

WESTERN WASHINGTON UNIVERSITY
Woodring College of Education
EDUC 497 - Children's Literature:
Appreciation and Presentation of Literature for Children and Adolescents
4 credits - Summer 2012

Instructor - Rosemary Scott Vohs
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Office Hours: **MW 12-2** in **MH 402A**
and by chance or appointment

Preparing thoughtful, knowledgeable, and effective educators for a diverse society.



Text:

Charlotte Huck's Children's Literature, by Barbara Kiefer - 9th or 10th edition preferable.

Catalogue Description:

Explore the wonderful world of children's literature and discover ways to bring the page alive for all age-groups in classroom, home, and community settings. This course emphasizes wide reading of genres, book selection, dramatic presentation and innovative uses. The primary focus is on enhancing appreciation for the literature available for pre-school through teen audiences and how to present this literature in a way that inspires a love of literature, diverse learning and lifelong reading, using oral interpretation, reader's theatre and storytelling techniques.

Goals:

1. Students will learn the criteria necessary to evaluate books and non-print materials aimed at pre-school through teen audiences.
2. Students will gain an understanding of children's responses to literature and the impact the parent and teacher has on building a love of literature and reading in children.
3. Students will recognize the variety of materials and genres of literature available to children and will learn how to effectively employ them across the classroom curriculum or other setting.
4. Students will increase their confidence in communicating their enthusiasm for literature through oral interpretation, storytelling, and reader's theatre – and involving children in these same activities.
5. Students will be able to encourage critical thinking, literacy, and creative writing skills in children by using a variety of print and non-print media materials.



Instructional Methods:

Readings of textbook, online resources, additional writings on children's literature. Online discussions, individual field trips and activities, instructor conversations and access to instructor lectures.

Assignments:

Students will prepare a portfolio of their work, which will include Reading Report and Topical Journal entries. Portfolios should be creatively presented in a scrapbook or binder using a combination of "low-tech" (scrapbooking, artwork, stickers, cut'n'glue, etc.) and "high-tech" (using Publisher, InDesign, etc.)

****Be careful to work on your journal on an ongoing basis so that the haste caused by procrastination does not spoil your creative fun. Plan on completing at least 3 entries per week for a total of 20-25 entries.**

1. **Reading Report (30% of grade):**

* Each student is expected to experience children's literature 5-7 hours per week throughout the six week summer session. This includes reading books, listening to recorded books (CD, cassette, iTunes, etc.) viewing iconographic movies, or working with other media materials directly linked to children's literature. Students are encouraged to experience a broad range of genres and are especially encouraged to seek out literature that represents our multicultural and diverse society, including foreign publications and classic literature.

* Create a list of this reading/viewing by genre, noting the title and author and media type.

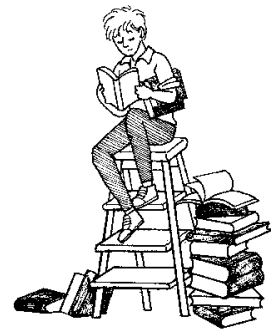
- list your name, name of class, and date,
- indicate total number of pages read
- indicate approximate total amount of hours spent reading/listening
- list book titles and materials according to their genre classification
- highlight the selected books you have chosen to write about

* Choose 10-12 of these books and create a 1-2 page report for each book. Content may include information on plot, characters, illustrations, author, style, applications, personal reactions and evaluation, etc. (See your textbook for ideas for analyzing your books by using the specific guidelines listed in the various chapters.) Graphics and creative elements may also be used to match the style of work you choose in your Journal (see below). Find creative ways to approach this assignment – keeping in mind that your future students need to be inspired to enjoy writing the typically dreaded "book report". Make sure to include:

- Title:
- Author/Illustrator:
- Publisher:
- Copyright date:
- Classification: (folktale, science fiction, poetry, picture book, biography, etc)
- Number of pages/minutes:

* Information on the other books you have read should be included in some way in the **Journal** section – in a book list, thematic discussion, author focus, or some other journal activity. For example, some books may be grouped together for evaluation if they warrant a combined analysis due to similar classification, subject matter, or classroom application, etc. e.g. wordless picture books, novels about survival, folktales, popup books, biographies, etc.

* Your grade will be based on amount read (pages/minutes), significance/creativity of analysis, variety of materials evaluated, notations of classroom application, etc. as well as accurate conventions and appealing presentation. The emphasis in your writing should be on your reaction to and evaluation of the book, not simply a synopsis of the plot.



