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**CHILDREN'S LITERATURE (3 semester hours)**  
**EDUC 235**  
*Fall 2018*  
Early Week, August 20-24

**Pre-Assignment – Due Monday, August 20<sup>th</sup>, 10:00am (first day of class)**

**Book Summary**

Read Mouse and the Motorcycle by Beverly Cleary. Write 5-7 bullet points for each chapter of the book summarizing what happened in the chapter. Include a title page with your name and mailbox number. The reading of this book is to aid in the discussion and demonstration of past and present publishing trends in literature.

**Literature Circle**

Read Chapters 1-16 of Love, Ruby Lavender by Deborah Wiles. No written assignment needs to be turned in. Each student will participate in a literature circle that will take place during class sessions.

**Class Meeting Schedule**

Monday: 10:00am – 5:00pm

Tuesday, Wednesday, & Thursday: 8:30am – 5:30pm

Friday: 8:30am – 2:00pm

**Lunch:** One hour break

*Breaks will be given at the discretion of the professor.*

**Required Course Texts**

- *The Mouse and the Motorcycle* by Beverly Cleary
- *Love, Ruby Lavender* by Deborah Wiles
- *Frindle* by Andrew Clements
- *Strega Nona* by Tomie dePaola
- *Don't Let the Pigeon Drive the Bus* by Mo Willems
- *The Very Hungry Caterpillar* by Eric Carle
- *The Mitten* by Jan Brett
- *The New Kid on the Block* by Jack Prelutsky

**Key Due Dates:**

All assignments are due by 1:00pm on the due date. Early submissions are encouraged; late work will be penalized.

**09/17/18: Story Time Reflection**

**10/22/18: Read Aloud Reflection**

**11/15/18: Book Research Project**

**Course Description**

A survey of the scope and variety of literature written for children, designed to highlight the use of children's literature in the teaching of reading. The role of children's literature in the teaching of phonemic awareness, reading for content, reading for enjoyment, and in the designing of thematic units, for example,

is explored. The ability to determine quality, interest level, and readability of the literature is developed. Drama, art, creative writing, and creative movement are integrated as example strategies to facilitate children's responses to literature. The use of children's literature to teach interpersonal relationship skills, appreciation of diversity and culture, faith development concepts, and concepts across the academic curriculum is incorporated. Reading aloud to two different age groups of children is required. This is an appropriate study for persons interested in working with children in educational settings, counseling environments, or in a variety of ministry fields. Prerequisites: CEMN 110 or EDUC 101 or permission of the instructor.

### **Course Rationale**

The purpose of this course is to provide the student with the theoretical knowledge and practical experience through which literature can be used in working with children or adults. Literature is an authentic resource that can be the foundation of a literacy (reading/ writing/ speaking/ listening) program, as well as a major resource for curriculum areas. Likewise, literature in the church is an authentic resource. Literature is a means by which children learn about him or herself, others, the world, and God. Literature that is considered children's literature can often be used with adults to obtain similar results.

### **Course Objectives**

- You will read a wide variety of children's literature, including books for different age levels, books in a variety of genres, and books by a vast array of authors and illustrators.
- You will become familiar with the field of children's literature, including its history, current trends and issues, and the work of teachers of literature
- You will develop strategies for encouraging children to engage actively in reading.
- You will grow in your ability to critically read, analyze, and interpret literature.
- You will plan ways to use children's literature in church settings and/or across curricula in a classroom.

### **National Standards**

#### ***National Association for Education of Young Children***

<b>NAEYC Professional Preparation Standards</b>
2a: Knowing about and understanding diverse family and community characteristics
3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

### **Ohio Standards for the Teaching Profession (Ohio Educator Standards)**

N/A

### **Ohio Operating Standards (if applicable list specific standard)**

N/A

### **Standards Statement**

The Common Core Standards and the Ohio Academic Content Standards are addressed and discussed at throughout this course, as related to utilizing a variety of children's literature to help plan lessons and teach standards across all curriculums. Related standards are available on the Ohio Department of Education website and in the Education Department Standards Handbook.

### **Value Added Statement**

N/A

### **CCU Mission Statement**

The mission of Cincinnati Christian University is to teach men and women to live by biblical principles and to equip and empower them with character skills, insight and vision to lead the church and to impact society for Christ.

## **COURSE REQUIREMENTS**

### ***Attendance:***

In accordance with CCU policy, only **6** hours of this class may be missed as this is a three credit hour class. Absences for any reason in excess of this number will result in a drop from the class and receiving a grade of FA (failure due to absences). Please review the CCU Attendance Policy. If you do miss a class session, it is your responsibility to get notes and any other information you missed from a class member. *If an assignment is due on the day of your absence, the assignment still must be submitted that day or it will be considered late. A late arrival or early dismissal exceeding 15 minutes will be counted as one hour of absence.*

### ***Participation:***

Class participation is required. Participation includes:

- Reading the textbook prior to each class period **and** bringing the text and all other books required on a particular day. *Always check the course schedule for books needed on that day.*
- Reading and sharing good quality literature related to the genre being studied.
- Having chapter reflections ready prior to class **and** actively participating in class discussions or group work.
- Completing Canvas assignments thoughtfully, as well as on time.
- Consistently displaying a professional attitude as seen through class presentations, written work, in-class demeanor, as well as being in class on time and staying for the complete class.

