

ED 413 Children's Literature
Chaminade University of Honolulu
Fall 2016

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OFFICE HOURS:	Chaminade email: joy.mahiko@adjunct.chaminade.edu Phone: 808-780-1626	
TIME and LOCATION:	Online	
TEXT:	Tunnell, Michael & Jacobs, James. (2008). <i>Children's literature briefly, 4th edition</i> . New Jersey: Pearson.	
CATALOG DESCRIPTION:	The goal of this course is to develop an enthusiastic appreciation of children's literature and competence in evaluating and using literature written for children.	
MAJOR COURSE TOPICS	History and current trends. Eight major genres. Integrating with all areas of the curriculum. Multicultural approach. Use of supportive technology.	
STUDENT LEARNING OUTCOMES:	Outcomes	How will outcome be achieved?
	<ol style="list-style-type: none"> 1. Expand knowledge of a wide variety of books written for children from birth through 6th grade. 2. Develop critical awareness of quality literature including a multicultural focus. 3. Develop competence in guiding children's experience with literature. 	<ol style="list-style-type: none"> 1. Document wide reading in the Signature Assignment. 2. Apply appropriate criteria to evaluate books and their uses in teaching. 3. Active participation in class and reflection on learning.
ACADEMIC REQUIREMENTS:	<p>Attendance and participation: Every absence or partial absence will mean that vital course content will be missed and the ability to participate in-class activities will be diminished. All students are highly encouraged to participate in these discussions.</p> <p>Attendance is mandatory. Therefore, there is no exception for absences. Absences are submitted to the Registrar's Office at the end of the course.</p> <p>Weekly class assignments: Students are expected to complete</p>	

all readings and assignments before the class. **All weekly assignments and discussions are due by Sunday, midnight, Hawaii time.**

Responses: Students are expected to read their classmates' assignments and respond to a minimum of **ONE** per week. All responses are due **by Tuesday, midnight**, Hawaii time.

Reading autobiography: Write your reading autobiography in 2-3 typed pages. Think about your experiences with reading both at home and at school, from your very earliest memories. This may provide insight into the way you view reading and children's literature and will serve as a springboard into the course.

1. Share your experiences with reading when you were young and then as a young adult at home and at school.
2. If any, share your favorite genre, authors, storytellers when you were a child or young adult.
3. Is reading important? For everyone? For what reasons?
4. Why might people in US society read less?
(Information or leisure) What factors in education may contribute to unengaged reading?

Library assignment: You will need to access your local library's website. The Library Assignment details are attached below.

Book File ("Signature Assignment"): Find 40 books you really like and want to remember. All should be good quality literature written for children. Write a record for each book: title, author's name, genre, age level, brief summary, relevance or significance, how it will be useful for you and others. This will be done electronically and submitted online. You will want to print an extra copy and place it into a binder for your personal use. Select books from **all 8** genres (ch.7-14) and for age levels, 0 to 12 years, with five of the total being for more mature readers and another 5 with clear relevance to Hawaii. Select books that will be useful to you, now and in the future.

Author Presentation: (2-parts)

- (1) Select an author or illustrator from the list provided. Create an 8-10 slide power point presentation, a 5-minute podcast, or YouTube presentation. Follow the attached scoring guide as you create your presentation.
- (2) Submit a **one-page reflection** on your presentation—
(a) what you learned, (b) how/why you might incorporate author studies into your curriculum/teaching. This paper is to be submitted the **following** week after your presentation.
- (3) SEE SCORING GUIDE ATTACHED.

Individual Project: This is a **2-part project**.

1. Project: Choose and complete a project you *want* to do.
2. Reflection: Submit a brief reflection paper (1-2 pages, typed) describing (a) why you chose your project, (b) what new knowledge or understanding you gained, (c) how you think your presentation went, and (d) what you might do differently in the future. See scoring guide for detailed description. SCORING GUIDE ATTACHED.

