

## ED-LTCY 346 CHILDREN'S LITERATURE

Fall 2009 TTH 9:15-10:30AM

Office Hours: T TH 10:45am-12pm, W 3:00-5:30pm & F 8:30-10:00am or by  
Appointment

### DESCRIPTIVE INFORMATION

#### A. Instructor:

Stan Steiner, Ph.D. E-503, Phone 426-3962 or e-mail  
stansteiner@boisestate.edu

Web site: <http://education.boisestate.edu/stansteiner>.

#### **The College of Education Conceptual Framework: The Professional Educator**

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve diverse communities of learners as reflective practitioners, scholars and artists, problem solvers, and partners.

#### **B. Course Description:**

This course provides skills in teaching children speaking, listening, reading, writing, and viewing through a survey of children's literature. Emphasis on selection of children's literature appropriate to the needs of all students.

#### C. Recommended Texts:

Lynch-Brown, C. & Tomlinson, C. M. (2008). *Essentials of children's literature (6th ed.)*. Boston: Allyn & Bacon.

Fuhler, C. J. & M. P. Walther. (2008). *Literature is back: Using the best books for teaching readers and writers across genres*. New York: Scholastic.

Olness, R. (2007). *Using literature to enhance content area instruction: A guide for K-5 teachers*. Newark, DE: International Reading Association.

Steiner, S. & Steiner, J. (2005). *P is for Potato*. Chelsea, MI: Sleeping Bear Press.

### **C. Supplemental Sources:**

There are many other textbooks, literature resources and authors in the field of children's literature and language arts theory that offer a variety of perspectives. Check my web site <http://education.boisestate.edu/stansteiner> for a more complete listing. All texts discuss the same core genres of children's literature, but in varying depth. If you have another source and wish to use that book for class feel free to negotiate that possibility with me.

### **D. Journals:**

The Horn Book Magazine, Book Links, The New Advocate, Language Arts, The Reading Teacher, Dragon Lode, VOYA, SIGNAL, Bookbag, Multicultural Review, Booklist, Cricket, Bulletin of the Center for Children's Books, Ladybug, Children's Literature in Education, The Web: Wonderfully Exciting Books, Interracial Books for Children Bulletin, Teaching Pre K-8, School Library Journal, Bookbird and Cobblestones.

### **E. Useful Internet Web Sites:**

<http://www.ucalgary.ca/~dkbrown/index.html>

<http://education.boisestate.edu/stansteiner>

<http://www.ala.org/BookLinks/>

<http://guides.boisestate.edu/childrenslit>

<http://www.ala.org/alsc/>

<http://www.cbcbbooks.org/cbcpage2.html>

<http://www.carolhurst.com/>

<http://www.reading.org>

## **COURSE OBJECTIVES**

(Everything in parentheses following the objectives indicates possible methods of assessment). Bold print indicates Idaho MOST/INTASC Standards met with the objective and bold italic print aligns with IRA/NCTE Standards. For a complete copy of the standards go to [http://education.boisestate.edu/ncate/standards\\_literacy.htm](http://education.boisestate.edu/ncate/standards_literacy.htm)

The student will acquire knowledge of:

A. the skills and knowledge in the area of developmental language arts instruction. (Open ended questions, field observations, lesson plan, journal and portfolio reflections) P2P2, P6D1\*, P6P2\*, P8D1, P8P1, P8P4

B. the criteria of book selection according to the needs of children, teachers and parents. (open-ended questions, critical writing) P1K2, P3P6, 1.3

C. the diversity of children and their needs when developing literacy instruction strategies. (open ended questions, lesson plans, elementary

student work, journal and portfolio reflections) P1D3, P1P1, P3K3, P3P1, P4K2\*, P4P3, P4P4\*, P5K1, P5D5, P6D2\*, P6P2\*, P7D2, P8P4

D. a wide array of children's literature, authors, and illustrators recognized for contributions in the field. (open-ended questions, student presentation) P9P3, 2.12

E. resources including technology. (student presentations) P4K3, 8.1

F. strategies that encourage reading in a variety of genres and life-long reading. (open-ended questions, student presentation) P1D4, P5D4

