EE230 Using Children’s Literature in the Elementary Classroom
Spring, 2011

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Department of Early Childhood and Elementary Education

Course Number: EL230 3 credit hours
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Required Texts:


Required Class Packet for Spring 2011, available in Memorial Union Bookstore/Textbook Corner.

Course Description: An introduction to a wide range of literature for children which should be familiar to the classroom teacher with an emphasis on using literature in the classroom and selecting appropriate literature for diverse students.

Purpose: The course content, objectives, and student outcomes are designed to facilitate development of the “well rounded professional” as a critical thinker, creative planner and effective practitioner specifically in the area of children’s literature.
Emporia State University’s faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU’s professional education programs as well as the non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.
Kansas Professional Standards and Conceptual Framework (EE 230)

Indicators: A (Knowledge), B (Skills), C (Dispositions)

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<thead>
<tr>
<th>Kansas Professional Standards</th>
<th>Standards</th>
<th>Assessments</th>
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<tr>
<td>Standard 1: Kindergarten through sixth grade teacher demonstrates a high level of competence in the use of the English language arts and knows, understands and uses concepts from emerging literacy, reading language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help all students successfully apply their developing literacy skills to many different situations, materials and ideas.</td>
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<tr>
<td>Knowledge Indicator 2</td>
<td>The teacher understands language arts acquisition and development. Proficiency 6: B1</td>
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<td>Knowledge Indicator 4</td>
<td>The teacher has knowledge of a variety of genre, of children’s literature, including works written by ethnically diverse writers. Proficiency 2: B1</td>
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<td>Performance Indicator 2</td>
<td>The teacher models a variety of effective instructional strategies that aid students in developing their reading, writing, speaking, listening, and viewing abilities Proficiency 3: A3, B1; Proficiency 5: B1</td>
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<td>Performance Indicator 7</td>
<td>The teacher creates literacy rich environments and experiences that promote individually and culturally responsive approaches throughout the curriculum. Proficiency 1: C2</td>
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<td>Standard 4, K2:</td>
<td>The educator understands principles and techniques, along with advantages and limitations associated with various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group discussion, and independent study). Proficiency 5: B1</td>
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<td>Standard 4, K3:</td>
<td>The educator knows how to enhance learning by using a wide variety of materials, including human and technological resources, primary documents and artifacts, texts, reference books, literature, and other print resources. Proficiency 4: A2, A3</td>
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Relevant Indicators of the Conceptual Framework:

Proficiency 1: Provide Service to Society
Candidates exhibit dispositions that exemplify
   C2. respect for cultural and individual differences by providing equitable learning opportunities for all students.

Proficiency 2: Applies Interdisciplinary Scholarly Knowledge
Candidates demonstrate practical ability to
   B2: integrate knowledge across and within disciplines.

Proficiency 3: Engages in Effective Practice
Candidates exhibit the knowledge of
   A3: a repertoire of teaching and learning strategies, designed to help students increase their power as learners.

Candidates demonstrate practical ability to
   B1: utilize creative planning and curriculum integration to promote learning of all students.

Proficiency 4: Responds to Uncertainty and change
Candidates exhibit knowledge of
   A2: appropriate technology and how it may be used to enhance teaching and learning.
   A3: various instructional strategies that can be used to meet the needs and learning styles of individual students.

Proficiency 5: Relies on Self-Reflection
Candidates demonstrate practical ability to
   B1: apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.

Proficiency 6: Belongs to a Professional Community
Candidates exhibit the knowledge of
   B1: use and support effective communication techniques in order to develop a positive learning environment.

Relevant Standards from the International Reading Association:

Standard 2.12 Know classic and contemporary children’s and young adults’ literature, and easy reading fiction and nonfiction and nonfiction for adults, at appropriate levels.

Standard 2.13 Recognize the importance of giving learners opportunities in all aspects of literacy (e.g., as readers, writers, thinkers, reactors, or responders).

Standard 5.2 Use texts and trade books to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth.

Course Outcomes:

1. Students in this class will become knowledgeable and enthusiastic readers of children’s literature.
   Kansas EC/LC: Standard 1, Performance 7
   International Reading Association: Standard 5.2
2. Students will analyze historical roots of children’s literature and identify current trends and issues in children’s literature.

