

ST. CHARLES COMMUNITY COLLEGE
CHILDREN'S LITERATURE
EDU-225-01
SPRING 2006

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WITHDRAWAL DATES: Last day to drop and receive "W" - March 31, 2006
Last day to change from credit to audit or audit to credit -
February 14, 2006

STUDENTS WITH SPECIAL NEEDS:

The college has an Office of Accessibility Services that guides, counsels, and assists students with disabilities. It is located in Room 1206 of the Academic/Administration Building. If you have special needs, please call Pam Bova (636-922-8247). It is your responsibility to discuss with your instructor during the first week of class anything needed to help you succeed. Your instructor is willing to work with you so that you will experience success.

TEXT: Huck, Charlotte et al. CHILDREN'S LITERATURE IN THE ELEMENTARY SCHOOL.
Eighth ed. McGraw-Hill, 2001.

INSTRUCTIONAL GOALS: This class will provide an environment where the college's goals for students in the area of Critical Thinking, Writing Across Curriculum, and Computer Literacy are practiced. These will be utilized in a variety of ways throughout the course. Note presentations where these goals are specifically addressed.

STUDENT OBJECTIVES WILL BE LISTED WEEKLY.

WEEK Introductory Meeting:

- 1 Review course syllabus with emphasis on assignments.
- 1/20 Overview of the wide range of literature for children.
Overview of the many uses of children's literature throughout the elementary and middle school curriculum. (Mo-Step 1.2.2) Review of story elements. (Text, pp 13-24).

READ: Huck, Chapter One: Knowing Children's Literature

ASSIGNMENT: Begin dialogue journal.

First entry: Write your reading autobiography. What memories do you have of your early reading? Did your parents read to you? What books do you recall? Did teachers or librarians read aloud to you? What were some of your favorite books? Were there any that you did not like? What importance do you put on reading aloud to young children? SEE HANDOUT! (Mo-Step 1.2.9)

WEEK

- 2 Objectives:
- 1/27 To become aware of the personal and educational values of children's literature.
To understand and apply criteria in evaluating children's literature.
To match children's interests and preferences for books with their developmental levels. (Mo-Step 1.2.2)

READ: Huck, Chapter Two: Understanding Children's Responses to Literature

Know:

1. The major differences in literature for children and adults.
2. The personal values children receive from literature.
3. The educational values of children's literature.
4. The importance of children's literature in the school curriculum.
5. What are the Newbery and Caldecott awards?
6. The relationship of the work of Piaget, Kohlberg, and Vygotsky to the selection and use of books with children. (Mo-Step 1.2.2)
 7. What determines the book a child chooses?

Bring to Class:

One picture book appropriate for a level you choose which meets the guidelines for quality children's literature.

WEEK Objectives:

- 3 To gain an overview of the development of children's literature from its early
2/03 beginnings through the 20th century.
To understand the relationship between books for children and society's attitude toward children.
To examine current trends in publishing for children.

READ: Huck, Chapter Three: The Changing World of children's Books.

Know:

1. The purpose and early form of lesson books.
2. Characteristics of 18th and 19th century books for children.
3. Recognition of literature for children in the 20th century.
4. Recent trends in children's books.
5. Factors that cause a book to achieve a lasting place in children's literature.

Presentation:

Bring to class three books which reflect recent trends in publishing. Write a complete description of each book and tell why it would not have been published twenty years ago.
In addition: Find the web sites of three publishers of children's books on the internet. Provide a written summary of the contents and the address of each site and print out one page from each site that you find appealing. Share with classmates. (Mo-Step 1.2.11)

WEEK Objectives:

- 4 To become acquainted with books appropriate for the preschool through grade one
2/10 child.
To explore methods for helping young children acquire verbal patterns and a sense of literacy. (Mo-Step 1.2.3)

READ: Huck, Chapter Four: Books To Begin On.

Know:

1. Factors in preschoolers' lives that affect later achievement.
2. Considerations in choosing alphabet books, counting books, and concept books.
3. Techniques to employ when sharing books with very young children.
4. The power of reading aloud to children. (Mo-Step 1.2.7)
5. The value of predictable and pattern books.
6. The major appeal of Mother Goose rhymes.
7. The many uses of ABC books.
8. Major authors of Beginning-To-Read books.