G. the writing process approach with personal narratives/expository prose/poetry including computer supported technology. ( student writing samples) P2P3\*, P4P4\*, P5K2, P6D1\*, P6P2\*

H. multicultural/diverse perspectives in all genres of children's literature. (open-ended questions, student presentation, critical writing) P1K1, P1P5, P3P6, 1.2

The student will be capable of the following:

A. implementing children's literature for children, teachers and parents, including literacy components of listening, reading and writing and other reader response strategies. (actual teaching applications with children, family, relatives, friends and peers, student presentations, journal reflections) P1P5, P3P6, P9P3

B. telling stories, demonstrating readers theatre, literature circles, choral reading and book talks to learn effective means of modeling literacy strategies. (student presentations, actual teaching with children and peers) P3P1, P5D4. 5.5

C. analyzing the literature according to evaluative criteria in order to select quality literature for children. (open-ended questions, critical writing) P1K1, P1P5, P3P6, 1.4

D. creating annotated literature themes for integrating genres across the curriculum. (student presentation) P1K3, 1.2

E. develop writing strategies with peers/elementary students. (observation of actual activity plans) P2K1, P2D2, P2P2, P2P3\*, P3P1, P8D1, P8D2, P8P1, P8P4

F. identify strategies for communicating with and involving parents in the educational process. (open-ended questions and discussion) P3P6, P6D1\*, P6D2\*, P10K1, P10K2

G. become familiar with professional resources for teachers and children's magazines that accept children's writing. (class discussion, journal reflections) P5D5, P9K2

### **INSTRUCTIONAL STRATEGIES USED**

Lecture, discussion, reflection, cooperative learning, individual and group oral presentations, literature circles, theatrical forms, storytelling, auditory and visual technology, field experience with children, action research, and hands on in workshop format.

### **INDIVIDUAL EXPECTATIONS AND EVALUATION**

**\*\*REFER TO THE COLLEGE LEVEL POLICY ON GRADING FOR INITIAL INTERPRETATION\*\***

Class participation and attendance = 30%: Everyone brings knowledge to a classroom setting. We become a community of learners, therefore, an interdependency is established. Your input in large group discussions is important as well as any field component of this course. Absence/excessive tardies will affect individual grades.

Assignments = 30%: Throughout the session we will engage in activities that have direct applications to developing a literature rich classroom. Examples include: reading literature, book talks, literature circles, storytelling, surveying students' reading interests, dialogue journaling, discussing pre-read text pages and articles, article syntheses, writing workshop, author search and field work with children. You will be expected to maintain a dialogue journal, with one or two children throughout the semester. Each participant is expected to make one entry per week in the individual journals (more details in class).

PLEASE NOTE: Article syntheses or an author search option, but not both, unless you have a reason to impress your professor. When applicable and possible, author searches will be displayed in a school library for children to view and critique. You must use a minimum of three different sources if doing the author study. This activity is due in the 13th week of class or sooner. Author searches or the article syntheses option submitted are to be done on an individual basis.

Thematic/topical Literature Project = 30%: The literature project resource can be done in cooperative groups or as an individual. This project revolves around a theme or topic of choice. You will be building a list of literature focused by this theme. An example might be books about peace. You will then identify as many books as possible to help teach about peace. The actual list will be entered into the database at the following website. The format is included on the web site <http://education.boisestate.edu/stansteiner>. Once you have your list completed or near completion you are to identify 5 of the books on your list and write a description of how you might use the books in a teaching situation. Keep in mind what you want kids to learn as you write about the five books you selected to represent your theme. A hardcopy of this description along with cited books and references (APA/MLA format) used to develop your literature project must be handed in one week prior to finals week. Oral presentations of your literature theme and application will take place in class as part of the finals. A group self evaluation instrument (if evidence of individual effort is unclear) will be used in conjunction with an instructor analysis for those choosing to do the thematic/topic project as a group. All annotated bibliographies that are entered on the website above must include books published in the last two years in addition to others. When possible it is a good idea to use some current books from the last two years as part of the five you select to write about teaching applications. This project is due during the week before finals.

The thematic project, article syntheses and the author search are intended for you to become familiar with the reference sources available to you. (Please note: You must have a minimum of three reference sources each for the author search and thematic literature project. Two different sources should be used for the article syntheses. The internet is only one source even though you may find multiple web sites). Complete citation information that follows APA (6th edition) or MLA format for all references used in these activities is expected and must appear on the author search project.