****IMPORTANT**** For privacy, do not post pictures with students. If you choose to post pictures, please only post pictures of yourself.

Select from the following list of possible projects:

1. Service-Learning- Spend 10 or more hours at an elementary or another after-school program helping a child read good quality trade books. Incorporate ideas from this class to bring to life what you are learning about children and books. Share your findings with the class in whatever format you choose. Include your answers to such questions as: How does a child select books? How can deeper comprehension be fostered? What have YOU learned about matching children and books? What surprised or intrigued you about the children's reading? How did this experience help you grow as a teacher who uses literature?
2. Book Talks- Select two YA novels, plan and present a book talk. In a book talk you tell enough about the book to make the class want to read it (search the internet using "book talks" for many ideas, then develop your own). Include your own creative ideas for classroom use. Remember, *sell us* the book so we'll want to read it; don't tell the whole story!
3. Storytelling - Attend a storytelling session in your local area (e.g., library, Hawaiian immersion programs, local cultural event, etc). Another alternative is to contact your public library for upcoming events near you. Present your storytelling experience for a group or class. Presentation should include what you learned about the use of storytelling and how could be applied in the classroom. ****If possible, attend the annual storytelling festival at Ala Moana Park in late October.**
4. Design a digital book - Create an original story for children OR transfer an already published story to a digital book. Present the book to a group or class. Consider using digital photography and other forms of

	<p>technology or Apple Apps to create and present your digital book.</p> <ol style="list-style-type: none"> 5. <u>Book Award Study</u>: Use 3 of the major awards given for children's books listed in the textbook (add Nene, our state's award). Develop a power point presentation which includes the award's history, selection criteria, past winners and your own opinions and predictions for the next winner of the selected award. Include picture samples of winners to show how the books met the award criteria. 6. <u>Interviews</u>: Interview at least 3 people of various ages and backgrounds about books they loved as young adults. You can use the autobiography format to guide your interview. Present your findings in a digital format. If possible, include local authors in your investigation. 7. <u>Improving Access to Literacy</u>: Select a book you consider worth translating to English, Hawaiian, or Braille. Options may also include modifying the text of a book for struggling readers. Make sure this has not already been done. For example, a Japanese book could be translated to English; a book in English could be translated to Hawaiian or any language of the Pacific. A book could be modified to support youth that struggle with reading (e.g., adding pictures, segmenting difficult words to promote decoding). 8. <u>Project of your choice</u>, with prior approval of instructor. <p>NOTE: Your project should be something you are proud of and want to keep for your professional teaching portfolio. Do your best and enjoy this opportunity to choose one particular aspect of children's literature for deeper study. A written reflection on your project is required.</p>
Signature Assignment	<p>Digital Book File ("Signature Assignment"): <i>SCORING GUIDE/CHECKLIST WILL BE PROVIDED.</i></p> <p>Locate 40 books you would most likely use in your teaching profession. All should be good quality literature written for young adults. Document a digital record for each book:</p> <ol style="list-style-type: none"> 1. Snapshot of the Cover or Author 2. Title 3. Author's name 4. Genre 5. Age level 6. Brief summary 7. Relevance or significance on how it aligns with CCSS

