1. **COURSE TITLE\*:**  Children’s Literature with Reading Approaches
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:**  EDUC 2230
3. **PREREQUISITE(S)\*:** ENGL 1101, EDUC 1140 **COREQUISITE(S)\*:**
4. **COURSE TIME/LOCATION: (*Course Syllabus – Individual Instructor Specific*)** Online
5. **CREDIT HOURS\*:** 3  **LECTURE HOURS\*:**  3

**LABORATORY HOURS\*: (contact hours)** 0 **OBSERVATION HOURS\*:** 0

1. **FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:**

This course is an introduction to children’s literature with emphasis placed on selection and use of books and activities for children from infancy through age 12. Students will explore the various genres of children’s literature with particular attention to award-winning authors and illustrators and their books. Students will be able to identify high quality children’s literature in each genre and develop age-appropriate lesson plans. Students will also explore various early literacy instruction techniques and teaching reading through literature.

1. **LEARNING OUTCOMES\*:**

Students completing this course should be able to:

1. Find pleasure and enjoyment in children’s literature through reading many children’s books.
2. Recognize principal elements of each genre of children’s literature.
3. Plan lessons that include children’s literature.
4. Know evaluation criteria for children’s picture books, fiction, and nonfiction.
5. Know the elements of fiction, nonfiction, poetry, and illustration as they apply to evaluation and analysis of literature.
6. Understand how to identify appropriate books for children and to determine their interests.
7. Be familiar with the historical development of the various genres of children’s literature.
8. Appreciate the aesthetic quality of illustrations in children’s picture books and how they contribute to the story.
9. Understand the role of story and literature in the personal and academic lives of children.
10. Build a personal library of children’s books and professional books.
11. Recognize the works of award-winning authors and illustrators.
12. **ADOPTED TEXT(S)\*:**

Essentials of Children’s Literature

9th Edition

Authors: Kathy Short, Carol Lynch-Brown & Carl Tomlinson

Publisher: Pearson (2018)

ISBN: 9780134552606

**OR**

Inclusive Access (Follett)

ISBN: 978-0-13-747122-5

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

None

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\***

At the discretion of the instructor.

1. **GRADING SCALE\*\*\*:**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 – 59

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific)***

|  |  |  |
| --- | --- | --- |
| *Category* | ***EXAMPLE ONLY***  *Total Points* | *% of Grade* |
| Projects |  |  |
| Project |  |  |
| Discussion |  |  |
| Total | 1000 | 100% |

**Assignments:**

**5 Projects**

* **Reading Record (50 points)**
  + Students will read 40 books from the following sections:
    - 20 Caldecott Medal Books
    - 10 Newbery Medal/Honor Books
    - 10 Novels
      * Caldecott medals are awarded to the artist of the most distinguished picture book for children. Newberry medals are awarded for the most distinguished children's book. So Caldecott's are awarded for the best illustrations and Newberry's are awarded for the best story.
* Your selection should be limited to one or two books per author or illustrator and for novels, at least one book from each genre.
* You will keep a record of each book documenting a summary of the plot and your personal response to the book.
* Keep your Reading Record as a journal using Microsoft Word Time New Roman 12pt font. This should be double-spaced with one-inch margins. When your reading record is completed, students will place on Canvas.
* **Storytelling Activity (50 points = 20 points for each video)**
  + Students will produce 2 videos to place on Canvas.
    - Reading a book with props
    - Reading a book without props
* **Create a book (30 points)**
  + Students will write their own children’s book and use PowerPoint slides for the pages. Book will be placed on Canvas.
* **Book in a Box with lesson plan (50 points(**
  + Students will design an activity box using a children’s book as the topic. The box should contain at least 8 activities for children to do. Students will need to write a lesson plan using the box. More details will be given by the instructor.
* **Research Paper on an author of a children’s book (50 points)**
  + Students will write a 3-page paper not including title page or reference page on a children’s author of their choice. More details will be given by the instructor.
* **14 Discussion Forums (70 points)**
  + - 5 points for each Chapter: You will answer the discussion question assigned in the chapter found on Canvas. Your response to each question should be at a minimum 200 words. You need to respond to one other student's answer. The minimum for your response to another student is 100 words.

