Fall 2007 SYLLABUS - CHILDREN'S LITERATURE - ED 215 (3 credits)  
May 8, 2007---------DRAFT--------DRAFT-------DRAFT--------DRAFT--------DRAFT-------

Survey & history of literature appropriate for children from pre-K through grade eight. Criteria for selection and evaluation. Techniques for using literature throughout the elementary classroom. Micro-teaching opportunities.

I.  INSTRUCTOR: Susan W. Clark, Ph.D.  Office: LR 230-D  Phone: 816-672-2152  
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II. MATERIALS:  
• Textbook: Mitchell, Diana. Children’s Literature: An Invitation to the World  
• Reliable Internet access.  
• Access to various school-aged children to whom you can read (several occasions).  
• Access to a regular classroom of elementary children to whom you can read (one time).  
• A source of children’s books (LV library, schools, Mid-Continent).

III. EXPECTED STUDENT OUTCOMES  
The student will . . .  
1. ...analyze and select high quality and developmentally appropriate literature for children, their authors, and illustrators in a range of genres and age levels from preschool to 8th grade.  
2. ...develop a lesson to integrate literature throughout the curriculum.  
3. ...examine critically how children's literature reflects and promotes society's views of childhood, gender roles, etc. from early books to current publishing trends.  
4. ...design age-appropriate activities designed to stimulate and extend children's literary experiences and reading enjoyment.  
5. ...include literature selections which show an appreciation for cultural diversity in each set.  
6. ...gain skill and composure in conducting lessons.

IV. TEACHING METHODS:  On-line course with audio lectures; mini-lessons. To complete an Internet class successfully, you will need to:  
• Be self-motivated and self-disciplined. Procrastination WILL NOT serve you well in this kind of class.  
• Have access to the Internet -- the faster and more reliable, the better. Set up your computer according to suggestions found on Blackboard. (Disable pop-up blockers, for example.)  
• Use word processing software and online Blackboard software tools, to send/receive messages, participate respectfully in online discussions between other students and the instructor, use standard spelling conventions, submit assignments, check grades.

Blackboard Directions – Logging on nearly every day will help you keep up.  
1.  Go to:  http://bboard.mcckc.edu.  You may want to bookmark it. Select LOGIN.  
2. USER ID: the letter “S” followed by your Student ID number, i.e., S1257891.  
   PASSWORD: Enter your 8-digit birth date (yyyymmdd). Ex.: January 9, 1987 = 19870109.  
3. On the next screen, Welcome, go to the right-hand side and click on our course.  
4. This brings you to ANNOUNCEMENTS, where I’ll keep you posted and up to date. You may have to scroll down to see mine. Check your MESSAGES Inbox in case I’ve written to you.
V. COURSE REQUIREMENTS and POLICIES (Hints for doing well appear in italics.)

A. Tests and Quizzes are taken from home with a strict time limit. (about 25-30%)
   • Matching: authors & illustrators with books or notable associations. Reading books by major authors will help you remember them.
   • Multiple-choice: mostly literal or interpretive questions, some applied. We cover major concepts in “class.”
   • Essay questions: application of concepts to books you have read. Read essays in ‘Assessment’ before starting the unit. These will prepare you for the tests, too.

Policy on makeup exams: 5 points may be deducted for each day late.

B. Assignments – Keep some to add to your professional ‘Portfolio.’ (about 70-75%)
   • Annotated Bibliography. There are 9 sets; each has its own Assignment Guide. Get and read books for each set and write a brief annotation for each book -bibs.
   • Creative, Memorable Book Talk in primary, intermediate, or upper-level elementary class. (See form.) You may substitute a second one for a different age group for one set of annotations.
     Direct your talk to engage children. Fill in the top of the evaluation sheet and then give it to the teacher who will mail or fax it to me. You may use this book(s) for your annotations.
   • Companion Book Assignment at the end of the semester. You may use these books for your annotations.
   • Discussion Boards (about 10%): There is a weekly forum for each topic. Use standard English conventions of spelling, punctuation, capitalization, and other mechanics. Credit depends on quality, timeliness, and originality – less for perfunctory remarks, more for insightful or thoughtful ones that add to our study of children’s literature.

C. Extra Credit: Up to 2-3% of final grade allowed. This is enough to raise a high C to a low B, for example, but not enough to raise a low C to a B.
   • Make a book: 1-7 points.
   • Summarize a journal article. (See link for directions.): 1-7 pts. 🌟

D. Grading Scale (Incompletes will be given only for DIRE emergencies.)
   A = 90-100%;   B = 80-89%;   C = 70-79%;   D = 60-69%;   F = 59 and below.

