



Syllabus

Course Number/Title: ED277 Children's Literature

Year: Fall 2012

Department: Education

Credit Hours: 3 hours

Required Text: Children's Literature by
Charlotte Huck, 10 Ed.
ISBN # 978-0-07-337856-5

Days/Time: Tue/Th. 12:15-1:30

Instructor: Tara Schroer

Room #: LIB #253

Office Hours: M-F 8:00-11:00, 1:00-4:00

Phone: (785) 460-5487

E-mail: tara.schroer@colbycc.edu

Course Placement: Freshman or Sophomore

Pre-requisite: None

Course Rationale

To share knowledge and enthusiasm for the literature of children to future teachers and others so that they will be able to communicate their own excitement about books to the young people they teach and for their own enjoyment.

Assessment

The CCC assessment plan meets the general education requirements by continually assessing its effectiveness through student outcomes. An example of your work, a paper, some test questions, a presentation, or other work may be selected for assessment. This process will not affect your grade, will not require you do additional work and your evaluation will be confidentially handled. Through your cooperation we are working to improve teaching and learning at Colby Community College.

Student Learning Outcomes

The student will compile a portfolio representing 10 different genres.

The student will evaluate children's literature for plot, setting, theme, characterization, style, and point of view.

The student will recognize and be familiar with major authors, illustrators and awards.

Course Description

This class focuses on criteria for choosing and using literature with children, provides an in-depth look at the various genres and explores the teaching, planning and evaluating of a literature based program

Course Learning Objectives

1. To instill an appreciation of children's literature.
2. To aid in the evaluation of children's literature.
3. To aid in the selection of children's literature.
4. To become familiar with a variety of children's literature, especially those considered to be outstanding, including traditional and multicultural literature.
5. To become familiar with major authors, illustrators and awards.

Course Outline

Knowing Children's Literature

- Defining Children's Literature
- Evaluating Fiction
- Classics
- The Book Awards

Understanding Children's Responses to Literature

- Reading Interest
- Child Development
- Children's Responses to Literature

Multicultural Literature

- Early Beginnings to Recent Trends
- Definition and Rise of Multicultural Literature

Book to Begin On

- Developing Initial Literacy
- Books for the Very Young to the Beginning Reader

Picture Books

- The Art and the Artist
- Matter of Style
- Themes and Subjects

Traditional Literature

- Folktales
- Fables
- Myths
- Bible Stories

Modern Fantasy

- Modern Fairy Tales
- Science Fiction

Poetry

- Meaning of Poetry
- Selecting Poetry
- Sharing Poetry

Contemporary Realistic Fiction

- Becoming One's Own Person
- Coping with Problems of the Human Condition
- Living in a Diverse World
- Popular Types of Realistic Fiction (Humorous Stories, Animal Stories, Sport Stories, School Stories, Mysteries)

Historical Fiction for Today's Child

- Prehistoric Times
- Stories of the Eastern Hemisphere
- Stories of the Western Hemisphere
- Stories into the Twentieth Century

Nonfiction Books

- Trends in Nonfiction
- Criteria for Evaluating Nonfiction
- Types of Nonfiction Books

Biography

- Biography for Today's Child
- Criteria for Juvenile Biography
- Types of Biography
- Autobiographies and Memoirs

Method of Instruction

The class is structured around the textbook with lecture, class discussions, and reading assignments. A major part of the class will feature frequent sharing of books by the instructor and by the students. The Online Learning Center can be located at www.mhhe.com/kiefer9e This website is a wealth of information for you as a student and as a future teacher.

Method of Evaluation

Students will be evaluated on chapter tests, class projects, papers, and the final

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The grading scale is the following : 90-100% = A 80-89% = B 70-79% = C 60-69% = D and below 60% is a failing grade of F

50% = chapter tests

20% = portfolio

20% = assignments (written and class)

10% = final

Course Requirements

1. Read the assigned number of books and compile a portfolio of your reading for future reference using the following format:

Title:	Genre:
Author:	Level:
Illustrator:	Number of pages:
Publisher:	Date of Publication:
Summary (Use your own words; 3-4 sentences; setting, character, plot, conflict, resolution):	
Response (How did you or the child react? What struck you? How do you relate it to your life?):	

Required reading: This list is a minimum requirement of reading for this class. Hopefully, my enthusiasm for children's literature and the enthusiasm of others in the classroom will inspire students to read many more books.

