COURSE SYLLABUS

DIVISION: Teacher Education
PROGRAM AREA: Elementary Education
COURSE: ELE 3200 (26076), Literature for Children
CREDIT: 3 Semester Hours
TERM: Winter, 2014
LOCATION: 30 Education
TIME: Tuesday, 12:50-3:35 pm
INSTRUCTOR: R. Craig Roney
229 College of Education
OFFICE HOURS: Tuesday 9:00am-Noon, Thursday 1:00-3:00 pm
By appointment only [Call (313) 577-0902]
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COURSE DESCRIPTION: Literature appropriate for use with children from preprimary through middle school.

COURSE OUTCOMES: The College has established as its central theme "The Effective Urban Educator: Reflective, Innovative and Committed to Diversity." Consistent with this theme, the course introduces students to a variety of children's literature available for use by teachers, to information regarding the literary and artistic components of quality literature, and to innovative strategies for employing literature in the PS-Grade 8 curriculum. This knowledge serves as foundational information for reflective professionals as they make reasoned decisions regarding the use of literature in the curriculum. Special attention is paid to literature that reflects the needs and interests of all children but especially those living in metropolitan, multi-ethnic settings. Specifically, the course is designed to address the following objectives:

Note: The parenthetic standards (Std.) designations refer to the new Elementary Education Standards approved by the Michigan Department of Education (February, 2008). The testing (MTTC, Michigan Test for Teacher Certification) designations refer to the Test Objectives for the Language Arts on the Elementary Education Test revised to conform to the new standard (2011, Pearson Education Inc.) with an effective date of September 1, 2013. The primary MTTC objective is Objective #5: Understand the characteristics of narrative and expository texts in written, oral, performance, and media forms. However, aspects of Objectives 1, 2, 3, 6 and 7 are also relevant for the objectives and outcomes of this course.

General Objectives:

1. Students will develop an appreciation for children's literature as a legitimate and important part of the general field of literature. (Std 1.1.20; Not directly stated in the MTTC objectives)

2. Students will know how to use specific professional reference texts to locate children's books on a specific topic for children, grades ps-8; to locate review articles of specific children's books; and to locate poetry by its first line, title, author, or subject. (Not directly stated in the MTTC objectives)

Outcomes Related Objectives:

3. Students will develop a basic sense of the history of children's literature including an understanding of the major literary awards for children's literature. (MTTC 5)

4. Students will develop an awareness of literature that exposes children to human diversity based on ethnicity, gender, socioeconomic status, etc. (Std 1.1.1; MTTC 5, 1.5)

5. Students will develop a basic understanding of the structure & types of non-fiction appropriate for children, grades ps-8. (Std 1.1.12, 1.1.19, MTTC 5, 6.5)
6. Students will develop an understanding of a variety of strategies for employing children's literature in the elementary and middle school curriculum. (Std 1.1.19, MTTC 5, 1.5, 2.4, 2.5, 3.6, 7.5, 7.7)

7. Students will become aware of notable authors & illustrators of literature for children and the variety of formats and genre of literature available for use by children (particularly those living in a metropolitan setting), grades ps-8, and will be able to categorize books into appropriate genre. (Std 1.1.12; MTTC 5)

8. Students will develop an understanding of the literary elements of fiction (plot, character, theme, setting, point of view). (MTTC 5)

9. Students will develop an understanding of the various media and artistic elements (style, space, line, form, color, etc.) used in the creation of illustrated books for children. (Std 1.5.2, MTTC 7.4)

10. Students will understand and be able to apply criteria in selecting books for children, grades ps-8, based on their needs and interests. (MTTC 5, 3.6)

11. Students will know how to choose a picturebook for reading aloud to audiences of young children, and know how to prepare for reading that book aloud. (MTTC 7.4, 7.5)

12. Students will improve their ability to think at higher levels, particularly the ability to think analytically and evaluatively. (MTTC 7.7)

   NOTE: This objective supersedes all other objectives and is the major determining factor in awarding a course grade.