E. Attendance is submitting work, responding to my MESSAGES, and participating on Discussion Boards by due dates. We instructors can track student “attendance” and observe that successful students check in nearly every day. College policy requires that I withdraw you after absence of two weeks without documentation.

F. Late assignments: Assignments are due each week. Computer problems, illnesses, and other emergencies occur in life, so I do accept work late, but I'm not very happy about it. One set or the book talk can be late without a penalty. After that first one, there is a one letter-grade drop per assignment; for example, a B+ would become a C+. It is still better to turn in work late rather than not at all, but don’t let it pile up because I will not grade more than 2 assignments a week.

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VI. TENTATIVE SCHEDULE – Given dates are start to deadline and subject to change.

8/19 – 8/28 Orientation; Children & Books Ch. 1
Which books do you recall? Of what benefit or value were they? How does literature aid a child’s development?

8/26 – 9/4 Books for the Very Young Ch. 3 - pgs. 72-86
What activities and books are appropriate for encouraging the preschool child's emergent literacy?

9/2 – 9/11 Selection Criteria Ch. 2 & 7

9/9 – 9/18 Illustrations Ch. 2 (pgs. 35-54); 3 (pgs. 85-107)

9/16 – 9/25 Encouraging Response Ch. 4
Why and how do we use before-, during-, and after-reading activities?

9/23 – 10/2 Folk Tales, Fables, Myths, Epics Ch. 8
What is each type? How do they differ? How can they help develop an appreciation of cultural differences?

9/30 – 10/9 History of Children's Books Ch. 6
What historical trends in children's literature have reflected society's view of childhood?

10/7 – 10/20 Modern Fantasy Ch. 10
What is fantasy? High fantasy? Science fiction? Why use it? Who are well-known writers?

10/21 – 10/23 Mid-term Test

10/21 – 10/30 Poetry Ch. 5
Why use poetry? How? What types & elements are there? Which types and poets do kids like?

10/28 – 11/6 Modern Realistic Fiction Ch. 9 - pgs. 258-274
What topics appear in this genre and how do they help children? Who are outstanding authors?

11/4 – 11/13 Curriculum: Multicultural Lit. & Booktalk due Ch. 7
What is a good literature program? How can we incorporate it into other curricular areas?

11/11 – 11/20 Historical Fiction Ch. 9 - pgs. 271-299
What is it? How can it enrich children's experiences? Who are major authors? Research methods?

11/18 – 11/27 Biography Ch. 12
Of what value is children's biography? How has it changed? Who are some important biographers?

11/25 – 12/4 Informational Books Ch. 11
What is the range of subjects covered in children's information books? How do we evaluate them?

12/2 – 12/8 ?? Companion Bk. Ass’t. All work due ??

12/12?? Final

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ANOTATED BIBLIOGRAPHY

Wide reading of children's books is an important component of elementary teaching. A bibliography of annotations will be a useful professional tool and can contribute to a professional portfolio.

Choose books from the appropriate genre according to instructions on each Assignment Guide. Use each book only once. Use well-known authors and vary them. Some of the many children’s books published each year will become classics, but we only know after they have stood the test of time. Others will quickly fade. This is an introductory course, and so you should become acquainted with the classics in the canon of children’s literature. Students have asked me to make suggestions, so I have tried to provide recommendations of high-quality books that have endured.

Include one book in each set that has a minority focus – African-American, Asian-American, Native American, Latino, or religious minority. These are not Euro-American. You may need to check a map. For example, Russian, French, or Danish folk tales are European and are fine to use but would not satisfy this particular requirement. Vary the ethnicity you choose. Indicate this selection clearly by saying something like, “This is my minority choice.” right on your annotation so that I can’t miss it. If you are going for the extra challenge, discuss how well this feature was handled. (See Grading Rubric for more information.)

Type an annotation for each book, using your own words and Standard English conventions, such as complete sentences, punctuation, capitalization, and spelling. Start a new page for each book. The Assignment Guide and the focus for the critique will vary somewhat for each genre or category. Make each of your annotations look like the sample “bib” that follows. Also see the Grading Rubric and samples of good, average, and not-so-good annotations.

