

## COURSE SYLLABUS

I. COURSE NUMBER AND TITLE: ENG – 391 Children's Literature

II. ACADEMIC CREDIT: Semester Hours: 3

III. COURSE DESCRIPTION:

A study of literature for children from picture books to elementary-age works. Methods of presenting literature for enjoyment and enlargement of experiences. Prerequisites: Eng 201 and upper-level standing or permission of department chair.

IV. PLACE OF COURSE IN THE EXISTING CURRICULUM:

Required:

- B.S. Ed-English As Second Language Comprehensive Subject major

Optional:

- B.S. Ed – Public
- B.A. - English major
- B.A. - Literature minor

V. COURSE GOALS AND OBJECTIVES:

A. Goals:

1. This course attempts to acquaint teacher candidates and other students with a large number of excellent, age-appropriate books for children in eight to ten major genres. Poetry and books that reflect cultural and ethnic diversity receive special emphasis.
2. Teacher candidates will learn how to use children's literature for enjoyment and in the content areas in their teaching, and will be able to provide leadership in the selection of books for classroom and school libraries. They will become aware of professional resources that will enable them to continue learning about new books for children after entering the profession.

B. Objectives: Upon successful completion of this course, the student will be able to:

1. Demonstrate an awareness of the broad range of literature for children in the major genres. (LR7)
2. Give evidence of having read and enjoyed a wide variety of children's books. (LR7)
3. Use a set of criteria for the selection of excellent literature for children in each of the major genres. (T5, LR7)
4. Identify age appropriate literature for children. (T6, T9, LD1)
5. Select books for children that appropriately reflect cultural and ethnic diversity. (LD1, LR4)
6. Use basic professional resources for reviewing children's books. (T5, LR7)
7. Use both print and Internet resources for obtaining information about authors and illustrators of children's books. (T5, LR7)
8. Use various ways of sharing literature with children. (LD1, LD2)

9. Identify the various awards that are presented in the field of children's literature. (LR7)

VI. CONTENT:

- A. The Story of Children's Literature (history) (LR7)
- B. Children Reading Literature (the child) (T6)
- C. Picture Books (LR7)
- D. Poetry and Verse (LR7)
- E. Folklore (LR7)
- F. Fantasy and Science Fiction (LR7)
- G. Contemporary Realistic Fiction (LR7)
- H. Historical Fiction (LR7)
- I. Biography (LR7)
- J. Nonfiction/Information (LR7)
- K. Cultural Diversity and Children's Books (LR4)
- L. Implementing a Literature Curriculum (LD1, LD3)
- M. Reading Aloud to Children (T6, LD1, LD2, LD8)
- N. Storytelling and Booktalking (LD1, LD2, LD8)
- O. Book Selection Criteria (LR7)
- P. Basic Awards (LR7)
- Q. Resources (LR7)

VII. METHODOLOGY:

- A. Whole class discussion (LD2, LD8)
- B. Partner and/or small group discussion (LD2, LD5, LD8)
- C. Videos (LD7)
- D. Reading aloud (LD2, LD5)
- E. Storytelling and other invitations to reading (LD2)
- F. Library orientation tour: resources (LR5, LR7)
- G. Student presentations on major author or illustrator (LD1, LD2, LR7)
- H. Student book talks (LD1, LD2, LR7)
- I. Outside interaction with children, involving observation and recording of children's reading preferences and reading responses (LD2, LD8)
- J. Making a card file of books from each genre for reference in professional life (T5, T6, T9, LD1, LD2, LR2, LR7)
- K. Making a card file of poetry to be used with children (T6, LD1)
- L. Participating in the Plum Creek Children's Literacy Festival (T5, T9, LD1, LD2, LD8, LR5, LR7)

VIII. STUDENT ROLES:

The student will:

- A. Attend class regularly. (see Attendance Policy)
- B. Read Cullinan text as assigned, with reading to be completed prior to the first class period of the week for which it was assigned. (T5, LR7)
- C. Participate in class discussions relevant to assigned readings from the Cullinan text. (T5, T6, T9, LD1, LD2, LR2, LR7)
- D. Read children's books voraciously! (LD1, LR7)

