

FALL, 1984

INSTRUCTOR: Prof. Meguido Zola

CORRESPONDENCE

OBJECTIVES:

The course will introduce you to: a survey of the scope and selected aspects of literature for children; the use of literature with 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 (e.g. the examination of children's comics, magazines and annuals throughout the English-speaking world during the last century)
- the genre approach (e.g. the examination of oral tradition, myth, legend, fable, folk and fairy tales, etc.)
- the theme and issue approaches (e.g. the exploration of such themes as the family, friendship, school, etc., and of such issues as old age, death, war, etc.)

The use of literature with children will focus on ways of planning for learning, creating learning environments, and developing strategies, techniques and materials in the use of children's literature in the school curriculum.

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-centered approach and to maximize individualization of learning. The general requirements are as follows:

Attendance and participation in all parts of the program.

Completion of readings, completion of journal cum resource book, completion of assignments.

Demonstration of competency in the fulfillment 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 create an original work (e.g. a picture book, a concept book, and ABC, a collection of verse, a short story, a play, a factual book, etc.) with or without accompanying illustrations.
- * 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.

ELIGIBILITY: Pre-requisite: 60 semester hours of credit or permission of instructor.

REQUIRED TEXT:

Trelease, Jim. The Read-Aloud Handbook. Penguin, 1982. (ISBN 014-046-534-0)

Bettelheim, Bruno. The Uses of Enchantment: The Meaning and Importance of Fairy Tales, Vintage, 1977 (ISBN 0-394-72265-5)

RECOMMENDED TEXTS:

Norton, Donna E. Through the Eyes of a Child: An Introduction to Children's Literature. Charles E. Merrill, 1983. (ISBN 0-675-09832-7)

OR

Glazer, Joan I. et. al. Introduction to Children's Literature. McGraw Hill, 1979. (ISBN 0-07-023380-2)

Donelson, Kenneth L. & Nilsen, Alleen Pace. Literature for Today's Young Adults. Scott Foresman, 1980. (ISBN 0-673-15165-4)

NOTE Committee on Literature in the Language Arts: Lamme, Linda Leonard et. al. Raising Readers: A Guide to Sharing Literature with Children. Walker, 1980 (ISBN 0-8027-0654-1)

OR

Butler, Dorothy. Babies Need Books: How To Share The Joy of Reading with Your Child, Penguin, 1982. (ISBN 014-022434-3)