

SIMON FRASER UNIVERSITY

EDUCATION 465-4

CHILDREN'S LITERATURE

Intersession, 1990
Monday, Wednesday
8:30 - 12:30 p.m.
Location: MPX 8620

Instructor: Cornelia Hoogland

Note: The course dates as given in the calendar are from May 7 to June 15, 1990. Please note that due to exceptional circumstances the **starting date of this class will be May 9, 1990**. We will compensate for the missed class before the term ends. I apologize for any inconvenience this causes.

This outline is subject to change. Further information regarding grades and specific assignments will be provided on the first day of class.

PREREQUISITE: 60 hours of credit.

OBJECTIVES

The course will introduce you to a survey of the scope and selected aspects of children's literature, and its use for children.

OUTLINE OF TOPICS

The study of the scope and selected aspects of literature will exemplify a variety of approaches, viz:

- the historical and cross-cultural approach
- the genre approach
- the theme and issue approaches

We will critically examine the natures of different literary works, and discuss their various classroom applications.

TYPICAL REQUIREMENTS

The course will comprise of a broad range of experiences (lectures, seminars, discussion groups, etc.) organized in such a way as to model a student-centred approach and to maximize individualization of learning. The general requirements are as follows:

Kogawa, Joy. Naomi's Road. Oxford U. ISBN 0-19-540547-1.

Montgomery, M. Anne of the Island. Bantam ISBN 0-553-21317-2.

Munsch, Robert. The Paper Bag Princess. Annick ISBN 0-920236-16-2.

Rosetti, Christine. Goblin Market. Dover ISBN 0-486-245160.

Sutcliffe, R. Dragon Slayer. Puffin ISBN 0-14-030254-9.

PROFESSIONAL READINGS

Barton, Bob. Tell Me Another. Pembroke, 1987.

Huck, Charlotte, Helper, Susan, and Hickman, Janet. Children's Literature in the Elementary School. 4TH EDITION OR LATER.
Toronto: Holt, Rinehart and Winston. 0-03-041770-8

Koch, Kenneth. Rose, Where Did You Get That Red? Random House.
ISBN 0-394-48431-2 NOTE THIS IS FOR HARDCOVER. I WANT A
PAPERBACK VERSION. IF THIS IS NOT AVAILABLE, PLEASE CHANGE
ORDER TO:

Koch, Kenneth. Wishes, Lies and Dreams. Random House. ISBN 0-
394-71082-7.

WEEKLY BREAKDOWN OF TOPICS AND BOOKS

Literature as Beginning Reading Material May 9, 14-17

Books:

Stories, Songs, and Poetry to Teach Reading and Writing

Tell Me Another

The Read-Aloud Handbook

Rose, Where Did You Get That Red?

My Kind of Pup

Goblin Market

Selection of Poems, action songs, nursery rhymes and Picture books
provided by instructor and students

5/9 Course overview

Why use Literature?

Overview of classroom uses of literature

The role of independent reading at home and school

Overview of genres and literary devices

5/14 Introducing literature to children
Oral Reading
The role of picture books in emergent literacy and early reading instruction
Role and Evaluation of book illustrations
The shared-book experience

5/16 Introducing Poetry to Children
Reading Poetry out loud
Traditional and Contemporary Poetry
Writing Poetry

The Oral Tradition and its Literature May 23, May 28

Books:

Presenting Literature to Children (Genres and Topics) May 30, June 4-6, June 11

Books:

The Witches
The Wind in the Willows
The Ghost Dance Caper
Naomi's Road
Paper Bag Princess
Anne of the Island

Discussion of thematic/topical literature-centred teaching unit assignments
Discussion of fair treatment of races, sexes, ethnic groups in children's fiction
Censorship issues
Fantasy
Animal Stories
Realistic and Historical Fiction
Serial Writing
Contemporary Realistic Fiction
Formula and romance fiction

Responses to Literature June 15 and one extra make-up class

Using a selection of the texts as models and source material, we will respond to literature through writing, drama, and art. We will also discuss how literature and responses can be implemented into our lesson planning.