1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

This course is being offered online through Canvas. Students in this class will meet the course objectives by participating in various learning activities specifically designed for an online environment. These activities include but are not limited to the following: discussion boards, videos, video lectures, chapter writing assignments, work projects, research papers, and group exercises. Online quizzes and exams may be used as appropriate to the course objectives and online supplemental instruction. Course content will be laid out in Canvas using Weekly Modules. Students will have access to faculty through email and phone calls. A minimum of 4 Zoom meetings will be held.

1. **COURSE OUTLINE: *(Course Syllabus – Individual Instructor Specific)***

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**Week 1**

**Read Chapter 1: Learning about Story and Literature**

* Definition of Children’s Literature
* Content
* Quality
* The Value of Story in Making Meaning of Our Lives
* The Value of Literature in Children’s Lives
* Enjoyment
* Personal and Cultural Identity
* Imagination and Transformation
* Knowledge and Insights
* Understanding and Empathy
* Literary and Artistic Preferences
* The Value of Literature for Children’s Learning
* Reading and Writing
* Literature across the Curriculum
* Appreciation and Visual Culture
* So Why Is the Reading of Literature at Risk in Our Society?

**Canvas Assignment:**

* Complete Discussion Question

**Week 2**

**Chapter 2:** Learning about Children and Literature

* Connecting Children with Books: Know the Child
* Considering the Age-Level Characteristics of Children
* Ages 0–2
* Ages 2–4
* Ages 4–7
* Ages 7–9
* Ages 9–14
* Considering Research on Children’s Reading Interests
* Discovering Reading Interests of Individual Children
* Evaluating Text Complexity
* Connecting Children with Books: Know the Books
* Balance and Variety in Book Selections
* Book Awards
* Review Journals
* Professional Associations and Websites
* Connecting Resistant Readers with Books: Know the Books and the Readers

**Canvas Assignment**

* Complete Discussion Question

**Week 3**

**Chapter 3: Learning about Literature**

* Approaches to Studying and Interpreting Literature
* Elements of Fiction
* Plot
* Characters
* Setting
* Theme
* Style

**Canvas Assignment**

* Complete Discussion Question

**Week 4**

**Chapter 4: Illustration and Visual Elements**

* Visual Elements
* Line and Shape
* Color and Light
* Space and Perspective
* Texture
* Composition
* Artistic Media
* Artistic Styles
* Book Design
* Observing the Role of Illustrations in Books

**Canvas Assignment**

* Complete Discussion Question
* **Project Due:** First reading video without props loaded to Canvas

**Week 5**

**Chapter 5: Picture Books and Graphic Novels**

* Definition and Description
* Evaluation and Selection of Picture Books and Graphic Novels
* Historical Overview of Picture Books and Graphic Novels
* Types of Picture Books
* Baby Books
* Interactive Books
* Engineered Books
* Wordless Books
* Alphabet Books
* Counting Books
* Concept Books
* Picture Storybooks
* Predictable Books and Word Play
* Easy-to-Read Books
* Transitional Books
* Picture Books for Older Readers
* Postmodern Picture Books
* Graphic Novels

**Canvas Assignment**

* Complete Discussion Question

**Week 6**

**Chapter 6: Poetry**

* Definition and Description
* Types of Poetry Books
* Mother Goose, Nursery Rhymes, and Songs
* Anthologies of Poetry
* Themed Poetry Anthologies and Poet Collections
* Single Illustrated Poems
* Evaluation and Selection of Poetry
* Children’s Poetry Preferences
* The Significance of Style and Word Choice in Poetry
* Historical Overview of Poetry
* Poetry Types and Forms
* Reader Connections: Poetry in the Classroom
* Reading Poetry Aloud
* Choral Poetry
* Reading and Writing Poems with Children
* Learning to Read Poetry
* Learning to Write Poetry

**Canvas Assignment**

* Complete Discussion Question
* **Project Due:** Second reading video with props loaded to Canvas

**Week 7**

**Chapter 7:** Traditional Literature

* Definition and Description
* Evaluation and Selection of Traditional Literature
* The Significance of Plot in Traditional Literature
* Historical Overview of Traditional Literature
* Types of Traditional Literature
* Myths
* Epics and Legends
* Folktales
* Cumulative
* Humorous
* Beast
* Magic
* Pourquoi
* Tall Tales
* Realistic
* Fables
* Religious Stories
* Reader Connections: Storytelling in the Classroom
* Selection of a Story
* Preparation for Telling

