Syllabus for
ELE 323—Children's Literature and the Library
3 Credit Hours
Spring 2014

The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial advanced study in preparation for professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I.   COURSE DESCRIPTION

Acquaints the student with outstanding authors and illustrators of the best literature for children, with emphasis upon meeting emotional, intellectual, and aesthetic needs through the use of children's literature. Includes library use.
Prerequisites: None.

II.   COURSE GOALS

The purpose of this course is to enable the student to do the following:
A.   Develop a wider acquaintance with children's books and their uses in the classroom and library centers.

B.   Develop techniques for evaluating children's literature, while selecting books that will effectively meet the social, emotional, spiritual, and intellectual needs and interests of the preschool or kindergarten through middle school child.
C.   Develop lesson plans, instructional materials, and learning activities based on literature selections.

III.   STUDENT LEARNING OUTCOMES FOR THIS COURSE

A.   Objectives
As a result of successfully completing this course, the elementary teacher candidate will be able to do the following:
1.   Justify an evaluation of a book for children. (ACEI 2.1)
2.   Relate children's books to the needs of the diverse learners in their prospective classrooms (including books of ethnic, racial, cultural diversity, and special needs) (ACEI 3.2; IS 11, 12, 18).
3.   Begin an annotated file of children's books helpful in working with children and literature in an integrated curriculum. (ACEI 3.1;IS 6)
4.   Identify major authors of children's literature and their books.
5.   Read widely in the six major genres as well as poetry, picture books, and children's periodicals and is able to identify P.A.S.S. (Priority Academic Student Skill or Common Core Curriculum Skills) for each book. (ACEI 3.1;IS 5, 6)
6.   Relate, on assignments, the needs of children that can be met by literature to the books read for annotation and/or discussed in class and link the child's developmental level and the curriculum. (ACEI 1.0;IS 9)
7.   Locate and prepare a bibliography of books and/or material to enrich elementary teaching through the use of library books. (IS 6)

8.   View or listen to, and critique media presentations of, and about, children's literature and also explore related Web sites and electronic library resources. (ACEI 3.5;IS 7, 15)
9.   Practice the presentation of stories, books, and readings. (IS 2, 6)
10.   Identify and read books by and about culturally diverse groups or individuals and discuss the selection and use of literature as they relate to individual differences. (ACEI 3.2; IS 11, 12, 18)
11.   Discuss the views of librarians, teachers, and parents regarding biblical principles and the place of literature in a child's life. (ACEI 5.2; IS 1, 3)
12.   Explain the selection and use of materials and resources in the literature for enrichment of the curriculum. (ACEI 3.1; IS 5, 6)
13.   Read and respond, in classroom discussion or in written form, to assignments from the textbooks and from material in the CMC.
14.   Discuss in class material found in periodicals for children or about children's literature.
15.   Justify his or her choice of books by evaluating and relating the books to the needs of pupils in his or her prospective classroom. (ACEI 1.0; IS 2)

B.   Objectives for Students in Teacher Preparation Programs
The course objectives for the Teacher Preparation Program meet the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies:
1.   Subject Competencies:
ACEI 1.0: <u>Development, Learning, and Motivation</u> – 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.
ACEI 2.1: <u>Reading, Writing, and Oral Language</u> –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.
ACEI 3.1: <u>Integrating and applying knowledge for instruction</u>—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.
ACEI 3.2: <u>Adaptation to diverse students</u>—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.
ACEI 3.5: <u>Communication to foster collaboration</u>—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
ACEI 5.2: <u>Collaboration with families, colleagues, and community agencies</u>— Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

NAEYC 1:Promoting Child Development and Learning
        1a. Know and understand children's characteristics and needs.
        1b. Know and understand the multiple influences on development and learning.
NAEYC 4: Teaching and Learning
        4b. Use developmentally effective approaches. Know, understand, and use effective approaches, strategies, and tools for early education.
NAEYC 5: Becoming a professional
        5d. Integrate knowledgeable, reflective, and critical perspectives on early education.

2.   Institutional Standards:

IS 1:   The candidate is a reflective, transformed educator who continually evaluates his/her practice, particularly the effects of his/her choices, dispositions, and actions on others (students, families, and other professionals in the learning community) from a Christian worldview.

IS 2:   The candidate is a reflective transformed educator who actively seeks opportunities to grow professionally and understands the evaluation process of relative constituencies.

IS 3:   The candidate makes educational decisions (i.e. plans instruction and/or administrative) based on a Christian philosophy of education and promotes Godly principles among students, colleagues, parents, and agencies in the larger community.

