

Coffeyville Community College

ENGL~207
COURSE SYLLABUS
FOR
CHILDREN'S LITERATURE

Salina Meek
Instructor

COURSE NUMBER:	ENGL-207
COURSE TITLE:	Children's Literature
CREDIT HOURS:	3
INSTRUCTOR:	Salina Meek
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OFFICE HOURS:	Students will receive a copy of my office hours on a separate handout.
PREREQUISITE:	English Composition I
REQUIRED TEXT & MATERIALS:	<p>Kasten, Wendy C, et al. <i>Living Literature: Using Children's Literature to Support Reading and Language Arts</i>. 1st ed. New Jersey: Pearson Education, Inc., 2005.</p> <p>Russell, David. <i>Literature for Children: A Short Introduction</i>. 5th ed. Boston: Pearson Education, Inc., 2005.</p> <p>Large binder with loose-leaf paper (Suggested 3")</p> <p>Other materials will be listed later for specific projects of little cost.</p>
COURSE DESCRIPTION:	<p>Children's Literature is a how-to course; it is a course in how to teach a child to want to read. The course is an introduction to books that are a joy to read, that have been written especially for children, and that meet high literary and artistic standards. The focus is to teach elementary education majors how to teach their future students to want to read. Furthermore this course will teach future elementary educators how to analyze literature they plan to use in the classroom.</p>
EXPECTED LEARNER OUTCOMES:	<p>By the completion of the course, the student will demonstrate college-level ability to:</p> <ol style="list-style-type: none"> 1. Communicate an awareness of the range and complexity of human experience as expressed through literature. 2. Examine the interactions of reader and writer in the creation of meaning. 3. Articulate the distinctive feature of various genres. 4. Analyze structures and figurative language of literary texts.

5. Apply modes of critical inquiry specific to the discipline.
6. Write thoughtful literary analysis using appropriate terminology and conventions.

LEARNING TASKS & ACTIVITIES:

ASSIGNMENT: WORKSHEETS

1. Identify individuals, movements, and milestones of significance in the history of children's literature. (knowledge)
2. Explain the importance of writing rationales for literature containing sensitive subjects. (evaluation)
3. Categorize and analyze books by their genre. (analysis)
4. Identify various reference works and secondary sources for use in teaching children's literature. (knowledge)

ASSIGNMENT: BOOK REVIEWS

A book review's format is determined by the genre of the book. Therefore, students will be given specific instruction and competencies to be achieved for the type of book reviewed.

ASSIGNMENT: TEACHING UNIT

1. Select a theme for the unit. (knowledge)
2. Limit the selected theme. (analysis)
3. Select the grade level of the class for which the unit planned. (knowledge)
4. State the number of days the unit covers. (knowledge)
5. List the general objectives of the unit. (knowledge)
6. List the literature to be used in the unit. (knowledge)
7. List literature which could be used to expand the unit. (knowledge)
8. Prepare detailed lesson plans for the unit. (application)
9. Plan a bulletin board for the unit, providing a sketch of it with a paragraph which described and explains it. (synthesis)
10. List specific daily objectives. (knowledge)
11. Create questions to accompany the unit. (synthesis)
12. Select some method of public recognition of what is being accomplished by the children in their classroom. (analysis)

ASSIGNMENT: CHAPTER DISCUSSIONS

1. Discuss a specific point made for each chapter. (knowledge)
2. Analyze the chapter's main points and sub-points. (analysis)

ASSIGNMENT: BOOK DISCUSSIONS

1. Select, bring, and discuss a specific children's book related to the chapter for the week. (evaluation)

ASSIGNMENT: PRESENTATION

1. List the genre, title, author, illustrator, publisher, copyright, and grade level of the book. (knowledge)
2. Prepare method of introducing the book to the children. (application)
3. Select an appropriate and interesting way to end the reading activity with the children. (analysis)
4. Practice reading the book, using what has been learned in class. (application)
5. Summarize your reaction to the experience. (synthesis)
6. Read the book to a class at Community Elementary.
7. Provide Feedback to the class and instructor about the experience.

