

Chaminade University of Honolulu
ED 413 Children's Literature Fall, 2002
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GOAL

The goal of this course is to create an enthusiastic appreciation of Children's Literature and to develop competence in using, interpreting and evaluating Children's Literature. In order to meet this goal the following objectives have been established:

OBJECTIVES

1. Students will read and respond to a wide variety of books from different genres written for children from birth through grade eight.
2. Students will develop and apply criteria for selecting and evaluating quality books to share with children.
3. Students will evaluate children's books as they relate to the developmental needs, reading preferences and interests of children at different ages.
4. Students will develop an appreciation of the value of children's literature and its importance in the elementary school curriculum.
5. Students will become versed in the issues and trends in children's literature through class discussion and sharing of picture books, poetry, novels, information books and biographies. Multicultural stories and issues will be included in each genre.
6. Students will become acquainted with educational journals, resource books and other professional materials relating to children's literature.

COURSE REQUIREMENTS: ED 413
CHILDREN'S LITERATURE

1. Materials

A. Text: **Children's Literature in the Elementary School, Seventh Edition**

Charlotte S. Huck, Susan Hepler, Janet Hickman
McGraw Hill Publishers, 2001.

B. Index Cards (4 x 6), file box, dividers or Note book for collection

2. Requirements

A. Basic Learning Experiences

- Attendance, participation and book sharing in each class.
- Personal reading autobiography
- Book card file
- Independent project or RAP Program

B. Selected Learning Experiences (choose two of the four experiences)

- Report on a well-known children's author or illustrator
- Prepare and present a book talk or story
- Portfolio of author and or illustrator profiles
- Abstract one professional journal article and share findings with class.

C. Summative Evaluation

- Final Exam

3. Grading

Basic Learning Experiences	Points
Attendance, participation and book sharing	25
Book card file	25
Independent project	15
Personal reading autobiography	5
Final Exam	20

Selected Learning Experiences*

Report on a well-known children's author or illustrator	5
Prepare and present a book talk or story	5
Portfolio of author or illustrator profiles	5
Abstract professional journal article. Share findings with class.	5

* Choose two of the four activities. The remaining two activities may be done for extra-credit if you choose to do so.

Grading Scale

93-100 A

85-92 B

77-84 C

69-76 D

68 and below F

4. Administrative Requirements

A. Attendance:

University policy requires students to attend all class meetings of courses for which they are registered. If an emergency prevents attending, the instructor should be informed.

B. Incompletes:

Incompletes may be given if the student is unable to complete a portion of the work due to circumstances beyond their control. The incomplete contract must be signed by the student and the instructor. It will specify when the work must be completed. Usually the work must be completed in 90 days, if it is not the incomplete will revert to the grade the student would have earned that is specified on the incomplete form.

5. Administrative Warning

Plagiarism is a serious offense.

Plagiarism is the offering of work of another as one's own and may include but is not limited to the following:

- 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 the text is always mandatory.
- Paraphrasing the work of another without proper author acknowledgment.
- 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.

SYLLABUS: ED 413
CHILDREN'S LITERATURE

Week 1: Aug. 28	Introduction Orientation: <ul style="list-style-type: none">•Preview Course Requirements•Preview Course Syllabus•Preview Textbook Assignments: <ul style="list-style-type: none">•Read Preface and Chapter 1•Begin personal reading autobiography
Week 2: Sept. 4	Discussion : Preface & Chapter 1 <ul style="list-style-type: none">• Knowing Literature for Children Assignments: <ul style="list-style-type: none">• Book cards for Chapters 1• Personal reading autobiography• Read Chapters 2
Week 3: Sept. 11	Discussion : Chapters 2 <ul style="list-style-type: none">• Understanding Children's Responses to Literature Due: Personal reading autobiography Book cards for Chapters 1 Presentations: Book talks /Storytelling Assignments: <ul style="list-style-type: none">• Book cards for Chapters 2• Read Chapter 3
Week 4: Sept. 18	Discussion : Chapter 3 <ul style="list-style-type: none">• The Changing World of Children's Books Due: Book cards for Chapters 2 Presentations: Book talks /storytelling Assignments: <ul style="list-style-type: none">• Book cards for Chapters 3• Read Chapter 4
Week 5: Sept. 25	Discussion Chapter 4 <ul style="list-style-type: none">• Books to Begin On Due: Book cards for Chapter 3 Presentations: Book talks/ storytelling

Assignments:

- Book cards for Chapter 4
- Read Chapter 5

Week 6:
Oct. 2

Discussion Chapter 5

- Picture Books

Due: Book cards for Chapter 4

Presentations: Author / Illustrator Research Project

Assignments:

- Book cards for Chapter 5
- Read Chapter 6

Week 7:
Oct. 9

Discussion Chapter 6

- Traditional Literature

Due: Book cards for Chapter 5

Presentations: Author / Illustrator Research Project

Assignments:

- Book cards for Chapter 6
- Read Chapter 7

Week 8:
Oct. 16

Discussion Chapter 7

- Modern Fantasy

Due: Book cards for Chapter 6

Presentations: Author / Illustrator Research Project

Assignments:

