

1980

EDUCATION 465-4 Children's Literature  
Instructor: M. S. O'Connell  
January 10th - April 4th

Wednesdays: 4:30 - 8:30 p.m.  
Location: PDC 601

TEXTS: Egoff, Sheila. The Republic of Childhood (A Critical Guide to Canadian Children's Literature in English), Second Edition. Toronto: Oxford University Press, 1975.

Lukens, Rebecca J. A Critical Handbook of Children's Literature. Agincourt: Gage Educational Publishers Ltd., 1976.

OBJECTIVES:

- A. That students become familiar with the scope of children's literature through a survey of:
  1. the fiction, fantasy, poetry, lore...
  2. the resources and criticism in the field
  3. award-winning books; evaluative criteria
- B. That students have in-depth knowledge of one genre (fantasy, poetry...) within the field of children's literature.
- C. That students know ways of integrating children's literature with an elementary school program.

REQUIREMENTS:

1. Write a paper on one genre within the field of children's literature. Your paper should be one that you could share with a teacher who has expressed a wish to know more about the selected genre (i.e. fantasy for pre-teen children; Canadian fiction for older children; Indian legends;...). List references used in order of their value to you. (50%)
2. Plan and present with a group of four (approx., a workshop that illustrates a way or ways of either integrating children's literature with a class project or generating a class project as an outcome or reading a book or several books. (25%)
3. Outline (on no more than two pages) the books you would use and the points you would make if you were invited to give a "book talk" to the parents of children in a selected age range. (25%)

TOPICS: In addition to the literary elements discussed by R. Lukens in Chapters Two through Eight, and the Canadian children's literature (in English) discussed by S. Egoff, the following topics will be considered:

1. Children's Literature as a way of knowing.
2. Books of yesterday - an historical perspective.
3. Censorship and children's books.
4. Storytelling.
5. Creative writing.
6. Films and filmstrips as resources in Children's Literature.
7. Children's books from the perspective of a publisher, an author and an illustrator.
8. Other topics requested by students.

Required texts (available in paperback from university bookstore)

David, Alfred, ed. - The Twelve Dancing Princesses and Other Tales  
Scholar, Wendell - Jack the Giant Killer the Hooded Man  
Carter, Susan - The Book in Bed  
Stutcliffe, Dorothy - Wanted: Scavenger  
Howat, Farley - Life in the Family  
Dooley, Eleanor - The Little Women

Strongly recommended background reading

Arbuthnot and Sutherland, Children and Books, 5th ed.  
Agoff, Sheila, The Republic of Childhood: a critical guide to  
Canadian children's literature in English, 2nd ed.  
Tuck, Charlotte, Children's Literature in the Elementary School,  
3rd ed.

This course is a general introduction to children's literature (ranging from nursery rhymes to realism for the pre-adolescent) for the teacher. Class discussions, individual projects and group activities will focus on the kinds of reading experiences available to children (folklore, fantasy, historical fiction, etc.) and attempt to formulate guidelines for assessing success of literary works. Students will also explore secondary sources, children's magazines, and areas of special concern, such as sexism, censorship, and other topics.

In addition to written work and class discussion, practical activities, such as book introduction, oral reading and story-telling will be stressed.

The following assignments reflect course emphases in content and mark distribution. Students must complete all five assignments but may make substitutions with instructor's approval.

### Assignments

1. Annotated bibliography of 10 books (intermediate level) or 20 picture books - Annotation should include a brief summary and specific critical evaluation of work's strengths and weaknesses.
2. Essay review of required texts, assigned readings, and books dealt with in class
3. Individual or group project designed to explore ways of sharing literature with children (e.g. novel study design, developmental program for poetry appreciation, puppetry, etc.). This could also be a creative project, such as the making of a book for children.
4. Interpretive activities - This will include storytelling, reading aloud and introducing a book, as well as formulating study questions and activity questions to accompany novel study. Any or all of these activities may be combined in a planned group study of a specific novel to be arranged between group and instructor.
5. Log book of practical activities - overview and assessment of others' projects