Course Description
Participants will learn to critically select and creatively present genres of children’s literature with consideration for the developmental needs of elementary school students. The course includes content which supports the exploration of the cultural history and value of literature and storytelling. This course also supports the exploration of the elements of literary genres, the nature of reader response, and ways to involve children in literature.

Text: You will read extensively from a variety of children’s books that includes different genres that are appropriate for different developmental levels.

Course outcomes (aligned with TED program standards):

- Get to know and enjoy as many children's books as possible. (1)
- Develop an awareness of different types of children's literature and the criteria for evaluating each. (3)
- Become familiar with storytelling, creative dramatics, choral reading, literature circles, and other strategies for exploring literature. (4)
- Become acquainted with many well-known authors and illustrators of children's books. (1, 2)
- Understand how children's literature can be integrated in the elementary curriculum. (4, 7)
- Explore principles of sustainability and how they can be encouraged and promoted through children's literature (1, 10)
- Recognize the value of children's literature as a means to build community and create meaningful learning experiences in the elementary school and within other groups. (10)
Requirements (aligned with TED program standards):

1. Read at least **50 books** that are considered children’s literature (appropriate for children in grades 1-8). Select your books from a variety of genres, as described in class. Include at least three Caldecott and three Newbery winners. Align your reading with the topics listed for each week in the semester overview. Create an annotated bibliography (on note cards or computer data base) to organize the books that you have read by subject and/or genre (1).

2. Prepare a comprehensive literary review of one children's book. Include some outside resources for your review (1).

3. Prepare a brochure to highlight an author or illustrator of children’s books (6).

4. Design, create, and publish a children’s picture book that is modeled after one or several of the books that we discuss in class (4, 6).

5. Create a thematic unit (book grouping) with activities to use children’s literature to develop a topic in the elementary curriculum (4).

6. Participate in one Literature Circle that will be presented in class (1).

7. Present a book to the class using the "Book in the Bag" format. Your selection should exemplify qualities of excellent children's literature and your presentation will include engaging story-telling strategies (1, 4).

8. **Work cooperatively with classmates to design activities for children that are correlated with nature books and teach and reinforce principles of sustainability. These activities will be presented to elementary students (1, 10).**

9. **Work with a small group to research, organize, and implement one of the following community outreach projects, or another approved project. Document your work with a presentation to class (6, 10).**
   a. Battle of the Books
   b. Family literacy night
   c. Children’s literature film festival
   d. Book club for children
   e. Survey of librarians in elementary and middle schools.

Details for each assignment are available on individual rubrics.
Teacher Education Program Standards

To receive a Wisconsin teaching license, applicants must complete an approved program and demonstrate proficient knowledge, performance and dispositions under the ten WI standards listed below. The standards can be found at: www.dpi.state.wi.us/dpi/dlis/tel/standards.html.

1) **Subject Matter** - The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

2) **Student Learning** - The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

3) **Diversity** - The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

4) **Teaching Strategies** - The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children’s development of critical thinking, problem solving, and performance skills.

5) **Learning Environment** - The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6) **Communication** - The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

7) **Planning** - The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

8) **Assessment** - The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

9) **Professional Development** - The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

10) **Collaboration** - The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.
Semester Overview (subject to change)

Week 1  
Introductions, review of syllabus  
Jan 28  
Rewards of reading

Week 2  
Role of literature in children's lives  
Feb 4  
Qualities of good literature

Week 3  
Literary elements  
Feb 11  
Child development through literature

Week 4  
History of children's lit  
Feb 18  
Trends and strategies

Week 5  
Picture books  
Feb 25  
Predictable books

Week 6  
Traditional and modern fantasy  
March 4  
Folk and fairy tales

Week 7  
Realistic fiction  
March 11  
Science fiction

Week 8  
Environmental children's literature  
March 18  
Principles of sustainability  
Integration of environmental literature in the curriculum