Submit your work in ONE file using the Assignment Tool. Your file will start with the Grading Sheet that I provide for each assignment. It will show what I am looking for in the evaluation. You will add your book annotations to it. In order for me to be able to open and write on your file, you must use either Word or Rich Text Format. Submit your work using the Assignment Tool (not e-mail, Messages, Discussion Board, or Digital Drop Box). Your submitted work connects directly to Grade Book and shows an exclamation point (!) Then I download your file, grade it, and upload it back to you. Be sure that you have named your assignment with Your Last Name and Assignment (Smith-Very Young) so that I can easily find your file among all the others when it is on my computer.

Your grade will appear in ‘My Grades’ under TOOLS. Click on the grade and open the graded file. The Grading Sheet shows how I evaluated each category. The first plus usually starts you with a C. If a category does not meet the criterion, it gets a minus (-) and lowers the grade a notch. If it meets the criterion, it gets a check (✓) and maintains the grade. If it exceeds the criterion, it earns a plus (+) and raises the grade. Typically, all checks with one plus are a C. All pluses usually add up to an A. Scroll through your assignment to see if there are any other comments or corrections, which I insert in color or in caps with a tab before and after them to make them easier for you to find. There is a short assignment on the Values and Benefits of Literature for Children to serve as a practice. For the first set, I usually provide an audio file to walk you through the way I grade.
CLARK’S CLASSICS

Most of these books have stood the test of time and serve as models of what a good children’s book can be. They include books or authors that are so fundamental to the canon of children’s literature that, as a teacher, you might be embarrassed not to know them. You will want to get started right away on the longest ones for the older children in the sets of Fantasy, Modern Realistic Fiction, and Historical Fiction. There will be an Assignment Guide with complete instructions for each set. In the meantime, make some notes for your annotations. The Lion, the Witch and the Wardrobe sample shows what you will need.

Set 1: Books (7 Minimum) for the Very Young: 1 baby; 1 Mother Goose; 1 Concept; 1 Toy; 1 Counting; 1 ABC book for very young children who are learning the alphabet; 1 ABC book for school-age children who know the alphabet quite well (it uses the alphabet to teach other concepts); 1 book for children learning to read. I will be looking for high-quality choices. See recommendations. Also consult your text and/or 75 Authors in EXTERNAL LINKS.

Pre-school Child’s Response for one book. (Remember at least one choice with a minority focus for each set -- for the whole semester.)

Set 2: Picture books (7 Minimum) Comment on illustrations according to directions.


Your Picture Books must include:
1. Mike Mulligan and his Steam Shovel OR The Little House - Virginia Lee Burton
2. Where the Wild Things Are - Maurice Sendak
3. one by Chris Van Allsburg
4. one by Leo and Diane Dillon
5. one published within the last 5 years.

Set 3: Folk Literature Books (8 Minimum): 4 Folk Tales (398.2), 1 Tall Tale, 1 Fable, 1 Myth, 1 Epic (2 pri., 2 inter., 2 upper, 2 choice.)


Activities required.

Move beyond the Disney versions and try for more authentic ones from a variety of cultures around the world. Avoid the very familiar ones that school-age children probably already know. Include at least one Cinderella story from another culture (such as Yeh-Shen, The Rough-Faced Girl, Mufaro’s Beautiful Daughters) to compare with the familiar one that we all know (the one with the glass slipper, pumpkin coach, and fairy godmother.) You need read just one of the episodes in your epic (Iliad, Odyssey, Sir Arthur,

(cont’d.)
**Set 4:** Modern Fantasy books (6 Minimum) (1 primary, 1 intermediate, 1 upper, 3 of your choice)

Activities required.

Intermediate: Listen to: *A Tale of Despereaux* – Kate DiCamillo read by Graeme Malcolm OR

Upper level Modern Fantasy books - must include one of these:

1. *A Wrinkle in Time* – Madeleine L’Engle
2. *The Giver* – Lois Lowry
4. *City of Embers* – Jeanne DuPrae

**Set 5:** Poetry books – (6 Minimum) (811 in the Dewey Dec. sys.) (1 pri., 1 inter., 1 upper, 3 choice)


Poetry must include:

- *Where the Sidewalk Ends* OR
- *A Light in the Attic* – Shel Silverstein

**Set 6:** Modern Realistic Fiction books (5 Minimum) (1 primary, 1 intermediate, 1 upper, 2 choice)

Primary Modern Realistic Fiction is up to you. Need suggestions? *William’s Doll* (Zolotow), *Nana Upstairs, Nana Downstairs* (DePaola), *Peter’s Chair* (Keats), *Owl Moon* (Yolen)

Upper Mod. Real. Fic. books - **must** include either:

1. *Bridge to Terabithia* - Katherine Paterson
2. *Hatchet* – Gary Paulson
3. *Maniac Magee*—Jerry Spinelli
4. *Julie of the Wolves OR My Side of the Mountain* - Jean Craighead George

Intermediate Modern Realistic Fiction ones are up to you. (Classics include: Eleanor Estes’ *The Hundred Dresses*, Beverly Cleary’s *Ramona*, *Encyclopedia Brown*, or one of Judy Blume’s more humorous ones.)

