; SOE G 2; NCTE: 8; PI: 3.4, 3.2, 3.6; SOE D 2, 3

*PI= Performance Indicator; SOE Goal and Dispositions Target Statements available at end of syllabus (SOE

- 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.
 Bettelheim, Bruno. (1977). The Uses of Enchantment: The Meaning and Importance of Fairy Tales. Vintage Books, New York. **(Do not buy: copies of selected chapters will be provided.)**
 Lowry, Lois. The Giver. (1993).

- 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 20 Lesson Plans
 - II. Literature Portfolio (20 Book Reviews)
 - III. Class presentation(s): Power Point Chapter Presentations,
 - IV. Written Reflections/ 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)

Introduce yourself to the class, using a children's literature book important to you, along with an item or items that describe you and/or are important to you. After you have finished describing your artifacts, include a description of your chosen book and read aloud several paragraphs of your chosen book, or the entire book, if brief.

Power Point Presentations (50)

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 the chosen genre or book. Utilize graphics and sound, a variety of background colors, and a creative slide design if possible.

Book Buddy Journal (25)

Select a child to read with. Meet with the child a minimum of two times. Respond in a minimum of two journal entries. Each entry must contain: Date, time, title of book, author, description of what happened, and an evaluation of the experience.

Classroom Observation Review (25)

Students will write a review of their experiences in two different school settings, or two grade levels within the same school. A scoring guide will be provided. This assignment will be done before the **Book Buddy Journal**.

Children's Literature Portfolio (100)

The student will read twenty (20) children's books; at least two books from each genre of children's literature, including 5 award-winning books and 3 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. **Reviews copied from Publisher's Weekly or any other Internet site will result in an automatic F.**

Mid-term Exam (BINGO Game) (25)

Although this quiz is in a game format, it consists of true/false, multiple choice, and fill-in-the-blank questions from all readings done to this point, chapter presentations, Bettelheim, and any other related readings.

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. 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 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 and presentations by classmates.

Attendance and Participation (25 points)

Includes class participation and professionalism. Active class discussion and cooperative participation is expected, including courtesy shown to fellow students and the instructor. 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%

- Students who want their graded, corrected final exam returned should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor.

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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- 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.
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- Pinsent, P. (1997). Children's literature and the politics of equality. New York: Teachers College Press.
- Quintero, E.P. Will I Lose a Tooth? Will I Learn to Read? Problem Posing with Multicultural Children's Literature. *Young Children*, May 2004
- Raines, S.E. & Canady, R.J. (1989). Story stretchers: Activities to expand children's favorite books. Mt. Rainier, MO: Gryphon House.
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- 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.