	<p>8. Potential value for children and the classroom.</p> <p>9. Identify extension activities, audiobook features, or other digital media that relate to these books.</p> <p>How to present your Digital Book File: Use Power Point slides or any other program/application to develop your digital book file (e.g., poster pages, etc).</p> <p>Where to submit the Digital Book File: The Digital Book File (Signature Assignment) will be submitted electronically to (1) Live Text and (2) via Canvas Assignments to share with classmates.</p> <p>** Books must be somewhat equally distributed among all 8 categories/genres and be suitable for young adults, with five of the total being for more mature readers. Select books that will be useful to you, now and in the future.</p> <ul style="list-style-type: none"> • Picture Books • Poetry • Traditional Fantasy • Modern Fantasy • Contemporary Realistic Fiction • Historical Fiction • Biography or Informational • Multicultural and International
<p>Final Exam</p>	<p>Final Exam Date: December 4</p> <p>The final exam will be open book, open notes. The exam will be in essay form and based on the readings from the text.</p> <p>Select any 2 questions from the Final Exam Questions. Answer in essay form, not to exceed one page per question. Each response per questions MUST be backed by empirical research (peer reviewed, refereed). Reference to Evidence-Based Practice (EBPs) are highly encouraged. See below for links to Resources.</p> <p><u>RESOURCES:</u></p> <p>Access Chaminade's Library Database to locate empirical research: http://www.chaminade.edu/library/search-onesearch.php</p> <p>Access the following sites to explore EBPs that may be relevant to your topic of choice:</p> <p>(1) The CEEDAR Center: http://ceedar.education.ufl.edu/tools/innovation-configurations/</p>

	<p>(2) Center for Research on Education, Diversity & Excellence (CREDE): http://manoa.hawaii.edu/coe/crede/</p> <p>(3) The National Professional Development Center on Autism Spectrum Disorders (NPDCASD): http://autismpdc.fpg.unc.edu/content/briefs</p> <p>(4) Teaching LD: http://teachingld.org/alerts</p> <p>(5) What Works Clearinghouse: http://ies.ed.gov/ncee/wwc/</p> <p>Final Exam Questions: Select 2 questions. Respond.</p> <ol style="list-style-type: none">1. What are some of the reasons children need to spend more time reading every day? What changes could you make in your daily schedule and homework assignments so that more times are spent in authentic, meaningful, pleasurable reading?2. How might you determine what is a good book? What attributes might you evaluate to determine if a book is good or not. Justify your reasons.3. If reading is so rewarding and beneficial, why don't more children spend time reading? Compare and contrast engaged and unengaged reading.4. A "wordless" picture book may seem as though it may be withholding language experience. What are some arguments/evidence to disprove this statement? Identify 2 different ways you could use wordless picture books as a vehicle for language experience in your lessons?5. Describe how multicultural and international books could be added or improved in a school in which you are familiar with. What benefits and challenges may exist from promoting multicultural and international books and how might you address it?																											
Other Assignments And Grading	<table><tr><td>Discussions</td><td>50 pts.</td><td>(5 @ 10pts)</td></tr><tr><td>Responses</td><td>100 pts</td><td>(10 @ 10pts)</td></tr><tr><td>Reading Autobiography</td><td>50 pts.</td><td></td></tr><tr><td>Hawaii State Library website</td><td>100 pts.</td><td></td></tr><tr><td>Author Presentation</td><td>100 pts.</td><td></td></tr><tr><td>Individual Project</td><td>200 pts.</td><td></td></tr><tr><td>Final Exam</td><td>200 pts.</td><td></td></tr><tr><td>Signature Assignment (bookfile)</td><td>200 pts.</td><td></td></tr><tr><td colspan="3">1000 points TOTAL</td></tr></table>	Discussions	50 pts.	(5 @ 10pts)	Responses	100 pts	(10 @ 10pts)	Reading Autobiography	50 pts.		Hawaii State Library website	100 pts.		Author Presentation	100 pts.		Individual Project	200 pts.		Final Exam	200 pts.		Signature Assignment (bookfile)	200 pts.		1000 points TOTAL		
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Grading Scale	A: 930-1000 B: 850- 929 C: 770-849 D: 690-769 F: 0-689 (A,B required for ed majors)
UNIVERSITY POLICIES:	<p>Plagiarism - “Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:</p> <ol style="list-style-type: none"> 1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory. 2. Paraphrasing the work of another without proper author acknowledgment. 3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual. <p>In the cases of alleged academic dishonesty (such as plagiarism, cheating,</p> <p>Incomplete - An incomplete (I) may be given to a student who did not complete a portion of the work or final examination due to circumstances beyond the student's control. The incomplete contract must be signed by the student and the instructor. The work must be completed in 90 days or the incomplete will revert to the grade that the student would have earned. This grade and the date the work is due will be specified on the incomplete contract.</p> <p>Please refer to your Student Handbook, General Catalog, and the Education Division Policy Manual for other important institutional and academic policies including more detail information regarding Plagiarism, Classroom department, Freedom of Expression, Add/Drop, Disabilities, and others.</p>