- Book cards for Chapters 7
- Read Chapter 8

Week 9:
Oct. 23

Discussion Chapter 8

- Poetry

Due: Book cards for Chapter 7

Presentations: Research Journal Abstract

Assignments:

- Book cards for Chapter 8
- Read Chapter 9

Week 10:
Oct. 30

Discussion Chapter 9

- Contemporary Realistic Fiction

Due: Book cards for Chapter 8

Presentations: Research Journal Abstract

Assignments:

- Book cards for Chapter 9
 - Read Chapter 10
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Week 11
Nov. 6
Discussion Chapter 10
• Historical Fiction
Due : Book cards for Chapter 9
Presentations: Independent Projects
Assignments:
• Book cards for Chapter 10
• Read Chapter 11

Week 12
Nov. 13
Discussion Chapter 11
• Nonfiction Books
Due: Book cards for Chapter 10
Presentations: Independent Projects
Assignments:
• Book cards for Chapter 11
• Read Chapter 12

Week 13
Nov. 20
Discussion Chapter 12
• Biography
Due: Book cards for Chapter 11
Author / illustrator Portfolio
Presentations: Independent Projects
Assignments:
• Complete Book card File
• Read Chapter 13

Week 14
Nov. 27
Discussion Chapter 13
• Planning the Literature Program
Due: Complete Book card File
Presentations: Independent Projects
Assignments:
• Prepare for Final

Week 15
Dec. 4
Final Examination

Course Evaluation

Syllabus will be adjusted to meet the needs of the class.

Office Hours : Tues. & Thurs. 2: 00- 5: 00 p.m.
Education Building, Room 117 Office Phone 735-4833
Home Phone 734-1721

Learning Experiences

Basic Learning Experiences:

Attendance, participation and book sharing at each class. The purpose of this experience is to immerse you in the world of children's literature to develop the knowledge, skills and attitudes which will allow you to make the magic of books come alive for children. (25 points)

Book card File Due Complete Nov. 27, 2002 (cards due weekly)

Read 60 books (5 from each chapter) appropriate for use with children ages birth to fourteen. Fifteen or more of these books are to be books for the more mature reader. Using 4x6 index cards report on each book. (See sample card for format). The purpose of this card file is for you to have a ready reference file of books that you personally enjoyed and would be enthusiastic about sharing with children. It is wise to select books which span a wide range of ages and interests. This file should be a work in progress as so many new books are published each year. Have fun and enjoy the world of children's books. (25 points)

Independent Projects Due when oral presentations are given (Nov. 6, 13, 20, or 27, 2002)

Develop your own project concerning children's literature. Consult ideas at the end of each chapter in your textbook for suggestions. Some typical projects are writing your own children's book, creating collections of books from different cultures, comparing and contrasting folk tales with the same theme from various cultures, and creating a collection of poetry for children. The purpose of the independent project is to provide an opportunity to delve into something of interest to you. Choose something you can have fun with and enjoy doing. (15 points)

Read Aloud America (RAP)

You attend sessions at designated schools in the evenings and read to children. I will distribute information on the RAP program on the first day of class. You must turn in a reflection paper on the experience which covers what you learned from the experience, what parents and children got from the program, and how the entire community benefits from this program. It is due Nov. 27, 2002

Reading Autobiography Due September 11, 2002

Write your reading autobiography. What memories do you have of your early reading? Did either of your parents read to you? Do you recall any of the books they read? Did any teachers or librarians read aloud to you? What books did you own as a child?

What were some of your favorites? Do you recall any that you did not like? Do you know why? Were there any you read and reread? What qualities of the story appealed to you? Your paper should be typed, doubled spaced and a maximum of five pages in length. (5 points)

Final Exam Dec. 4, 2002 (20 points)

Selected Learning Experiences:

Choose two of the four learning experiences. Each experience is worth five points. All four may be done for extra credit.

Author / Illustrator Research Due on Day of Oral Presentation Oct. 2, 9, or 16, 2002

Research an author or illustrator of children's literature. Report on his /her life and writings. Research the literature for speeches or articles about the author as well as biographical information. Prepare a written report which should be typed and double spaced.

Book talk / Storytelling Due Sept.11, 18, or 25, 2002.

Select one book for which you would like to prepare a book talk or storytelling activity. Prepare, rehearse and present to class as you would to a group of students. Give bibliographical data and designate grade level for which your presentation is appropriate. No written report is required for this activity.

Author Portfolio Due: Nov. 20, 2002

Begin a collection of information about authors and Illustrators of children's books. Determine your own way of organizing this material so it will be of utmost use to you. Many authors and illustrators have excellent web sites to visit and get information you want for your portfolio.

Journal Article Abstract Due on Day of Oral Presentation Oct. 23, or 30.

Review journals in the field of education that publish articles on children's literature. Choose one articles that you feel are significant and would like to abstract and share with the class. Prepare a paper giving bibliographical information, a brief abstract and an explanation as to your choice of article. Papers should be typed and doubled spaced.