SURVEY OF CHILDREN’S LITERATURE
Fall SEMESTER 2007

Chester Fritz Library, Room 202

T&L 328.01 3 credits  T&L 328.02 3 credits
9:00-9:50 AM, MWF 1:00-1:50 PM, MWF

INSTRUCTOR: Yvonne Hanley
OFFICE: Education, Room 7B
TELEPHONE: 777-3239 OR 777-3487
EMAIL: Yvonne_Hanley@und.nodak.edu

OFFICE HOURS: 11:00-12:15 MWF or by appointment
If you have any problems or questions, I may be reached at my home, 772-2709

COURSE INFORMATION


COURSE OBJECTIVES:

1. To develop a basic foundation for selection, evaluation and use of literature for children. To achieve this we look at areas of child development and apply the knowledge to the use and study of children’s literature.

2. To become acquainted with a wide selection of quality children’s literature, past and present. We read and evaluate children’s literature through written reflections and oral sharing and one longer paper which puts what we have learned into practical application.

INTASC Principles #1, #2, #6

INTASC principle #1  The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

INTASC principle #2  The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

INTASC principle #6  The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active enquiry, collaboration and supportive interaction in the classroom.

COURSE REQUIREMENTS:

1. Careful reading of assigned portions of the text.

2. Personal responses to children’s books as specified in course outline. These are to be turned in on days as indicated in the course outline. Follow the format,
given on page 3 of the syllabus, for every book evaluated.

3. Completion of other extended assignments as listed in course outline. These are to be turned in on dates indicated in the course outline.

4. Class participation—requires class attendance

5. Points are deducted for late work. If you are absent on the due date, the material may be turned in the following class without penalty—work later than this without arrangements, will lose points. 

No work will be accepted after Dec. 5 

GRADING: Marking system for course: Final grade breakdown by point totals

<table>
<thead>
<tr>
<th></th>
<th>Marking system for course</th>
<th>Final grade breakdown by point totals</th>
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</thead>
<tbody>
<tr>
<td>First test</td>
<td>100</td>
<td>460-500 points=A</td>
</tr>
<tr>
<td>Second test</td>
<td>100</td>
<td>420-459 points=B</td>
</tr>
<tr>
<td>Third test</td>
<td>100</td>
<td>380-419 points=C</td>
</tr>
<tr>
<td>Assigned paper</td>
<td>100</td>
<td>350-379 points=D</td>
</tr>
<tr>
<td>Poetry assignment</td>
<td>20</td>
<td>000-349 points=F</td>
</tr>
<tr>
<td>Other responses and work</td>
<td>80</td>
<td>500</td>
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LAST DAY TO DROP THIS COURSE: November 2, 2007

Disability Statement

If you need accommodations in this course because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

TEACHER EDUCATION CONCEPTUAL FRAMEWORK STATEMENT

The teacher education programs at the University of North Dakota are grounded in the progressive tradition. Three themes are woven throughout our programs: teacher as learner, teacher as active agent of learning and teacher as articulate visionary.

INCOMPLETES:

UND’s policy for incompletes will be followed: The mark “I”, incomplete, shall be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including the examination period, and work is incomplete for reasons satisfactory to the instructor. (UND policy)

PROBLEMS:

If problems arise it is the obligation of the student to work through the University channels noted below to resolve the problem: Student---- Instructor---- Chairperson---- Dean
Books read for this class may be located by using ODIN. The children’s book collection is a special collection. These books are cataloged by use of the Dewey Decimal System (all others in CF are cataloged by Library of Congress). In order to limit your search to the children’s collection you must do an “advanced search”. Use the 1st box as you would normally. In the second box, after the “and” scroll down to the word collection and then type in “Dewey”. If you do not do this, you will be searching the entire CF library.

OVERDUE FINES ARE CHARGED—so please read this carefully. Circulation and return of this collection is different from the rest of the library collection. The children’s book collection is located on 2nd floor, behind the elevators and before the computer area. These books may be checked out for 30 days but because these books are limited and used extensively, please return them as soon as you finish with them. A fee of $10.00 per book is charged when books are not returned and letters are sent out.

BOOK RESPONSES
Book responses are to be done on 5 x 8 cards (spiral note cards-buy or make 2 sets of them) Use the following form for every book. (You may use the back of your cards) No more than 1-1 ½ sides. Use correct bibliographic form and all 5 steps on every evaluation/response unless otherwise stated.

PUT YOUR FULL NAME AND SECTION # ON FRONT OUTSIDE COVERS. (5 points lost for failure to do this.) YOU MAY DECORATE THE FRONT COVER. ALSO.


1. Reading level and interest level. i.e. R. L. _____ I.L. _____
   (These are only a carefully considered guesses on your part)

2. A, no more than two sentence, summary of story or a description of the book.

3. Either a good discussion question or a quality extension/response activity.

4. Response to specific instructions in syllabus for this book or group of books.

5. A strong paragraph or more in which you give a personal response such as: What are your feelings about the story? Your reaction to characters? How do the illustrations affect you and/or add to your involvement with the story? What is your reaction to language, words, voice of the writing? Give any other considerations that you wish to share.

DAILY SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>PROFESSIONAL READING</th>
<th>READING RESPONSES</th>
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</thead>
<tbody>
<tr>
<td>Aug. 22 W</td>
<td>Introduction and orientation to the course</td>
<td>Handout—Library worksheet (Due Sept. 10)</td>
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Aug. 24 F  Norton, Chapter 3, pp. 79-98, 103-110
Handout- Nodelman’s, The Pleasures of Children’s Literature.

