

Required texts (available in paperback from university bookstore)

David, Alfred, ed. - The Twelve Dancing Princesses and Other Tales
Fichler, Mordecai - Jacob Two-Two Meets the Hooded Fang
Cooper, Susan - The Dark Is Rising
Sutcliff, Rosemary - Warrior Scarlet
Howat, Farley - Owls in the Family
Doorly, Eleanor - The Radium Woman

Strongly Recommended Background Reading

Arbuthnot and Sutherland, Children and Books, 5th ed.
Egoff, Sheila, The Republic of Childhood: a critical guide to Canadian children's literature in English, 2nd ed.
Huck, 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 media.

In addition to written work and class discussion, practical activities, such as book introduction, oral reading and storytelling 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