Final Reflection Paper = 10%: This is a personal reflection and synthesis of course content, readings, projects, field work, personal growth and future applications.

Final grade will be a reflection of attendance, class participation, booktalks, storytelling, dialogue journal, work with children, reflection paper, projects and reading as described above. Coming prepared, promptness and professional presentation of your assignments makes a difference as to how you want to be perceived and graded (Due dates are discussed in class and stated in the schedule portion of the syllabus).

\*\*\*\*\*Syllabus subject to change as deemed necessary\*\*\*\*\*

## SCHEDULE

The following is an approximate listing of the topics to be covered in the course along with suggested readings and activity due dates. The schedule is subject to change as deemed necessary.

DATE, TOPICS & ACTIVITIES (Date due)

Reading corresponding text pages to support topic and discussions

WEEKS 1, 2 & 3 Picture Books and Poetry

Determining what is Children's Literature.....  
pages 4-15

**HAVE YOU READ ANY GOOD BOOKS LATELY?**

First Five Book Annotations due by second Thursday September 3rd of second week. See format at the end of syllabus. (All remaining annotations are due on alternating Thursdays or sooner as mentioned in class). Bring one of the books to class.

Buddy Journals with elementary students TBA First Dialogue Journal Entry to Children will occur by second week of classes. (You are expected to make one entry per week)

**Friday Evening, September 11, 2009 a book signing extravaganza free at Rediscovered Books. Come meet authors. Spend September 12, 2009 at BSU SUB at the "Literature is My Utopia" conference co-sponsored by the Literacy Department and the Society of Children's Book Writers and Illustrators (SCBWI). A reduced conference fee for students includes breakfast, lunch and afternoon ice cream break.**

**Tuesday, September 15th**, tour Albertson's Library CRC and reference materials for Children's Literature (Meet in the 2nd floor classroom)

Getting to know your students (pp 18-30)

Connecting books to their interest (Develop an interest inventory)

Book Illustrations: Bring a picture book to class for sharing with the emphasis on illustrations (Book name, author(s), illustrator(s), and rationale for selecting the book).

Picture book types: Wordless, Board Books, Predictable, Alphabet, Counting, Interactive, Concept Books, Easy to Read & Transitional Books (pp 91-117)

Evaluation and Sharing Picture books (p 119)

The power of visual context, oral interpretation, and written text. (Share a favorite alphabet book or new discovery in class. Approximately 7th day)

Poetry and Plays (pp 56-86)

Booktalks and storytelling (TBA and explained as needed) Don't miss the award winning guest storyteller coming to class in November.

WEEKS 4, 5 & 6 Folklore and Fantasy

Traditional Literature: Folk and Fairy Tales, Myths, Epics, Fables, Religious Stories, Legends and Tall Tales. (pp 119-132). (Bring a favorite to share)

Modern Fantasy Characteristics: Animal, toys and other inanimate object personification; Modern folktales, Unusual Characters, Supernatural Events, Happenings, Historical, and Science Fantasy/Fiction (pp 134-149)

Evaluating folklore and fantasy (p 119,151)

WEEKS 7, 8 & 9 Science, Realistic and Historical fiction

Historical Fiction (pp 169-186) - Jackdaws (304)

By now you should be well into your theme or a topic of interest for your annotated list of children's literature appropriate for classroom use. REVISIT CRC for some hands on research work. Go to Room 203 on November 3<sup>rd</sup>, 2009.

Science Fiction/Fantasy-fact or future worlds (p 142)

Realistic/Contemporary Fiction (pp 151-166)

Characteristics of Contemporary Realistic Fiction

Censorship .....(pp 267-269)

Evaluating fiction (pp 151)

WEEKS 10, 11 & 12 Biography and Nonfiction

Biography (pp 188-209) Authors, famous people, autobiography

Nonfiction .....Evaluating & Sharing Nonfiction Books page 192

Activity: If you have not yet selected an author to research or completed two article syntheses now is a good time to start. (Refer to grading section for specific details)

Special Interest Books: Animals, Sports, Science, Math, Facts, etc.