1. 40 picture books (20 of which are Caldecott Medal winners)
 - 10 Newbery Medal books
 - 1 Historical Fiction
 - 1 Mythology
 - 2 Multicultural
 - 2 Poetry books
 - 3 Fantasy or Fairy Tale books
 - 1 biography
 - 1 non-fiction
 - 2 folktales
2. Biographical paper on selected author or illustrator using MLA style guidelines.
3. Online Learning Center which accompanies the textbook for specific assignments.
4. Story time at the public library
5. Chapter Tests
6. Final

Assignment Policy

Assignments are to be completed in a timely manner. Students are excused for school activities but assignments should be made up in advance or due the next class period. If you are absent for other reasons, your assignment is due the next class period. Check online or see me to determine assignment deadlines. When papers are submitted for grades, it should be noted that at no time is Wikipedia an acceptable source for citation. Students who are found to use Wikipedia as a source will receive a failing grade for the paper submitted.

Test Policy

Tests will be given throughout the semester. If you miss a test, you will be allowed a makeup. You will receive the test the following class. The test will be due at the next class meeting.

Attendance Policy

Regular class attendance and participation are required. If you have to miss a class period, it is your responsibility to get the assignment.

Academic Integrity

Colby Community College defines academic integrity as learning that leads to the development of knowledge and/or skills without any form of cheating or plagiarism. This learning requires respect for Colby's institutional values of quality, service and integrity. All Colby Community College students, faculty, staff, and administrators are responsible for upholding academic integrity.

Cheating is giving, receiving, or using unauthorized help on individual and group academic exercises such as papers, quizzes, tests, and presentations through any delivery system in any learning environment. This includes impersonating another student, sharing content without authorization, fabricating data, and altering academic documents, including records, with or without the use of personal and college electronic devices.

Plagiarism is representing or turning in someone else's work without proper citation of the source. This includes unacknowledged paraphrase, quotation, or complete use of someone else's work in any form. It also includes citing work that is not used and taking credit for a group project without contributing to it.

The following procedure will be used for students who violate the policy:

- First Offense – Student will receive a zero for the assignment and the student will be reported to the Dean of Academic Affairs.
- Second Offense – The student will be reported to the Dean of Academic Affairs and removed from the class.
- Third Offense – The student will be reported to the Dean of Academic Affairs and dismissed from the college.

Any questions about this policy may be referred to the Dean of Academic Affairs.

Syllabus Statement

The CCC assessment plan meets the general education requirements by continually assessing its effectiveness through student outcomes. An example of your work, a paper, some test question, a presentation, or other work may be selected for assessment. This process will not affect your grade, will not require you do additional work and your evaluation will be confidentially handled. Through your cooperation we are working to improve teaching and learning at Colby Community College.

Syllabus Information Disclaimer

I reserve the right to change any information contained in this document, when necessary, with adequate notice given to the student. Notice shall be given in the classroom during class. No other notice is required. It is the students' responsibility to keep up with any changes, modifications, adjustments or amendments that are made to this document.

Accommodations for Students With Disabilities

According to the Americans with Disabilities Act, it is the responsibility of each student with a disability to notify the college of his/her disability and to request accommodations. If a member of the class has a documented learning disability or a physical disability and needs special accommodations, he/she should contact Student Support Services, which is located in the Student Union.

Equipment

For On-line assignments, using own computer:*eCollege* – Minimum Macintosh System requirements: desktop or laptop with 800 MHz processor; Macintosh OS X operating system; 56 bps modem; sound card and speakers; CD-RW, Zip, DVD-RW or USB mass storage device, 512MB RAM. Minimum PC System requirements: desktop with 2.0 GHz Pentium 4 processor or laptop with 1.4 GHz Centrino processor; Windows XP Professional operating system; 56bps modem; sound card and speakers; CD-RW, Zip, DVD-RW or USB mass-storage device, 512MB RAM

Bibliography

1. Brown, Carol. (2008) *Essentials of Children's Literature*. (6th ed.) Boston: Pearson.
2. Hancock, Marjorie R. (2008) *A Celebration of Literature and Response*. (3rd ed.) Upper Saddle River, NJ: Pearson.
3. Norton, D.E. (2003). *Through the Eyes of a Child: An Introduction to Children's Literature*. (6th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
4. Sutherland, Zena. (1997) *Children and Books*. (9th ed.) New York: Longman.