**Canvas Assignment**

* Complete Discussion Question

**Week 8**

**Chapter 8: Fantasy and Science Fiction**

* Definition and Description
* Evaluation and Selection of Fantasy
* The Significance of Theme in Fantasy
* Historical Overview of Fantasy and Science Fiction
* Types of Fantasy
* Fantasy Based in Folklore and Mythology
* Animal Fantasy
* Miniature Worlds
* Unusual Characters and Strange Situations
* Suspense and the Supernatural
* Historical Fantasy
* Quests and Imagined Worlds
* Science Fiction
* Reader Connection: Journey Maps

**Canvas Assignment**

* Complete Discussion Question

**Week 9**

**Chapter 9: Realistic Fiction**

* Definition and Description
* Evaluation and Selection of Realistic Fiction
* The Significance of Character in Realistic Fiction
* Historical Overview of Realistic Fiction
* Topics in Realistic Fiction
* Relationships within Families
* Peer Friendships and Bullies
* Physical, Emotional, Mental, and Behavioral Challenges
* Life within Local and Global Communities
* Interactions with Animals
* The Thrill of Sports, Mystery, and Adventure
* Gender and Sexuality
* Difficult Life Decisions and Coming of Age
* Reader Connections: Paired Character Trait Books

**Canvas Assignment**

* Complete Discussion Question
* **Project due:** Book in a Box is due

**Week 10**

**Chapter 10: Historical Fiction**

* Definition and Description of Historical Fiction
* Evaluation and Selection of Historical Fiction
* The Significance of Setting and Point of View in Historical Fiction
* Historical Overview of Historical Fiction
* Themes in Historical Fiction
* Mystery and Adventure
* Forced Journeys of Transformation
* Fear and Intolerance
* Resistance and Challenges to Injustice
* Facing Adversity through Relationships
* Ingenuity and Innovation
* Reader Connections: Understanding Historical Contexts

**Canvas Assignment**

* Complete Discussion Question

**Week 11**

**Chapter 11: Nonfiction: Biography and Informational Books**

* Definition and Description of Biography
* Evaluation and Selection of Biography
* The Significance of Point of View in Biography
* Historical Overview of Biography
* Definition and Description of Informational Books
* Types of Informational Books

* Evaluation and Selection of Informational Books
* The Significance of Style in Informational Books
* Historical Overview of Informational Literature
* Topics of Informational Books
* Biological Science
* Physical Science
* Applied Science
* Social Science
* Humanities
* Reader Connections: Pairing Fact and Fiction

**Canvas Assignment**

* Complete Discussion Question

**Week 12**

**Chapter 12: Literature for a Diverse Society**

* Culturally Responsive Curriculum
* Culturally Expansive Curriculum
* Culturally Critical Curriculum
* Definitions and Descriptions
* The Value of Multicultural and International Literature
* Evaluation and Selection of Multicultural and International Literature
* Multicultural Literature
* Historical Overview of Multicultural Literature
* Types of Multicultural Literature
* African American Literature
* American Indian Literature
* Arab American and Persian American Literature
* Asian/Pacific American Literature
* Latino Literature
* Religious Cultures Literature
* Bilingual Literature
* International Literature
* Historical Overview of International Literature
* International Literature by World Regions

**Canvas Assignment**

* Complete Discussion Question

**Week 13**

**Chapter 13: Literature in the Curriculum**

* The Politics of Literacy and Literature
* Common Core State Standards
* Planning a Literature Curriculum
* Genres
* Themes or Topics
* Authors or Illustrators
* Literary and Visual Elements
* Notable Books
* Developing Literature Units
* Webs
* Lesson Plans
* Integrating Literature into a Literacy Curriculum
* Basal Reading Program Supplemented by Children’s Literature
* Reading Incentive Programs
* Literature-Based Reading
* Resources for a Literature-Based Curriculum
* Responding to Censorship Challenges
* Teaching the First Amendment
* Dealing with Censorship Attempts
* Evaluating the Literature Program
* Observation and Assessment of Learning
* Observation and Assessment of Teacher Effectiveness
* Checklist for Classroom and Library Environments
* Checklist for Teaching Activities

