

ASBURY  COLLEGE  
**ACHIEVE**

*Adult Degree Completion Program*



Syllabus: Florida Campus

**Course Name-** *Children's Literature*  
**Course Number-** ENA 360

**Instructor for this Course-** Shirley M. Pauler, Ph.D.  
**Office Hours-** Thursdays, 3-5:30 pm  
**Contact Information:**

[Email-smpauler@asbury.edu](mailto:smpauler@asbury.edu)

**Phone(s)-**(859) 858-3511, ext. 2220; **Home:** 858-0419

**Text and Required Materials:**

**Children's Literature, Briefly** (4<sup>th</sup> ed.), by Michael O. Tunnell & James S. Jacobs, co. 2008; Tuck Everlasting, by Natalie Babbitt & Bridge to Terabithia, by Katherine Patterson [Children's books are available for purchase from Instructor]

**Course Description and Link to Departmental Mission, Theme, and Conceptual Framework:**

The education department's model is *Facilitators of Student Success*. In order to facilitate the success of their K-6 students in thinking critically and promote their growth in becoming life-long readers, as well as to integrate children's literature into all aspects of the curriculum, teachers must be knowledgeable concerning the many outstanding children's books currently available. Because thousands of new books are published each year and time for sharing them in classrooms is limited, teachers will not want to squander precious classroom time reading aloud books of poor or mediocre quality. Instead, they will want to share those that exemplify quality in writing and illustrations. Doing this requires knowledge of and a

disposition to apply appropriate criteria for judging excellence in picture books and chapter books for children.

Therefore, this course is designed to acquaint the prospective teacher of children in kindergarten through grade five with a variety of prose and poetry written for this age group as well as with authors of quality literature for children, and to involve her/him in critically evaluating these works. The literature read individually by students as well as that read/discussed in class will be representative of all the genres and will include the formats of chapter books and picture books, while the poems read individually and shared in class will portray the different styles and forms in poetry for children.

Given the primary goals of acquainting students with the content of children's literature and criteria for evaluating its quality, the emphasis of this course will be on development of the pre service teacher's **declarative knowledge**. However, the pre service teacher will also be introduced to and engaged in using methods for involving children in the elementary grades in responding to and interpreting children's literature. Thus, attention will also be given to development of the pre service teacher's **procedural knowledge** as well.

**Summary Standards Addressed in Course:**

- Florida Educator Accomplished Practices 4, 5, 7, 8, 12
- Florida Elementary Competencies (60) 2.8, 2.10, 2.11, 4.1, 4.2, 4.3, 4.4
- English for Speakers of Other Languages Performance Standards 15
- ESOL Competencies (47) 3.9, 4.4

<b>Attention to Culturally Responsive Teaching</b>	Research concerning the portrayal of gender, racial, and ethnic diversity in children's literature, and the benefits to children from reading/listening to quality literature representative of such diversity are addressed in this course. Students also engage in literature response activities for helping children empathize with and better understand others different from themselves. Course content highlights literature of every genre by authors/illustrators of color as well as about the American ethnic minority experience. Similarities and differences are explored to create greater understanding. As pre service teachers, students will read as well as acquire and apply criteria for evaluating multicultural literature in order to select and share the best in their classrooms.
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<b>Attention to Technology Integration:</b>	
<b>Professor's Use</b>	PowerPoint, Internet, Presenter, Discovery (Lit Circles online), Children's Lit Databases
<b>Candidate's Use</b>	PowerPoint, Internet, Presenter, Discovery (Lit Circles), Children's Lit Databases
<b>Attention to Dispositional Development (Asbury's Standard 13)</b>	This course focuses on developing the pre-service teacher's disposition of a <b>passion for teaching</b> , by instilling in the candidate a love for children's prose and poetry, and for sharing that enthusiasm for children's books with his/her students. It also enhances a disposition of <b>respect and compassion for others</b> in that pre-service teachers steeped in children's literature will thereby develop a greater understanding of the human condition, especially as children experience it, and that in turn will grow the candidate's understanding of and appreciation and respect for individual differences. Such understanding and respect develops the candidate's capacity to provide culturally responsive instruction.
<b>Attention to Impact on Learning:</b>	
<b>Impact on Candidate Learning</b>	This course seeks to instill in candidates a love for reading excellent children's books and sharing them with children, and an appreciation for the contribution to children's development (intellectually, emotionally, socially, and spiritually) that such books make.
<b>Candidate's Impact On K-6 Student Learning</b>	Candidates who possess a knowledge of and love for children's literature and the skills and disposition to discern and share only the best in the limited instructional time afforded them as teachers are prepared to maximize their students' potential to become life-long lovers of reading.

