

AEDR 418
Children's Literature
Fall 2008

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Meeting Time: **Tu: 4:30-7:15** B&E 138

Office Hours: M 11:45-12:30
Tu 1:45-3:00, Th 9:30-10:30 & by appointment

I. Descriptive Information

A. Course: AEDR 418 **Children's Literature**

B. Catalog Description: "Reading interests of children and their curricular and developmental needs for literature are explored. The course presents basic information in the field of children's literature including authors, illustrators, and appropriate reference materials."

C. USCA School of Education Conceptual Framework

The objectives of this course are designed to facilitate the candidate's development as a Dynamic Educator. This course will focus specifically on the development of the Dynamic Educator with respect to planning and instruction.

II. Course Goals and Objectives

A. Course Goals: To help teacher candidates begin to build a frame of reference about children's literature, to develop criteria for evaluation of various authors, to build a personal list of favorite books to share with children, to recommend quality literature for students, and to facilitate students' appreciation of literature as well as using children's literature as a tool in teaching reading.

B. Instructional Objectives- Each Candidate will:

1. Construct a knowledge of the relationship between children's literature and materials, children's needs and interests, at different developmental stages during childhood and adolescence.
2. Develop general criteria for evaluating and selecting books and materials for children, and demonstrate knowledge of such criteria with a wide range of books and materials.
3. Become acquainted with various genres in literature for children, including characteristics, special criteria, representative titles, and major authors in each genre.
4. Become acquainted with outstanding authors and illustrators and their work and develop an understanding of their aims and methods.
5. Recognize the cognitive and linguistic foundations of literacy development in children and learn techniques for introducing children to literature and encouraging their responses to books and materials in a variety of ways.
6. Become acquainted with current issues and trends including controversial, problematic, and value-oriented issues in the field of literature and materials for children.
7. Become aware of children's books that present diverse economic, social, racial, ethnic, linguistic, and religious populations and recognize the importance of including diverse books in the classroom.
8. Learn to identify stereotypes (e.g., cultural, gender, age, etc.) in children's books and to deal appropriately with stereotypes if encountered in reading materials.
9. Become aware of professional publications and sources of information that can help the adult who is using books in planning learning experiences.
10. Learn how to encourage and support PK-12 students' appreciation in literature so that they will explore new books and materials and become life long readers.

II. Course Readings

A. Required Text:

Galda, L., & Cullinan, B. (2006). *Literature and the Child*. 6th ed. Belmont, CA: Thomson Wadsworth.

B. Supplemental Texts

Read four chapter Newbery Award books. Some multiple copies of these books are on reserve at the USCA Library and may be checked out for one week . Restrict book selection to the following list.

Newbery Award Books

<u>Year</u>	<u>Title</u>	<u>Author</u>
2008	<i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i>	Laura Amy Schlitz
2007	<i>The Higher Power of Lucky</i>	Susan Patron
2006	<i>Criss Cross</i>	Lynne Rae Perkins
2005	<i>Kira-Kira</i>	Cynthia Kadohata
2004	<i>The Tale of Despereaux</i>	Kate DiCamillo
2004 honor	<i>Olive's Ocean</i>	Kevin Henkes
2003	<i>Crispin: The Cross of Lead</i>	Avi
2003 honor	<i>Pictures of Hollis Woods</i>	Patricia Reilly Giff
2002	<i>A Single Shard</i>	Linda Sue Park
2001	<i>A Year Down Yonder</i> or <i>A Long Way from Chicago</i>	Richard Peck Richard Peck (1999 Honor book, 1 st in series)
2000	<i>Bud, Not Buddy</i>	Christopher Paul Curtis
1999	<i>Holes</i>	Louis Sachar
1998	<i>Out of the Dust</i>	Karen Hesse
1997	<i>The View from Saturday</i>	E.L. Konigsburg
1996	<i>The Midwife's Apprentice</i>	Karen Cushman
1995	<i>Walk Two Moons</i>	Sharon Creech

IV. Instructional Procedures: This course includes the use of: lecture, powerpoint presentations, read aloud of children's books by the instructor and candidates, small group discussions, CD clips of authors' interviews, text and electronic references, academic blogs, and children's book sites on the Internet.