ASSIGNMENT: DIORAMA

1. Select a children's book we have discussed during the semester. (knowledge)
2. Construct a diorama depicting a scene from the book. (application)

ASSIGNMENT: FINAL NOTEBOOK WITH BOOK NOTES
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1. Keep a journal of the reading assignments from the textbook, handouts, and other materials. Also, keep notes from class lectures and discussions. (synthesis)
2. Make a separate section for Book Notes, the notes you have taken during class discussion (Book and Chapter Discussions). (analysis)
Much of this will be done on WEB CT via the CCC website.

ASSIGNMENT: POSTER OR BULLETIN BOARD

1. Design a poster or bulletin board for one of the books we discuss during the semester. (application)

ASSIGNMENT: ANALYSES

1. Interpret a specific author's contribution to children's literature by explaining his/her education, most influential, successful, or popular work(s), writing style, genres written in, awards and recognition, and concerns and influences. (evaluation)
2. Relate personal glimpses significant to the author's contribution to and involvement with children. (evaluation)
3. Collect and record notable quotes from the author having to do with his/her perspective on children, education, and literature. (synthesis)

4. Interpret a specific illustrator's contribution to children's literature by explaining his/her education, most influential, successful, or popular work(s), artistic style, genres illustrated in, awards and recognition, and concerns and influences. (evaluation)

ASSIGNMENT: EXAMS–MIDTERM AND FINAL
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1. Complete exams that apply knowledge gained from reading and discussion. (synthesis)
2. Evaluate impact of literature on the child. (evaluation)
3. Identify key point related to each type of children's book. (knowledge)

**ASSESSMENT OF
OUTCOMES:**

Final grades will be based on the following types of assignments. Each assignment is worth a certain percentage of your overall grade. The percentages are approximate and subject to minor change.

100	In-Class Writings and Worksheets
100	Book Reviews (4 @ 25)
100	Teaching Unit
100	Book Discussions (10 @ 10)
100	Chapter Discussions (10 @ 10)
200	Presentation
100	Diorama
100	Final Notebook w/Book Notes
50	Poster/Bulletin Board
50	Analyses (2 @ 25)
650	Chapter/Section tests (13 @ 50)
50	Mid-Term Exam
50	Final Exam

Some point values may vary with prior notice to the student.

A = 100-90, B = 89-80, C = 79-70, D = 69-60, F = 59-0

All students will be held to the same standards regardless of their sex, race, creed, ethnic origin, disabilities, or primary language. An Incomplete grade will be given only under special conditions, and all make-up work for incompletes must be completed within the college's guidelines.

DEADLINES:

All assignments will have a due date. All assignments are due on the stated due date, regardless of whether you are absent or not. No late work will be accepted unless approved beforehand by the instructor in the case of an excused absence. Under these conditions, late work must be turned in no later than the next class period after the absence in order for the assignment to earn credit.

PLAGIARISM:

To copy a few words without giving proper credit to the sources, to copy parts of another person's paper, or to in any way rely on

the work or ideas of another student or author is to plagiarize material. This is a serious offense. Students will earn an F on any assignments that are plagiarized. Students should make sure that any writing submitted is entirely their own, from the basic development of the idea to the final copy.

ATTENDANCE:

Attendance is taken every day. In order to do well in the class, you must attend regularly. I follow the college's attendance policy. You cannot make-up in-class work from a day when you are absent, unless your absence is an excused activity absence and you have discussed it with me before the class you miss. Students are expected to be on time and to remain for the entire class period.

NOTE:

If you are absent 6 or more times, and the absences are unexcused, upon the 7th absence you will be dropped from the class.

Personal Technology devices, such as cell phones and entertainment listening devices, are strictly prohibited in my classes. If you are seen using these without permission you will be subject to an unexcused absence with or without notification.

This syllabus is subject to revision with prior notification to the student by the instructor.