

Sault College Of Applied Arts and Technology

Sault Ste. Marie, ON

COURSE OUTLINE

COURSE TITLE : CHILDREN'S LITERATURE

CODE NO. ED 105 SEMESTER: FOUR

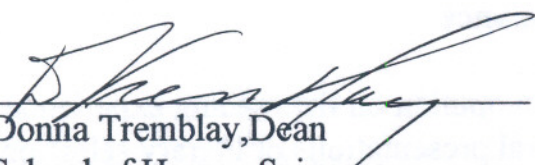
PROGRAM: TEACHER ASSISTANT

AUTHOR: LINDA POZZEBON

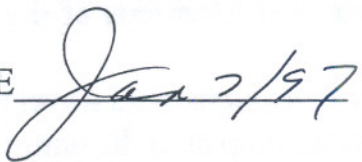
DATE: JANUARY 1997 PREVIOUS OUTLINE: JANUARY 1996

NEW _____ REVISED x _____

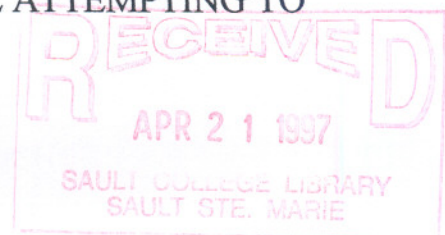
APPROVED:


Donna Tremblay, Dean
School of Human Sciences
and Teacher Education

DATE



*** DO NOT DISCARD THIS OUTLINE. IT WILL BE REQUIRED BY OTHER EDUCATIONAL INSTITUTIONS IF YOU ARE ATTEMPTING TO OBTAIN CREDIT FOR THIS COURSE.



Philosophy/Goals

Upon completion of this course, participants will be able to identify suitable children's literature from preschool to adolescence. The value of children's literature will enhance the learning experience of all students. Methods of presentation of books, stories, poems, and pictures will be demonstrated and practiced.

Learning Outcomes

Upon successful completion of this course, the students will demonstrate the ability to:

- 1) implement and encourage the use of books
- 2) demonstrate a knowledge of the history of children's literature
- 3) build a literary foundation
- 4) learn how to present a story from various genres

Learning Outcomes and Elements of Performance

- 1) implement and encourage the use of books

Potential Elements of the Performance

- * to read a classical novel to gain an opinion on the reading experience
- * to participate in listening to the oral presentations of literary selections to gain an appreciation of oral reading
- * to develop an understanding of self and others through children's literature through discussion and sharing
- * to recognize through class discussions and participation, the value of literature

2) demonstrate a knowledge of the history of children's literature

Potential Elements of the Performance

- * to study the Canadian contributions in the various genres
- * to research the past development of children's literature from the earliest times in history
- * to list titles of contributions and authors from various genres

3) build a literary foundation

Potential Elements of the Performance

- * to recognize the elements of a good book
- * to formulate and express an opinion on current issues and trends in children's books
- * to examine procedures and problems in book selection and evaluation
- * to acquire a knowledge of literary criticism and literary critics significant to children's literature
- * to demonstrate a knowledge of types of awards, award books, and the criteria of the selection of award books

4) learn to present a story from various genres

Potential Elements of the Performance

- * to express fears, anxieties, or the reverse emotions that inhibit or enhance oral reading and presentation of a literary selection
- * to assess what style of presentation is most suitable and comfortable for them to use
- * to experiment with other alternative delivery methods to increase their skills in oral reading and presentations

Required Text/Resources/Materials

Children's Literature, Briefly by Jacobs, Tunnell, Prentice Hall, Merrill

Evaluation

1)Classical Novel.....	15%
2)Alternative Delivery	10%
3)Bibliography.....	20%
4)Tests.....	50%
5)In class assignments.....	5%
Total.....	100%

NB. All assignments must be handed in on designated day. A penalty of 50% on the total will immediately be taken off. The following days will be a deduction of 5 marks.per day.

*****All assignments and tests must be handed in or done in order to receive a credit for this course.

An allowance of up to 3 days will be granted for absenteeism. After the 3rd day, the student will be put on a probational contract whereby the final decision to allow a credit for this course will be assessed.

The rational of this policy remains that the course relies heavily on oral presentation and your instructor believes that the full understanding of this Children's Literature Course cannot be measured only from the text. The class participation is imperative.

Special Notes:

Students with special needs (eg. physical limitation, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the coiurse as he/she deems necessary to meet the needs of the students.