**Set 7:** Historical Fiction - (5 Minimum) (1 primary, 1 intermediate, 1 upper, 2 choice)

Upper level Historical Fiction books - **must** include either:

1. *Roll of Thunder, Hear My Cry* - Mildred Taylor
2. *Witch of Blackbird Pond* - Elizabeth George Speare
3. *Number the Stars* – Lois Lowry
4. *Sing Down the Moon* – Scott O’Dell
5. *Where the Red Fern Grows* - Wilson Rawls

**Set 8:** Biographies (5 Minimum) (92-by subj.) (1 by Jean Fritz, 1 pri., 1 inter., 1 upper; 1 choice)


**Set 9:** Informational Books (6 Minimum) (1 pri.; 1 inter.; 1 upper; 3 choice) Include a Magic School Bus book by Joanna Cole. Elementary school-aged Child’s Response required for one book. K-W-L activity, which can be combined with the Child’s response.

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Sample Annotation. Assignment Guides for each set provide detailed instructions and requirements.

For ALL annotations for the semester, you will need:
- Publication information (the 8 pieces of information at the top)
- Summary
- Critique
- Your Response.
- Minority Choice.

For SOME annotations, you will need
- Activities – for 3 books in each set of folk literature, modern fantasy, and poetry.

(Do not use this book.)

Title: The Lion, the Witch, and the Wardrobe
Author: C.S. Lewis
Illustrator: Pauline Baynes
Publisher: New York: Macmillan

Genre: Modern Fantasy
Level: middle/upper
Number of pages: 186
Pub. Date: 1950, rpt 1976

Summary (Use your own words; 3-4 sentences; setting, characters, plot, conflict, resolution): Four English children enter a magical kingdom, Narnia, through a wardrobe and get into the struggle of good and evil there. One boy turns traitor, and only the supreme sacrifice of the King, Aslan the Lion, can save his life. They drive out evil and the children become rulers.

Critique (Include features of genre featured in class.) We meet the children in the real world before they enter a fantasy world with familiar Christian principles. There is a time warp: when the children are in Narnia, no time passes in our world, but time passes in Narnia when children are not there. They believe in Narnia, and so we, too, suspend our disbelief.

Response: (How did you (or the child) react? What struck you? How do you relate it to your life?) My grandmother's house had big, old, mysterious wardrobes. I also had an imaginary place in the room I shared with my sister. I stopped pretending about it when I got my own room.

Activity-Post: (Keep it simple. Vary the type of response elicited-art, writing, drama, etc. Say when it’s used--before, during or after reading): What secret, imaginary place can you think of? Where is it? What is there? What happens?
VII. REFERENCES: Longview has adult references as well as a growing children's collection with quite a few books that represent ethnic minorities.

Professional Journals: The Reading Teacher; Elementary English; Horn Book; The New Advocate; Instructor; Book Links.

Children's Magazines: Boys' Life; Highlights; Ladybug; Cricket.

Highlights from the Student Handbook

1. Longview complies with the Americans with Disabilities Act. If you need an accommodation due to a disability under the Americans with Disabilities Act, please contact Jennifer Argo, 672-2204V, 672-2144TTY. Two weeks advance notice is required for many accommodations.

2. The Code of Student Conduct describes academic dishonesty as including “plagiarism, cheating during examinations, submitting work prepared by someone other than the student, submitting a single paper to fulfill requirements of two courses without prior approval from both instructors, and using a false name or signing the name of another individual…in connection with any course work.” Disciplinary actions taken against students who engage in academic dishonesty include a grade of “F” for the course and suspension.

3. If you have a complaint related to classroom instruction, first discuss the problem with the instructor. If a resolution cannot be reached, the matter will be referred to the Division Chair. The Office of the Dean of Instruction is the final level of appeal in this process.