Presentation:

From the quality books mentioned in your text, choose one counting book, one ABC book, one concept book, one Mother Goose book, one book with repeating patterns, and one Beginning-to-Read book. For each book include a brief booktalk and a student activity sheet. These activities should help the child acquire skills important for emergent readers. Be sure to give the objective(s) of each activity. Demonstrate in class how you would share these books and activities with children. Prepare an annotated list of five additional books you would recommend for use in the preschool through grade one classroom. (Mo-Step 1.2.4)

Week Objectives:

5 To become acquainted with the art and artists of picture books as well as the
2/17 language, content, themes, and subjects of these books. To explore ways that picture books can be used with children of all ages to develop language facility and higher order thinking. (Mo-Step 1.2.5)
To explore the concept of and methods for developing visual literacy.

READ: Huck, Chapter Five: Picture Books, pp 166-191.

Know:

1. The definition of a picture book.
2. Methods used by picture book artists to show mounting tension, create visual metaphors, create mood, and show character development.
3. Know at least one major children's book illustrator who works mainly in the following media: woodcut, collage, paints, pen & ink, crayon or chalk, charcoal or pencil.
4. The basic elements of design: line and shape, color, space, value, and perspective.
5. Artistic conventions used: representational, impressionistic, expressionistic, surrealistic, naive or folk art, cartoon, and cultural.
6. The characteristics of language used in quality picture books.

Presentation:

Find at least three books (not a Caldecott winner) that uses an unusual medium for illustrations. Examples are: the Ahlbergs' JOLLY POSTMAN series (removable letters); Beverly Allison's EFFIE (plasticine); Lois Ehlert's RED LEAF, YELLOW LEAF (collage with real objects); Sally Mavor's THE WAY HOME (fabric relief). Include information on the illustrator known for this technique and examples of the technique. What are ways you might introduce the book to children? What are some ways children might respond to these illustrations? Submit a paper with your conclusions and suggestions for all parts of this assignment.

WEEK Continue Chapter Five: Picture Books, pp 192-221
6 & Appendix A pp 621-625

2/24

Know:

1. The range of content covered in picture books
2. The themes and advanced subjects addressed in picture books.
3. The use of picture books in the upper grades.

Presentation:

Choose one illustrator who has won the Caldecott Award and who has illustrated at least four other picture books. Provide a one page summary of interesting information about the illustrator. Discuss the technique(s) the illustrator uses. Find and read three of the illustrator's books. Prepare a book talk for each. Prepare a student-ready activity for each book. Present your books, illustrator information, and activities in class. Include a web site. (Mo-Step 1.2.11)

Week Objectives:

7 To become acquainted with the literacy structure of folktales, epics, and
3/03 myths.

To determine the place of traditional literature in the teaching/
learning process.

READ:

Huck, Chapter Six: Traditional Literature: Folktales, pp 245-275.

Know:

1. The origin of folktales: monogenesis vs. polygenesis.
2. Values of sharing folktales and fairy tales with children.
3. The elements of folktales: plot, characterization, theme, style and motifs.
4. Folk variants for cross-cultural study.

Presentation:

Select one folktale and find three picture book variants (not stories in a collection). For each variant provide the following: a booktalk, a paragraph about the author, a paragraph about the illustrator, one good paragraph about the country of origin, one page noting objects in the folk-tale that reflect the country (flora, fauna, food, housing, customs, language, religious beliefs, climate, landscape, etc.). Prepare three student-ready activities (one for each book) that will help students learn about the country of origin. Submit a list of two web sites for folktales. Give the web site address and a brief description of each site. (Mo-Step 1.2.5 & 1.2.11)

WEEK

8 Continue Chapter Six: Traditional Literature: Fables, pp 275-290.

3/10

Know:

1. The characteristics of fables.
2. The types of myths.
3. Legendary heroes found Myths.

Presentation:

Bring to class three books that could be used for a multicultural presentation (African American, Asian American, Hispanic American, or Native American). Prepare a book talk for each book. Give reasons that each book introduces a culture in a positive way that will be interesting to students. Present a student-ready activity for each book that builds on the information in the book. Include web sites found that will add to student's knowledge and understanding of another culture. Be critical of any stereotypes that might exist in your choices. Present to class. Include web sites. (Mo-Step 1.2.1 & 1.2.11)

SPRING BREAK - March 13-18

WEEK Objectives:

9 To understand the relationship of traditional folklore to modern fantasy.
3/24 To differentiate high fantasy and science fiction.
To explore methods for incorporating fantasy and science fiction into the literature program.

