

CHILDREN'S LITERATURE - SEMESTER II

Course Goal: The student will focus on the interdependence of children's and adolescent literature and child development.

Chapter 1 - Review of What Children's Literature is and its structure.

A. Prose - Narration

1. Realism

- (a) Geographic and Historic
- (b) Social Development
- (c) Different Backgrounds
- (d) Decision making
- (e) Biographical accounts
- (f) Emotion

2. Fantasy

- (a) Folk Tales
- (b) Fairy Tales
- (c) Myth
- (d) Legends
- (e) Epics
- (f) Fables

B. Prose - Exposition

- Logic - Deductive Inductive
- Natural Science
- Social Science
- Math Concepts

C. Poetry

- Rhymed Verse
 - Limerick
 - Nonsense
 - Ballad
- Unrhymed Verse

D. Drama

- Dramatic Play
- Classroom Drama
- Staged Play
- Motion Picture
- T.V.

Week 1, 2

Chapter I -

Objectives:

The student will -

1. become familiar with Joy Guilfords' "Three faces of Intellect."
2. know two important realms of knowledge crucial to students of Children's Literature
3. know the elements of Children's Literature

Activities: Read Chapter 1

An essay on one or more of the following topics:

1. Guilford's "Three Faces of Intellect"
2. Adult unawareness of young reader's preferences
3. the development of characterization in Children's Lit
4. Favourite storybook characters you grew up with
5. Common themes of acceptance of self and others, overcoming fear and prejudice, problems of accepting sex and adult roles, and development of independence

Creative Activities - Select one

1. Write a realistic narration from an experience in real life.
2. Tell a story of good fortune or success.
3. Write a poem.
4. Enact a classroom drama.

Week 3

Chapter 2 Development

Objectives:

1. The student will know the philosophies of hereditarians and environmentalists in the development of the child.
2. The student will know the stages of intellectual development as suggested by Piaget and Vygotsky.
3. The student will have a general knowledge of factors of social development in children
4. The student will have a general knowledge of a child's physiological Development

Activities: Read Chapter 2

1. Prepare a class debate; one side thinking the hereditarian stand, the other the environmental stand

Week 4

Chapter 3

Objectives: The student will know

1. What is meant by "left-handed" thinking and "right handed" thinking according to Bruner's theory.
2. books producing sensory responses
- visual, auditory, olfactory, gustatory and kinesthetic
3. what is aesthetic appreciation of literature and how to nurture it.

Activities: Read Chapter 3

1. Students will read passages from Chapter 3 denoting sensory responses
2. Students will select passages producing sensory responses from her own readings and bring them to class for review.

Week 5

Chapter 4

Objectives:

1. The student will encounter a brief review of the development of Children's Literature.
2. The student will be introduced to a brief summary of the reading interests of preschoolers, early adolescents and later adolescents.

Activities - Read Chapter 4.

Chapter 5

Objectives: The student will know that:

1. early experiences - learning sets - are crucial determinants of intellectual development.
2. attention, affection, appropriate experiences are necessary in a child's intellectual development
3. they delight in words and word patterns
4. they delight in picture story books to enlarge and expand sensitivity to words
5. extend concepts of tall, small, large, fast, etc.
6. there exists in the preschool child the ambivalence between an independence and a need for security of home

Social Interaction

7. the young become socialized through play - first solitary and then interaction
8. importance of interdependent relationships in the young
9. first playmates emerge from family or neighborhood
10. the "life space" of the young
11. selectivity on criteria of sex, age, racial, ethnic - learned behaviour resulting from environmental conditioning

12. "left-handed thinking" employed freely during early years - imagination

Physical Growth

13. child gains more control over his body - imitation important

Language Development

14. child is easily distracted so stories should be full of action and quickly concluded - content, form and colour

Realism

15. stories should contain elements of child's life-space - family, home, neighborhood, preschool
16. bedtime stories should be enjoyable, quiet
17. books should be selected that deal with a child's first sojourns away from the home security
18. the child needs to learn about interrelationships within family groups; parents, siblings, etc. - or new member of the family

Fantasy

19. the child is capable of going from the real to the make-believe quite easily
20. folk lore, modern, fantasy, and animal fantasy importance
21. the child should have books which teach natural, and social science, and math concepts
22. a large dose of nonsense is prescribed for this age

Poetry

23. rhymes, jingles, chants are natural components of the preschoolers language experiences - much motion and vocalization and sensory appeal important in selections

Role of Parent, Teacher, Children's Librarian

24. the preschool years are read-to years
25. child imitates behaviour and language of adults
26. preschooler should have "his library" of picture story books
27. TV (in moderation) has potential for important learning contributions
28. preschool libraries should contain an environment of singing, games, finger plays, dramatic play, pictures, picture books, recordings, films, filmstrips

Child's Response

29. The young child is a natural mimic through dramatic play he "tries on life"

Activities: Read Chapter 5 (Read Chapter 6 on your own)

Speech Activities

1. Tell about a humorous incident, or the funniest, saddest or most interesting part of a story
2. Tell a story to an appropriate musical accompaniment
3. Prepare a book review and present to the class
4. Broadcast a book review. Employ sound effects, background music etc.

Writing Activities

1. Write a book review
2. Make a list of new, unusual, or interesting words or expressions found in a book
3. Write your own story to a book title
4. Write a different ending to a story
5. Make a list of criteria for selecting book for a preschool library

Drama Activities

1. Present a choral reading
2. Dramatize a poem - video tape

Group Activities

1. Plan and present a book fair - Invite parents from Co-op School
2. Hold a round table discussion under a student Chairman, Four or five students should read the same book and discuss it.
3. Ask public librarian for permission to sit in on a Saturday morning story hour
4. Plan an ideal preschool library