Chaminade University Mission Statement:

Chaminade University offers its students an education in a collaborative learning environment that prepares them for life, work and service. Guided by its Catholic, Marianist and liberal arts educational traditions, Chaminade encourages the development of moral character and personal competencies, and the commitment to build a just and peaceful society. The University offers the civic and church communities of the Pacific region its academic and intellectual resources in the pursuit of common aims.

Five elements characterize the Marianist approach to education:

- Educate for formation in faith
- Provide an integral, quality education

- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

LIBRARY ASSIGNMENT: In order to complete the assignment, you must access your local library's website. To access the Hawaii State Library website, you may need to input your library card ID#.

How do I obtain a Library Card? You may apply for a library card at any Hawaii public library. The initial card is FREE for Hawaii residents. Cards are also free for military personnel and their dependents with a copy of orders. The resident card replacement fee is \$5.00. Resident library cards must be renewed every five years. There is no charge for the renewal.

What if I live out of state? You can access your local library's online site in your area. Be sure to include the link to your state's website in your assignment so the instructor can access the correct site.

Visit the Hawaii Public Library website: www.librarieshawaii.org Scroll down to the "How To" menu and click on the links to find the answers to the following questions.

1. What programs are currently available at Hawaii public libraries that may benefit your students and families?
2. What types of technology are available for the public to access at the state libraries?
3. What public libraries on the island of Oahu are available to rent for meetings?
4. What specific electronic databases can you access online as a resource to address the science curriculum?
5. What specific electronic databases can you access online as a resource to address the social studies curriculum?
6. The electronic database will allow you to search for non-fiction articles at the elementary, intermediate, and high school levels. Select one of the following (Primary Search, Middle Search Plus, MAS Ultra) and search for an article that would align with the HCPS III for social studies.
7. Share 2 positive and 1 challenging experience of using the electronic database.
8. How might ebooks and Audio Books engage students in reading?
9. What types of fiction genres are available for children in ebooks?
10. The public library offers an array of services including help with projects, research, and homework. What are the different ways a student could access Reference Services at the library?

Scoring Guide for Author Presentation			
____/100 points	Level 3 15-20	Level 2 7-14	Level 1 0-6
Organization ____/20	Well-prepared for author presentation which includes a well-organized 10-slide PowerPoint, 3-5 minute podcast, or YouTube video.	Digital presentation is somewhat organized, less than required minimum length for presentation	Digital presentation shows lack of attention to detail of author presentation requirements.
Content ____/20	Informative, interesting content; included multiple samples of the author's work	Content is interesting with few samples of author's work	Content is lacking, information about the author presented may be inaccurate
Learning Experience ____/20	Presenter(s) and class learn about the subject's life and contribution to young adult literature; subject matter includes new knowledge for learners	Presenter(s) and class learn about the subject's life and contribution to young adult literature	The experience left the presenter and class unengaged; lack of interest in information presented.
Quality ____/20	Overall quality of content and presentation is high; visuals are appealing to learners. Uses a variety of media that includes pictures, audio clips, or short videos	Quality of content and presentation is acceptable; includes pictures and appealing text to gain the interest of viewers.	Quality is an area for improvement. Selection of pictures and other various media is lacking.
Reflection ____/20	Reflection addresses every prompt for reflection and includes meaningful thoughts and ideas from the presenter.	Reflection addresses almost every prompt for reflection and includes meaningful thoughts and ideas from the presenter.	Reflection is missing or fails to address more than 2 prompts for reflection or fails to provide meaningful thoughts and ideas from the presenter.

