

EASTERN MENNONITE UNIVERSITY

Course Syllabus for EDSP 699 IS: Children's Literature Spring 2013

Instructor: Tracy Hough

Class Time: Tuesday- Thursday 1:00-2:15

Location: Library 105

Contact #: (540) 432-4955

Semester Hours: 3

E-mail: hought@emu.edu

Required Texts:

Anderson, N. (2007 or 2013). *Elementary Children's Literature: Infancy through age 13*. 3rd or 4th edition. NY:Pearson/Allyn and Bacon.

Required Reading:

Contemporary realistic fiction

Lesle, T. (1990). *Afternoon of the Elves*. NY: Orchard Books, Watts

Historical Fiction

Hesse, K. (1999). *Out of the dust*. NY:Scholastic Books

Taylor, Mildred. (1976). *Roll of thunder, hear my cry*.

Autobiography/biography

Bridges, Ruby. (1999) *Through my eyes*. NY:Scholastic, Inc.

Informational Book

Cooper, M. (2004) *Dust to Eat: Drought and Depression in the 1930's*, NY:Clarion Books.

Poetry

Woodson, J. (2010). *Locomotion*. New York: Harper Collins

Science Fiction

Anderson, M.T. (2002). *Feed*. MA:Candlewick Press

Fantasy

Hunter, E. (2004) *Into the Wild*. NY: Harper Collins.

Flanagan, J. (2006). *Ruins of Gorlan: Ranger's Apprentice Book 1*. NY:Perfect Learning.

Graphic Novel

Obata, T. (2005). *Death Note vol. 1*. VIZ Media LLC

Pilkey, D. (1997). *Captain Underpants vol. 1*. NY:Scholastic

Course Description:

This course will be an opportunity for students to be exposed to a variety of children's literature; to critique and compare books within a genre: and to reflect on picture books and multicultural books. Students will become familiar with literature for children and develop an understanding and appreciation for the role literature can play in promoting multicultural understanding and positive human relationships.

Conceptual Framework

“Preparing Caring, Reflective Teachers for a Changing World”

The EMU Teacher Education Program has chosen the theme *Preparing Caring, Reflective Teachers for a Changing World*” as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes.

Course Outcomes

To successfully complete this course the student will:

Upon successful completion of this course, participants will be able to

1. Discuss books within each genre of children’s literature
Discuss characteristics and historical development of literature in each genre
2. Name and discuss several authors of children’s literature
3. State what makes a good book for children
4. Effectively read aloud and/or tell stories to children
5. Demonstrate knowledge of Newbery Winner Award Books and Caldecott Award Picture Books
6. Articulate ways to use children’s literature to promote multicultural understanding and positive human relationships

M.A. in Education Program Outcomes

Scholarship: to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice. (S)

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change. (I)

Professional Knowledge: to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices. (PK)

Communication: to develop communication strategies (verbal, nonverbal, and technological) which support collaboration and resourcefulness to empower self and others. (C)

Caring: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peacebuilding in diverse settings. (Ca)

Leadership: to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts. (L)

Academic Integrity:

Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one’s own someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from “Academic Integrity,” 2012-13 Undergraduate Catalog.] This course will apply EMU’s AIP (see catalog, pp. 16-19) to any events of academic dishonesty.

Academic Support Services:

The university complies with Section 504 of the Rehabilitation Act of 1973, the Civil Rights Restoration Act of 1988 and the American with Disabilities Act of 1990. Students requiring additional assistance should make their needs known to the professor of this course so that appropriate accommodations may be made.

Use of Graduate Level Writing Standards and American Psychological Association (APA) Writing Style: Candidates are expected to use *Publication Manual of the American Psychological Association 6th Edition* for written assignments including annotated bibliographies and references. Candidates citing references in Power Point references are also expected to use APA style. All instructors teaching in the Master of Arts in Education program are asked to apply the EMU Graduate Writing Standards to any written work submitted. The instructors may use their discretion if the assignment does not lend itself to the EMU Graduate Writing Standards rubric. Use of APA and the Graduate Writing Standards rubric ensures uniformity of writing standards and serves to prepare enrolled program candidates for writing their action research projects.

Course Assignments:**Bibliography Assignment****50 pts**

Prepare an annotated bibliography of the children's literature read for this class. The bibliography should reflect a minimum of **20** children's books (to earn an A: 25 books is required) representing various genres of children's literature (at least 2 of your books should be young adult fiction Newbery award or honor books). Citations should include title, author, illustrator (if applicable), date of publication and publisher. *Please read books that are either Caldecott Winners or honor books or books that have won other awards. Quality books can be found in our children's library collection (please use them).* Books need to be ones that are not part of the required reading for the course.

The annotation should be 8-10 sentences which include: a brief summary that will help you remember the book later (someone wants but so); your personal reactions to the books characters, plot, illustrations, author's purpose; and comments on how this book will relate to a child; how do you see using this book in the future and recommended grade/age level or use.