Outcomes:

1. In a written examination (mid-term and final):
   a. given a children’s book, students will identify the genre of the book and justify it’s categorization in that genre based on established criteria. (Related Outcomes Objective #7)

   b given a children’s book of fiction, students will identify the main plot elements (initiating & climactic events, plot problem and plot resolution) based on established criteria. (Related Outcomes Objective #8)

   c. given a children’s book of fiction, students will identify the main character of the book and justify that designation based on established criteria. (Related Outcomes Objective #8)

   d. given a children’s book of fiction, students will state a theme from the book that conforms to established criteria for themes and justify that theme as relevant for the book. (Related Outcomes Objective #8)

   e. given a children’s book of fiction, students will identify the setting (place and time) of the book. (Related Outcomes Objective #8)

   f. given a children’s book of fiction, students will identify the point of view (first or third person) of the book and justify that designation based on established criteria. (Related Outcomes Objective #8)

   g. given a children’s picture book, students will identify the artistic style (representational or expressionistic) of the illustrations and justify that designation based on established criteria. (Related Outcomes Objective #9)

   h. given a children’s book, students will identify the intended audience for the book and justify that designation based on established criteria. (Related Outcomes Objective #10)

   i. given questions related to children’s books (Outcomes 3-11) that require analytical and
evaluative thinking, students will create responses that demonstrate their ability to think at these higher levels. (Related Outcomes Objective #12)

2. Given an assignment to prepare to read a picture book to young children, students will complete a written report describing the rationale for choosing the book for the intended audience, and their analysis of the format, text and illustrations and the related decisions they made in dealing with these elements when reading the book aloud to an audience. In addition they will also read the book aloud to an audience of peers as a demonstration of their ability to implement the decisions they made in preparing to read the book aloud. (Related Outcomes Objective #11)

REQUIRED READING:

Text:

Roney. R. C. (2001). *The story performance handbook*. Mahwah, NJ: Lawrence J. Erlbaum Associates, Publishers. (Chapters 1, 2, 4, and 6 only are required reading. **Two copies of the text are on reserve in Purdy Library** but copies are available for purchase from the bookstore or online).

Journal Articles:


Note: The journal articles listed here are available through Wayne State’s library; copies are not available as course handouts. Other articles that are required reading (Multietnicity Article, Webbing Article) are provided as handouts because general accessibility to them is limited.

ADDITIONAL REFERENCES:

Generic Children’s Literature Texts:


(Specialty Materials: Children’s Needs/Interests)


Literary/Artistic Analysis:


Classroom Uses:


Diversity/Multiculturalism:


Related Journals:

The Horn Book (reviews, theoretical articles)
School Library Journal (reviews, practical articles)
The Reading Teacher (reviews, theoretical & practical articles)
Language Arts (reviews, theoretical & practical articles)
Book Links (practical articles)

RESOURCES:

BROWN SUGAR & SPICE (www.brownsbooks.com) Multicultural books (especially African-American)

Caldecott & Newbery Award Book Lists: www.ala.org/alsc
For the Caldecott click on “(Randolph) Caldecott Medal,” “Caldecott Medal & Honor Books 1938-Present”
For the Newbery click on “(John) Newbery Medal,” “Newbery Medal & Honor Books 1922-Present”
Spend some time on the website to discover what other award & book lists are provided.

COURSE ASSIGNMENTS:

1. Course Participant Profile
   In order to get to know you and to enable each of you to get to know each other, I am requesting that you complete a participant profile that includes, at least, you name, a picture of yourself, your year in college, your major, and some information about your experience with children’s literature as a child (a favorite book or experience involving children's literature that you remember from your childhood, for example). You will find my profile available on our course blog as a model for your own entry.

   To complete the profile, enter the course blackboard site, click on "Tools," then "Blogs," then "Course Participant Profile," then on "Create Blog Entry." In the "Title" box type in your name. In the space below the rows of icons, upload your photograph then type in your blog entry. Please complete this assignment as early in the semester as possible but no later than the end of the first week of the course.