### **Instructional Strategies Used in this Course**

Cooperative Learning

Direct Instruction

Large and Small Group Discussion

Instructor Modeling

Lecture

Independent Student Activities

Large and small group activities (Reader's Theatre, Small group storytelling, Book Reading and Response activities)

Media presentations (PPT, videos, DVD's, audiotapes)

### Course Objectives and Standards Addressed

1. Become acquainted with a wide variety of genres and examples of children's literature. FEAP 8; IRA/NCTE 1, 2, 6, 9; FEC 4.1
2. Develop knowledge of research about children's literature and influence of children's development on responses to literature. FEAP 7; IRA/NCTE 2; FEC 4.4
3. Experience personal satisfaction in reading & listening to children's literature as demonstrated by personal response to texts FEAP 8; IRA/NCTE 1; FEC 4.4
4. Cultivate an interest in & enthusiasm for children's literature. FEAP 8; IRA/NCTE 1; FEC 4.4
5. Evaluate literature for children by becoming knowledgeable about and applying criteria for excellence in each of the literary elements. FEAP 4, 8; IRA/NCTE 1, 2, 6; FEC 2.10, 2.11
6. Read and evaluate children's literature about ethnic diversity, using established guidelines. FEAP 4, 5, 8; IRA/NCTE 1, 2, 6; FEC 4.3; ESOL PS 15
7. Identify various illustrational media used by children's book illustrators. FEAP 8; IRA/NCTE 6; FEC 4.4
8. Develop skill in choosing appropriate quality literature for children of diverse ages, needs, backgrounds, and interests. FEAP 5, 7; IRA/NCTE 1, 2, 6, 9, 11; FEC 4.3
9. Observe and use various methods for developing children's understanding and appreciation of literature they read & listen to. FEAP 8; IRA/NCTE 1, 2, 6, 11; FEC 2.8, 2.11, 4.4
10. Gain familiarity with the lives, literary purpose or vision, and books of several outstanding authors or author-illustrators of books for children. FEAP 8; IRA/NCTE 1, 2, 6;
11. Develop familiarity with several websites about children's literature and authors/illustrators who write/illustrate for children FEAP 12; IRA/NCTE 8
12. Use children's book databases to locate books by keywords, authors, titles, and genres. FEAP 12; IRA/NCTE 8

### Instructional Strategies Used in this Course

Cooperative Learning

Direct Instruction

Large and Small Group Discussion

Instructor Modeling

Lecture

Independent Student Activities

Storytelling/Reader's Theater Performance in Classroom

### Course Topics

Introduction and Overview of Children's Lit

Literary Elements & Evaluation Criteria for Fiction

Traditional Literature: Types, Benefits of, Cultural Values In

Storytelling & Reader's Theater

Picture Books

Caldecott Award

Illustrations: Media, Elements of, Function with Text

Multicultural & International Literature: Value, Examples  
Evaluation of Multicultural Literature  
Coretta Scott King Award  
Newbery Award  
Modern Fantasy: Defined, Types, Criteria for Evaluation  
Contemporary Realistic Fiction: Defined, Examples, Criteria for Evaluation  
Historical Fiction: Defined, Criteria for Evaluation, Authenticity in Setting  
Poetry: Elements In, Forms Of, Poets  
NCTE Poetry Award  
Biography: Criteria for Evaluation, Types  
Informational Books: Criteria for Evaluation, Types  
Author Studies

**Attendance Statement-**This course requires in-class and out-of-class time to complete the assignments. Attendance is very important. Candidates are expected to attend all classes. In the event of an emergency the candidate should contact the professor prior to the beginning of class.

**Academic Integrity Statement-**Cheating (dishonestly taking the knowledge of another person—whether on a test or an assignment—and presenting it as your work) and plagiarism (to take and pass off as one’s own the ideas or writing of another) are serious issues. While it is legitimate to talk to others about your assignments and incorporate suggestions, do not let others “write” your assignments in the name of peer review or “borrow” sections or whole assignments written by others. We do get ideas from life experiences and what we read, but be careful that you interpret these ideas and make them your own. I am aware that many types of assignments are available on the internet and will check these sources when there is legitimate suspicion. Penalty is a zero on the assignment. In cases where there is a major or continuous breach of trust, further discipline, such as an “F” in the course, may be necessary. The major consequence of any form of cheating is damage to your character and the lack of trust and respect that result. Remember, in the teacher education program and on job recommendations we are asked to rate your character and integrity. Once a paper, project, or assignment is used in a class that same paper, project, or assignment cannot be used again for another class in your teacher education program. A paper, project, or assignment can be used as an evidence in your portfolio to support a Florida Accomplished Educator Practice.

