

Syllabus for
ELE 323—Children's Literature and the Library
3 Credit Hours
Spring 2011

The Mission of the Oral Roberts University School 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 School 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. 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.

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. (SC 10)
- 2. Relate children's books to the needs of the diverse learners in their prospective classrooms (including books of ethnic, racial, and cultural diversity) (SC 5; IS 11, 12).
- 3. Begin an annotated file of children's books helpful in working with children and literature in an integrated curriculum. (SC 11; 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) for each book. (IS 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. (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. (IS 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. (IS 12)
11. Discuss the views of librarians, teachers, and parents regarding biblical principles and the place of literature in a child's life. (IS 3)
12. Explain the selection and use of materials and resources in the literature for enrichment of the curriculum. (IS 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 magazines 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.

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:
 - SC 5: Understands the link between child development, curriculum, and instruction.
 - SC 5: Understands the selection and use of materials, resources, and technology appropriate to individual differences.
 - SC 6: Creates an environment that facilitates learning experiences which make subject matter meaningful to students.
2. Institutional Standards:
 - IS 2: The candidate is a reflective transformed educator who actively seeks out opportunities to grow professionally.
 - IS 3: The candidate plans instruction based on a Christian philosophy of education and promotes Godly principles among students, colleagues, parents, and agencies in the larger community.
 - 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 subject matter meaningful for students.
 - IS 9: The candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, spiritual, and personal development.
 - IS 11: The candidate demonstrates the disposition of a transformed educator who actively seeks missionary opportunities to reach out to diverse populations, both locally and worldwide.
 - IS 12: The candidate demonstrates the disposition of a transformed educator who actively seeks missionary opportunities to reach out to diverse populations, both locally and worldwide.
 - IS 15: The candidate uses technological resources to plan instruction and maintain assessment systems, and incorporates technology in student (research) learning activities.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks
Kiefer, B. Z. (2010). *Charlotte Huck's children's literature* (10th ed.). New York: McGraw-Hill.
2. Other
None

B. Optional Materials

1. Textbooks
None
2. Other
None

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, video, multimedia, or computer software. 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.
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. School 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 School 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 School of Education at the time the assignment is turned in. An assignment without a date stamped on it by an official representative in the School 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 School 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 School 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:	<u>Points</u>
	Reading Record (card file)	270
	Daily Assignments related to Reading Record	50
	Copies of 3 reviews	5
	Review Tools (cards)	15
	Library Curriculum Project	100
	Poetry Notebook	100
	Poetry Activity	5
	Book Talk	40
	Multicultural Project	40
	Online Quizzes (12)	90
	Midterm Examination	100
	Final Examination	<u>100</u>
	Total Points	915

- b. Grading scale:
 - A=90% or 824-915
 - B=80% or 732-823
 - C=70% or 641-731
 - D=60% or 549-640
 - F=below 60% or 0-548
 2. Whole Person Assessment Requirements
 - None
 3. Other Policies and/or Procedures
 - a. Each student is expected to participate in class in presentation of books.
 - 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 unexcused absences.
 - c. Both **quality** and **quantity** are considered in determining the final grades.

VI. COURSE CALENDAR

Week 1

_____ **Topics:** Introduction, Syllabus, Projects and Assignments, What Is Children's Literature?

_____ **Topics:** Evaluating Children's Literature, Literary Elements

Assignments:

- Read two Newbery Award books
- Read Huck, Chapter 1

Week 2

_____ **Topics:** Selection Criteria and Importance, Censorship, Christian vs. Secular

_____ **Topics:** Using Selection Tools

Assignments Due Today:

- Online quiz for Chapter 1 due by 7:30 p.m.
- Two Newbery cards

Assignments:

- Read two Newbery Award books
- Read Huck, Chapter 2
- Examine and annotate three Review or Index tools. May be online sources, periodicals, or books. Books are shelved in the Reference Department mostly under R/Z/1037.

Week 3

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

Assignments Due Today:

- Sequoyah title for book talk (instructor will supply list)
- Two Newbery cards
- Online quiz for Chapter 2 due by 7:30 p.m.