READ: Huck, Chapter Seven: Modern Fantasy

Know:

1. The values of sharing fantasy with children.
2. The source of modern fantasy tales.
3. The difference between the traditional and the modern fairy tale.
4. The characteristics of the tales of Hans Christian Anderson.
5. The differences between modern fantasy, high fantasy, and science fiction.
6. Types of fantasy and a major example of each type.

Presentation:

Select one of these authors: Madeleine L'Engle, Lloyd Alexander, Brian Jacques, Susan Cooper, Jane Yolen or J.K. Rowling. Each is the author of a high fantasy series. Find and read two of the novels in the author's series. Write a booktalk for each. Give one paragraph of information about the author. Write a one page analysis of what you believe the author is saying that is of importance for children to hear. Prepare two student-ready activities sheets for each book (one for prereading and one for post reading). Find a web site that is related to the books in some way. Prepare a student activity sheet based on the web site that will help the student make connections from the books to other areas. (Mo-Step 1.2.4 & 1.2.11)

WEEK objectives:

10 To explore books of contemporary realism, including multicultural literature
3/31 as valuable aids for helping children grow in literary appreciation and understanding of self.

To become acquainted with the topics and themes found in realistic fiction and with major authors writing in this genre.

READ: Huck, Chapter Nine: Contemporary Realistic Fiction

Know:

1. A good definition of contemporary realistic fiction.
2. The values of sharing this genre with students.
3. HOW real should realistic fiction be? How graphic?
4. The major themes and topics in realistic fiction today.
5. Guidelines for evaluating multicultural literature.
6. Outstanding authors of literature about Native Americans, Hispanic-Americans, Asian-Americans, and African-Americans.
7. The major appeal of realistic fiction.

Presentation:

Find two novels by different authors that deal with the same contemporary social issues. Each novel should be at least 100 or more pages. For each give title, author, publisher, copyright date. Write a booktalk for each. Find two web sites appropriate for children that will extend their understanding of the social issue. Develop a student-ready activity sheet for each book that requires the use of the web site. Print out one interesting page from each web site. Share findings in class presentation. Share your opinion of whether this social issue should be addressed in the classroom. (Mo-Step 1.2.11)

WEEK Objectives:

11 To explore the values found in historical fiction in increasing
4/07 students' understanding of their world, past and present.

To be able to incorporate historical fiction in the social studies program.

READ: Huck, Chapter Ten: Historical Fiction

Know:

1. Define historical fiction.
2. The values of historical fiction for children.
3. Criteria for evaluating historical fiction.
4. Recurring themes found in historical fiction.
5. Discuss the treatment of Native Americans in children's historical fiction.
6. Methods for building enthusiasm in reading and responding to historical fiction. (Mo-Step 1.2.6)

Presentation:

Choose one historical era. Write at least three objectives you want students to achieve in reading and responding to the books. Find one picture book, one biography, two novels, and two nonfiction books that deal with the same era. For each give a brief summary. Prepare a student-ready response activity page for two books which will help the students learn more about the era. Find three web sites on the era appropriate for students. Present information to class. (Mo-Step 1.2.4 & 1.2.11)

SPRING HOLIDAY - April 14-16

WEEK Objectives:

- 12 To become acquainted with the many fine poets for children, collections of
4/21 children's poetry, and the use of poetry in the classroom.
To examine strategies for incorporating poetry into many subject areas. (Mo-
Step 1.2.3)

READ: Huck, Chapter Eight: Poetry

Know:

1. The basic elements of poetry.
2. The ways in which poetry for children differs from poetry
3. The basic forms of poetry which children prefer.
4. Major multicultural poets.
5. Reasons children are often "turned off" to poetry for adults.

