

Chaminade University
Instructor: ELAINE BLASI

Ed w Children's Literature
Summer 2001

Course Outline

Purpose

The purpose of this course is to present an introduction to children's literature. Content includes an overview of the history of children's literature and will focus on contemporary works and authors and illustrators of books for children. Ed 413 is designed to help the classroom teacher understand children's books in all genres, examine criteria for evaluation children's literature and develop ideas to promote and use children's literature both in the classroom and to motivate student leisure reading.

Course Objectives

The students will:

1. Define children's literature and gain an understanding and appreciation for the wide range of genres in children's books including fiction, non-fiction and poetry.
2. Recognize the stages of literacy development in children including developmental tasks, levels of understanding, and stages of development.
3. Examine mass media as it relates to children's literature.
4. Understand the history of censorship and develop a plan to deal with censorship today.
5. Acquire the appropriate language to discuss literature (literary term--techniques and concepts used by authors).
6. Be aware and make use of resources for author searches, book reviews/critiques, sources for book borrowing/purchase and sources for supplementary classroom materials.
7. Present a well-written 4-5 page typed, double spaced PERSONAL READING AUTOBIOGRAPHY describing how early literacy has shaped his/her life.
8. Acquire appropriate technique and present a prepared PICTURE BOOK READ ALOUD which includes an introduction and dramatic text reading (5-10 minutes).
9. Present a prepared BOOK TALK (5-10 minutes).
10. Create a resource BOOK CARD FILE / AUTHOR INFORMATION COLLECTION (see sample for specific format).
11. Research a children's author and share an author profile (oral presentation - 15 minutes or you can choose to have it in written form).
12. Develop a journal based on reflections from each of the chapters in the text.



Course Requirements

Materials:

Text: **CHILDREN'S LITERATURE REBRIEFLY**

Index card box and 5 x 8 index cards or can be in computer format

Assignments:

Personal Reading Autobiography	20
Picture Book Read Aloud	10
Author Research & Presentation	10
Book Talk	10
Book Card File/Author Information Collection	100
Weekly Assignments (Total of 10)	100
Personal Reflection Journal	50

Grading System: Based on a total of 300 points, letter grades are as follows:

270-300 = A, 240-269 = B, 210-239 = C, 180-209 = D, Below 209 = F

Assignments

Note: All written assignments should include a title page. The body of the paper should be typed and double-spaced, references should be cited and it is expected that written assignments will be well-organized and grammatically correct.

Personal Reading Autobiography

Consider how books and reading have shaped your life. Write your own reading history as a child and as a teen answering such questions of yourself such as: What was it like when you first learned to read? What did you enjoy reading in or out of class? Did your parents, family, or friends read? Were you read to? Did you receive books as gifts? Did you have a place in your house for books? Were books discussed? Was reading ever forced or discouraged? How much was your reading guided or how much were you left alone? What experiences related to reading have had with teachers and librarians? Do you remember trips to the library? Did your father (mother, sister, brother, friend, aunt, anyone) have a particular favorite author he/she encouraged you to read? Who has influenced your reading? What are some childhood favorites? Did anything you read as a child have an impact on your life? Do you have a favorite children's books that you have discovered as an adult? **LENGTH: 4-5 pages**

Author Research

Review literature (including professional journals) on an author of children's literature books. For this assignment you will prepare an oral presentation. Give biographical information, books published (both in and out of print), current publisher

and unique anecdotes that characterize the individual. Include a bibliography of all books the author has completed. PRESENTATION -- 15 minutes - Written 3 pages.

Book Talk-.

Choose a book for you Book Talk (chapter book for the more mature reader). Review resource materials on book talks for effective strategies and hints (see text). Include title, author, publisher, and grade level. Use materials that you feel would make your presentation powerful. Remember, the purpose into make your audience want to read the book (a tickler). Bring something to show (the book, item from the story, etc.) PRESENTATION -- 5-10 minutes

Book Card File/ Author Information Collection

Read a minimum of 50 books from lists in your text. Each book should be approximate for children from birth to age 14. At least five of the books should be for the more mature reader (i.e. Newberry award winners and Honor Books-- see text book for a list). Use 5 x 8 note cards for each book you read. Store in a file box or this can be in computer format and saved to a disc. Remember to organize the titles in some format. Use the following format:

Title	Genre
Author/Illustrator	Approximate Age Span
Publisher	Number of Pages
Copyright Date	
ISBN #	Availability (in print or out of print)

Summary of Plot

Personal Notation

Evaluation

Information should include:

- a. author and title
- b. genre/ type of book
- c. bibliographic information (also include the original publication date)
- d. assessed and/or recommended age/grade range of the book
- e. interest level and reading level
- f. a short (3-4 sentences) plot summary--should be specific enough to call the book to mind
- g. personal notes for using a book, such as an example of strong use of a literary element, protagonist/antagonist, curriculum possibility, whether it is good for, reading aloud, individual reading or teaching concepts, list any possible problems.
- h. evaluation
1. put your name on each card

Picture Book, Read Aloud (see techniques in textbook) - ..