The organization of the bibliography can vary (by ethnic group, grade level, author, or genre) but it should be **clear and consistent**. **DUE: April 16**

Literacy Analysis Logs and Book Club Conversations**110 pts**

For each assigned book you read (total of 11), be prepared to discuss your text in a small group similar to a book club format. Prepare the critical analysis form for that text and your list of one-liners log from the book. Forms will be provided and turned in at the end of each book club discussion for a grade (10 pts per book). See schedule for due dates.

Book Talk**10 pts**

Create a book jacket or power point for a book (picture book or chapter book) you have read that you feel is a must read for everyone in the class. You will present your book jacket or powerpoint to the class. The book can be part of our annotated bibliography but not a picture book that I have shared with the class. (Books should come from our stacks or your collection) Sample and handout will be provided. **Sign-up for a time-presentations will be throughout the class.**

Choice assignments**40 pt**

Choose one of the following assignments to present as a culmination of the course during our exam. 8:00 A.M. April 24

Present choice project for exam in small groups:

- Author Study (12 picture books or 3 young adult books or combination)
- Theme Study children's books (12 picture books or 3 young adult books)
- Write your own children's book
- Reading a Series- read 3 chapter books in a series (reading level 3rd grade through 8th grade) and then discuss character growth over time and/or themes over texts and discuss its appeal to children.
- Genre Study- read 12 children's books or 3 young adult books and analyze by given criteria based on genre.

Take Home Textbook Quiz**25 pts**

- You will complete a multiple choice open book quiz on your textbook assigned readings. Exam will be sent out on April 9 and due on April 23.

Total Points 235**Evaluation:****Course Evaluation/ Grading:**

Use of Undergraduate Level Writing Standards and American Psychological Association (APA) Writing Style Assignments must be typed using 12-point type and 1" margins.

Participants are expected to use *Publication Manual of the American Psychological Association 5th Edition* for written assignments. For the purpose of this class, reflections and lesson plans can be written in an informal style.

1. Assignments must be clearly written and free of obvious spelling and grammatical errors. The EMU Undergraduate Level Writing Standards will be used to evaluate written work.
2. Your grade will be based on attending classes, preparing and reporting on assigned readings, handing in written assignments and participating in class projects.

Grading Scale: (percent)

96-100 =A	81-83 = C+
93-95 = A-	78-80 = C
90-92 = B+	75-77 = C-
87-89 = B	70-74 = D
84-86 = B-	65-67 = D-

Tentative Schedule

Date	Topic
Week 1 Jan. 8 and Jan. 10	<u>Introduction</u> Favorite Children's Books History of Children's Literature How is Children's Literature different for other genres? Why is it not Kiddie Literature? <u>Assignments due:</u> Read chapters 1 <i>Elementary Children's Literature</i> <i>Instruct and Delight</i> article
Week 2 Jan. 15 and Jan. 17	<u>Experiencing Children's Literature</u> Role of Censorship Picture Books Criteria for Caldecott Winners Quality Illustrations <u>Assignment due this week:</u> TEXTBOOK READINGS: <i>Elementary Children's Literature</i> Chapter 3 Begin Bibliography assignment DUE APRIL 16 Read Chapter 2 and 3 <i>Elementary Children's Literature</i> Future readings: BEGIN READING <i>Roll of Thunder Hear My Cry</i> (Use <i>Historical Criticism</i> for critical approach to children's literature- fill out form to use during discussion) <u>Book discussion will occur Week 3 and 4</u> By <i>Thursday Jan. 24</i> complete pages 1-105. Come prepared to discuss your ideas and your favorite one-liners from those pages. By <i>Tuesday Jan. 29</i> complete pages 106 to 210. Come prepared to discuss your ideas and your favorite one-liners from those pages.
Week 3 Jan. 22 and Jan. 24	<u>Social Cultural Diversity</u> Topic: • Multicultural Children's literature Jan. 22 (Tuesday) ◦ Who gets to tell our story? • <i>Roll of Thunder Hear My Cry</i> Jan. 24 and Jan 29 ◦ (Thursday and Tuesday) • Guest Storyteller Jan. 31 <u>Assignment due this week:</u>
Week 4 Jan. 29 and Jan. 31	• TEXTBOOK READINGS: <i>Elementary Children's Literature</i> Chapter 8 • Book talk for <i>Roll of Thunder Hear My Cry</i> Use One-liners and Social Criticism Questions to Guide Book Club • Thursday (Jan. 24) pages 1-105 ◦ One Liners and Social Criticism Questions • Tuesday (Jan 29) pages 105-210

