

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Children's Literature

CODE NO. : ED 1050 **SEMESTER:** 2
(2003W)

PROGRAM: Early Childhood Education

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DATE: Jan 2003 **PREVIOUS OUTLINE DATED:** Jan 02

APPROVED:

_____	_____
Dean	DATE
Health and Human Services	

TOTAL CREDITS: 3

PREREQUISITE(S):

HOURS PER WEEK: 3

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For additional information, please contact Dean, School of Health and Human Services, 705-759-2554,ext. 690

Course Name

Code No.**I. COURSE DESCRIPTION:**

In this course, students 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 school curriculum will be a primary focus.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

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

Potential Elements of the Performance:

- research the historical significance of children's literature
- identify current issues and trends in children's literature
- examine and critique the current literacy curriculum

2. examine procedures and problems in book selection and presentation

Potential Elements of the Performance:

- analyze 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 types and techniques
- provide literature as a basis for activities in all curriculum areas
- develop a literacy kit that demonstrates developmentally appropriate curriculum

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- 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 critique 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

III. TOPICS:

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

1. Value of Literature for Children
2. Creating a Reading Environment
3. Book Selection Criteria
4. Literary Criticism
5. Using Various Types of Literature & Genres
6. Story-telling Delivery Techniques
7. Integrating Literature and Media into the Curriculum

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

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

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

V. EVALUATION PROCESS/GRADING SYSTEM:

1. In class-assignments, attendance and participation (20%)

Various in-class and "overnight" projects are assigned to be handed in and/or reported on in class. There will also be mandatory attendance at related workshops (may be scheduled in the evening). As this class involves many demonstrations, group work and presentations, attendance is a requirement for successful completion.

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Code No.**2. Literacy Kit (25%)**

Each student will prepare a literacy kit based on a pre-determined topic. Topic choices will be cleared with the professor. The kit will include a felt story (with all the pieces appropriately constructed), additional props and activities. The kit will also include a storytelling lesson plan and webbing of related activities. Interviews will be scheduled to present your literacy kit to the professor. You will also be presenting your kit to the class. A handout will be prepared outlining the felt story, web, a copy of the patterns and instructions for your felt story and a listing of the contents of your literacy kit. This handout will be distributed to your classmates. A complete explanation of the criteria and marking scheme will be distributed in class. The schedule for interviews and presentations will be arranged in class.

3. Literature Critiques (20%)

You will give a short summary and critique of 4 stories using the criteria that we have studied in this course.

1 story =Infants/Toddlers

1 story =Preschoolers

1 story =School aged children (Grades 1-3)

1 story =School aged children (Grades 4-6)

An outline explaining the criteria and marking scheme for this assignment will be distributed in class

Due: March 18

4. Tests (35%)

Two tests will be scheduled. All tests will be based on class discussions, class assignments and textbook readings.

Test #1: February 11 (15%)

Test #2: April 8 (20%)

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

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual - Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.	

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 E1204 or call Extension 493, 717, or 491 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.

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Code No.**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 instructor.

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.