2. Book Lists/Readings:
   For each of the following genre (Traditional, Fantasy, Contemporary Realistic, Historical Fiction, Biography, Non-Fiction, Poetry) read at least 5 books for younger children (grades ps-3) and at least 3 books for older children (grades 4-8)- a minimum total of 56 books. As part of this booklist you will be expected to read a minimum number of books from the Selected Booklist (the minimum numbers are as follows: 3 books for younger children and 2 books for older children in each of the seven genre). By April 8, submit the list of books read using the required format.

   In both the younger and older categories, let there be a nice balance of books for all ages of children within that category. In the younger category, for example, 2 picture books intended for pre-schoolers - kindergartners, 2 picture books intended for first - third graders & 1 chapter book intended for second & third graders would be a good balance. For the older category, one picture book appropriate for children in this age bracket, 1 chapter book for fourth - sixth graders, and one chapter book for seventh - eighth graders would be a good balance.

   Required Format:
   - Typed/Word Processed (No exceptions)
   - Books categorized by genre (i.e., Traditional, Poetry) & by younger/older categories
   - Number consecutively the books read in each genre/grade category
   - Use the following bibliographic format for each book listed:
     - Title. Author. Illustrator. Publisher. Date of Publication.
   - Place a star (*) to the left of each of the books listed that are taken from the Selected Booklist.

Example of Required Format:
Contemporary Realistic Fiction

**Younger**
4. etc.

**Older**
3. etc.

Historical Fiction

**Younger**
4. etc.

**Older**
3. etc.

3. Examinations:
   - Fundamentals Examination: This exam will involve material covered in those lectures designated as "fundamentals" and the required reading. You will be expected to have both a nominal knowledge of the concepts and generalizations covered in these lectures and the required reading but also be able to apply your understanding when interacting with children's literature. **Examination date is March 4.**
   - Readings (Final) Examination: This examination will cover all lecture material not designated as "fundamentals" but will involve skills which you have developed over the course of the entire term and will involve the children's books you have read and listed on your book list. For the books you read, you should know the plot or content of each book, should be able to apply fundamental concepts to them and should be able to provide a rationale for each book's use with younger/older children based on their needs, interests, and developmental traits. **Examination date is Tuesday, April 29 from 10:40am-1:10pm (Note that this is not our regularly scheduled meeting date but is the officially scheduled final examination date).**
   - **During the exams** you will be able to use all handouts provided in class and any *personal notes* you have taken in class and on the books you read but may not use any books (please don't bring any books to class), either children's or professional, photocopies or electronic copies of book reviews, published book summaries, etc.

4. Reading Aloud Performance:
   - Each student will choose a book (some exclusions apply) to read aloud to the class following the guidelines in Part I of *The Story Performance Handbook*. Additional details are provided in the handout on the performance. Modeling of the process will take place at the start of each class beginning with the second class period. **Performances will take place from March 18- April 15.** The following are the *excluded books*:

   - It’s a Book Jackass by John Sciezka
   - Whose Mouse Are You by Robert Kraus
   - Arrow to the Sun by Gerald McDermott
   - The Hunter I Might Have Been by George Mendoza
   - The Chick & the Duckling by Mira Ginsburg
   - Jim & the Beanstalk by Raymond Briggs
Crow Boy by Taro Yashima  
Chickens Aren’t the Only Ones by Ruth Heller  
Owl Moon by Jane Yolen  
Freight Train by Donald Crews  
The Little Red Hen by Paul Galdone  
The Three Bears by Paul Galdone  

**GRADING SYSTEM:**

1. **Course Participant Profile:** ungraded

2. **Booklist/Readings:** A grade for the booklist will be based on the *quantity* (at least the minimum number of books required including the minimum number of books from the "Selected Booklist"), *quality* (books by acclaimed authors and/or illustrators), *balance by age* (see the note above about balance within category), and *appropriateness* both in terms of age and genre (I wouldn’t expect to see Where the Wild Things Are in the "Older" category and under "Traditional," for example). In general, you want to avoid putting on your list books that are cheaply constructed (the kind you find frequently in retail stores). **There are some publishers that you should avoid entirely** (Western, Golden Books, Walt Disney, for example). If you follow the guidelines, you should expect a grade of A. If not, you should expect a grade of B or less.