## **Assignments**

### ***Notebook:***

A binder (1 inch, 3 ring binder with class material organized using dividers for each of the below sections) is to be kept for the class. The contents of the notebook are to be as follows:

1. All class notes
2. All handouts from the instructor or fellow students
3. All returned assignments
4. Book titles and authors
5. Copy of the syllabus

**Notebooks will be checked in class on a specified date.**

**Book Share**

Read a picture book, of your choice, aloud in class with peer evaluation. Details and expected due date about this assignment will be given in class.

**Midterm**

A midterm exam will be given. A study guide will be provided.

**Author Investigation**

Each student will research a specific children's book author, assigned by the professor. Presentations will be presented using technology presentation format. Further explanation will be given in class by the professor.

**Presentations will be given in class on Thursday and Friday.**

**Story Time Reflection**

Students are expected to attend one story time program of their choice. This story time must occur at a bookstore or public library setting where caregivers are present with the children. Students will observe during the story time and write a two-page reflection on the experience. Students should observe behaviors such as: activities, care giver involvement, leader's actions, children's attentiveness, developmental appropriateness, etc. Upon request, the professor will provide a list of available story time sessions and dates.

**This assignment is due on September 17<sup>th</sup> by 1pm.**

**Read Aloud Reflection**

Conduct two read aloud sessions with two distinctly different ages of children. Submit a two-page reflection paper of the experience, with one page being about each age group. Also, provide the two books used in the read aloud sessions or a photocopy or snapshot of the book cover/ title page.

**This assignment is due on October 22<sup>nd</sup> by 1pm.**

**Final Project**

Students are required to accumulate a number of book "reviews" for creating a final project. Students will need to have a total of 30 different books from a variety of genres. Students will need 5 books from each of the following categories: picture books, holiday books, biographies, information books, multicultural books, and poetry collections. For each book you will need to have the title, author, illustrator, ISBN number, and a 3-5 sentence summary of the book, ideas for using the book in the classroom, and any awards the book has won. More information regarding the final project will be discussed in class.

**Final Projects are due November 15<sup>th</sup> by 1pm.**

**Assessment Policy**

<i>Participation &amp; Attendance</i>	5%	<i>Midterm</i>	15%
<i>Book Share</i>	6%	<i>Story Time Reflection</i>	12%
<i>Notebook</i>	5%	<i>Author Investigation</i>	12%
<i>Literature Circle</i>	5%	<i>Read Aloud Reflection</i>	12%
<i>Mouse and the Motorcycle</i>	10%	<i>Final Project</i>	18%

Final Grades will be calculated based on the grading scale found in the CCU Academic Catalog.

### **Taskstream**

All Education students must purchase a Taskstream online account. An indicator assignment, applicable field experience, and any other task required by the professor must be submitted by the student to Taskstream for evaluation. Failure to submit these items will result in not receiving credit for the course.

### **Integrity Policy**

Refer to the CCU Academic Catalog for policies on cheating and plagiarism. In accordance with the CCU policy field experience must not interfere with the University's Spiritual Development Plan or other course requirements.

### **Disclaimer Policy**

The professor reserves the right to alter the course at any point throughout the semester, including curriculum, schedule, assignments and grading procedures. The professor will give proper notice of any changes.

### **Disability Statement**

The Evan Bolejack Learning Center: Students in need of academic coaching or tutoring should contact the learning center at [learning.center@ccuniversity.edu](mailto:learning.center@ccuniversity.edu) to schedule an appointment. All services are free to current students.

Disability Services: Students who require academic accommodations due to a documented physical, psychological, or learning disability should request assistance from the Student Services Department within the first two weeks of class. The Student Services Center is located on the 200-level of the Presidents Hall. You may also contact the office by phone ([513.244.8150](tel:513.244.8150)) or email [studentlife@ccuniversity.edu](mailto:studentlife@ccuniversity.edu).

### **General Course Information**

- All assignments must be typed in Times New Roman font, size 12-point font, and have 1-inch page margins. Include a title page with your mailbox number.
- An assignment will be considered **late** if it is not submitted on time on the date that it is due. Late work will be penalized by receiving 10 points off, per day the assignment is late.  
**Late work will not be accepted after November 30<sup>th</sup>.**
- Students need to have cell phones either turned off or set to vibrate during class sessions. Please only read text messages and use cell phones during class if it is an unusual or emergency situation. It is your responsibility to make the professor aware of these circumstances.
- **NO TEXTING DURING CLASS!** Doing so may result in the professor asking you to not bring your cell phone to class. Failure to comply with this policy may result in a loss of points received.

*Please feel free to contact me whenever you have a question or concern.*

## Course Discussion Outline

- ❖ What is children's literature? Its personal and academic importance.
- ❖ Children's development and literature
- ❖ Literature circles
- ❖ Publishing literature in the past and present
- ❖ Illustrating Methods
- ❖ Learning about literature
- ❖ Picture books, traditional literature, fantasy, realistic fiction, historical fiction, non-fiction, holiday books, board books, big books, pop-up books
- ❖ Poetry and plays
- ❖ Multicultural literature
- ❖ Current popular authors
- ❖ Teaching and sharing literature
- ❖ Storytelling, drawing tales, cutting tales
- ❖ Children's book awards
- ❖ Children's magazines