- E. Read at least seven books from each of the genres/categories specified, with at least three in each genre being non-picture books. (LD1, LR7)
- F. Make a card file (4"x6") of books read, following format/guidelines given by professor. (T5, T6, T9, LD1, LD2, LR2 LR7)
- G. Read as widely as possible from the works of one major author or illustrator (chosen in class), giving a presentation in class reflective of your reading experience or writing a paper reflective of your reading experience. THIS WILL BE DONE IN THE FIRST HALF OF THE SEMESTER. (LD1, LD2, LR7)
- H. Research one book in depth, including reviews from major sources. Give a book talk on that book. THIS WILL BE DONE IN THE LAST HALF OF THE SEMESTER. (T5, LD1, LD2, LR7)
- I. Establish a personal card file (4"x6" or 5"x8") of poetry so you will have poems at your fingertips for convenient use. (See Cullinan Ch. 4) File should contain a minimum of 25 poems. (T6, LD1)
- J. Interact with at least one child about books. (LD2, LD8)
- K. Take part in a professional development activity at Concordia: The Plum Creek Children's Literacy Festival. (T5, T9, LD1, LD2, LD8, LR5, LR7)
- L. Take a comprehensive Final Examination. (T5, LD2, LR7)

#### IX. EVALUATION:

Evaluation is based on each student's performance relating to course requirements (see Student Roles). Individual reading is a significant part of the course. A variety of titles representing the basic genres must be included, and a neat, extensive card file of the books read is the responsibility of each student. Students are responsible for the quality of their selections of books, thus book selection is emphasized experientially. Both quality and quantity of class participation are evaluated. Student presentations are evaluated according to criteria developed in part by the class. A comprehensive Final Examination is given. (T5, T6, LD1, LD2, LR7)

#### X. BIBLIOGRAPHY:

- Anderson, Richard C., et al. Becoming a Nation of Readers. Washington DC: U.S. Dept. of Ed., The National Institute of Education, 1984.
- Arbuthnot, May Hill and Zena Sutherland. The Arbuthnot Anthology, 4<sup>th</sup> ed. Scott Foresman, 1976.
- Baker, Augusta and Ellin Grecne. Storytelling: Art and Techniques. New Providence, NJ: R.R. Bowker, 1977.
- Baskin, Barbara H. and Karen H. Harris. More Notes from a Different Drummer: A Guide to Juvenile Fiction Portraying the Disabled. New Providence, NJ: R.R. Bowker, 1984.
- Bauer, Caroline Feller. A Handbook for Storytellers. Chicago, IL: American Library Association, 1997.
- Bauer, Caroline Feller. Celebrations: Read-Aloud Holiday and Theme Book Programs. Bronx, NY: Wilson, 1985.
- Bauer, Caroline Feller. Read for the Fun of It: Active Programming with Books for Children. Drawings by Lynn Gates Bredeson. New York: H.E. Wilson Co., 1992.
- Bauer, Caroline Feller. This Way to Books! Bronx, NY: Wilson, 1983.