**Canvas Assignment**

* Complete Discussion Question
* **Project Due:** Research Paper is due

**Week 14**

**Chapter 14: Engaging with Literature**

* Reading Widely for Personal Purposes
* Reading Aloud by Teachers and Librarians
* Book Selection
* Preparation
* Reading Picture books Aloud Effectively
* Reading Chapter Books Aloud Effectively
* Sharing Literature from Oral Traditions through Storytelling
* Independent Reading by Children
* Booktalks
* Shared Reading
* Readers’ Theatre
* Experiencing Literature as Multimodal Texts
* Reading Critically to Inquire about the World
* Literature Discussion
* Literature Response Engagements
* Drama as Response
* Literature across the Curriculum
* Reading Strategically to Learn about Literacy

**Canvas Assignment**

* Complete Discussion Question

**Week 15**

* **Project Due: Student’s own book is due on Canvas**

**Week 16**

* **Project Due: Reading Record is due on Canvas**

1. **SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

**Technology:**

Students will use various forms of technology to support learning, such as using Canvas, Microsoft Word, photography, and PowerPoint presentations, etc.

**Diversity:** Candidates will learn about diversity and diversity issues to support the l earning of children and their own learning by:

* Recognizing their personal biases
* Gaining new appreciation and insights toward recognition of the range of human

differences

* Understanding how biases may influence the relationship an educator may have with

children, families, and colleagues

**Assignments:**

**5 Projects**

* **Reading Record (50 points)**
  + Students will read 40 books from the following sections:
    - 20 Caldecott Medal Books
    - 10 Newbery Medal/Honor Books
    - 10 Novels
      * Caldecott medals are awarded to the artist of the most distinguished picture book for children. Newberry medals are awarded for the most distinguished children's book. So Caldecott's are awarded for the best illustrations and Newberry's are awarded for the best story.
* Your selection should be limited to one or two books per author or illustrator and for novels, at least one book from each genre.
* You will keep a record of each book documenting a summary of the plot and your personal response to the book.
* Keep your Reading Record as a journal using Microsoft Word Time New Roman 12pt font. This should be double-spaced with one-inch margins. When your reading record is completed, students will place on Canvas.
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* **14 Discussion Forums (70 points)**
  + - 5 points for each Chapter: You will answer the discussion question assigned in the chapter found on Canvas. Your response to each question should be at a minimum 200 words. You need to respond to one other student's answer. The minimum for your response to another student is 100 words.

1. **FERPA:\***

Students need to understand that their work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know there is a strong possibility that their work may be submitted to other entities for the purpose of plagiarism checks.

**17. ACCOMMODATIONS: \***

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431, X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at [rhall21@sscc.edu](mailto:rhall21@sscc.edu) or 937-393-3431 X 2604.

**18. OTHER INFORMATION\*\*\*:**

* **Code of Conduct:** SSCC expects that all students will act as responsible adults, however, action may be taken against a student when his or her conduct interferes with the mission of the institution and its additional responsibility to provide a safe environment for others. The Student Code of Conduct contains regulations for dealing with the alleged student violations of the code of conduct in a manner consistent with the

requirements of due process. (Student Code of Conduct information may be found in the SSCC catalog.)

* **Academic Honesty:** For this course, academic honesty includes cheating, plagiarism, forgery, and furnishing false information. Plagiarism includes, but is not limited to, submitting work that is not a product of your own, copying word for word someone else's work, as well as unacknowledged paraphrasing of the structure and language of another person's work. All references used in papers must be correctly cited. If a student engages in course-related academic dishonesty, his or her grade on the work in question or in the course may be lowered by the instructor of this course.
* **Classroom Privacy:** Recording of classroom activities or lecture by any electronic means by students requires permission of the instructor of this course.
* **Communication Devices:** Cell phones, beepers, beeping watches, and personal communication devices are not allowed to be used during class time. In addition, all hand-held PDA’s and game devices are not allowed. Small talk and “side-bar” conversations that do not relate to class discussions and course should be left for after class.
* **Specific Management Requirement:** Southern State Community college is committed to providing educational opportunities that promote academic, professional, and personal growth in students. To these ends all members of the college are expected to uphold the highest academic and ethical standards. Academic misconduct cannot be tolerated.

**NAEYC Standards for Early Childhood Professional Preparation addressed in this course:**

1: Promoting Child Development and Learning

2: Building Family and Community Relationships

3: Observing, Documenting, and Assessing to Support Young Children and Families

4: Using Developmentally Effective Approaches to Connect with Children and Families

5: Using Content Knowledge to Build Meaningful Curriculum

6: Becoming a Professional

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.