In your 5x8 notebook outline the literary elements section only (pp.79-98). There will be 6 elements-include definitions and clear details for each. 3 card sides is average (4 pts) Due Aug. 27

Choose a folktale that is done in picture storybook format. These are found in Dewey 398.2+
Use correct bibliographic form for title/author/book info. Write an evaluation of the book in your 5x8 cards by giving examples of how each of the 6 literary elements is used/developed (3 pts) Due Sept 5

Aug. 27 M  Norton, Chapter 1. Study charts by age rather than by development.
You need to know and understand the developmental areas, but do not need to learn the age-stages.

Find a favorite book from your childhood to read again. Record the bibliographic information in your 5x8 cards and then write a lengthy paragraph in which you discuss your age at the time and the circumstances under which you heard/read it and why you liked it, developmentally.

Aug. 29 W

Aug. 31 F  NO Class
Read pp. 407-408 (questioning strategies) and the handout on questioning strategies
Use for assignment due Sept. 12

Sept. 3 M  Labor Day  No Class

Sept. 5 W  Norton, pp.118-132, 140-143

Sept. 7 F

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Sept. 12 F  Library Worksheet due
Sept 10 M
Read 2 picture storybooks.
(Good story/good illustrations)
Use the form as given on p. 3. for each book. Part 4—a long discussion with specific examples of the physical format, color line, texture and how mood is shown. **2 bks (4 pts)**
Due Sept. 17

Sept 12 W

Sept 14 F Norton, pp. 166-177, 192-193

Sept 17 M Norton, pp.44-63, History of literature
Choose 2 wordless books.
Fill in handout with significant dates and names as you read these pages. This will help you skim this chapter and study for the test.

Sept 19 W

Sept 21 F Evaluate 2 concept books—(1 color, 1 alphabet, 1 counting) 2 separate cards
For #4 use criteria from class and from the textbook for your discussions. **2 bks (4 pts)** Due Sept. 24

“Toy books” are found on the shelves in plastic envelopes and may be used for any of these.

Sept 24 M Read 1 “transition chapter book” (authors and series given in class)
RL is 1.7-3.0. IL 8-10
For #4 discuss the literary elements-strengths and weakness. **and---**

Sept 26 W **Test I**

Read to understand the different genre and cultural sources. Use handout as guide.

Read 1 easy-to-read book as defined on page 177 of Norton

Compare the physical format and quality of story to picture storybooks. **ODIN-I Can Read 2 books (4 pts)**
Due Oct. 3
Oct. 1 M Find 2 collections of folktales 1 from a foreign culture, 1 from one of the US cultures. For each –read a couple of stories from each book. Part 4- Cite three specific examples of cultural influence found.


Oct. 5 F Find 1 collection of myths (any culture) Read part of it. Part 4- use characteristics of myth to explain in what ways this collection fits the genre classification.

A Collection has more than one story/few illus. -do not use any books that are limited to only one story such as a picture-story book.

Myths are in 292+ some are oversized, folktales in 398.2+

Oct. 8 M Norton, pp. 77-79, pp. 384-395 multicultural literature and stereotyping

Oct. 10 W Norton, pp. 65-66, 373 in green area Censorship

Oct. 12 F Norton, pp. 416-424, 452-454 Historical Fiction

Oct. 15 M

Oct. 17 W Norton, pp. 462-468, 488-490 Biography

Oct. 19 F

Oct. 29 M Norton, pp. 163-166, 192
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Oct. 31 W</td>
<td>Norton, pp. 318-330, 346-348</td>
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<td><strong>Poetry</strong></td>
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<td>Nov. 2 F</td>
<td><strong>Last day to drop class</strong></td>
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<td>Find two biographies—about the same person. Read the first pages/last</td>
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<td>pages and a section that covers the same information. Compare how each</td>
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<td>story is told (story form, amount of detail, dialogue, etc?) in #4. Put</td>
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<td>both bibliographic entries and discussion on one card. <strong>(4 pts) Due Nov. 5</strong></td>
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<tr>
<td>Nov. 5 M</td>
<td>Find 2 collections of nursery rhymes. Part 4-Discuss arrangement,</td>
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<td>illustrations, wording of rhymes. Personal response should include</td>
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<td>childhood experiences. <strong>(4 pts) Due Nov. 16</strong></td>
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<td>Nov. 7 W</td>
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<td>Nov. 9 F</td>
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<td>Nov. 12 M</td>
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<td>Nov. 14 W</td>
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<td>Nov. 16 F</td>
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<tr>
<td>Nov. 19 M</td>
<td>Norton, pp. 396-397</td>
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<td></td>
<td><strong>Mysteries</strong></td>
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<td>Nov. 21 W</td>
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<td>Nov. 23 F</td>
<td><strong>Thanksgiving—no class</strong></td>
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<tr>
<td>Nov. 26 M</td>
<td>Norton, pp. 500-506, 531-535</td>
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<td><strong>Non-Fiction</strong></td>
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<td>Nov. 28 W</td>
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<tr>
<td>Nov. 30 F</td>
<td>Norton, pp. 272-276, 301-304</td>
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<td></td>
<td><strong>Modern Fantasy</strong></td>
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<td>Dec. 3 M</td>
<td></td>
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<tr>
<td>Dec. 5 W</td>
<td><strong>No work accepted after this date</strong></td>
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<tr>
<td></td>
<td>Read one mystery 130+pages <strong>Odin – mystery and detective stories.</strong> skip</td>
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<td>part 4 and expand on part 5—personal response. <strong>(4 pts) Due Nov. 26</strong></td>
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<tr>
<td>Nov. 26 M</td>
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<tr>
<td>Nov. 28 W</td>
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<td>Nov. 30 F</td>
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<td>Dec. 3 M</td>
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<td>Dec. 5 W</td>
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</table>
attention to the formatting and to
the presentation style. **Do only**
the bibliographic entry and
parts 1, 2, 4
8 Books (16 pts)
Due Dec. 5