SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

CICE COURSE OUTLINE

COURSE TITLE: Children's Literature

CODE NO. :   ED 105   **SEMESTER:**   Winter
MODIFIED CODE: ENG091

PROGRAM: Early Childhood Education

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MODIFIED BY: Rachel Read, CICE Program

DATE: Jan/2005   **PREVIOUS OUTLINE DATED:**   Jan/2004

APPROVED:

_____   _____
                    DEAN   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S):   None

HOURS/WEEK: 3

I.   COURSE DESCRIPTION:

In this course, the CICE student will study a wide range of children's literature. The important characteristics of books, stories, poems and pictures will be discussed. Methods of presentation and ways of including and enjoying literature in the early years setting will be a primary focus.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of an Integrative Educational Assistant, will demonstrate the basic ability to:

1.   **formulate and express an opinion on current issues and trends in children's literature.**

       Potential Elements of the Performance:
       • examine the historical significance of children's literature
       • identify current issues and trends in children's literature
       • examine the current literacy curriculum

2.   **examine procedures and problems in book selection and presentation**

       Potential Elements of the Performance:
       • identify effective environments for promoting language and literature
       • develop strategies for choosing best literature
       • develop teaching strategies for presenting literature to children

3.   **formulate plans that recognize and include literature as an integral part of a developmentally appropriate preschool curriculum.**

       Potential Elements of the Performance:
       • develop comprehensive lesson plans for story-telling
       • recognize and utilize a variety of story-telling techniques
       • provide literature as a basis for activities in all curriculum areas
       • develop a literacy kit that demonstrates developmentally appropriate curriculum

4. **choose literature that is consistent with principles of fairness, equity and diversity to support the development of individual children, within the context of family culture and society.**

   Potential Elements of the Performance:
   - examine and literature for anti-bias concepts
   - recognize and express the value of diversity and commonality in literacy/literature presentation
   - utilize developmentally appropriate and inclusive practices in providing educational media and literature

5. **examine current early literacy research**

   Potential Elements of the Performance
   - recognize the inter-relatedness of oral language, reading, and writing skills
   - recognize and design developmentally appropriate literacy activities
   - investigate various literacy resource materials

III. **TOPICS:**

   These topics sometimes overlap and are not intended to be dealt with always in isolated units or necessarily in this order:

   1. History of Children's Literature – an overview
   2. Early Literacy
   3. Value of Literature for Children
   4. Creating a Reading Environment
   5. Book Selection Criteria
   6. Literary Criticism
   7. Using Various Types of Literature & Genres
   8. Story-telling Delivery Techniques
   9. Integrating Literature and Media into the Curriculum

IV. **REQUIRED RESOURCES/TEXTS/MATERIALS:**

   Growing Up with Literature, Sawyer and Comer, Delmar Publishers, 2000

   Developmetnally Appropriate Curriculum. Best Practices in Early Childhood Education. Kostelnik, M., Soderman, A., Whiren, A. Pearson Education Inc. 2004.

   I'm a Little Teapot - Presenting Preschool Storytime, Jane Cobb, Black Sheep Press

V.   EVALUATION PROCESS/GRADING SYSTEM:

1. Assignments (40%)
Various in-class and "overnight" projects are assigned to be handed in and/or reported on in class.   Some workshops and presentations may be scheduled in the evening. Two weeks notice will be provided. Assignments, based on these presentations, will be distributed in class.

2.   Literacy Kit (30%)
Each student will prepare a literacy kit based on a pre-determined topic. Topic choices will be cleared with the professor. The kit will be presented and assessed in class. A complete explanation of the criteria and an assessment rubric will be distributed in class.

3. Tests (30%)
Two tests will be scheduled. All tests will be based on class discussions, class assignments and text and article readings.

The following semester grades will be assigned to students in post-secondary courses:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI.   SPECIAL NOTES:

Special Needs:
If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

Retention of course outlines:
It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities.* Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course, as may be decided by the professor. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

Assignments must be submitted on the due date at the beginning of class. Late assignments will be deducted 5% per day. Assignments will not be accepted after one week past the due date.

Tests/presentations must be completed when scheduled. The professor must be called prior to the test/presentation if you are unable to attend. Another time must be arranged prior to the next scheduled class.

VII.   PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor.

VIII.   DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

CICE Modifications:
Preparation and Participation

1. An Integrative Educational Assistant will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from an Integrative Educational Assistant.

The Integrative Educational Assistant may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Integrative Educational Assistant may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.