

**READ 3251 Departmental Syllabus**  
2006-2007

**CHILDREN'S LITERATURE**

3 Semester Hours

**COURSE DESCRIPTION**

A survey of the past and current literature available for use with the young child as well as the role literature should play in early literacy development. Field Placement is required.

**CONCEPTUAL FRAMEWORK**

The Division of Education's mission is to provide excellence in the initial preparation of professional educators for diverse settings who are competent and effective teachers, who can bring diverse learners to high academic achievement and to be able to work toward school improvement. This mission statement is supported by the Division's philosophy embedded in the purpose statements, and further expressed in the Division's goals, is the content for how professional, state, and institutional standards are addressed in the professional teacher education programs. Proficient demonstration of the Professional Outcomes (knowledge, skills, and dispositions) of the Conceptual Framework embraces the competencies and proficiencies of the INTASC Principles and the Georgia State Standards. The Division believes that each of the Professional Outcomes is of equal value, and is critical to the preparation of professional educators to be competent and effective teachers, and leaders in school improvement. Faculty members emphasize the importance of preparing caring, dedicated, skilled professional educators who are committed to offering children equitable educational opportunities to become lifelong learners. The ten Professional Outcomes (Knowledge, Adaptive, Leader, Decision Maker, Proactive, Culturally Sensitive, Reflective, Empathetic, Collaborative and Lifelong Learner) are what the Division believes proficient teacher candidates should exhibit upon program completion.

**COURSE OBJECTIVES**

Students will:

1. develop an awareness of children's literature and its authors/artists (Huck, Hepler, & Hickman, 1993)  
(Knowledge, Lifelong Learners; INTASC 1, 5; ACEI 1, 6, 7, 13);
2. develop an awareness of the different types and genre of children's books (Huck, Hepler, & Hickman, 1993; Gillespie & Naden, 1994; Anderson, 1998)  
(Knowledge; INTASC 1, 5; ACEI 1, 6, 7, 8, 13);
3. develop techniques and strategies for designing literature based units of study (Huck, Hepler, & Hickman, 1993)

(Empathetic, Culturally Sensitive, Collaborative; INTASC 1, 3, 5; ACEI 1, 3, 8, 6, 7, 10, 13);

4. develop techniques for planning classroom and school collections (Huck, Hepler, & Hickman, 1993; Gillespie & Naden, 1994; Anderson, 1998)  
(Adaptive, Collaborative, Culturally Sensitive; INTASC 3, 5; ACEI 6, 7, 8, 10,13);
5. implement strategies for children to share books in a classroom situation (Huck, Hepler, & Hickman, 1993; Jacob & Tunnell, 1996)  
(Collaborative, INTASC 5; ACEI 6,7,10,13);
6. design strategies for stimulating and motivating young children to want to read (Huck, Hepler, & Hickman, 1993; Jacob & Tunnell, 1996)  
(Adaptive, Collaborative, Empathetic, Proactive; INTASC 5,9,13; ACEI 1,3,6,7,8,9,10,13); and
7. develop an awareness of children’s literature that authentically represents different cultures (Au, 1993)  
(Culturally Sensitive, Empathetic: INTASC 1,3,5; ACEI 1,3,6,7,8,10,13).

## **TEXT, READINGS, AND INSTRUCTIONAL RESOURCES**

### **Required Text:**

Anderson, Nancy A. *Elementary Children’s Literature: The Basics for Teachers and Parents*. 2<sup>nd</sup> Edition. University of South Florida. Allyn/Bacon. ISBN 0-205-45229-9

### **References:**

- Anderson, V. (1998). *Sequels in children’s literature*. Jefferson, NC, and London: McFarland & Co., Inc.
- Au, K.H. (1997). *Literacy instruction in multicultural settings*. Fortworth, TX: Harcourt Brace.
- Gillespie, T.T. (2001). *Best books for children* (7<sup>th</sup> ed). Westport, CT: Bowker-Greenwood Publishing Co.
- Huck, C., Hepler, S., & Hickman, J. (2001). *Children’s literature in the elementary school*. Boston, MA: McGraw Hill.
- Jacobs, J.S., & Tunnell. M.O. (1999). *Children’s literature briefly* (2<sup>nd</sup> ed.). Merrill, Prentice Hall.
- Stoodt-Hill, B.D., Amspaugh-Corson, L.B. (2001). *Children’s Literature: Discovery for a lifetime*. Upper Saddle River, New Jersey: Prentice-Hall.
- Tomlinson, C.M., & Lynch-Brown, C. (2004). *Essentials of Children’s Literature* (5<sup>th</sup> ed.). Boston: Allyn and Bacon.

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

**Link to Conceptual Framework:** The focus of this course is on helping the student become familiar with past and current literature available for use with the young child as well as the role literature should play in early literacy development. The overall evaluation for this course is structured so that each student can demonstrate that he or she has attained the knowledge described in each of the course objectives through testing, discussion, or demonstration. Because of the broad nature of the subject, most conceptual framework descriptors are covered in the course assignments. At the completion of the course, students will have demonstrated achievement in the areas of *decision making*: choosing appropriate material to include in lessons (Assignments 1, 2, 3, 4, 5, 6); *leadership*: taking responsibility for professional behavior (Assignments 3, 4); *lifelong learning*: evaluating the effectiveness planned lessons and resources (Assignments 4, 5, 6); being *adaptive*: changing educational practices to meet students' needs (Assignments 3, 4, 6); *collaboration*: working with students, classmates, and supervisors to plan and carry out lessons and classroom activities (Assignments 2, 3, 4, 6); *cultural sensitivity*: adapting lessons to meet the needs of diverse students (Assignments 1, 4, 6); *empathy*: demonstrating sensitivity to the needs of individual students (Assignments 1, 4); *knowledge*: drawing on pedagogical, content, and professional knowledge (Assignments 1, 2, 3, 4, 5, 6, 7); being *proactive*: discussing and implementing strategies and suggestions for improvement to better serve children (Assignments 2, 4); and *reflection*: engaging in self-examination in order to improve performance (Assignments 3, 4, 6).