Choose a picture book that can be shared in 5-10 minutes. Practice reading aloud before your presentation.

- a. Introduce your book
- b. Introduce the author/illustrator
- c. Read aloud to the instructor using dramatic expression. make the story come alive with use of **voice**, timing, varied intonation patterns, etc.

Weekly Assignments

Assignments should be well thought out and free from errors. Each assignment should be at least two pages long. There will be a total of - assignments.

Reading Journal

Develop a weekly journal based on personal reflections after each of the chapters in the textbook. Specific prompts will be discussed when meeting with the instructor. Minimum of ten entries.

ASSIGNMENTS

7/18/01	"The Book" An Overview Chapters 1-5 (pgs. 3-56) Assign. #1 Due Bring Journals to Class Bring a Favorite Children's Book
7/25/01	"Fantasy and Fiction" Chapters 6-10 (pgs. 57-116) Assign. #2 Due Bring Fantasy and Fiction Books
8/1/01	"Biography, Info., Picture Books" Chapters 11-13 (pgs. 117-170) Assign. #3 Due Bring Biography, Info. And Picture Books
8/8/01	"Poetry, Multi/Inter., Controversial Books" Chapters 14-16 (pgs. 171-214) Assign. #4 Due Bring Poetry, Multi/Inter., and Contra. Books
8/15/01	"Reading in the Classroom" Chapters 17-19 (pgs. 215-248) Assign. #5 Due
8/22/01	"Teaching Reading" Chapters 20-22 (pgs. 249-294) Assign. #6 Due
8/29/01	"Picture Book Read Aloud" Due
9/5/01	"Book Talk" Due "Book Card File/Author Info. Collection" Due
9/12/01	"Author Research and Presentation" Due

COURSE SYLLABUS

Textbooks

On **Becoming** A School Leader - Combs, Miser & Whitaker
Positive Discipline for Preschoolers – Nelsen, Erwin & Duffy

Goal

The goal of this course is to understand the role of leadership and guidance in early childhood programs and its impact on communication, **instructional** methods and curriculum. Emphasis will include discovering one's own leadership style and incorporating a person-centered **perspective** with children, parents and co-workers, and at the administration level. Professional growth, commitment, and promoting effective parent partnerships will also be included.

Rubric for Assessments

Criteria to **obtain** full points:

- Perfect attendance and on time for all class sessions
- Participation in all class discussions and activities
- Writing **Assignments**:
Due at the beginning of each class, **organized**, type written, double-spaced, correct grammar, punctuation and spelling
(**Reflections** must be neatly written, **analytical** and concise)
- Personal Professional Portfolio
Organized with **easily** discernible sections
Resume included
Resource File
Organized with easily discernible sections
Includes all writing **assignments**, **class** notes, **hand-outs**, etc.
Samples for each section where applicable

Evaluation/Grading

Attendance	20 Points
Class Participation	10 Points
Writing Activities	15 Points
Resource File	20 Points
Personal Portfolio	20 Points
Final Exam	15 Points
Total.....	100 Points

90-100=A 80-89=B 70-79=C 60-69=D Below 60=F

Objectives

Students will:

- Understand current **leadership** roles in the field of early childhood education in the context of the classroom, school and community
- Discover one's own leadership style and implement a person-centered approach
- Learn positive approaches in guiding children's behaviors
- Develop effective parent communication that will encourage positive partnerships
- Create a personal Professional Portfolio
- Become aware of, and utilize various ECE resources locally and nationally
- Develop a resource file for starting an early childhood program

Competencies

At the end of the course, students **shall** be able to:

- Describe the role of leadership in the classroom, school and at the administrative level
- Incorporate the *person-centered* model of leadership in one's own school setting
- Promote effective parent partnerships through positive communication
- Understand the importance of utilizing positive guidance techniques when working with young children
- Utilize their own Professional Portfolio when applying for a job
- Access the resource file they created with information to start up an ECE program

Methods of Instruction

- Lecture
- Group Discussions
- Writing Assignments
- Readings

- Field Assignment

Attendance Requirements

This class will be in session for a total of 40 hours. Students must attend 90% of scheduled class time, which allows a four-hour absence without affecting one's grade. Students are responsible for all material and assignments covered during any absence. If possible, please notify the instructor of any anticipated absences. Additional work may be required.