WEEKS 13, 14 ,15 & 16 Culturally Diverse Literature  
Multicultural and International Literature (pp 210-240) Author Studies or  
Article Synthesis due week 13 (December 1, 2009).

*Promoting a Global Community through Multicultural Children's Literature*  
(pp ix-xxi) If you are looking for great curriculum connections, I highly  
recommend reading the introduction and book extension sections of each  
chapter in this resource book (see annotation below).

Bibliotherapies p 287

Organizing a Literature Program (pp 244-271).....  
Evaluating Literature Books for your program is on going from the moment  
you start collecting and thinking about literature for your classroom/home  
library.

**All annotations, book talks and activities must be completed by the second  
last week of the semester December 10, 2009.** Buddy Journals and final  
reflection paper will be collected during finals week and may be picked up at  
a later date.

Final is scheduled for week of December 14-17<sup>th</sup>. .

## A SUGGESTED FORMAT FOR ANNOTATIONS AND SAMPLE

GENRE Non Fiction (NF)

Publication Date 2001

Author(s): Steiner, Stan

Title: Promoting a Global Community Through Multicultural Children's  
Literature

Publisher: Libraries Unlimited/Teacher Ideas Press

Illustrator(s) (if applicable): Peggy Hokom

Plot Summary (Try to limit this to one or two sentences): This unique book  
features more than 800 annotated titles of multicultural literature reflecting

diversity within a single book or in a series. The annotations, coupled with over 100 integrated application strategies, allow students educators, librarians, and parents to gain a better understanding of our multicultural world.

Extensions (Ideas for using in the classroom. Be specific - include themes/topics): Daily lifestyles, celebrations, food, play, story collections, poetry, universal social problems, multicultural books in a series.

\*\*\*I recommend building a computer data base (Excel Spreadsheet, etc.) for your annotations or 4X6 inch cards for easy referencing and additions. You may find the format on this WEB page helpful. If creating an electronic database submit them via e-mail as part of the class expectations\*\*\*\*

## **FOR YOUR INFORMATION**

### **Accommodations**

To request academic accommodations for a disability, contact the Office of Disability Services, Admin 114, (208) 426-1583. Students are required to provide documentation of their disability and meet with a Disability Specialist prior to receiving accommodations. Information about a disability or health condition will be regarded as confidential.

As scholar-practitioners, the BSU faculty values the diversity of professional preparation programs on our campus. We see this conceptual framework and its associated outcomes as a way to link these programs in a common mission while accommodating individuality and supporting innovation. Thus, our conceptual framework is meant to be a living document that is subjected to critical assessment, refinement, and adaptation. We hope to engage in continuous dialogue with all members of the professional education community within and outside the University, so that the conceptual framework becomes a catalyst for ongoing debate, reflection, and action.

### **Initial Certification Programs**

### **Serve Diverse Communities of Learners**

All learning takes place within communities--whether in P-12 classrooms, in university courses, or in neighborhoods. Educators recognize their role in building communities of learners, using

scholarship, problem-solving skills, and partnerships to create cohesive groups that work together for common purposes. Diversity--whether related to gender, ethnicity, disability, economic status, developmental level, learning style, or other unique characteristics--is a source of enrichment. Educators aim to create and become a part of learning communities engaged in continuous growth and continuous reflection. In doing so, they pay attention to classroom communities, local communities, and the global community of which they and their students are a part.

### **As Reflective Practitioners...**

Reflective practice is the foundation of competence for professional educators. Course work, field experiences, and work with colleagues and mentors all emphasize the importance of thoughtful analysis and continual revision of effective approaches to teaching and learning. From Dewey to Schon, educational theorists have observed that, although content knowledge and instructional skills are essential, teaching cannot be reduced to simple formulas or recipes for success. Rather, the competent educator is characterized by habits of mind that emphasize critical thinking, experimentation, and flexibility. Teacher education has extensive knowledge bases to guide decisions about learners, instruction, curriculum, technology, classroom management, and assessment

### **As Scholars and Artists, Problem Solvers, and Partners...**

With reflective practice as a guiding principle and with diverse learning communities as a context, educators adopt and integrate three critical professional roles: scholar and artist, problem solver, and partner. Scholars and artists are grounded in the knowledge of their disciplines, in pedagogical content knowledge, in knowledge of best practices informed by state and national standards, and in theory and research concerning individuals, families, and communities.