Assignments:

- Read Huck, pgs. 605-608 (Sharing Literature with Children)
- Read one Newbery Award book
- Read Huck, Chapter 3

Week 4

_____ **Topics:** Presenting Books—Book Talks, Readers' Theater, and Storytelling

Assignments Due Today:

- Three annotated Review or Index tool cards
- One Newbery card
- Online quiz for Chapter 3 due by 7:30 p.m.

Assignments:

- Read one Newbery Award book
- Find three reviews for any book you have read or will read for this class. Reviews may be from one of the periodicals, online, or print sources we discussed. Print or photocopy reviews for next week's class.

Week 5

_____ **Topics:** History of Children's Literature

_____ **Topics:** Book Awards

Assignments Due Today:

- Copy of three reviews
- One Newbery card

Assignments:

- Read five books, any genre

Week 6

_____ **Topics:** Library and Literature

_____ **Topics:** Information Literacy, Discuss Curriculum Project

Assignments Due Today:

- Five cards, any genre

Assignments:

- Read two Newbery Award books
- Read Huck, Chapter 6

Week 7

_____ **Topics:** Presentation of Book Talks, Midterm Review

_____ **Topics:** Lab Day

Assignments Due Today:

- Book talks—Presentation and written copy
- Two Newbery cards
- Online quiz for Chapter 6 due by 7:30 p.m.

Assignments:

- Read three Traditional Literature books
- Read two Newbery Award books
- Read Huck, Chapter 7

Week 8

_____ **Topics:** Midterm Test

_____ **Topics:** Traditional Literature

Assignments Due Today:

- Three Traditional Literature cards
- Two Newbery cards
- Online quiz for Chapter 7 due by 7:30 p.m.

Assignments:

- Read Huck, Chapter 8
- Read three Modern Fantasy/Science Fiction books

Week 9

_____ **Topics:** Modern Fantasy and Science Fiction

_____ **Topics:** Poetry, Discuss Poetry Project

Assignments Due Today:

- Curriculum project
- Three Modern Fantasy or Science Fiction cards
- Online quiz for Chapter 8 due by 7:30 p.m.

Assignments:

- Read Huck, Chapters 9 and 10
- Read three Contemporary Realistic Fiction books
- Read three Historical Fiction books

Week 10

_____ **Topics:** Contemporary Realistic Fiction

_____ **Topics:** Historical Fiction

Assignments Due Today:

- Three Contemporary Realistic Fiction cards
- Three Historical Fiction cards
- Online quiz for Chapter 9 due by 7:30 p.m.
- Online quiz for Chapter 10 due by 7:30 p.m.

Assignments:

- Read Christian Fiction and Multicultural Fiction books

Week 11

_____ **Topics:** Presentations—Poetry Activity

_____ **Topics:** Christian Fiction

_____ **Topics:** Multicultural Literature

Assignments Due Today:

- Poetry notebook and poetry activity (present poem for two voices)
- Three Christian Fiction cards
- Three Multicultural cards

Week 12

_____ **Topics:** Young Adult Literature

_____ **Topics:** Nonfiction and Biography

Assignments Due Today:

- Three Nonfiction cards
- Two Biography cards
- Online quiz for Chapter 11 due by 7:30 p.m.
- Online quiz for Chapter 12 due by 7:30 p.m.

Assignments:

- Read Huck, Chapters 4 and 5
- Read ten Caldecott books
- Read four picture books of the same title/type (see Assignments for explanation)

Week 13

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

_____ **Topics:** Artists and Illustrators, Caldecott Books

Assignments Due Today:

- Ten Caldecott book cards
- Four picture books of the same title/type cards
- Online quiz for Chapter 4 due by 7:30 p.m.
- Online quiz for Chapter 5 due by 7:30 p.m.

Week 14

_____ **Topics:** Periodicals and Literature in Other Forms

_____ **Topics:** Developing a Literature Program

Assignments:

- Read Huck, Chapter 13

Week 15

_____ **Topics:** Review for Final

Assignments Due Today:

- Online quiz for Chapter 13 due by 7:30 p.m.
- **Semester Reading Project (card file)** (You may not take the Final if this is not turned in.)

Week 16

_____ **Final**

Course Inventory for ORU's Student Learning Outcomes
ELE 323—Children's Literature and Library
Spring 2011

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
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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	