LEADERSHIP AND GUIDANCE

Ed. 449/Instructor: *ELAINE BLASI MED.*

Course Overview

JULY

Introduction

- Orientation and Overview
- Course Syllabus
- Assignments
- Course Overview
- Leadership Self-Survey

Leadership in the Classroom/The Early Childhood Professional

- Video - *Treasure Hunt* by Bill Cosby
- The Role of Leadership
- Discovering your own Leadership Style
- Organizational Skills
- Time Management
- Delegating
- Professionalism (& NAEYC Professional Code of Ethics)

In Class Writing Assignment: Reflection #1

Reading Assignment - *On Becoming A School Leader*
(Sections I & 11, pages 1 to 147)

JULY

-7-7 & 28

Leadership in the Classroom/Working Together

- Team Teaching
- Communication
- Values
- Staff Development
- Group Discussion

Leadership in the Classroom/ Working with Parents

- Stress Management
- Parent Education
- Effective Communication with Parents
- Soliciting Parent Volunteers
- Parent-Teacher Conferences
- Sharing Assessment Samples
- Writing a Resume

In Class Writing Assignment - Reflection #2

Reading Assignment - *Positive Discipline For Preschoolers* Part One to Six, pages 3 to 344

Field Assignment - *Personal Professional Portfolio & Resume*

AUG
/ 7 & / 8

Leadership in the Classroom/ Classroom Management

- Guiding Children's Behaviors - Positive techniques
- Working with Challenging Children
- Share Professional Portfolios

Leadership in the School

- Guest Speaker/Art Therapy (tentative)
- Designing a School
- **Accreditation/Affiliations**
- Planning: Curriculum, Goals, Scheduling
- School Brochures/Web Sites
- Parent/Staff Handbooks
- Teacher Applications/Contracts/Job Descriptions
- Working with School Boards

In Class Writing Assignment: Reflection #3

Reading Assignment by Sept. 7th: *On Becoming A School Leader*

Section III - pages 147 - 203

Field Assignment: Leadership and Guidance Resource File - Due Sept. 7th

Sept. 7 & X

Leadership in the School

- Opening A School
- DHS Rules and Regulations
- Budgeting
- Legalities: Insurance, Tax Status, Workmen's Compensation, Professional **Liability**
- Employee Benefits
- Share Leadership & Guidance Resource Files

Celebration of Learning

- Final Exam
- Course Evaluation

**LEADERSHIP AND GUIDANCE
ED. 449**

Assignments

Readings (to prepare for discussion and/or written reflections in class)*

- JULY 27* ***Becoming A School Leader.*** pages 1 to 117
Section I: Leadership and Belief Systems
Section II: Leader's Conceptions of Change and Self
- AUG 17* ***Positive Discipline For Preschoolers*** pages 3 to 344
Raising Children Who Are Responsible, Respectful and Resourceful:
Parts One to Six
- 7* ***On Becoming A School Leader*** pages 147 to 203
Section III: Leaders and Organizations

* Topic-related articles will also be required readings for this class.

Writings

Students will be asked to write a *Reflection* in class on topics taken from a lecture, article, video or reading. A total of three reflection papers will be assigned.

Personal Professional Portfolio

- DUE*
JULY 27 ***Suggested Sections:***
- Resume (required)**
 - Professional Certificates**
 - Health Records - TB/First Aid/CPR**
 - Driver's License/Insurance Card**
 - Letters of Recommendation**
 - Special Awards or Certificates**
 - Documentation of Workshops, Seminars or Special Trainings**
 - Thank you letters from Parents,**
 - Pictorial presentation of your work with young children**
 - Children's pictures for you**
 - Other Ideas?**

Ed 449 Assignments, continued...

Leadership and Guidance Resource File*

Due Sept. 7th **Section I:** Course Work

Notes
Writing Assignments

*Section II.- Leadership In **the** Classroom*

Classroom Management
Positive Discipline
Separation and Transitions
Team Teaching
Assessment Samples
Parent **Education/Communications/Conferences**
Related **Readings**, Hand-outs

Section III.- Leadership In the School

Designing a School or Classroom
Planning: **Curriculum**, Goals, Scheduling
Parent **Handbooks/** staff **Handbooks/Brochures/Web Sites**
Legalities: Insurances, Tax **Status**, Workmen's Comp,
Unemployment, Professional Liability
DHS Rules & Regulations
Working with Boards and Parent Volunteers
Budgeting
Accreditation/Affiliations
Professional Code of Ethics
Teacher Contracts/Job Descriptions
Staff Development
Resources: Book **Lists/Current Research/People**
Related Readings, Hand-outs

* This Resource File is **yours**. The way you put it together should make sense to you. It should be a workable file that you can refer to **often**.