

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: CHILDREN'S LITERATURE I

Course No.: ED 105

Program: EARLY CHILDHOOD EDUCATION

Semester: TWO - ECE

Date: JANUARY 1996

Previous Date: JANUARY 1995

Instructor: JAYE BENNETT

New:

Revision: X

Approved: _____

K. DeRosario
K. DeRosario, Dean
School of Human Sciences and
Teacher Education

Date: _____

Jan. 6/96

*NOTE: Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.



Children's Literature I (ED 105)

Instructor: J. Bennett

Students will study a wide range of children's literature from preschool to adolescence. Discussion on books, stories, poems and pictures, their suitability and methods of presentation to children will be included.

REQUIRED TEXT

Growing up with Literature, Sawyer & Comer

COURSE OBJECTIVES

The student will:

1. demonstrate a knowledge of the history of children's literature;
2. formulate and express an opinion on current issues and trends in children's literature;
3. examine procedures and problems in book selection and evaluation;
4. demonstrate a knowledge of types of awards, award books and the criteria of the selection of award books;
5. demonstrate a knowledge of the various genres, and literature within the genres;
6. study the Canadian contributions in the various genres;
7. acquire a knowledge of literary criticism and literary critics significant to children's literature;
8. develop an appreciation for children's literature and film;
9. develop an understanding of self and others through children's literature.
10. demonstrate the ability to "teach" children the value of literature

COURSE TOPICS *

1. Values of Literature for Children
2. History of Children's Literature
3. Book Selection Criteria
4. Stereotyping/Censorship
5. **Genres**
(Picture Books, Nursery Rhymes, Nonsense Poems, Fables, Folk, Myths, Legends)
6. Award Books and Authors
7. Canadian Children's Literature
8. Literary Criticism

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

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ASSIGNMENTS:

I In Class Assignments:

Various "overnight" projects as assigned to be handed-in and/or reported on in class - 15%.

II Prepared Story Presentation:

Present a story (appropriate for preschoolers) in class. The student is expected to have rehearsed the story extensively and use all devices to make the story a valuable experience for children. The student will also hand in a list and explanation of five related activities to extend the story experience. (Schedule to be arranged in class)

III Tests - All tests will be based on **Class Discussions**; **"In-Class Assignments"**; and **Text Readings** - 15% each - Total 45%.

Test #1 February 12
Chapters 1-4 and other material
as presented or assigned in class

Test #2 March 18
Chapters 5-8 and other material
as presented or assigned in class

Test #3 April 118
Chapters 9 & 10 and other material

IV Alternative Story Presentation - 15%

Each student, or group of students, will present a story (or a portion of a novel) to the class in an alternative manner. The student will introduce his/her choice by author and title and a brief explanation of theme. This does **not have** to be a "picture book"! (Schedule to be arranged in class)

V Classic Novel - 10%

Each student will read a "classic" novel (chosen from the following list) and be prepared to discuss the book in class. Each student will also compose a 500 word essay explaining, in depth, why he or she believes that particular book is considered a "classic" (pay particular attention to theme and character!) - Due April 1, 1996

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Romance

Wuthering Heights, Bronte

Little Women, Alcott

Gone With the Wind, Mitchell

Science Fiction

1984, Orwell

20,000 Leagues Under the Sea, Verne

Adventure

Treasure Island, Stevenson

Robinson Crusoe, Defoe

Other (Social Commentary)

Oliver Twist, Dickens

David Copperfield, Dickens

Tom Sawyer, Twain

or others as approved by Instructor

GRADING

1.	In Class Assignments	15%
2.	Prepared Story	15%
3.	Tests	45%
4.	Alternative Story	15%
5.	Classic Novel	10%
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		100%

COLLEGE GRADING POLICY

90-100% = A+

80- 89% = A

70- 79% = B

60- 69% = C

Less than 60% = R (Repeat)

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INSTRUCTIONAL METHODS

This course is composed of mainly lecture and discussion. Depending on class size, a set number of student seminars will be decided upon early in the course. Some audio-visual materials (eg. films, slides, records) will be presented during regular classes.

A detailed reading schedule will be provided. Students will be expected to attend regularly, read carefully, to keep up-to-date, to be knowledgeable, and to contribute to class discussion.

Assignments are expected to be submitted on time. Late assignments will be penalized. A detailed assignment schedule is provided.

SPECIAL NOTES

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

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

