



## SYLLABUS

### I. COURSE CONTENT

A broad introduction to children's literature--its historical development, major genres, current trends and, most of all, its vital role in a child's emotional, moral, and intellectual maturation. The course includes training in the teaching of children's literature at home and in the classroom.

### II. COURSE OBJECTIVES

A. General - The student will:

1. Manifest a broad knowledge of the good literature available to children (books, magazines, authors, illustrators).
2. Discern what is good and permanently significant in children's literature based on the criteria of good writing and biblical truth.
3. Generate an infectious enthusiasm for reading in themselves and the children with whom they interact.
4. Compile means by which children and books can be brought together in enjoyable and instructive interaction.
5. Understand the role literature plays in human development.
6. Understand both the historical roots and current trends in children's literature.

B. Specific - The student will:

1. Recommend appropriate books and magazines for children of all ages.
2. Evaluate a book or story's value based on its communication of truth as well as its quality of plot, characterization, setting, theme, and style.
3. Write a children's story that displays good plot, theme, style, setting, and characterization.
4. Explain in a well developed essay the historical roots, current trends, and importance of children's literature.
5. Identify the genre of a particular piece of literature and explain why it belongs in any given category.
6. Demonstrate an ability to present literature in an interesting and enjoyable manner through reading a book, storytelling, role playing, choral reading, or finger plays.
7. Develop a poetry file which will be a ready reference for a special occasion or special topic.
8. Develop lifetime reading goals to enrich both professional and personal life.
9. Understand the competencies addressed in Chapter 4 of the Pennsylvania Department of Education Academic Standards for Reading, Writing, Speaking, and Listening.

### III. REQUIREMENTS

- A. Read and prepare an annotated bibliography for 55 books--35 primary books and 20 intermediate books. Specific directions will be outlined elsewhere. See dates.
- B. Peruse 10 different children's journals (magazines) and prepare a card for each of them. Give an analysis of their value to children, teachers, and/or parents. Age level and special features (activities, contests, projects, etc.) should be noted. Include publisher and address. DUE: 9/19
- C. Write an original 12+ page children's book. All pages should be laminated (or protected) and the cover and binding should be constructed of durable material. Include a title page and page numbers. Students may not write a number book or an alphabet book. Computer illustrations should match the text. DUE: 12/1
- D. Develop a poetry notebook consisting of at least 25 poems. Poems should cover at least eight categories. Specifications will be given elsewhere. DUE: 10/24
- E. Participate in an "Interaction with Literature" small group to plan, and present, a class presentation on an author and his or her texts. Specifications will be given elsewhere. See dates.

### IV. METHODS

- A. Grading

Midterm	15%	Grading Scale:	
Final Exam <b>Note:</b> Seniors are NOT exempt from the final exam.	15%		
Original Book	25%	93-100	A
Annotated Bibliography	25%	85-92	B
Poetry Notebook	10%	77-84	C
Journal (Magazine) File	5%	70-76	D
Presentation	5%	--69	F

B. Assignments:

*Adherence to due dates is the mark of an organized, mature student; therefore, the following policies regarding assignments will be followed.*

1. Assigned textbook chapters should be read before class time on the dates listed in the syllabus. Many chapters have extensive listings of books and authors with descriptions and summaries - these may be skimmed.
2. All assignments must be handed in at the beginning of the class period; assignments turned in after that time will be considered late. A grade will be deducted for each class period (or part thereof) that the assignment is late.
3. Any assignment submitted any time after the beginning of the class should indicate the time and date submitted.
4. All late assignments must be submitted by 2:59 p.m. on Friday, December 5, 2003. No assignments will be accepted after that time.
5. All assignments, except for the bibliography cards, should be typed. Use 3x5 or 4x6 index cards for the bibliography or use a word processor.
6. Any assignment not submitted will be given a grade of zero.

- C. You are learning to be a professional; thus neatness, punctuality, and thoroughness are of utmost importance. Attention to detail is a trademark of the professional.

**V. MATERIALS**

Textbook:

Russell, David L. *Literature for Children: A Short Introduction*. 4<sup>th</sup> ed. NY: Addison Wesley Longman, 2001.  
 Pennsylvania Department of Education. Chapter 4: Academic Standards for Reading, Writing, Speaking and Listening. (Available at <http://www.pde.state.pa.us/k12/lib/k12/Reading.pdf> )

Assigned Reading:

Hunt, Gladys. *Honey for a Child's Heart*. Grand Rapids: Zondervan, 2002.  
 Lewis, C.S. *The Lion, the Witch and the Wardrobe*. New York: MacMillan, 1950.  
 Lowry, Lois. *The Giver*. NY: Bantam, Doubleday, Dell, 1993.  
 Lowry, Lois. *Number the Stars*. Boston: Houghton Mifflin, 1989.  
 Baylor, Phyllis Reynolds. *Shiloh*. New York: Dell, 1991.

**VI. ABSENCE POLICY**

No more than five 50 minute period classes may be missed during the semester. For every absence beyond the maximum, the final grade will drop one letter. It is the student's responsibility to obtain information about the material and experiences missed during the class.

