

**COURSE OUTLINE**  
**LT260 Children's Literature**

**Course Description:**

LT 260. Children's Literature. 3 hours credit. Prerequisite: English Composition I (EG 101) with a C or better. Readings in various types of children's literature, including a brief history of the literature, the children's developmental stage, and the criteria for quality books. Recommended for early-childhood, elementary and middle schoolteachers; parents; and as an elective for non-education majors.

**Course Relevance:**

This course will help students select meaningful literature to share with children which in turn will help young people understand their world and their role in this world. This course is required for early childhood education certification and transfers to most four-year universities and colleges as an education credit. This course is also helpful for those students interested in writing children's literature.

**Required Materials:**

Text & other materials:

Norton, Donna. (2003). *Through the eyes of a child* (7<sup>th</sup> ed.) Englewood Cliffs, N.J.: Prentice Hall.

Large index cards and index card container

Large three-ring notebook and dividers

Paper Clips

Miscellaneous:

Students with impaired sensory, manual or speaking skills are encouraged and have the responsibility to contact their instructor, in a timely fashion, regarding reasonable accommodation needs.

**Learning Outcomes:**

Successful completion of Children's Literature indicates that the student can:

1. select notable and multicultural picture books and novels to share with children
2. read a story with expression in order to engage the listener
3. choose children's books that will improve language development, cognitive development and social development.

## **Learning PACT**

**Through involvement in this course, the student will develop and document achievement of the following PACT skills:**

Primary skills (developed and documented):

1. Reading
  - Students will read various literary genres.
2. Critical thinking
  - Through reading assignments and classroom discussion activities, the students will develop critical thinking and analytical skills.
3. Writing
  - Students may write reviews of children's literature which include summary, plot, setting, theme, and use. In addition, a critique of a novel or a picture book is required for the course. Also part of the curriculum is writing about an author or illustrator of children's literature. This writing will include primary and secondary sources and the appropriate citation of these sources.

Secondary skills (developed but not documented):

Self-concept  
Teamwork  
Valuing Diversity  
Listening  
Speaking  
Computer Literacy  
Internet Use

## **Major Summative Assessment Tasks:**

These learning outcomes and primary Learning PACT skills will be demonstrated by:

Students presenting a read aloud at Educare or an elementary school in which they have chosen an age-appropriate book, read in an engaging way, introduced material effectively, read with expression, spoken clearly, included all students in the presentation, established eye contact with each student, used illustrations effectively and clarified vocabulary as necessary.

A student will also review 41 children's books that include all the genres and authors of diverse backgrounds.

## **Course Content:**

- I. Themes - Key recurring concepts that run throughout this course:
  - A. Evaluating Children's Literature
  - B. Discussing literary elements
- C. Exploring activities that will engage young readers
- D. Introducing books to classmates through book talks

II. Issues - Key issues that will be addressed in this course: areas of conflict that must be understood in order to achieve the intended outcome.

- A. Explain what makes good children's literature
- B. Teach the elements of fiction and poetry
- C. Model reading aloud that engages the listener
- D. Demonstrate entertaining book talks

III. Concepts – Key concepts that must be understood to address the issues:

- A. Engaging a listener/reader
- B. Learning genres within fiction and poetry
- C. Reading aloud skills
- D. Presenting book talks

IV. Skills - Actions that are essential to achieve the course outcomes:

- A. Develop an awareness of literary concepts as used in various Children's books
- B. Develop awareness and appreciation of the genres and the differences of poetry and fiction
- C. Understand and utilize literary concepts to develop greater understanding and appreciation of literature through discussion and compositions.
- D. Observe pre-K and elementary teachers during story time.

### **Learning Units:**

I. History of Children's Literature

- A. Discuss the origin of Children's Literature
- B. Write reviews over books that fits this category
- C. Discuss authors and their books from this category
- D. Investigate and write about literature that fits this category

II. Literature Selections

- A. Identify and evaluate literature that promotes language development
- B. Identify and evaluate literature that promotes cognitive development
- C. Identify and evaluate literature that promotes personal and social development

III. Picture Books, Alphabet Books, Counting Books, and Wordless Books

- A. Select books and write reviews
- B. Identify differences in elements of picture books, alphabet books, counting books, and wordless books

- IV. Caldecott/Newbery Selections
  - A. Read a book written by a Caldecott illustrator or Newbery author
  - B. Research the illustrator's or author's life and work
  - C. Write a paper citing the references
  - D. Do a book talk over a picture book or a novel
  
- V. Genre Selections
  - A. Define traditional literature, modern fantasy, contemporary realistic fiction, historical fiction, nonfiction and poetry
  - B. Describe the elements of the different genres
  - C. Write reviews over the different genres
  
- VI. Professional Critiques
  - A. Research recently published children's books
  - B. Compare and contrast what three reviewers have written about the book
  - C. Write a paper citing the references.
  
- VII. Dramatic Presentations
  - A. Select a children's book
  - B. Write a script and create props
  - C. Perform the play at Educare
  
- VIII. Read Alouds at Educare or an Elementary School
  - A. Observe a teacher at Educare or an Elementary School
  - B. Create a lesson plan to teach a book
  - C. Engage Educare or elementary students in an activity that explains the book

**Learning Activities:**

**Classroom:**

Instruction will include discussion/notes, lecture, exams and quizzes, reading assignments, handouts, writing assignments, group work and active learning. Evaluations are based on attendance/participation, group work, reviews, note cards, quizzes, book talks, dramatic presentations, critiques, notebooks, read alouds, author's papers, storybook instruction, and special projects. The Center for Independent Study (CIS) provides tutors for those students having difficulty in a particular area to seek additional assistance in course work.

**Out of Classroom:**

Methods of instruction out of classroom instruction may include, but are not limited to, conference participation, cinema, field trips, library research, and out of class writing. All instructors may use these methods individually or in combination.

**Grade Determination:**

Evaluations are based on the following: attendance/participation, exercises and exams, and the portfolio. Grades are determined by total points and are distributed in the following fashion: 90% and above - A, 89-80% - B, 79-70% - C, 69-60% - D, 59 and below - F. Any questions about grades should be directed toward the instructor.