V. Course Requirements

A. Administrative Requirements

1. Candidates will sign the USCA HONOR PLEDGE on all graded academic work certifying that no unauthorized assistance has been given or received in the completion of the work.
USCA Honor Code: *On my honor as a University of South Carolina-Aiken student, I have neither given nor received any unauthorized aid on this assignment/examination. To the best of my knowledge I am not in violation of academic honesty.* _____ (Signature)
2. If you have a physical, psychological, and/or learning disability which might affect your performance in this class, please contact the Office of Disability Services, 126A B&E, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.
3. Good writing skills will be emphasized in this course. Students who need improvement in this area are encouraged to get help at the USCA Writing Room, HSS 112, www.usca.edu/asc/writingroom.htm
4. Attendance will be recorded at each class meeting. Chronic absence, tardiness, and early dismissal will result in points being deducted from the final grade. Students are responsible for getting the assignments and reviewing the books read in class on the days they are absent. Please email before hand if you will miss a class due to illness. **Reader Response assignments completed in class cannot be made up.**
5. Submission of assignments after the due dates will result in significant loss of points.
6. Cell phones must be turned off before entering the class. The use of cell phones for calls or text

messaging is prohibited during the class session. I-pods and other electronic devices are prohibited also. No recording devices are to be used without the instructor's permission.

7. USCA email addresses will be used for communication between the students and the professor.

B. Required Activities

1. Read **four (4)** award-winning **Newbery chapter books** (see list under Supplemental Readings) and complete **Reader Response assignments** in class. (40 points)
2. Give **one read aloud demonstration** to the AEDR 418 class. The children's books will be selected and assigned in advance. Grading criteria include advance preparation in order to make a smooth delivery, expression, pronunciation, voice pitch and volume, posture, and presentation of the illustrations. (10 pts)
3. **Library Genre Activity: (LGA) (On Your Own) Read from a list of children's picture books** in specific genres and **complete personal annotated responses**. We will complete the first one in class together. You will be given specific directions. (20 points)
These are on reserve in the USCA Library for library use only.
4. **3 Blog Responses:** Post 3 reflections and respond to classmates on an academic blog. Your entries will be visible to the entire class via blackboard. The books required are on reserve at the USCA library and must be used in the library. More specific instructions and due dates will be given in class. No credit awarded for late submissions. (15 points)
4. **There will be three quizzes** in this class with questions based on the readings, lectures, discussions, and power point presentations of the course.

QUIZ #1 = 60 points

QUIZ #2 = 60 points

QUIZ #3 = 60 points

VI. Evaluation and Grading Scale

TOTAL POINTS= 265

	<u>Percentage</u>	<u>Range</u>
A	100 - 93	265 -246
B+	92 - 90	245-239
B	89 - 85	238-225
C+	84 - 80	224-212
C	79 - 75	211-199
D	74 - 70	198-186
F	Below 70	Below 185

VII. Internet Sites

Lists of Award Winning Books

Galda Textbook, Appendix A, pgs. 371- 402

Caldecott Medal Books: www.ala.org/alsc/caldecott.html

Newbery Medal Books: www.ala.org/alsc/newbery.html

Coretta Scott King Award Books:

<http://www.ala.org/ala/emiert/corettascottkingbookaward/corettascott.cfm>

Pura Belpre Award Books:

<http://www.ala.org/ala/alsc/awardsscholarships/literaryawds/belpremedal/belpremedal.htm>

Information About Authors and Illustrators

www.acs.ucalgary.ca/~dkbrown/
www.carolhurst.com
www.teacher.scholastic.com
www.scils.rutgers.edu/~kvander/ChildrenLit/index.html

Native American books
<http://www.oyate.org/aboutus.html>

AEDR 418 Children's Literature- FALL 2008 Keep accurate for your records.

Chapter Book #1	_____	_____ (10)
Chapter Book #2	_____	_____ (10)
Chapter Book #3	_____	_____ (10)
Chapter Book #4	_____	_____ (10)
Read Aloud	_____	_____ (10)
Library Genre Activity	Part I ____ (12) Part II ____ (8)	_____ (20)
Blog Activity	#1 ____ #2 ____ #3 ____	_____ (15)
		Subtotal _____ (85)



There will be take-home portions with the quizzes...