IS 5:   The candidate draws upon knowledge of content areas, cross-disciplinary skills, technological resources, learners, the community, multiple and varied clinical experiences and knowledge of subject matter, *Core Curriculum,* and pedagogy to plan instruction that supports every student in meeting rigorous learning goals

IS 6:   The candidate understands the central concepts, tool of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of the discipline(s) accessible and meaningful for learners.

IS 7:   The candidate demonstrates an understanding of effective verbal, nonverbal and technological skills through a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections to authentic local and global issues.

IS 9:   The candidate understands how students learn and designs and implements developmentally appropriate and challenging learning experiences that are supportive of personal and career development.

IS 11:   The candidate demonstrates the disposition of a transformed educator who seeks outreach opportunities to diverse populations, both locally and worldwide.

IS 12:   The candidate understands how students learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, spiritual and physical areas.

IS 15:   The candidate understands how to use assessment data to engage learners in their own growth, document learner progress, inform ongoing planning, instruction, and program improvement.

IS 18:   The candidate demonstrates an understanding of individual differences and diverse communities by creating inclusive learning environments and educational opportunities that allow each learner to reach his/her full potential.

IV.   TEXTBOOKS AND OTHER LEARNING RESOURCES

   A.   Required Materials
      1.   Textbooks
         None
      2.   Other
         None

   B.   Optional Materials
      1.   Textbooks
      2.   Other
         Various trade books

V.   POLICIES AND PROCEDURES

   A.   University Policies and Procedures
      1.   Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
      2.   Students taking a late exam because of an unauthorized absence are charged a late exam fee.
      3.   Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat to plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments.' Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
         a.   Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
         b.   Failing to meet group assignment or project requirements while claiming to have done so;
         c.   Failing to cite sources used in a paper;
         d.   Creating results for experiments, observations, interviews, or projects that were not done;
         e.   Receiving or giving unauthorized help on assignments.

         By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
    a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
    b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. College of Education Policies and Procedures
1. Tardies—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, if the student comes into the class after the attendance has been taken, the student is considered tardy. It is the student's responsibility to inform the professor that he/she was tardy immediately following the class. Failure to do so will result in an absence for that class and it will not be adjusted other than at the end of that class. Three tardies will equal one absence. It is the student's responsibility to get the information presented in class from a classmate.
2. Late Work—The student is responsible for obtaining class assignments and material covered during an absence. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Ten percent (10%) of the final assignment grade will be deducted for every business day that the College of Education office is opened. Office hours are Monday through Friday, 8:00 a.m. to 4:30 p.m., with the exception of Labor Day and the Thursday and Friday the week of Thanksgiving. The student is responsible for making sure that the date is stamped on the late assignment by an official representative in the College of Education at the time the assignment is turned in. An assignment without a date stamped on it by an official representative in the College of Education will be considered "received" on the date the professor receives it. Students who have excused absences (administrative excuse, medical report—doctor or campus nurse, or verification of the death of a family member) are responsible for meeting with the professor to mutually agree on a due date for the missing assignment(s). If the assignment(s) is (are) not turned in by the date agreed upon, the above policy will apply.
3. Attendance Policy—Students are expected to attend all classes. Because unavoidable circumstances can prevent perfect attendance the following policy will apply:

Number of days the class meets per week	Number of absences not resulting in a penalty	5% final grade reduction will be applied beginning with absence number
3	3	4
2	2	3
1	1	2

Five percent (5%) of the final grade will be deducted for each additional day the student incurs an unexcused absence.

4. Administrative Excused Absence—Students who must miss class for university-sponsored activities must follow these procedures:
   a. Inform the professor before the event.
   b. The student should not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Make-up work will not be permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
   c. The student needs to present an administrative excuse form with appropriate signatures prior to the day of his/her absence when possible, or on the first day he/she returns to class.
5. Senior Cohort Attendance—Students who have one unexcused absence will receive a one letter grade deduction for the final grade in the course. Students missing more than one day will receive a grade of F for the final grade. Tardies will be handled as mentioned previously.
6. Leaving Early—Students are not permitted to leave class prior to the dismissal by the professor. If a student has to leave class early on occasion, it is his/her responsibility to talk with the professor prior to the beginning of class to secure permission from the professor. Weekly or monthly meetings are not considered an approved reason for leaving class early. If the student leaves a class 15 minutes or **less** before the end of class without prior approval from the professor, it will be considered a tardy and the tardy policy will apply. If the student leaves a class **more** than 15 minutes before the end of the class without prior approval from the professor, it will be an unexcused absence and the attendance policy will apply.
7. Cellular Phones—Students are not to have cellular phones on during class, nor are they to be visible during class. In the rare case of an emergency when it is unavoidable and a student is expecting a call during class, or needs to have his/her cellular phone on during class, the student is asked to notify the professor in advance. The professor may request that the student leave the cellular phone on the professor's desk during class.
8. Late Exams—Students taking tests other than the time they are given is an inconvenience to the professor. To assist the student in his/her professional growth, any test taken late as a result of an unexcused absence will incur a $15.00 late-test fee (see the attendance policy). The student should pay the late fee (cash only) in the College of Education where he/she will receive a receipt. The student is responsible for making arrangements with the professor to take the late exam and for presenting the receipt at the time he/she takes the late exam. Late exams, whether they are a result of an excused or an unexcused absence, must be taken within a week from the originally scheduled date. If the student refuses to make up the late exam within the allotted time, a grade of zero percent (0%) will be entered in as the test grade, which will be factored into the final course grade.
9. Incompletes—As stated in the university catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness or a death in the family. Students must petition for an incomplete using the form available in the College of Education. Documentation for the reason the student is requesting an incomplete is required. Very few incompletes will be granted.
10. Extra Credit—Students should not expect extra credit to help raise a grade.
11. Plagiarism—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments. Students must document all sources and ideas that are