   Submission of the booklist assumes that you *personally have read completely each book* on your list. If it is determined via the final examination that this isn’t the case, the grade you receive on the booklist will carry substantially reduced weight when configuring your final course grade. It is expected that the booklist is an honest representation of your reading for the course.

3. **Examinations:** Grades on the exams will depend on your ability to recall and/or apply the knowledge you've gained regarding children and their literature throughout the term. They will also depend on your ability to think analytically and write effectively and efficiently. If you have developed a basic understanding of children's literature and are able to apply what you have learned via clear, commonly acceptable writing, you should expect a grade of A on both examinations. If not, you should expect a grade of B or less.

4. **Reading Aloud Performance:** A grade for the assignment will depend primarily on the quality of the preparation completed *prior to the reading*, and secondarily on your reading performance. Preparation must be thorough and completed according to guidelines provided in class.

5. **Class Participation.** Your final grade will be affected significantly if attendance in class is poor. The expectation is that you attend every class.

6. **Final Grade.** The final course grade will be derived as a composite of the various individual assignment grades with indications of growth regarding your ability to think at higher levels as a major factor (see objective # 11). I don't average the individual assignment grades nor establish value percentages for each assignment to arrive at a final grade. All assignments are important. Therefore, all grades are important. In assigning a final grade, I look for patterns of growth across all assignments. For example, if you were to earn a D on the first exam, an A- on the Performance, an A on the Booklist, and a B+ on the second exam, your course grade would likely be a B+ depending on how much growth was noted on specific responses to individual items in each of the assignments. I keep detailed notes on your performance on each assignment so that I can monitor your growth over the course of the term.

7. **General Note on Grading.** The College of Education faculty members strive to implement assessment
measures that reflect a variety of strategies in order to evaluate a student’s performance in a course. For undergraduates and post-degree students C grades will be awarded for satisfactory work that satisfies all course requirements; B grades will be awarded for very good work, and A grades will be reserved for outstanding performance. Please note that there is a distribution of grades from A-E within the College of Education and that plusses and minuses are recorded and distinguish distinct grade point averages.

Undergraduate Grades:  
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<thead>
<tr>
<th>Grade</th>
<th>A-</th>
<th>B-</th>
<th>C-</th>
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<tr>
<td></td>
<td>A+</td>
<td>B+</td>
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<td>D+</td>
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CLASS POLICY:

You must attend each class session and actively participate in small group activities.

UNIVERSITY POLICIES:

Academic Dishonesty-Plagiarism and Cheating:
Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of conduct (http://www.doso.wayne.edu/student-conduct-services.html). Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.

Cheating: Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student’s test paper; (b) allowing another student to copy from a test paper; (c) using unauthorized material such as a “cheat sheet” during an exam.

Fabrication: Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.

Plagiarism: To take and use another’s words or ideas as one’s own. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons; (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.

Other forms of academic misbehavior include but are not limited to: (a) unauthorized use of resources, or any attempt to limit another student’s access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) Changing or altering a grade on a test or other other academic grade records.

In this course, plagiarism would include copying summaries of the plot of books from published sources or from other students on the Readings (Final) Examination. (Please note that plagiarism will result automatically in a grade of F for the Readings Examination and a grade of F for the course regardless of the grades earned on any other assignment.)

Course Drops and Withdrawals
In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Pipeline. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the 10th week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course
withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at http://reg.wayne.edu/pdf-policies/students.pdf.

Attention Students with Disabilities:

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (Videophone use only). Once your accommodation is in place, someone can meet with you privately to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Students who are registered with Student Disability Services and who are eligible for alternate testing accommodations such as extended test time and/or a distraction-reduced environment should present the required test permit to the professor at least one week in advance of the exam. Federal law requires that a student registered SDS is entitled to the reasonable accommodations specified in the student’s accommodation letter, which might include allowing the student to take the final exam on a day different than the rest of the class.