_____ #1 QUIZ (60)	_____ #2 QUIZ (60)	_____ #3 QUIZ (60)	
		Subtotal	_____ (180)

Total = _____

Grade = _____

GRADING TOTAL POINTS= 200

	<u>Percentage</u>	<u>Range</u>
A	100 - 93	265 - 246
B+	92 - 90	245 - 239
B	89 - 85	238 - 225
C+	84 - 80	224 - 212
C	79 - 75	211 - 199
D	74 - 70	198 - 186
F	Below 70	Below 185

Absences:

Date	Chapters/ Class Topics	Due
Aug 26	<p>Syllabus and Course Overview Autobiography of Reading One Hundred Books, p.25-26 Read Aloud p. 328-331 Genres overview</p> <p><i>On The Day You Were Born</i> By Debra Frasier</p>	<p>READ ALOUD: <i>Mr. Bear Squash You All Flat</i> by Morrell Gipson</p> <p>LGA #1 of Part I completed in class</p>
	<p>Ch 1 Genres Literary Elements p. 422 literary terms History p. 413-421 <i>Chikka Chikka Boom Boom</i> by Bill Martin & John Archambault Illus: Lois Ehlert <i>The Z Was Zapped</i> by Chris Van Allsburg ABC books in class Intro to Blogs</p>	<p>Read Ch 1 Genres worksheet... Begin reading #1 Newbery book</p> <p>READ ALOUD: <i>Wild About Books</i> by Judy Sierra Illus: by Marc Brown</p>
Sept 2	<p>Ch 1 Book Awards History p. 413-421 Toy, concept, counting <i>How Much Is A Million?</i> by David Schwartz Math Curse by Jon Scieszka and Lane Smith Counting books in class</p> <p>Ch 3</p>	<p>BLOG #1 READ ALOUD: <i>The Napping House</i> by Audrey Wood Illus: Don Wood <i>Knuffle Bunny</i> by Mo Willems</p>
	<p>Chapter 3: Content of Picture Books Concept p. 58 <i>The Very Hungry Caterpillar</i> by Eric Carle* Concept books by Donald Crews & Tana Hoban Picture books for Young Children Wordless, predictable, Caldecott <i>Green Eggs and Ham</i> by Dr. Seuss</p>	<p>READ ALOUD: <i>The Hungry Thing</i> by Jan Slepian and Ann Seidler Illus: Richard Martin</p> <p><i>Mr. Bowtie</i> by Karen Barbour</p>
Sept 9	<p>Chapter 3 Predictable or Patterned p. 62 <i>Polar Bear, Polar Bear, What Do You Hear?</i> by Bill Martin, Jr. Easy to Read Books <i>The Cat in the Hat, Green Eggs & Ham</i> by Seuss Picture Storybooks p. 29</p>	<p>READ ALOUD: <i>Chrysanthemum</i> by Kevin Henkes</p> <p><i>The Hello, Goodbye Window</i> by Norton Juster Illus: Chris Raschka 2006 Caldecott</p>
	<p>Picture Storybooks for Young Children <i>The Tale of Peter Rabbit</i> by Beatrix Potter*</p>	<p>READ ALOUD: <i>Miss Rumphius</i> by Barbara Clooney <i>Zinnia and Dot</i> by Lisa Campbell Ernst</p>

Sept 16	Books for Emerging Readers: Wordless Illus: Mercer Mayer, David Wiesner	READ ALOUD: <i>Where the Wild Things Are?</i> by Maurice Sendak
	Chapter 2 Elements of Art , p 33-39 Line, color, shape, texture, design Media & Technique	#1 Newbery book/ story elements (in class) READ ALOUD: <i>The Girl Who Loved Wild Horses</i> by Paul Goble <i>When Sophie Gets Angry – Really, Really Angry</i> by Molly Bang
Sept 23	Caldecott Books Appendix A p.376 <i>The Snowy Day</i> by Ezra Jack Keats <i>In the Night Kitchen</i> Sendak	BLOG #2 READ ALOUD: <i>Owl Moon</i> by Jane Yolen <i>The Little House</i> by Virginia Lee Burton
	<i>Jumanji</i> by Chris Van Allsburg Picture Storybooks for Older Children and Adolescents Patricia Polacco <i>The Man Who Walked... Towers</i> by M. Gerstein	READ ALOUD: <i>Smoky Night</i> ill by D. Diaz
Sept 30	QUIZ #1 Chapters 1, 2, 3 plus History of Children's Literature	
	Chapter 5 Folklore <i>Mufaro's Beautiful Daughters</i> by John Steptoe <i>Aesop's Fables</i> by Jerry Pinkney Mother Goose p. 136-137 <i>Strega Nona</i> by Tomie DePaola Pourquoi stories Trickster stories Introduce Blog #2 / Jan Brett	READ ALOUD: <i>The Frog Prince Continued...</i> Jon Scieszka Illus: Steve Johnson <i>Tops and Bottoms</i> by Janet Stevens
Oct 7	<i>The Mitten</i> by Jan Brett (in class study) Chapter 5 Folklore: Fairytales <i>Cinderella</i> retold by Brothers Grimm (German), Charles Perrault (French), Walt Disney! Cinderella variants... Gender stereotyping Chapter 4 Poetry	#2 Newbery Chapter book/theme READ ALOUD: <i>Lon Po Po</i> by Ed Young 1990 Caldecott
	Chapter 4 Poetry Shel Silverstein <i>Joyful Noise</i> by Paul Fleischman	