- Beaty, Janice J. Building Bridges with Multicultural Picture Books for Children 3-5. Upper Saddle River, NJ: Merrill Prentice-Hall, 1997.
- Benedict, Susan and Lenore Carlisle (Eds.). Beyond Words: Picture Books for Older Readers and Writers. Portsmouth, NH: Heinemann, 1992.
- Bettleheim, Bruno. The Uses of Enchantment: The Meaning and Importance of Fairy Tales. New York: Alfred A. Knopf, 1976.
- Bodart, Joni. Booktalk 3: Booktalking for All Ages and Audiences. New York: Wilson, 1998.
- Bodart, Joni Richards (Ed.). Booktalk 4: Selections for the Booktalker for All Ages and Audiences. New York: H.W. Wilson Co., 1992.
- Champlin, Sonnie. Puppetry and Creative Dramatics in Storytelling. TX: Nancy Renfro Studios, 1980.
- Cleaver, Betty. Using Literature with Young Children, 3<sup>rd</sup> ed. Wm.C. Brown, 1982.
- Cooper, Patsy. When Stories Come to School: Telling, Writing, and Performing Stories in the Early Childhood Classroom. New York: Teachers and Writers Collaborative, 1993.
- Cullinan, Bernice E., (Ed.). Children's Literature in the Reading Program. Newark, DE: International Reading Association, 1987.
- Denman-West, Margaret W. Children's Literature: A Guide to Information Sources. Englewood, CO: Libraries Unlimited, 1998.
- Freeman, Judy. Books Kids Will Sit Still For: A Guide to Using Children's Literature for Librarians, Teachers, and Parents, 2<sup>nd</sup> ed. New Providence, NJ: Bowker, 1990.
- Freeman, Judy. More Books Kids Will Sit Still For: A Read-Aloud Guide. New Providence, NJ: R.R. Bowker, 1995.
- Frideberg, Joan Brest, et al. Accept Me As I Am: Best Books of Juvenile Nonfiction on Impairments and Disabilities. New Providence, NJ: R.R. Bowker, 1985.
- Friedberg, Joan Brest, June B. Mullins, and Adelaide Weir Sukiennik. Portraying Persons with Disabilities: An Annotated Bibliography on Nonfiction for Children and Teenagers, 2<sup>nd</sup> ed., New Providence, NJ: Bowker, 1992.
- Gillespie, John Thomas, and Corinne J. Naden (Eds.). Best Books for Children: Preschool through Grade 6, 5<sup>th</sup> ed. New Providence, NJ: R.R. Bowker, 1994.
- Gillespie, John Thomas, and Ralph J. Folcarelli. Guides to Collection Development for Children and Young Adults. Englewood, CO: Libraries Unlimited, 1998.
- Goodenough, Elizabeth, Mark A. Herberle, and Naomi B. Sokoloff (Eds.). Infant Tongues: The Voice of the Child in Literature. Foreword by Robert Coles. Detroit: Wayne State University Press, 1994.
- Grolier Incorporated. Home and School Reading and Study Guides: The New Book of Knowledge. Danbury, Conn.: Grolier Incorporated, 1996.
- Harris, Violet J. (Ed.). Teaching Multicultural Literature in Grades K-8. Norwood, MA: Christopher-Gordon, 1992.
- Hauser, Paula. Books for the Gifted Child. New Providence, NJ: R.R. Bowker, 1998.
- Hearne, Betsy. Choosing Books for Children: A Commonsense Guide, rev. ed. New York: Dell, 1990.
- Hickman, Janet and Bernice Cullinan. Children's Literature in the Classroom: Weaving Charlotte's Web. Norwood, MA: Christopher-Gordon, 1989.
- Hopkins, Lee Bennett (Ed.). Pass the Poetry Please! Rev. ed. Harper and Row, 1987.
- Horning, Kathleen T. From Cover to Cover: Evaluating and Reviewing Children's Books. New York: HarperCollins, 1997.

- Hunt, MaryAlice, comp. A Multimedia Approach to Children's Literature, 3<sup>rd</sup> ed. Chicago: American Library Association, 1983.
- Hunt, Peter, and Dennis Butts (eds). Children's Literature: An Illustrated History. Oxford [England]; New York: Oxford University Press, 1995.
- Iarusso, Marilyn B. (ed.). Stories: a List of Stories to Tell and Read Aloud, 7<sup>th</sup> ed. New York: New York Public Library, 1984.
- Kilpatrick, William, Gregory Wolfe, and Suzanne M. Wolfe. Books that Build Character: A Guide to Teaching Your Child Moral Values through Stories. Foreword by Robert Coles. New York: Simon and Schuster, 1994.
- Kobrin, Beverly. Eyeopeners! How to Choose and Use Children's Books about Real People, Places, and Things. New York: Viking Penguin, 1988.
- Koch, Kenneth. Rose, Where Did You Get That Red? New York: Random House, 1973.
- Lee, Lauren K. and Gary D. Hoyle (Eds.). The Elementary School Library Collection: A Guide to Books and Other Media, Phases 1-2-3, Williamsport, PA: Brodart Co., 1992.
- Lehr, Susan S. (Ed.). Battling Dragons: Issues and Controversy in Children's Literature. Portsmouth, NH: Heinemann, 1995.
- Leonhardt, Mary. Keeping Kids Reading: How to Raise Avid Readers in the Video Age. New York: Crown Publishers, 1996.
- Lewis, Valerie V. and Walter M. Mayes. Valerie & Walter's Best Books for Children: A Lively, Opinionated Guide. New York: Avon Books, 1998.
- Lipke, Barbara. Figures, Facts and Fables: Telling Tales in Science and Math. Portsmouth, NH: Heinemann, 1996
- Lipson, Ellen. The New York Times Parent's Guide to Best Books for Children. New York: Random House, 1988.
- Livingston, Myra Cohn. The Child As Poet: Myth or Reality? Boston: The Horn Book, 1984.
- Lynn, Ruth Nadelman. Fantasy Literature for Children and Young Adults: An Annotated Bibliography, 4<sup>th</sup> ed. New Providence, NJ: R.R. Bowker, 1995.
- Miller-Lachmann, Lyn. Our Family, Our Friends, Our World: An Annotated Guide to Significant Multicultural Books for Children and Teenagers. New Providence, NJ: Bowker, 1992.
- Millstone, David H. An Elementary Odyssey: Teaching Ancient Civilization through Story. Portsmouth, NH: Heinemann, 1995.
- Moir, Hughes, Melissa Cain, and Leslie Prosser-Beres (Eds.). Choosing and Using Books for the Classroom, 2<sup>nd</sup> ed. Boston: Christopher-Gordon, 1992.
- O'Berry, Linda W., Robin G. Little, and Ann W. Fields. Storytime around the Curriculum: A Comprehensive Early Childhood Curriculum Presented through Literature. Illustrations by Robin G. Little and Ed Mann. Livonia, MI: Partner Press, 1993.
- Paley, Vivian Gussin. The Girl with the Brown Crayon. Cambridge, Mass.: Harvard University Press, 1997.
- Paulin, Mary Ann. More Creative Uses of Children's Literature. Hamden, Conn.: Library Professional Publications, 1992.
- Pellowski, Anne. The Story Vine: A Source Book of Unusual and Easy-to-Tell Stories for around the World. Macmillan, 1984.
- Perrin, Noel. A Child's Delight. Hanover, NH: Dartmouth College, University Press of New England, 1997.
- Postman, Neil. The Disappearance of Childhood. New York: Delacorte Press, 1982.