not their own original information by following correct APA (American Psychological Association) documentation procedures. Failure to do this produces a plagiarized paper, which will result in an F for the paper. Flagrant cheating will result in an F for the course.

C.   Course Policies and Procedures
    1.   Evaluation Procedures
        a.   Grading:
            Grading guidelines will be distributed the first day of class.

        b.   Grading scale:
            A=90%
            B=80%
            C=70%
            D=60%
            F=below 60%
    2.   ePortfolio Requirements
        None
    3.   Other Policies and/or Procedures
        a.   Each student is expected to participate in class.
        b.   In no case will a grade of A be given if required work is not turned in or if there are more than three uncleared absences.
        c.   Both **quality** and **quantity** are considered in determining the final grades.
        d.   Abundant opportunities for Bonus Points will be provided.

VI.   COURSE CALENDAR

Week 1
_____ **Topics:** Introduction, Syllabus, Projects and Assignments, Why Use Children's Literature as a vehicle for instruction?

Week 2
_____ **Topics:** Selection Criteria and Importance, Using Selection Tools

_____ **Topics:** Award Books

Week 3
_____ **Topics:** Ages and Stages, Development and Literature

_____ **Topics:** Beginning Books, Wordless Books, Predictable Books, Picture Books

Week 4
_____ **Topics:** Presenting Books – Book Talks, Readers' Theater, and Storytelling

Week 5
_____ **Topics:** Analyzing Lessons, Common Core Standards
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Week 6
_____ **Topics:** Presentation of Book Talks

Week 7

_____ Topics: Literature in the Content Areas: Reading

Week 8
_____ Topics: Midterm Test

_____ Topics: Literature in the Content Areas: Math

Week 9
_____ Topics: Literature in the Content Areas: Language Arts

Week 10
_____ Topics: Literature in the Content Areas: Science

Week 11
_____ Topics: Literature in the Content Areas: Social Studies

Week 12
_____ Topics: Poetry

Week 13
_____ Topics: Character Traits Through Literature

Week 14
_____ Topics: Periodicals and Literature in Other Forms

Week 15
_____ Topics: Technology and Children's Literature

Week 16
_____ Final (TBA)

❖ **Class Kit:** Bring the following items to each class meeting.
- crayons or colored pencils
- scissors
- glue
- ruler
- highlighter
- pencil
- small sharpener

Course Inventory for ORU's Student Learning Outcomes
ELE 323—Children's Literature and Library
Spring 2014

This course contributes to the ORU student learning outcomes as indicated below:
Significant Contribution – Addresses the outcome directly and includes targeted assessment.
Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.
Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.
No Contribution – Does not address the outcome.

The Student Learning Glossary at http://ir.oru.edu/doc/glossary.pdf defines each outcome and each of the proficiencies/capacities.

	OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	**Outcome #1 – Spiritually Alive** **Proficiencies/Capacities**				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability			X	
1D	Ethical behavior			X	

2	**Outcome #2 – Intellectually Alert** **Proficiencies/Capacities**				
2A	Critical thinking		X		
2B	Information literacy	X			
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation	X			
2E	Intellectual creativity		X		

3	**Outcome #3 – Physically Disciplined** **Proficiencies/Capacities**				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X

4	**Outcome #4 – Socially Adept** **Proficiencies/Capacities**				
4A	Communication skills		X		
4B	Interpersonal skills		X		
4C	Appreciation of cultural & linguistic differences		X		
4D	Responsible citizenship			X	
4E	Leadership capacity			X	