<p>Oct 14</p>	<p>Chapter 6 Fantasy Fractured Fairy Tales p.151 <i>Amelia Bedelia</i> by Peggy Parish <i>Stephanie's Ponytail</i> by Robert Munsch <i>George and Martha</i> by James Marshall JK Rowling * Kate DiCamillo</p> <p>Chapter 6 Science Fiction <i>The Lorax</i> by Dr. Seuss</p>	<p>READ ALOUD: <i>True Story of the Three Little Pigs</i> by Jon Scieszka</p> <p><i>Sylvester and the Magic Pebble</i> by William Steig</p> <p>LGA Part I DUE</p>
		<p>READ ALOUD: <i>Grandpa's Face</i> by Eloise Greenfield <i>Grandfather's Journey</i> by Allen Say</p>
<p>Oct 21</p>	<p>Chapter 11: Culturally Diverse Literature <i>Chicken Sunday</i> by Patricia Polacco Coretta Scott King Award/ Pura Belpre Award</p> <p>Chapter 11: Culturally Diverse Literature Recognizing Stereotyping in Children's Books</p>	<p>READ ALOUD: <i>Darkness and the Butterfly</i> by Ann Grifalconi</p> <p><i>Crow Boy</i> by Taro Yashima</p> <p>BLOG #3</p>
<p>Oct 28</p>	<p>QUIZ #2 Chapters 4,5,6,11</p> <p>Chapter 9 Biography Diversity activity <i>Duke Ellington</i> by Andrea & Brian Pinkney</p> <p>Biography</p>	<p>READ ALOUD: <i>More Than Anything Else</i> by Chris Soentpiet <i>The Art Lesson</i> by Tomie dePaola</p>
	<p>Biography <i>Lincoln: A Photobiography</i> by Russell Feedman</p>	<p>#3 Newbery book/ Character (in class)</p> <p>READ ALOUD: <i>Snowflake Bentley</i> by Jacqueline Martin Illus: Mary Azariann</p>
<p>Nov 11</p>	<p>Chapter 10 Nonfiction <i>Chickens Aren't the Only Ones</i> by Ruth Heller <i>Tornadoes</i> by Seymour Simon* <i>Pyramids</i> by David Macaulay Gender stereotyping Orbis Pictus Award</p>	<p>READ ALOUD: <i>A Whale is not a Fish</i> by Melvin Berger Illus: Marshall Peck</p>

	Nonfiction	READ ALOUD: <i>The Flag We Love</i> by Pam Munoz Ryan Illus: Ralph Masiello
Nov 18	Chapter 8 Historical Fiction <i>Encounter</i> by Jane Yolen* <i>My Hiroshima</i> by Junko Morimota	READ ALOUD: <i>Rose Blanche</i> by Roberto Innocenti <i>Erika's Story</i> by Ruth Vander Zee Illus: Roberto Innocenti
	Historical Fiction <i>Show Way</i> by Jacqueline Woodson Illus: Hudson Talbot	READ ALOUD: Catch Up
Nov 25	Newbery video Chapter 7 Contemporary Realistic Fiction <i>Alexander and the Terrible, Day</i> by Judith Viorst <i>A Chair for My Mother</i> by Vera Williams <i>Blueberries for Sal</i> by Robert McClosky	#4 Newbery in class READ ALOUD: <i>Mean Soup</i> by Betsy Everitt <i>Miss Nelson is Missing</i> by Harry Allard
	Chapter 7 Contemporary Realistic Fiction <i>When Sophie Gets Angry</i> by Molly Bang	READ ALOUD: <i>Fly Away Home</i> by Eve Bunting LGA Part II DUE

Dec 2	Sensitive Issues Newbery video Quiz #3 on chapters 7, 8,9, 10	REVIEW