Presentation:

1. Compile a file of ten poems from a variety of children's poets. Present a list of the poems to the class and share aloud those that class members request. Be sure that you give the name of the poet and the source of the poem.
2. Choose one poem, memorize it and present it as a flannel board story, a choral reading, or a jackdaw box.
3. Choose another poem that would be a good writing pattern. Use the pattern with a child and share his/her poetry following the pattern.
4. Record a poem with background music. Add more words or sounds to elaborate. Play the tape for the class. (Mo-Step 1.2.7)

WEEK Objectives:
13 To become acquainted with a wide variety of informational books, outstanding authors in the
4/28 field, and evaluation criteria. To explore methods of using informational books in the
classroom.

READ: Huck, Chapter Eleven: Nonfiction Books

Know:

1. Identify those factors which determine whether an informational book is written appropriately for an intended audience.
2. Determine ways to check the accuracy of an informational book.
3. Know the differences among: concept books, informational picture books,
4. photographic essays, identification books, life cycle books, experiment and activity books, journals, survey books, craft and how-to books.

Presentation:

Choose a nonfiction topic. Find two books on the topic for each grade level (grades 1-2, grades 3-4, grades 5-6). Find one internet site appropriate for each of these grade levels. Prepare an activity sheet for each level (total of three activity sheets) that combines information from the books and the web sites that will help the students learn more about the topic. Prepare bibliography of three fiction books that could be used with this topic. (Mo-Step 1.2.11)

Objectives:

To become acquainted with the many types of biographies for children.
To use biographies appropriately throughout the curriculum
To determine the accuracy of biographies and appropriateness for use at specific grades.

READ: Huck, Chapter Twelve: Biography

Know:

1. The distinction between an authentic and a fictionalized biography.
2. The meaning of biographical fiction.
3. The trends in recent biographical writing.
4. Guidelines for evaluating juvenile biography

Presentation:

Choose one person who has achieved fame. Find three of the six types of biographies (on the person you choose. Write a summary of each book.
2. Find biographical information about this person on the internet. Prepare a graphic representation that compares the information in the books and on the web site. Is the web site information accurate? Why or why not? Prepare one student-ready activity sheet that will help students learn more about this person. (Mo-Step 1.2.11)

Week Objectives:

14 To recognize the basic components of a successful literature program.

5/05 (Mo-Step 1.2.1)

To acquire research-based strategies for the integration of literature across the curriculum. (Mo-Step 1.2.3)

To examine guidelines for implementing a literature program in the classroom. (Mo-Step 1.2.4)

To develop criteria for evaluating the effectiveness of a literature program. (Mo-Step 1.2.8)

READ: Huck, Chapter Thirteen: Planning the Literature Program

Know:

1. The basic purposes and long term goal of a literature program.
2. The basic components of a literature program.
3. The importance of SSR.
4. How to conduct large and small group book discussions. (Mo-Step 1.2.5)
5. The value of using story frames, webbing, and pattern books to stimulate student writing activities.
6. Ways to extend literature experiences across the curriculum.
7. The importance of author studies.
8. Ways to evaluate children's literary growth. (Mo-Step 1.2.8)
9. How to deal with censorship.

Presentation:

Plan a one week author study. Choose an author whose books are appropriate for middle grades. Use junior novels (not picture books) for this assignment. Select three titles by the author. Decide what you will do each day to introduce the books and to get students excited about wanting to read the books. Include one page of interesting information about the author. For each of the three titles you chose include a student-ready PRE READING activity page. These activities should be fun and be designed to get the students excited about the books. Give a dynamic booktalk on one of the books. Include at least one web site about the author. (Mo-Step 1.2.6)

WEEK 15 - FINAL PROJECT PRESENTATIONS & FINAL EXAM
5/12

FINAL EXAM - 5/16

THIS SCHEDULE MAY CHANGE AT THE DISCRETION OF THE INSTRUCTOR.