Week 9  
Spring break  
March 24-30

Week 10  
Historical fiction, biography  
April 1  
Informational books, uses of non-fiction to supplement textbooks

Week 11  
Poetry books  
April 8  
Forms of poetry

Week 12  
Multicultural literature  
April 15  
International books

Week 13  
Controversial books, censorship  
April 22  
Political issues in children's literature

Week 14  
Creating art based on children's literature  
April 29  
Presentation of projects

Week 15  
Literature based reading programs  
May 6  
Literature Circles  
Motivating students to read

Week 16  
Final exam week  
Presentation of thematic units and community outreach projects
## Assignments
### Spring 2014

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Value</th>
<th>Grade</th>
<th>Rewrite</th>
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<tr>
<td>Literary review</td>
<td>February 27</td>
<td>25 points</td>
<td></td>
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<tr>
<td>Original picture book</td>
<td>April 3</td>
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<tr>
<td>Author/illustrator brochure</td>
<td>March 20</td>
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<td>Thematic unit (book grouping)</td>
<td>April 17</td>
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<td>Literature circle</td>
<td>May 6</td>
<td>15 points</td>
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<td>self-graded</td>
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<td>Nature literature project</td>
<td>April 24</td>
<td>20 points</td>
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<td>Community outreach project</td>
<td>(as scheduled)</td>
<td>30 points</td>
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<td>no rewrite possible</td>
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<tr>
<td>Annotated bibliography</td>
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<td>30 points</td>
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<td>200 points</td>
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**Grading policy**

Assignments that are submitted on or before the due date are eligible for rewrites; however, rewrites are optional. All rewrites must be accompanied by the original (graded) assignment and the scoring rubric, with changes highlighted.

Late assignments are subject to deductions of up to 10 points.
Appendix A—Human relations

The following standards are met in this course:

1. Study in the theory and applications of human relations practices including skill building activities in identifying and constructively responding to expressions or acts which devalue other persons.

   Discussion of theories and concepts related to human relations in the context of children's literature.

2. Study of the history, culture, customs, social institutions, values, lifestyles, and contributions of women and various racial, cultural, and economic groups, including African-Americans, Asian-Americans, Hispanic-Americans, and Pacific Islander-Americans in the United States.

   A study of examples of children's literature that focus on a variety of ethnic groups and diverse populations.

3. Study of the psychological and social implications of the forces of discrimination, especially racism and sexism, their broader impact on relationships among members of various groups in American society.

   Evaluation of children's literature for racism and sexism.

4. Study in the philosophical and psychological bases of the development and change of attitudes.

5. Experiences for students to systematically evaluate the impact of the forces of discrimination, especially racism and sexism, on language, instructional materials, learning activities, learning styles, interaction between staff and students, tests, and measurement, and school environments.

   Close attention to and discussion of the language used in children's literature and how it affects perceptions.
6. Experiences in assessing a curriculum and in making modifications, if necessary, to assure multicultural and nonsexist content.

7. Direct involvement with adult and pupil members of a group whose background the student does not share including at least one of the following designated minority groups: African-Americans, American Indians, Hispanic Americans, and Pacific Islanders; and with foreign born persons, disabled persons and with various socioeconomic groups including low income. Please indicate approximate clock hours of these Direct Involvement experiences.

Community outreach projects to bring various aspects of children's literature to a variety of groups including elementary classrooms, public library, and youth groups.
### DEVELOPMENT, LEARNING AND MOTIVATION

**1.0 Development, Learning, and Motivation**—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

Students become familiar with a wide variety of children's books and document their reading with an annotated bibliography.

### CURRICULUM

**2.1 Reading, Writing, and Oral Language**—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

Lecture and discussion of children's literature, including writing a comprehensive literary review.

Classroom presentations including ”Book-in-a-Bag” and Literature Circles

**3.4 Active engagement in learning**—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;

Community outreach projects to bring various aspects of children’s literature to a variety of groups including elementary classrooms, public library, and youth groups.