

**Florida A&M University
College of Education**

**Department of Elementary Education
Summer 2009 Semester**

Course Outline

Course Title and Description: LAE 3414 Children's Literature is designed for prospective teachers of young children to acquire an understanding of the standards for the selection of universal literature, differentiating genres, learning about approaches in criticizing old and new versions and illustrations which appeal to children of varying backgrounds. Emphasis will be placed on acquiring a repertoire of stories, poems and other forms of literature appropriate for use with young children.

Textbook: Lynch-Brown, and Tomlinson. **Essential's of Children's Literature.** Pearson: Allyn and Bacon, 6th. Ed. 2008 Ed. Boston.

Supplemental readings will come from the various reading journals in the field of education (Reading Teacher, Reading Research Quarterly, Journals of Language Arts, Journal of Adolescent Reading, Reading Improvement, Journal of Reading & Writing).

GUIDLINES USED IN DEVELOPING COURSE OBJECTIVES

National Council for the Teachers of English—(NCTE)

Florida Subject Area Competencies: Reading-- (FSAC)

Florida Subject Area Competencies: ESOL-- (ESOL)

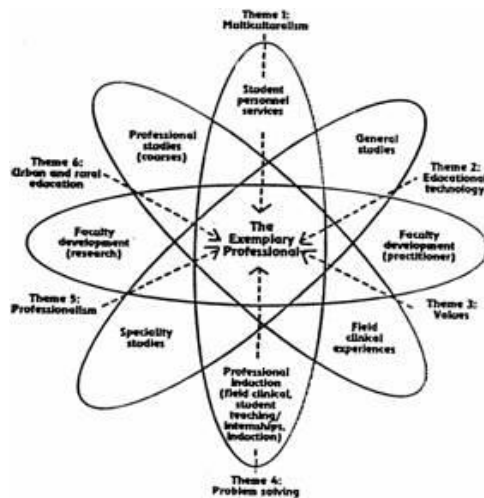
Association for Childhood Education International-- (ACEI)

International Reading Association Guidelines-- (IRA)

Florida Educator Accomplished Practices-- (EAP)

Professional Education Unit Conceptual Framework

The Conceptual Framework in the Professional Education Unit at Florida A&M's University College of Education is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of several activities and themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term "exemplary" refers to the kind of graduates the unit strives to produce. The Educational Leadership Program has identified the professional content and experiences of the Educator Accomplished Practices specified by the Florida Standards Commission, the Florida Essential Teaching Competencies identified by the Florida Department of Education **ESOL** standards, the competencies and domains identified by the Florida Council for Educational Management and the standards identified by the National Council for the Accreditation of Teacher Education. Figure 1 provides a diagram of the Exemplary Professional Conceptual Framework. A list of the specific competencies is provided in the appendix.



Structure of the Class and the Delivery of Instruction

This class will be delivered in a cooperative learning format. Everyone in the classroom is responsible for everyone else's learning. The Professor will serve as the Instructional

Leader and Facilitator. Much of your work in class will be done in small groups. You will be randomly assigned to a group. After three chapters have been covered, groups will be reformed. You will be given study guides before each chapter. You will be required to complete each guide outside the class. Upon arrival to class, you should immediately get into your groups and begin working. Work in the group should consist of comparing responses to the study guide, helping each other with problems that they may have had if any, making sure that each individual in the group understands each item on the study guide, deciding who will represent the group for each item in the whole group discussion.

At the beginning of each class period, the professor will lead a short discussion on topics related to literacy, children, their families, schools, teachers and learning. You will be expected to take an active role in the discussions by contributing when appropriate.

During each class session, each student will read a children's trade book (library book or tell a story to the class. Class mates are to observe each reading or story and make recommendations to the reader for improvements. If there are no volunteers, then we will proceed down the role in alphabetical order. Before beginning a before a reading or story, you should explain why you chose that particular book to read or story to tell, and provide any orientation to the class for your story as you feel appropriate. At the end of your reading or story the class will be asked to tell you what the strengths of the reading or story were. Next they will tell you what the weaknesses were and how the activity could have been improved.

Next, the class will be asked if they would like for you to read or tell this story to their child. Finally, the Professor will provide an oral evaluation of the activity. Your grade for this activity will consist of a combination of the quality of your reading. What your classmates say about the quality of your presentation will have no bearing on the grade that you receive for the reading. The professor's opinion is the one counted toward your grade for this activity.

Schedule of Class Activities

- I. First Class Session, Introductions, discussion of class expectations, modes of operations**
- II. Second Class Session, Chapter 1 Learning about Children and Literature**
- III. Third Class Session, Chapter 2 Learning about Reading and Literature, first journal article critique on any subject related to children's literature.**
- IV. Fourth Class session, Chapter 3 Learning about Literature**
- V. Fifth Class Session, Chapter 4 Poetry and Plays, and beginning at this time and at every other class meeting, each member of the class will read a children's book, or tell a story to the class.**
- VI. Sixth Class Session, Chapter 5 Picture Books**
- VII. Seventh Class Session, Chapter 6 Traditional Literature**
- VIII. Eighth Class Session, Chapter 7 Modern Fantasy**
- IX. Ninth Class Session, Chapter 8 Realistic Fiction**
- X. Tenth Class Session, Chapter 9 Nonfiction: Biography and Informational Books**
- XI. Eleventh Class Session, Chapter 11 Literature for a Diverse Society**
- XII. Twelfth Class Session, Chapter 12 Planning the Curriculum**

XIII. Thirteenth Class Session, Chapter 13 Developing Teaching Strategies, and Final Examination.

Note: You will be provided a study guide for each chapter covered in your textbook. Please answer the questions on each guide and come to class prepared to discuss them. Additionally, beginning with the third class meeting, each student will be required to read orally a child's trade book (library book) for each class session.

How grades will be awarded:

20%	Class attendance and participation.
15%	Story book readings
5%	Journal Critique and Presentation
30%	Examinations
30%	Read and annotate 100 children's trade (library) books.

90	100=	A
80	89 =	B
70	79 =	C
60	69 =	D