ABSENCE AND GRADING POLICIES

1. It is important to attend every class. A missed class (REGARDLESS OF THE REASON) will result in the loss of three points from your total score. **Not** returning after the break is the same as missing the whole class. Missing three (3) classes will drop your grade one level regardless of the final point count. Each tardy or leaving class early will result in the loss of one point.
2. Your class presentation is worth 20 points. This means time and effort must be expended. You must use audiovisual materials and present the material in an interesting manner to keep the attention of the class.
3. Mid term and final projects also require time and effort. If you have any questions I will be glad to meet with you before or after class or by phone.
4. Late assignments will not be accepted. An assignment is not considered late if it reaches me via mail before the next class session. Mid term and final projects must be handed in ON or BEFORE the due date.
5. Your instructor is willing to work with you. If you feel you are not doing well, contact me. We will work out a plan to help you. Remember do not wait until the last minute to complete assignments. If something is going to go wrong, it usually will (computer problems, etc.).

Evaluation:

Grading:

Journal Entries	10 points		
Class presentation	20 points	112-125	A
Mid term project or 10 Caldecott entries	20 points	98-111	B
Literature Discussion	15 points		
Information Bibliography	20 points	84- 97	C
Final project or 8 Junior novel entries	20 points	71- 83	D
Final examination	20 points		
Total	125 points		

GRADED PAPERS AND EXAMS WILL BE RETURNED TO STUDENTS AT THE NEXT CLASS SESSION.

MID TERM PROJECT (Mo-Step 1.2.1, 1.2.4 & 1.2.7)

Read 10 Caldecott Award winners or Honor books. Make notebook entries for each selection. Complete guidelines given in class.

OR

Complete a mid term project following these directions.

1. Choose an award winning book other than Caldecott. Give the title, author, illustrator, publisher, and copyright date. Include a one paragraph summary.
2. Write a ½ page summary of information about the author or illustrator.
3. Find 10 vocabulary words that children need to read the story. Rule off a paper into squares for each word. Laminate the page. Cut the words apart. Group the words in as many ways as possible. What is similar about each group? Now use the words along with other words to make sentences about the story. Hand in a summary page for this activity. OR PLAN YOUR OWN VOCABULARY ACTIVITY!
4. Write five higher level questions about the story for students to discuss in small groups. Include any prompts you deem helpful.
5. Make six story-strips covering beginning, middle, and end of story. Leave out capital letters and punctuation marks. Give complete directions. Provide answer key at the bottom of the page.
6. Develop a phonics activity worksheet that reinforces sounds found in the story.
7. Include a creative writing activity related to the story.
8. Make an annotated bibliography of ten books (fiction and nonfiction) that you could use to extend the topic of your chosen book.

FINAL PROJECT (Mo-Step 1.2.1, 1.2.4 & 1.2.7)

Read 8 Newbery Award winners or Honor books. Make notebook entries for each selection. Complete directions given in class.

OR

Complete a final project following these directions.

1. Choose a quality junior novel. It should have a minimum of 100 pages. On the first page of your project give a booktalk as well as complete bibliographic information on your choice. Include information on the author with a print out of the first page of information about the author found on the internet.
2. List objectives for this unit what skills and content will students acquire from the activities in this unit?
3. Find a minimum of 15 vocabulary words students should know from this novel. Provide directions for the student for a creative way to interact with these words.
4. Write a minimum of 10 sentence starters. Divide them by chapters and indicate which sentence starters go with which chapters.
5. Write ten higher level questions for a small group discussion of the novel. Include directions.
6. Design a story map of the elements in this novel.
7. Design three student-ready activity sheets that will reinforce information gained from reading this novel.
8. Compile a bibliography of five fiction and ten nonfiction books related to this novel. Give author, title, publisher, copyright date and a short summary of each title.

CRITERIA FOR GRADING MID TERM AND FINAL PROJECTS:

1. Interesting booktalks and author information designed to get the student to want to read the books and/or learn more about the author.
2. Clearly stated measurable objectives.
3. Clear directions for all activities.
4. Clear examples of what you want the student to do.
5. Creative activities that TEACH.
6. Error-free work. Points will be deducted for spelling and grammar mistakes.
7. Evidence that you have used strategies presented in class in your handout materials and/or in your text.
8. Sources given for any materials used in the project.
9. Projects turned in on or before due date. Late projects are not accepted.