## Course Requirements, Point Values, Grading

Textbook Reading Response Journal: [14 entries @ 5 points each = 70 points, total]  
Students will read and write a minimum half-page response (word processed or hand written) to each assigned chapter in their Text. They should include the chapter number/title and date read, and put their weekly journal entries in a pocket folder to be turned in at each class. They will receive their previous journal entries back with points and feedback each week. In their entries, they should respond to one of the following questions:

1. *What was an insight gained from this chapter that will help you as a reader and/or future teacher of readers?*
2. *What question or questions did this reading stimulate?*
3. *What connection(s) did you make between this reading and your prior experience or knowledge?*
4. *Was there something in this chapter that you disagreed with? Explain.*
5. *What was an insight about a particular genre or format of children's literature that was helpful to you?*
6. *What suggestion found in this reading will you find most challenging to apply as a teacher? Explain.*
7. *What innovative idea did this reading stimulate for you?*
8. *Explain how you applied something you learned from this chapter to your reading/evaluation of children's books for this course.*

FEAP 5, 8; FEC 4.1, 4.2, 4.3; IRA/NCTE 1, 2, 6, 8, 9

Required Reading of Children's Books: (\*22 @ 5 points per book: 110 points)

This class requires a significant amount of reading of children's literature. To receive credit, books must be ones the student has never read (or listened to) before, appropriate for an elementary (K-Gr 5) audience, and fulfill the genres and formats (chapter or picture book) given on the "Required Reading List". Students will respond in one of 5 ways (also indicated on their "Required Reading List") to each of the books they read.

1. Post a response to the book for their Literature Circle on the Discovery system.
2. Include book in Mini-Author study [either one chapter book or one picture book]
3. Complete a response activity
4. Complete a critical annotation (see examples with "Required Reading List")
5. Write an essay in class [for Tuck Everlasting and Bridge to Terabithia, only]

\*Students will have the potential to earn a total of 110 points for 22 books they read, according to the quality of their response activity; for the remaining 3 books—1 read for the Author Study and 2 for which an Essay is written in class—their points are awarded as part of the grade for that assignment.

FEAP 5, 7, 8, 12; FEC 4.1, 4.2, 4.3, 4.4; IRA/NCTE 1, 2, 6, 9, 11

Mini Author Study on PowerPoint (Collaborative Presentation): (30 points)

Each student will work with 2 classmates to read three children's books (1 per student) by author or author/illustrator chosen from a list provided in the first class, and complete research on that author's or author/illustrator's life (especially aspects that influenced

their career development and book ideas), vision or purpose in her/his writing for children, and some critic's comments about their work. During presentation on author, each book read should be summarized (by literary elements if a story), with an excerpt from each read aloud. Each student should use the book(s) he/she reads for this presentation to also count for their required reading.  
 FEAP 8, 12; FEC 4.4; IRA/NCTE 1, 2, 6, 8

Storytelling: [Practice in class: 10 points; Storytelling Performance with children: 15 points; Total: 25 points]

Students will choose and prepare to tell (NOT read aloud) a story suitable for an audience of elementary children. The student should not memorize the story; instead, he/she should adapt the story to his/her personal style and creativity in retelling it. The student is strongly encouraged to think of a way to have the audience be involved as he/she tells the story. It may be a repeated refrain, a short bit of dialogue by a story character, etc. Students will practice telling their story during class in a small group of their peers. The instructor may arrange for a group of home-schooled or faculty/staff children to be the audience for a storytelling party outside of regular class time. Every effort will be made to find a time that is suitable for everyone's schedule. A student having an irresolvable conflict will be able to make her/his own arrangement for a child audience for her/his story.

FEAP 7, 9; FEC 4.4; IRA/NCTE 1

In-Class Essays: (2 Essays @ 20 points each=40 points)

Students will write one essay for Tuck Everlasting and one for Bridge to Terabithia as indicated on the class schedule. Students will be given a list of possible essay questions for each chapter book that they can have in mind as they read the books. Their essay question will be one from the list.

FEAP 5, 8; FEC 4.1

Class Exit/Entrance Slips: (25 points)

Students will usually complete a class exit or entrance slip that will highlight key information from that class (Exit slip) or from preceding class (Entrance slip). Key information will have already been identified as such so that students will be aware that they could be quizzed on it for the Entrance/Exit slip.

FEAP 5, 8; FEC 4.1, 4.2, 4.3; IRA/NCTE 1, 2, 6, 9

Total Possible Points: 300

<b>Points</b>	<b>Percentage</b>	<b>Points</b>	<b>Percentage</b>
288-300, A	96-100	249-254, C+	83-84
279-287, A-	93-95	234-248, C	78-82
273-278, B+	91-92	228-233, C-	76-77
261-272, B	87-90	210-227, D	70-75
255-260, B-	85-86	0-209, F	< 70

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