

EDUCATION 465-4: CHILDREN'S LITERATURE

Regular Semester, 1987
May 4 - July 31
Mondays, 8:30 - 12:20 p.m.

Instructor: Paula Hart
Location: MPX 9511/12

CALENDAR DESCRIPTION:

Historical, sociological and literary perspectives on literature for children.

OBJECTIVES:

This course will introduce you to the variety of books, poems, and stories available to children, give you a chance to look at the literature in terms of current issues (multiculturalism, values, censorship), and help you to formulate ways of using literature in the classroom. To help meet these objectives, class format will include a variety of experiences, such as workshops, discussions, and lectures.

OUTLINE OF TOPICS:

The following list suggests the range of the class content:

- Discovering children's literature (exploring its range and prominent authors and illustrators)
- Why children need books
- Sharing literature with children (through booktalks, reading aloud, storytelling, readers' theatre, etc.)
- Historical and contemporary scope of children's literature
- Issues in children's literature
- Children's literature in the classroom (e.g. role in the development of reading and writing [integration into the whole language approach], role in cognitive and affective development, integration into other curricular areas)

TYPICAL REQUIREMENTS:

General: Regular attendance and participation in all class activities.
Prompt and satisfactory completion of all assignments.

Assignments: Four major assignments, three following the focal points of the course (appreciative reading, sharing with children, classroom use) and one allowing choice of either creative writing or study of professional review sources. Some examples:

- Reading log with annotations based on genre demands and individual professional concerns
- Oral sharing of literature with or without visual aids (e.g. reading aloud, storytelling, etc.)
- Unit plan based on a book, author, theme, genre, or issue
- An original children's book/story or a study of professional review sources and a review aimed at publication in a particular review source

REQUIRED TEXTS: (Available in university bookstore)

Sutherland, Zena et al. Children and Books, 7th ed. Scott Foresman, 1986.
Trelease, Jim. The Read Aloud Handbook. Penguin, 1982.

Note: Pre-reading of text sections relevant to course topics will provide valuable background.

Library of The University of Michigan
Ann Arbor, Michigan 48106
May 4 - June 30
Monday 8:30 - 5:00 PM

CALIFORNIA SPECIAL REPORT

Historical and geographical background of California

QUESTIONS

This course will focus on the history of California from the time of the first Spanish explorations to the present. It will cover the discovery of gold, the Mexican period, the American period, and the development of the state as a major agricultural and industrial center. The course will also discuss the role of California in the national and international scene.

The following are the questions for the class:

- 1. What were the major factors in the discovery of gold in California?
- 2. How did the discovery of gold affect the development of California?
- 3. What was the role of California in the Mexican period?
- 4. How did California become a part of the United States?
- 5. What were the major factors in the development of California as a major agricultural and industrial center?
- 6. How has California's role in the national and international scene changed over time?

These questions are designed to help you understand the historical and geographical background of California. They will be discussed in class and you are encouraged to participate in the discussion.

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EDUCATION 465-4

CHILDREN'S LITERATURE

The two main purposes of this course are:

1. To introduce you to a small representative sample of the range of literature available to children today and to give you an opportunity to explore and understand children's literature in greater depth, e.g. children's traditional literature -- Folk and Fairy Tale.
2. To introduce you to ways of bringing children and books together through such strategies as: reading aloud, and other simple forms of presenting literature; storytelling and dramatic presentation; setting up and running independent reading programs.

PREREQUISITE: 60 credit hours, or permission of the instructor.

REQUIRED TEXTS:

Bettelheim, Bruno. The Uses of Enchantment: The Meaning and Importance of Fairy Tales. Vintage, 1970.

Butler, Dorothy. Babies Need Books: How to Share the Joy of Reading With Your Child. Pelican Books, Penguin, 1982.

Landsberg, Michele. Michele Landsberg's Guide to Children's Books. Penguin, 1985.

Trelease, Jim. The Read-Aloud Handbook. Penguin Handbooks, 1982.

COURSE REQUIREMENTS:

To complement your professional readings in the Study Guide and the texts you will be required to:

- read and annotate a broad range of children's books, according to course guidelines and in the light of your needs and interests.
- engage in a variety of practical experiences with children; e.g. reading aloud, storytelling, book talks and discussions.
- keep a journal in which you record your thoughts and experiences.

COURSE SUPERVISOR RESERVES THE RIGHT TO MAKE CHANGES WITHOUT NOTICE.

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Booth, David, Larry Swartz and Meguido Zola. *Choosing Children's Books*. Pembroke House, 1987.

Butler, Dorothy. *Babies Need Books: How to Share the Joy of Reading With Your Child*. Pelican Books, Penguin, 1982.

Trelease, Jim. *The Read-Aloud Handbook*. Penguin Handbooks, 1982.

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CENTRE FOR DISTANCE EDUCATION
Directed Independent Study Course
Simon Fraser University

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National Council of Teachers of English (NCTE), Committee on Literature in the Elementary Arts, Linda Leonard Lamme et al. Raising Readers: A Guide - Sharing Literature with Young Children. Beaver Books.

Trelease, Jim. The Read-Aloud Handbook. Penguin Handbooks, 1982.

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EDUCATION 465: CHILDREN'S LITERATURE
COURSE OUTLINE

OBJECTIVES

When a child comes up to you and says: "This is the best book I ever read. Do you have any more like it?" how do you know what kind of book that child is looking for. This course is about finding out what that question means, and how to go about answering it.

OUTLINE OF TOPICS

A child who has been moved so deeply by a book that he or she wants another just like it, has clearly found something very powerful in the story--something not likely answered by novel-study, back-of-the-book questions or comprehension-test questions.

As someone sharing books with children, you can discover what kind of story that child is after: a home story, a jack-the-giant killer story, an adventure story, a mother-and-daughter story, whatever. To do that, you need two skills: an understanding of what kind of question the child is asking; and a broad knowledge of stories.

This course is not about decoding, and not about making honey projects out of Winnie-the-Pooh stories. It is about children's literature as literature. Historical, educational, psychological and philosophical contexts of children's literature will be explored so that in the end, you can be your own literary critic--someone who engages easily in what Aidan Chambers calls "booktalk."

The course moves in roughly chronological fashion: first, a brief history of children and children's literature; then through oral tradition (myth and fairytale); and into the relationships between children's literature and literacy (including picture books and poetry as well as prose fiction). Topics include those which constitute literary discourse: genre, heroes and heroines, time and space, epiphanies, secret stories and so forth.

COURSE REQUIREMENTS

Classes consist of a mix of lectures, seminars, group discussions, films and other audio-visual material. Storytellers, and other people involved with children's literature will be invited to class as well. Attendance and participation are required in class, and completion of readings, and written assignments. For thirty minutes at the end of each class, each student will be required to make a journal entry synthesizing the content of the class. This will be handed in for part of the final grade. Two essays and one oral presentation will also be required during the semester.

The grade breakdown is as follows:

Essay 1	25%
Essay 2	25%
Journal	25%
Seminar and Class Participation	25%