Scoring Guide for Individual Project			
____/200 points	Level 3 25-40	Level 2 16-24	Level 1 0-15
Organization ____/40	Well-prepared for project, 1-2 pages reflection, submitted on time.	1-2 pages reflection, submitted on time; writing may need some improvement with organization of ideas and details.	Organization of reflection is lacking or not submitted on time. Ideas and details are missing or fairly weak.
Content ____/40	Very Informative, interesting content; includes multiple examples or evidence of conducting individual project (e.g., written or use of digital media such as pictures or samples of materials created or gathered).	Content is thorough and includes at least 2 examples or evidence of conducting individual project. (e.g., written or use of digital media such as pictures or samples of materials created or gathered).	Content is lacking in information pertaining to individual project. Examples or evidence of conducting individual project are not present or weak. Leaves learner with more questions unanswered.
Experience ____/40	Individual and class learns about personal learning experience and/or contribution to children's literature. (new knowledge or understanding gained)	Individual and class learns about personal learning experience and/or contribution to children's literature. New knowledge might not be gained but is relevant and meaningful.	Experience is difficult upon the individual and class in regards to learning and contribution to children's literature.
Quality ____/40	Overall quality of content (how you think the project/service learning went, what you might do differently in the future) is high.	Overall quality of content is fair but may contain superficial ideas on what was learned or what might be done differently.	Product quality continues to require significant improvement to gain meaningful learning experience.
Supporting Materials ____/40	Overall quality of project and materials are high and full of rich description in materials itself. (if applicable, include pictures of or materials created)	Overall quality of project and materials is on target and provides learners insight into the experience of the individual carrying out the project.	Qualify of project and materials needs improvement in order for the individual and learners to gain a better understanding of the experience.

WEEKLY ASSIGNMENTS

	Date	Major Topic	Required Reading	Assignments Due
WEEK 1	10/2	Overview of children's lit: what it is, how to learn about it, uses in teaching	Part One, pg. 1-38	-Discussion: Introduce yourself -1 response
WEEK 2	10/9	Value of reading; selecting & evaluating books; history & trends	Part Two, Pg. 41-60	-Assignment: Reading Autobiography -1 response
WEEK 3	10/16	Picture Books Poetry Select an author (or illustrator) for a presentation. See syllabus for details.	Chapter 7-8	-Discussion: name and briefly describe 5 books you have added to your bookfile. -1 response
WEEK 4	10/23	Traditional Fantasy	Chapter 9 Chapter 10	-Assignment: Library -Discussion: name and briefly describe 5 books you have added to your bookfile. -1 response
WEEK 5	10/30	Realistic Fiction Historical Fiction	Chapter 11 Chapter 12	-Assignment: (Part 1) Author presentations -1 response
WEEK 6	11/6	Biography	Chapter 13	-Assignment: (Part 2) Presentation reflections -1 response
WEEK 7	11/13	Non-fiction (Informational)	Chapter 14	-Discussion: name and briefly describe 5 books you have added to your bookfile since the last test. -1 response
WEEK 8	11/20	Multicultural and International Books	Chapter 15	-Assignment: Individual Project -1 response
WEEK 9	11/27	-Continue wide reading of tradebooks to find the 40 you want to record in your bookfile -Prepare for Final Exam		-Discussion: name and briefly describe 5 books you have added to your bookfile since the last test. Also, describe the format you have chosen for your bookfile. -1 response

WEEK 10	12/4	-Same as above -Prepare for Final Exam		-Assignment: Signature Assignment (bookfile) -Assignment: Final Exam -Farewells/1 response
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Note: This schedule is tentative and is subject to change. Changes will be announced in class or via email.

* Required reading will include additional materials, not just the textbook chapters as listed here. These will be provided in class.