JEFFERSON COLLEGE
COURSE SYLLABUS

ENG143
LITERATURE FOR CHILDREN

3 Credit Hours

Prepared by:
Mindy Selsor

Revised By: Trish Loomis and Susan Todd
Revised Date: March 2010

Division of Communication-Arts
Dr. Mindy Selsor, Dean
ENG143 Literature for Children

I. CATALOGUE DESCRIPTION

A. Prerequisite: ENG101

B. 3 semester credit hours

C. Literature for Children introduces students to methods of sharing quality literature for young children. Students will learn criteria for evaluating literature, enrichment activities and storytelling techniques. Literature for Children is required for the Early Childhood degree and is recommended for Elementary Education majors. (F,S,O)

II. EXPECTED LEARNING OUTCOMES AND ASSESSMENT MEASURES

<table>
<thead>
<tr>
<th>Expected Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will identify authors, illustrators, awards, texts and their grade-level appropriateness.</td>
<td>Quizzes</td>
</tr>
<tr>
<td></td>
<td>Reading log</td>
</tr>
<tr>
<td></td>
<td>Small group discussion</td>
</tr>
<tr>
<td></td>
<td>Class projects</td>
</tr>
<tr>
<td></td>
<td>Class presentation</td>
</tr>
<tr>
<td>Students will demonstrate an awareness of the qualities and characteristics of genres.</td>
<td>Quizzes</td>
</tr>
<tr>
<td></td>
<td>Reading log</td>
</tr>
<tr>
<td></td>
<td>Small group discussion</td>
</tr>
<tr>
<td></td>
<td>Poetry notebook</td>
</tr>
<tr>
<td></td>
<td>Class presentation</td>
</tr>
<tr>
<td>Students will compare and contrast professional resources that assist teachers in selecting quality literature to integrate across the curriculum</td>
<td>Reading log</td>
</tr>
<tr>
<td></td>
<td>Quizzes</td>
</tr>
<tr>
<td>Students will use motivational reading strategies such as storytelling, reader’s theater, book talking</td>
<td>Dramatization</td>
</tr>
<tr>
<td></td>
<td>Jackdaw project</td>
</tr>
<tr>
<td></td>
<td>Reading aloud</td>
</tr>
<tr>
<td>Students will demonstrate develop an awareness of children’s literature of different cultures.</td>
<td>Quizzes</td>
</tr>
<tr>
<td></td>
<td>Reading log</td>
</tr>
<tr>
<td></td>
<td>Web-based scavenger hunt</td>
</tr>
</tbody>
</table>
III. OUTLINE OF TOPICS

A. Valuing Literature for Children, Past and Present
   1. Define children's literature and differentiate children's literature and adult literature.
   2. Identify the affective values and educational values of literature for children.
   3. Apply traditional criteria to evaluate a work of fiction: plot, setting, theme, characterization, style, point of view and format.
   4. Identify awards in children's literature.
   5. Elicit, observe and react to children's responses to literature.
   6. Apply research in cognitive development by prominent psychologists to the style of children's response to literature.
   7. Examine the evolution and history of children's literature, determining what the literature reflects about the values of the past as well as how this literature has influence the present.

B. Books to Begin On and Picture Storybooks
   1. Discuss the development of initial literacy.
   2. Share and evaluate "first books": naming books, identification books, rhymes, Mother Goose books, alphabet, counting, concept and wordless books.
   3. Examine and identify a variety of media used by illustrators in picture storybooks.
   4. Analyze a variety of artists' work and identify pictorial style: realism, impressionism, expressionism, naive, cartoon and personal style.
   5. React to themes and imaginative use of language in picture storybooks.

C. Traditional Literature
   1. Discuss understandings of life as expressed in modern literature formed in traditional literature: folktales, fables, myths, epics, the Bible, fairy tales, fantasy.
   2. Define monogenesis and polygenesis and explain the importance of these approaches to folklore.
   3. Identify types of folktales and motifs in traditional literature and evaluate according to credible criteria.
   4. Compare and contrast a number of variants of a single folktale.
   5. Examine a cross-cultural study of folktale motifs.
   6. Differentiate fantasy and science fiction.

D. Poetry
   1. Define poetry.
   2. Analyze poetry for adults to become familiar with elements of poetry: rhythm, rhyme, imagery, and figurative language.
   3. Identify forms of poetry: ballad, narrative, lyrical, free verse, haiku, concrete.
   4. Write poetry.
5. Read poetry aloud to practice tone and pace and to practice different types of choral reading.
6. Share and evaluate poetry books including the above forms as well as humorous verse, multicultural poetry and nature poetry.
7. Discuss ways teachers have alienated children from poetry and ways to create a climate for the enjoyment of poetry.

E. Fiction
   1. Define realistic fiction and historical fiction.
   2. Analyze the values of realistic fiction and historical fiction.
   3. Discuss the controversies that surround the writing of contemporary fiction.
   4. Share and evaluate several popular types of realistic fiction and historical fiction.

F. Nonfiction
   1. Differentiate authentic biography and fictionalized biography.
   2. Examine several approaches to biography writing: picture storybook biographies, simplified biographies, partial biographies, complete biographies and collective biographies.
   3. Discuss the trends in informational books.
   4. Examine ways to use information books across the curriculum, integrating factual books with fictional.
   5. Share and evaluate biographies, autobiographies, and informational books.

G. Storytelling
   1. Discuss the values of storytelling.
   2. Examine guidelines for storytelling.
   3. Plan and participate in a storytelling session for a group of young children.

H. Planning, Extending and Evaluating Literature Programs
   1. Discuss the challenges and benefits of whole language instruction and literature based reading programs.
   2. Share ways to create a classroom learning environment.
   3. Develop and share unit and web projects.
   4. Examine ways to extend children's understanding of literature through art, media, drama and writing.

IV. METHODS OF INSTRUCTION
   A. Lecture/Discussion
   B. Reading of Text and Additional Readings
   C. Assigned Writing Responses and Reading Log
   D. Student Presentations
E. Research
F. Projects

V. REQUIRED TEXTBOOKS


VI. REQUIRED MATERIALS

Textbook

VII. SUPPLEMENTAL REFERENCES

F. Library's collection of children's literature (including a complete collection of Newberry and Caldecott award books and honor books at each campus).

B. Professional journals

VIII. METHODS OF EVALUATION

A. Student book sharing

B. Reading logs

D. Projects

C. Quizzes

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

X. ADA COMPLIANCE

Students who have needs because of a learning disability or other kinds of disabilities should contact the Access/ABILITY Office at (636) 797-3000 extension 169 or 158 and discuss accommodations with the instructor.

XI. ACADEMIC HONESTY

If a student plagiarizes writing or cheats on an assignment or test, he or she will fail that assignment and may fail the entire course. Dishonesty is a gross violation of the academic honesty policy as stated in the Jefferson College Student Handbook and indicates a failure to meet the standards of this course.