3. Students will analyze genres and benefits of children’s literature in teaching reading, language arts, math, science, and social studies in early childhood and elementary classrooms. Genres to be studied are: picture books, traditional literature, modern realistic fiction, poetry, information books, fantasy literature, multicultural literature.
   - Teachers College Conceptual Framework: Proficiency 2, Practical Ability 1, 2, 3
   - Kansas EC/LC: Standard 1, Knowledge 4
   - Kansas Professional Standard: Standard 1, Knowledge 4, Performance 2; Standard 4, Knowledge 3
   - International Reading Association: Standard 2.12

4. Students will identify criteria and resources for selecting quality children’s literature for use in the early childhood and elementary school classroom.
   - Teachers College Conceptual Framework: Proficiency 1, Dispositions 2
   - Kansas EC/LC: Standard 1, Knowledge 4
   - Kansas Professional: Standard 4, Knowledge 3
   - International Reading Association: Standard 2.12

5. Students will identify kinds of literature appropriate for various developmental reading levels and interests.
   - Teachers College Conceptual Framework: Proficiency 3, Knowledge 3, Practical Ability 1, 2; Proficiency 4, Knowledge 3
   - Kansas EC/LC: Standard 1, Knowledge 2
   - International Reading Association: Standard 2.12

6. Students will identify elements of good literary and visual style in children’s literature.
   - Kansas EC/LC: Standard 1, Knowledge 4
   - International Reading Association: Standard 2.12

7. Students will identify the importance, selection criteria, and classroom uses of multicultural children’s literature which provides accurate pictures of diverse people and cultures.
   - Teachers College Conceptual Framework: Proficiency 6, Practical Ability 1, 3
   - Kansas EC/LC: Standard 1, Knowledge 4
   - Kansas Professional: Standard 1, Knowledge 4, Performance 7
   - International Reading Association: Standard 2.12

8. Students will analyze children’s literature as a part of a comprehensive reading and language arts instructional program in the early childhood and elementary school classroom.
   - Teachers College Conceptual Framework: Proficiency 6, Knowledge 2
   - Kansas EC/LC: Standard 1, Knowledge 4
   - Kansas Professional: Standard 1, Knowledge 2, Performance 2
   - International Reading Association: Standard 2.12

9. Students will identify strategies for responding to challenges to children’s literature.
   - Kansas EC/LC: Standard 1, Performance 7
   - International Reading Association: Standard 2.12
10. Students will apply strategies for sharing various kinds of children’s literature with others and reflect on the effectiveness of their efforts.
   Teachers College Conceptual Framework: Proficiency 5, Practical Ability 1
   Kansas EC/LC: Standard 1, Performance 2
   International Reading Association: Standard 2.13

11. Students will develop an annotated bibliography of children’s literature useful for the prospective early childhood and elementary school teacher.
   Teachers College Conceptual Framework: Proficiency 2, Dispositions 1; Proficiency 6, Practical Ability 2
   Kansas EC/LC: Standard 1, Knowledge 4
   International Reading Association: Standard 2.12

12. Students will experience instructional approaches and strategies for using literature in the early childhood and elementary classroom.
   Teachers College Conceptual Framework: Proficiency 3, Knowledge 2; Proficiency 4, Practical Ability 1
   Kansas EC/LC: Standard 1, Knowledge 4
   Kansas Professional: Standard 4, Knowledge 2
   International Reading Association: Standard 2.12

Course Requirements and Evaluation:

Students are expected to read and study all assigned materials, to participate meaningfully in class discussions, and to complete all daily assignments, exams, and projects on time. Because this class uses an interactive participatory format, students will be expected to attend all class sessions. Regular class attendance is crucial to the development of a student’s knowledge and skills. If excessive absences impair the development of such knowledge and skills, or diminish a student’s role or cumulative achievement in a class, the instructor has the right to reflect this judgment in the student’s grades. If students miss more than four class sessions, or are habitually late for class, they should withdraw from class immediately or expect their final grade to be lowered one grade level with each future absence or late entrance to class. If unable to attend class or submit work on time, please inform instructor before the absence or before the work is due. All assignments are due at beginning of class period. Unexcused work is graded down. Final grade will be based on the quality of exams, papers, projects, classroom participation, attendance and daily assignments.