- Raines, Shirley C. and Robert J. Canady. More Story Stretchers: More Activities to Expand Children's Favorite Books. Mt. Rainier, MD: Gryphon House, 1991.
- Raines, Shirley C. and Rebecca Isbell. Stories: Children's Literature in Early Education. Albany, NY: Delmar Publishers, 1994.
- Ross, Elinor P. Using Children's Literature Across the Curriculum. Bloomington, IN: Phi Delta Kappa Education Foundation, 1994.
- Rubright, Lynn. Beyond the Beanstalk: Interdisciplinary Learning through Storytelling. Portsmouth, NH: Heinemann, 1996.
- Rudman, Masha Kabakow. Children's Literature: An Issue Approach, 3<sup>rd</sup> ed. White Plains, NY: Longman, 1995.
- Sawyer, Ruth. The Way of the Storyteller. New York: Viking Penguin, 1997.
- Schiro, Micheal. Integrating Children's Literature and Mathematics in the Classroom: Children as Meaning Makers, Problem Solvers, and Literary Critics. New York: Teachers College Press, 1997.
- Stewig, John Warren. Read to Write: Using Children's Literature as a Springboard to Writing, 2<sup>nd</sup> ed. Holt, Rinehart and Winston, 1980.
- Thomas, Rebecca L. Primaryplots 2: a Book Talk Guide for Use with Readers Ages 4-8. New Providence, NJ: Bowker, 1993.
- Tunnell, Michael O. and Richard Ammon (Eds.). The Story of Ourselves: Teaching History Through Children's Literature. Portsmouth, NH: Heinemann, 1993.
- Welchman-Tischler, Rosamond. How to Use Children's Literature to Teach Mathematics. Reston, VA: National Council of Teachers of Mathematics, 1992.
- Wendelin, Karla Hawkins and M. Jean Greenlaw. Storybook Classrooms: Using Children's Literature in the Learning Center. Atlanta, GA: Humanics Ltd., 1984.
- Whitin, David Jackman and Sandra Wilde. It's the Story that Counts: More Children's Books for Mathematics Learning, K-6. Portsmouth, NH: Heinemann, 1995.
- Whitin, David Jackman and Sandra Wilde. Read Any Good Math Lately?: Children's Books for Mathematical Learning, K-6. Foreword by Kenneth S. Goodman. Portsmouth, NH: Heinemann, 1992.
- Wilkin, Binnie Tate. Survival Themes in Fiction for Children and Young People, 2<sup>nd</sup> ed. Metuchen, NJ: Scarecrow Press, 1993.
- Wilson, Lorraine. Write Me a Poem: Reading, Writing, and Performing Poetry. Portsmouth, NH: Heinemann, 1994.
- Ziegler, Robert G. Homemade Books to Help Kids Cope: An Easy-to-Learn Technique for Parents and Professionals. New York: Magination Press, 1992.

#### XI. DATE OF REVISIONS:

August 2012 (reviewed)