- attendance and participation in all parts of the program
- completion of readings, journals or book cards, and assignments
- demonstration of competency in the fulfilment of a selection of assignments
- the purpose of the assignments, of which only a selection is required, is to initiate you into some of the roles, processes, and activities that a teacher of literature engages in, namely:
 - * Reading. You will read, study, and annotate a broad range of children's literature according to criteria determined by your personal and professional needs and interests.
 - * Communicating. You will engage in a variety of experiences in communicating literature with your peers or with children (e.g. storytelling, reading aloud, reader's theatre, improvisation, etc.) with or without accompanying media and visual aids as appropriate.
 - * Creating. You will engage in the process of creating original text (genre of your choice) using techniques such as rehearsal, drafting and editing. You will also do writing inspired by, and modelled after, a selection of texts.
 - * Evaluating. You will prepare a professional review for publication in a professional journal (e.g. Canadian Materials, In Review Canadian Children's Literature, Quill and Quire, etc.)
 - * Teaching. You will plan and prepare a teaching unit focusing on a genre, a theme, an issue, an author or a book.
 - * Library. You will broaden your knowledge of sources available to teachers for finding, evaluating, and using children's literature, and will be responsible for contributing your sources or texts for classroom discussion.

REQUIRED TEXTS

Children's Books:

Dahl, Roald. The Witches. Penguin. ISBN 0-14-031730-9.

Grahame, Kenneth. The Wind in the Willows. Dell ISBN 0-440-49555-5.

Grimm. Household Stories. Dover. ISBN 0-486-21080-4.

Hughes, Monica. The Ghost Dance Caper. ISBN (Hamish) 0-241-10021-6.

Hunter in the Dark. Collins ISBN 0-00-330044-7.

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:

Barton, Bob. *Tell Me Another*. Pembroke, 1986.

Bettelheim, Bruno. *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. Vintage, 1977.

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

TEXTS AVAILABLE ONLY THROUGH CENTRE FOR DISTANCE EDUCATION

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

Butler, Dorothy. *Babies Need Books: How to Share the Joy of Reading With Your Child*. (2nd ed.) Pelican Books, Penguin, 1988.

Butler, Dorothy. *Cushla and Her Books*. Penguin. 1987.

Yolen, Jane *Touch Magic: Fantasy, Faerie and Folklore in the Literature of Childhood*., Vintage Books, 1977.

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.

COURSE INSTRUCTOR RESERVES THE RIGHT TO MAKE CHANGES WITHOUT NOTICE.

EDUCATION 465-4 LITTERATURE ENFANTINE

Les deux buts principaux de ce cours sont:

1. De vous présenter un petit éventail varié de littérature enfantine en français disponible aujourd'hui et de vous donner l'occasion d'explorer et de mieux comprendre cette littérature. Cet éventail comprend, par exemple, des livres animés, des albums, des romans, des bandes dessinées et de la poésie.
2. De vous présenter différentes façons de rapprocher les enfants et la littérature en vous donnant la possibilité d'exploiter différentes stratégies. Vous aurez aussi l'occasion de vous familiariser avec du matériel pédagogique, des revues éducatives, des livres de ressources disponibles pour les professeurs d'immersion.

PREREQUIS: 60 crédits et un certificat d'enseignement ou la permission du professeur responsable du cours.

LIVRE OBLIGATOIRE:

Beauchesne, Y. (1985) *Animer la lecture. Pour faire lire ...* Montréal, Québec: Asted inc.

LIVRES FACULTATIFS

Barret, F.L. (1988) *La lecture partagée: guide pédagogique.* Richmond Hill, Ontario. Scholastic - TAB Publications Ltd.

Gagnon, A. & A. (1988) *Livres canadiens pour la jeunesse.* Toronto, Ontario. University of Toronto Press.

Gamache, S. (1983) *Un, deux, trois, quatre, les tout-petits découvrent le livre.* Montréal, Québec: Communication-Jeunesse

Irvine, J. (1988) *Fabriqué en 3 dimensions: cartes et autres objets.* Saint-Lambert, Québec: Les Éditions Héritage Inc..

Johnson, T.D. and Louis, D.R. (1987) *Literacy through Literature.* Richmond Hill, Ontario: Scholastic-TAB Publications Ltd.

EXIGENCES DU COURS

Bibliographie annotée	10%
Unité de littérature enfantine	30%
Résumé et critique de 'Comment animer la lecture'	20%
Biographie d'un auteur	15%
Enregistrement	15%
Auto-évaluation	10%

LE PROFESSEUR RESPONSABLE DE CE COURS RÉSERVE LE DROIT DE FAIRE DES
CHANGEMENTS SANS PRÉ-AVIS

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