The grading scale is as follows: A=Superior; B=Good; C=Average; D=Poor; F=Failure; W=Withdrawal; I=Incomplete. Grade points will be computed on the following scale: A=4.0; A-=3.7; B+=3.3; B=3.0; C+=2.3; C=2.0; D=1.0; F=0.

Faculty Initiated Student Withdrawal: If a student’s absences from class or disruptive behavior become detrimental to the student’s progress or that of the other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of the Vice President of Student Affairs to help insure contacting the student. The office of the Vice President of Student Affairs shall provide the student information about the existing appeals procedures. Upon receiving a written report from the faculty member, the Vice President of Student Affairs may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate the student withdrawals for excessive absence.
**Academic Dishonesty Policy:**
Any student found engaging in academic dishonesty including but not limited to activities such as cheating and plagiarism (present as one’s own, the intellectual or creative accomplishments of another without giving credit to the source), will be given NO CREDIT for that assignment. **NO EXCEPTIONS.**

**Statement of Accommodation:**
Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

**Course Content:**

Weds. Jan. 12:  
Introduction: What is Children’s Literature?

Fri. Jan. 14:  
**NO CLASS**

Mon. Jan. 17:  
**MARTIN LUTHER KING, JR. DAY—NO CLASS**

Weds. Jan. 19:  

Fri. Jan. 21:  
Introduction to alphabet books

Mon. Jan. 24:  
Introduction to counting and concept books

Weds. Jan. 26:  
Introduction to no word books. Discuss Exam #1

Fri. Jan. 28:  
**EXAM #1 IN-CLASS**

Mon. Jan. 31:  
Introduction of picture story books.

Weds. Feb. 2:  
Continue picture story books

Fri. Feb. 4:  
Continue picture story books

Mon. Feb. 7:  
Continue picture story books.

Weds. Feb. 9:  
Introduction to illustrations and the Caldecott Medal. First page of Children’s Literature Handbook due today.
Fri. Feb. 11:  Continue Illustrations. Discuss Exam #2

Mon. Feb. 14:  EXAM #2 IN-CLASS

Weds. Feb. 16:  Introduction to folk literature. Reminder: Read Charlotte’s Web for Fri. Feb. 25. Will also introduce Final Exam project.

Fri. Feb. 18:  NO ESU CLASSES

Mon. Feb. 21:  Continue folk literature.

Weds. Feb. 23:  Complete folk literature.

Fri. Feb. 25:  Introduction to classics and Charlotte’s Web


Mon. Mar. 7:  EXAM #3 IN-CLASS


Weds. Mar. 16:  Introduction to Mother Goose. Reminder: Read Number the Stars for Weds. Mar. 30

Fri. Mar. 18:  NO CLASS—Workday for Children’s Literature Handbook

Mar. 21-25:  SPRING BREAK—NO CLASSES

Mon. Mar. 28:  Complete Mother Goose

**LAST DAY TO WITHDRAW FROM CLASS**—check attendance policy for this class.

Fri. April 1: Discuss *Number the Stars*. Share collages, due today.


**CHILDREN’S LITERATURE HANDBOOK DUE TODAY!**

Mon. April 11: Continue non-fiction/information books.


Fri. April 15: Discuss *Harry Potter and the Sorcerer’s Stone*. Post-reading activity, character promotion boxes, due Mon. April 18.

Mon. April 18: Complete *Harry Potter and the Sorcerer’s Stone*. Share character promotion boxes. Discuss final exam progress.


Fri. April 22: Earth Day Celebration with Children’s Books

Mon. April 25: Share *Because of Winn-Dixie* post reading response activities.

Weds. April 27: Discuss reading aloud

Fri. April 29: Read aloud in class from assigned book

Mon. May 2: Complete reading aloud in class from assigned book
Wed. May 4: Creating a classroom library Discuss censorship

Fri. May 6: Discuss censorship

FINAL EXAM SCHEDULE:
EL230A (9:00 class) meets Weds., May 11, 10:10-12:00
EL230B (10:00 class) meets Fri., May 13, 10:10-12:00

Break-Down of Assessment for Final Grade in Course:

- Post-Reading Response Activities: 10%
- Exam #1: 15%
- Exam #2: 15%
- Exam #3: 15%
- Handbook: 25%
- Final Exam: 20%