Week 5 Feb. 5 and Feb. 7	○ One Liners and Social Criticism Questions • One-liners due and Social Criticism Questions at the end of class January 29, 2013 Preparing for the Future: Begin Reading <i>Death Note</i> and <i>Afternoon of the Elves</i> (Use <u>Contemporary Realistic Fiction</u> for critical approach to children's literature- fill out form to use during discussion and one liners) Contemporary Realistic Fiction Big Ideas, uncomfortable themes, grappling with social, emotional issues, tough topics that are uncomfortable. Book Club • <i>Death Note</i> (Tuesday) ○ <u>Contemporary Realistic Fiction</u> for critical approach to children's literature- fill out form to use during discussion and one liners • <i>Afternoon of the Elves</i> (Thursday) ○ <u>Contemporary Realistic Fiction</u> for critical approach to children's literature- fill out form to use during discussion and one liners <u>Assignment due this week:</u> TEXTBOOK READINGS: <i>Elementary Children's Literature</i> Chapter 9 • <u>Contemporary Realistic Fiction</u> for critical approach to children's literature- fill out form to use during discussion and one liners for <i>Death Note</i> and <i>Afternoon of the Elves</i>
Week 6 Feb. 12 and Feb. 14	Folktales and Fairy Tales Characteristics and Controversies Trickster Tales Fables Just So Tales <u>Assignment due this week:</u> TEXTBOOK READINGS: <i>Elementary Children's Literature</i> Chapter 5 Continue bibliography assignment DUE APRIL 16
Week 7 Feb. 19 and Feb. 21	Folktales continued Begin Book Talk Cinderella stories (Tuesday) Book Talk (Thursday) 1. 2. 3. 4. Future Assignments: Begin reading <i>Locomotion</i> for Week 8 and <i>select favorite poems</i> (Use Reader Response approach questions and one-liners for <i>Locomotion</i>)

Week 8 Feb. 26 & Feb. 28	<u>Poetry</u> Forms of Poetry Book Club <i>Locomotion</i> <i>Assignment due this week:</i> • TEXTBOOK READINGS: Chapter 13 • Tuesday: Poetry Party Share Favorite poems from childhood • Thursday: Book Club <i>Locomotion</i> ○ One-liners and Reader Response Approach Questions Due Thursday <u>Future Readings</u> Begin reading <i>Feed</i> for week 9 (Use sociological criticism for critical approach to children's literature- fill out form to use during discussion)
Week 9 March 12 & March 14	<u>Fantasy</u> Science Fiction and Dystopia (What is Modern Fantasy?) What's our "end"? <u>Tuesday:</u> • <i>Feed</i> Book Club Part 1-3 (Moon, Eden, Utopia) • Book Talk Tuesday 1. <u>Thursday:</u> • <i>Feed</i> Book Club Part 4 (Slumberland) • Book Talk 1. <i>Assignment due this week:</i> TEXTBOOK READINGS: Chapter 6 Prepare to discuss <i>Feed</i> in small groups using the Use the <i>Sociological Approach of Criticism</i> to children's literature- fill out form to use during discussion and Prepare/share your one-liners. (One-liners and <i>Sociological Approach of Criticism</i> due Thursday).
Week 10 March 19 & March 21	<u>Book Talks and Fantasy:</u> Tuesday: Book Talks 1. 2. 3. 4. Thursday: Animal Fantasy <i>Into the Wild</i> Book Club (One-liners and Character development) <i>Assignment due this week:</i> TEXTBOOK READINGS: Chapter 7

Week 11 March 26 & March 28	Book Talks and Fantasy: <u>Tuesday</u> • Book Talk 1. • Book Club <i>Ranger's Apprentice</i> Book Club (One-liners and Character Development) Compare and Contract with <i>Into the Wild</i> <u>Thursday</u> • Book Talk 1. • Book Club <i>Captain Underpants</i> Book Club (One-liners and Character Development) Compare and Contract with <i>Into the Wild and Ranger's Apprentice</i> <i>Assignment due this week:</i> TEXTBOOK READINGS: Chapter 7 Continued from Week 10 One-liners for <i>Ranger's Apprentice</i> and <i>Captain Underpants</i> and Character analysis forms for each book.
Week 12 April 2 & April 4	Author's study <u>Tuesday:</u> • Look at author's background and how that influences writing Author's intent and voice <u>Thursday:</u> Book Talk 1. 2. 3. 4. <u>Future assignments for next week April 13:</u> TEXTBOOK READINGS: Chapter 10 and 12 • Continue bibliography assignment • Work on Author Study if you choose as assignment • Beginning reading <i>Out of the Dust</i> (Tuesday) and <i>Dust to Eat: Drought and depression in the 1930's</i> (Thursday) One-liners and Analysis through Genre studies of historical fiction and nonfiction books.
Week 13 April 9 & April 11	Historical Fiction Using fiction and non-fiction text to support understanding Book Club: Tuesday <i>Out of the Dust</i> Thursday <i>Dust to Eat</i> <i>Assignment due this week:</i> TEXTBOOK READINGS: Chapter 10 and Chapter 12 Informational Text to Support History Paired Texts • Work on Final exam presentation and Bibliography • Discuss <i>Out of the Dust</i> April 9 and <i>Dust to Eat: Drought and</i>