2. **Topical Report (Journal of Learning Experiences) (30% of grade):**

*At the end of each chapter in the textbook are suggested learning experience activities. Pick 1 or 2 of these per chapter and write about them in an ongoing journal. You may also create your own learning experiences, make your own booklists, compile classroom application ideas, create your own book, art project, etc. Variety and creativity is expected.

* Approximately 10-12 entries should be included in the journal section of your portfolio.

* There will often be times when we shall be using these learning experiences for class discussion on Blackboard. You may use the ideas generated in group-discussions to write up in your journal.

3. **Report on a Newbery Award Book, Children's "Classic" or other award winning book (10% of grade): ****This is a more focused entry in your book report:****

*Each student will choose a book that is considered a "classic" or a book that won the Newbery Medal/Honor or was awarded another major literary award. You will read the book and prepare a report on your analysis of the book, its usefulness and application to the classroom and curriculum, age appropriateness, effective ways to present the book to children, author information, reviews, etc.

4. **Report on a Subject of Your Choosing (10% of grade):**

****This is a more focused entry in your journal:**

* Each student will choose a topic and find/list as many books as you can that relate to that topic. You may choose from a wide variety of topics that help to increase our understanding of the use of children's literature and non-print materials in the classroom. The emphasis should be on "book-links" (collections of related materials). Example topic lists will be posted on Blackboard.

***** note on reports:** *For both reports you will create a 2-page handout (1 sheet of paper, printed both sides) Create your document as if it were something that could be handed out at your local public library or school library. It should be accurate, detailed and have an attractive, professional layout including graphics. It may be in bi-fold or tri-fold brochure form if you desire.

*This handout should detail everything we might ever want to know about the book/topic you have chosen, bibliographies of research and/or related materials you used to add depth and significance to your discussion, a list of non-print media that is relevant to your subject, and descriptions of any activities or classroom application ideas, etc.

*Examples and additional information will be provided on Blackboard.

5. **Participation in Local Library/Children's Activities (10% of grade):**

*Participate for at least 3 hours in a local activity where you can share books/stories with children.

*Write up your experience and observations and include the report in your portfolio.

*Ideas: Volunteer at your local library's story-time, participate at a local kids camp, tell a story with a local storytellers guild, set up a story-time at a local bookstore, gather the neighborhood children for a weekly book reading, volunteer with summer science/art/drama camps, etc.

6. **Participation in On-Line Group Discussions (on Blackboard) (10% of grade):**

* Online students are to take a leading role in creating and participating in group-discussions on Blackboard.

*Please initiate at least 2 discussion questions per week. You may use textbook material or "end of chapter" activity questions as ideas for discussion.

*You should also plan to participate actively in other discussions posted by the instructor and other students.

*Discussion material/ideas may be used in creating journal entries in your portfolio.

*Participation in our two Face-To-Face meetings is also encouraged for local students.

Course Outline:

<i>Week 1</i>	Knowing the nature of Children's Literature The Importance of Reading Aloud to Children
<i>Week 2</i>	Children's book awards / Newbery Books Children's Responses to Literature History and Current Trends in Children's Lit.
<i>Week 3</i>	Early Literature Experience and Picture Books Caldecot Award Books Traditional and Multicultural Literature
<i>Week 4</i>	The World of Fantasy and Imagination
<i>Week 5</i>	The Place of Poetry in the Classroom Contemporary Realistic Fiction
<i>Week 6</i>	Historical Fiction Non Fiction (Informational) Books Biographies, Autobiographies, and Memoirs

Reading

Chapter 1
Chapter 13
Chapter 2
Chapter 3
Chapter 4
Chapter 5
Chapter 6
Chapter 7
Chapter 8
Chapter 9
Chapter 10
Chapter 11
Chapter 12

Submission of Portfolios:



~Portfolios of completed work must be submitted to the instructor's office or postmarked by **Friday, August 10th, 2012**. Those wishing to complete their work during the six week summer session may submit their completed portfolio by **Friday, June 27**.

~Please send portfolio (along with a postage-paid, addressed return envelope) to:

Rosemary Vohs
Western Washington University
516 High Street
Bellingham, WA 98225-9089

Teacher Education Performance Standards: For those students in this class that are, or hope to be, education majors, the following standards are targeted in this course: Content Pedagogy; Student Development; Diverse Learners; Motivation and Management; Communication and Technology; Reflective Practice and Professional Growth.

Academic Dishonesty Policy: Western Washington University students are responsible for reading, understanding, and upholding the standards of academic dishonesty as set forth in the *WWU Academic Dishonesty Policy and Procedure* (see Appendix D of the University Bulletin).

Reasonable Accommodation Policy: It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request accommodation; contact WWU Disability Resources for Students at 360-650-3844.