Knowledge is personally and socially constructed and must be acted upon in a responsible way. Educators are committed members of a profession guided by high ethical standards. Scholarship and creative activity includes sound content knowledge that requires thoughtful analysis, synthesis, and application. Educators are disposed to use their scholarship in the service of children, adolescents, families, and communities. Educators are at ease with the tools of scholarship, including technology. They experience scholarship and creative expression as a collaborative, constructive, communicative activity, and

they are prepared to model scholarly dispositions for students. Educators become enthusiastic, lifelong learners, contributing to their profession and to their own development.

Problem solvers construct practical, effective approaches to professional challenges using a sound base of theory and research, and help others construct their own ways of addressing challenges. Whether problems are routine or unusual, whether they are frequently or rarely encountered, educators have the disposition to reflect on their prior experience, to access relevant information, and to plan future actions. Even when they become automatic, these problem solving processes are fundamentally constructive and reflective, requiring educators to consider and integrate complex information using content knowledge, personal skills, technological tools, and varied instructional strategies. Educators' approaches to these kinds of professional challenges, whether curriculum decisions, strategies for motivation, management, assessment, or family issues, are grounded in concern for others and in a commitment to their positive development and learning. Solutions to problems must be viewed through ethical lenses and with sensitivity to individual and developmental differences. The process of identifying and addressing problems engages practitioners in dynamic social interaction and dialogue with colleagues. Educators join in collaborative efforts with those whom they teach, working with learners to identify and solve meaningful problems, and helping these learners to become confident, effective problem solvers. Beyond the classroom, educators serve as agents of renewal and reform within schools and communities, applying their practical knowledge to complex educational and social issues.

Partners use a flexible array of well-developed skills to support the positive development of all learners within the classroom, school, home, and community, give balanced attention to the emotional, social, physical, and cognitive dimensions of students' lives. Effective partners facilitate learning that is both challenging and responsive to learners' individual characteristics. Effective learning partnerships reflect the belief that learning is an active, constructive, and social process. Effective partners respect the uniqueness of children and families and use developmental and pedagogical knowledge to continuously refine teaching practices. Educators participate in multiple partnerships with children, adolescents, families, and colleagues--partnerships that are characterized by mutual support, respect, advocacy, and engagement.

## **Specific Outcomes for PreK-12 Candidates**

The University's conceptual framework is consistent with the standards of various specialty organizations, and with the performance standards identified by Idaho as essential for all beginning teachers. Besides supporting specific outcomes expected by these bodies, we have identified a set of ten core outcomes that represent our expectations for all Boise State University candidates in professional education programs. As emphasized in this document, BSU-prepared educators are reflective practitioners serving diverse communities of learners as scholars, problem solvers, and partners. These roles are clearly overlapping and interactive, but each is reflected in various ways in the following list of candidate outcomes. Drawing upon the best research, theory, and wisdom of practice, graduates of the Boise State University professional education program:

- \* possess an in-depth understanding of major concepts, processes of inquiry, and ways of knowing that are central to their discipline.
- \* have basic knowledge in the fields of human development and educational psychology and a broad understanding of how people learn and develop.
- \* connect and affirm the cultural and linguistic knowledge, values and life experiences, interests, and competencies of each student to shape the learning experience to connect with what the students know and learn well. In addition, they are able to incorporate these considerations in the planning and delivery of services to ensure that all students experience school success.
- \* use a wide range of instructional strategies to meet a variety of student abilities, attitudes, and learning preferences. The repertoire of strategies address students' development of critical thinking, problem solving, and performance skills as well as basic knowledge structures.
- \* understand individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. They know that their decisions can promote democratic values that support diverse learners in the classroom.
- \* use a variety of communication techniques to foster learning and communication skills of diverse learners.
- \* plan and revise instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

\* are committed to ongoing assessment as essential to the instructional process.

\* are committed to seeking, developing, and refining practices to meet students' needs and they embrace life-long learning. They adhere to ethical and legal standards including The Code of Ethics of the Idaho Teaching Profession.

\* work together with colleagues, parents, and other members of the community to meet the needs of students.