**VII. TENTATIVE CLASS SCHEDULE**

**Dates****Schedule and Assignments**

8/25	Introduction to Children's Literature Chapter 1: The History of Children's Literature Chapter 2: Child Development and Literature
9/5 (F)	10 primary cards due
9/1 9/8	Guiding Children's Book Selection Chapter 3: Cultural and Social Diversity Chapter 4: The Study of Literature <u>Honey for a Child's Heart</u> (Chapters 1-4) <u>The Giver</u>
9/12 (F)	History of Children's Literature: Midterm Question (20 minutes)
9/15	Chapter 5: Responding to Literature <u>The Lion, The Witch, and the Wardrobe</u>
9/19 (F)	Journal cards due
9/22	Chapter 6: Books of Early Childhood
9/26 (F)	5 intermediate cards due
9/29	Chapter 7: Picture Story Books Understanding Illustrations
10/3 (F)	10 primary cards due
10/6 10/15	Chapter 8: Folk Literature Make books
10/10 (F)	5 intermediate cards due Group A Presentation
10/17 (F)	15 primary cards due Group B Presentation
10/20	Chapter 9: Poetry <u>Honey for a Child's Heart</u> (Chapter 5)
10/24 (F)	Poetry File Due Group C Presentation
10/31 (F)	Midterm Chapters 2-7 <u>The Giver</u> <u>The Lion, The Witch, and the Wardrobe</u> <u>Honey for a Child's Heart</u> (Chapters 1-5)
10/27 11/3	Chapter 10: Fantasy
11/10	Chapter 11: Realistic and Historical Fiction <u>Shiloh</u>
11/12	Reading day
11/14 (F)	Group D Presentation
11/17	<i>Number the Stars</i>

## Dates

## Schedule and Assignments

11/21 (F)	5 intermediate cards due Group F presentation
11/24	Chapter 12: Biography and Informational Books
11/28	Reading day
12/1	Author Readings Censorship  Final Examination Chapters 8-12 <u>Number the Stars</u> , <u>Shiloh</u> , Authors and works from presentations

### Pennsylvania Department of Education, Chapter 4

Most of the activities in this course help students to gain experiences with the sub-skills identified in Section 1.3: Reading, Analyzing, and Interpreting Literature.

Students apply a portion of the knowledge of the skills in Section 1.4: Types of Writing when they compose, illustrate and bind their own children's book.

Many of the editing skills in Section 1.5: Quality of Writing are used in editing the text of their children's book.

Speaking and listening skills as outlined in Section 1.6: Speaking and Listening are consistently used in class presentations of various genre and in the discussion of specific pieces of literature.

Group Presentations help the student to be aware of the skills in Section 1.8: Research when doing research for their presentation.

### VIII. SPECIAL PROJECTS

#### Annotated Bibliography

35 primary books; 20 intermediate books

[10 Caldecotts (C); 5 Newberys (N); 5 Classics (\*) Classic: any well known children's book written before 1925; 5 Christian (+); 1 Holocaust book (b) in addition to *Number the Stars*]

1. Annotations should be typed or printed neatly on 4x6 cards or develop a file using a word processor. (Note: If you are using the computer you must develop a data base file, not simply a typed listing).
2. Title, author, publisher, series, illustrator, availability in paperback should be placed at the top of the card.
3. Analysis should include some of the following information:
  - brief plot summary
  - quality of plot, theme, style, characters, and setting
  - suggested age/grade level
  - appropriateness for slow readers
  - appropriateness for reading aloud in class
  - specific needs it addresses
  - presence of objectionable content
4. Your initials should be written on the back of each card and a card with your name on it should be included each time you hand in cards. Use a rubber band to keep cards together. With each new group of cards turn in all previous cards as well.
5. Indicate classification of required books on top of card (Newbery, Christian, Classic, Caldecott).  
Note: Abridged versions of longer books are unacceptable. Also avoid Golden Books and Walt Disney versions of books/tales.
6. Annotated Bibliography Class Procedure
  - A. Bring your cards to class on the day they are assigned.
  - B. Be prepared to share two to three of your favorite books.
  - C. Turn in ONLY the cards due that day.

## Poetry Notebook

Find 25 poems. Arrange in at least 4 categories. The poems in each category should be of different types, i.e. classical poems, modern poems, silly poems, etc. Using different poetry books will help you locate different kinds of poems. The objective for this assignment is that you peruse a variety of poetry books and that you clearly see the great variation in the types of poems for children.

Your poetry notebook should contain a complete Table of Contents listing categories and poem titles/authors and a bibliography of books you consulted. Do not get a majority of your poems from the Internet.

Pets	Birthdays	Work
Farm Animals	Weather	Food
Wild Animals	Nature	Time
Seasons	Flowers	Play Time
Months	Family	Night Time
Holidays	Friends	Hobbies
Vacation	Me/Myself/I	Body Parts
School	People	Famous People
Riddles	Make-Believe	Objects
Traveling	Ridiculous	USA
Finger Plays	Choral Reading	Vocations
Liberty	Legends & Heroes	Other Countries

**Note:** Twenty-five is the minimum: a total of 25 poems does not guarantee an A for the assignment.

### ~ Group Presentation

Each group of (x) students will be asked to select an author and to make a one period class presentation on that author and his or her books/poetry.

~ This presentation will acquaint the class

1. with pertinent biographical information about the author,
2. with important works by that author, and
3. with the uniqueness of this author's style, subject, etc.

~ The group needs to decide

- 1) the author or poet they wish to present and,
- 2) the individual responsibility of each member:
  - a) Handout - bibliography of major works
  - b) Bulletin board (visible during the day of the presentation and the week following)
  - c) class activity with the class
  - d) Handout - biography and related information\*\*\* This is the most important part of the presentation.

Research and present the important areas of this person's life and career. For example, if the person is also an illustrator, research and present the distinctives of his/her illustration style.

e) oral reading of sample text(s)

~ Try to make your presentation interesting - don't just read the life story. Find creative ways to present the information. Really plan a class activity related to the author, for example, collage for Leonna. It is also recommended that a part of the author's work be read to give the class an understanding of the author's writing. Pennwood Library often has a video on authors plus many written resources.

**Note:** Handout pages should not come ONLY from Internet sources. Combine sources from several sources to gather information.