Student Services

The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit www.success.wayne.edu for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).

The Writing Center is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit http://clasweb.clas.wayne.edu/writing to obtain information on tutors, appointments, and the type of help they can provide.

Religious Observance Policy:

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Academic Calendar makes no provision for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

HONORS OPTION
Honors students with a 3.30 or better cumulative grade point average may discuss the addition of an assignment/project to earn Honors credit for the course. The form for the Honors Option is available at www.honors.wayne.edu. Students will be expected to submit the completed form, a copy of the course syllabus, and an outline of the proposed project with the appropriate signatures to the Honors office in 2100 Undergraduate Library no later than the end of the third week of classes. Students must complete the class and the additional assignment with a 'B' (3.00) or better in order to receive Honors credit and the Honors Option notation on the transcript.

CLASS SCHEDULE:

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tr>
<td>Jan. 7  (Day 1)</td>
<td>Fundamentals: Course Introduction. Comments on taking notes on the books you read. “Art Bag” for Nov. 7. Literary Awards. Reading Performance Assignment.</td>
<td>Have available the Syllabus; Selected Booklist Handout, Notes On Books Read Handout.</td>
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MTTC test preparation (test format)

Jan. 14  (Day 2)  Read Aloud: *Whose Mouse Are You*  
Fundamentals: History of Children's Literature, Children's Needs & Interests, Demonstration of Aging/Staging Books,

Jan. 21, 28 (Day 3, 4)  Read Alouds: *Arrow to the Sun*  
*The Hunter I Might Have Been*  
Fundamentals: Literature Format, Literary Elements; Demonstration of Identifying Literary Elements in Books, Students Practice Identifying Literary Elements,

Feb. 4  (Day 5)  Read Aloud: *Jim & the Beanstalk*  
Fundamentals: Artistic Elements

Feb. 11 (Day 6)  Read Aloud: *Owl Moon*  
Fundamentals: Traditional Genre Types: Traditional Lit., Fantasy, Contemporary Realistic Fiction

Feb. 18 (Day 7)  Read Aloud: *The Chick & the Duckling*  
Fundamentals: Historical Fiction, Biography

Feb. 25 (Day 8)  Read Alouds: *Freight Train*  
*Chickens Aren’t the Only Ones*  
Fundamentals: Nonfiction, Poetry

Children’s Book Awards Handout, Reading Performance Handout; MTTC Test Prep Handout (Sections I, II.A.)

Note: Access "Read Aloud Handouts" then search by the book title for the specific model “lesson plan”

Have read & have available History of Children’s Lit., Ages/Stages (Younger, Older), Harry the Dirty Dog, Kynance handouts, Text: pp. 8-14.

Have read & have available Literary Elements Overview, Melodrama, Plot Elements (Main Plot Line), *The Little Red Hen, The Three Bears, Arrow to the Sun* handouts; MTTC Test Prep Handout (Section II. B.) Text: pp. 9-11, 125-127.

Have read & have available Book Format, Illustration handouts; MTTC Test Prep Handout (Section II. C.)

Have read & have available Genre Definitions, The Genre, Decision Making Strategy… handouts.

Have read  
Text: Chap. 2.
4. Have read & have available Reference Texts
   Handout; MTTC Test Prep Handout
   (Section II. D.)

March 4 (Day 9) Fundamentals Examination

March 11  
**Spring vacation- No class**

March 18 (Day 10) Performances
Introduced & Demonstrated

March 25 (Day 11) Performances
Uses: Literature Extension & Response,
Author/Illustrator Studies

April 1 (Day 12) Performances
Uses: The Language Arts: Speaking/
Listening- Book Discussion, Book Discussion Modeled

April 8 (Day 13) Performances
Uses: Reading- Big Books
Writing- Patterned Writing

April 15 (Day 14) Bouttee-Hill Performances
Uses: The Arts & Sciences,
Dealing With Diversity
Organizing for Instruction, Assessment
Professional Resources

April 29 (Tuesday)  
10:40am-1:10pm Readings Examination, Course Evaluation

Bring a #2 pencil

10/21/13