

Literature for Children and Adolescents DMACC Spring 2011

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REQUIRED TEXTS:

Literature and the Child, Galda and Cullinan
The Giver, Lois Lowry
A Single Shard, Linda Sue Park
Out of the Dust, Karen Hesse
Absolutely True Diary of a Part Time Indian, Sherman Alexie
Roll of Thunder, Hear My Cry, Mildred D. Taylor

SUPPLEMENTARY MATERIALS

Books from The DMACC Library (and others)
Audio and Video versions of children's texts
Review journals from the internet and databases

INSTRUCTIONAL OBJECTIVES:

- ✓ Learning as Knowledge—Students will
 1. Sample and discuss many works of children's literature
 2. Identify the transactional view of reading
 3. Identify the characteristics, values, and limitations of the wide range of literary genre for children
- ✓ Learning as Process—Students will
 1. Evaluate the uses and value of a children's books according to types and features
 2. Utilize review journals and supplementary library materials to keep up in the field of children's literature
 3. Distinguish good literature from mediocre by applying genre-specific criteria
 4. Present books and poems to an audience in an engaging manner
 5. Analyze the elements of fiction
- ✓ Learning as Attitude—Students will
 1. Treasure children's literature for its own merits
 2. Appreciate literature as a shared experience as well as a private one through reading experiences and collaborative learning activities
 3. Value both a well-balanced literature curriculum for children and a wide variety of reader response

PLAGIARISM

This is when you find work—lying around on the Internet, at your friends' houses, in text books, in other academic sources, on a cereal box—and without citing the sources, copy it into your papers, activities, or anything else you may hand in, and pass off those words, thoughts, expressions, or humble turns of phrasing as your own. It is the most heinous of academic crimes, and thou shalt not do it. Note that while current technology makes it easy for students to cheat this way, it also makes it very easy for instructors to catch students cheating this way. Punishment for this crime may range from losing points to failing the course.

ATTENDANCE AND IN-CLASS PARTICIPATION

Attendance is mandatory. Your success in this course depends in a large part on discussion and participation, so this is a large part of your grade. Quizzes will be due at the beginning of class to encourage you to be on time. You are unable to participate fully in the class if assignments are not read,

so all of your scores for participation, quizzes, and in-class work are all interrelated. Being an active participant in all discussions and attending all the classes will keep these grades high. If you miss a class, it is your responsibility to get the notes and assignments from a classmate. Missing classes will lower your grade.

The federal government requires that all students receiving financial aid attend classes. Students who are identified by the instructor as not attending classes will be reported to the registrar's office. Students who fail to return to classes may lose all or a portion of their financial aid.

INSTRUCTIONAL PROCEDURES:

Read and study the assigned readings before the date they are discussed. We will build on the ideas in each chapter by exploring, extending, testing, and applying these ideas in class discussion and activities. We will examine and enjoy examples of each type of genre. During class we will have book-talks, presentations, performances, and other renditions of the literature. You will work individually and in small groups, complete special projects and some essays. Get to know the DMACC library!

ASSESSMENT OF ACADEMIC ACHIEVEMENT:

You will be assessed on the Instructional Objectives listed above through take-home quizzes, a final exam, several oral presentations, booktalks, papers, projects, class participation, and group work. Everything will be awarded points with percentages figured from points earned. In addition, you will receive a group work grade from the members of your small group. I will return your materials to you in a timely manner and give you a midterm update on your grade.

LATE WORK:

Late work is unfair to your classmates and to yourself. If you know you are going to be absent, email your assignment or send it with a classmate. If you cannot arrange this, I take off one grade for every day an assignment is late, beginning with the day it is due. If your paper is due on Monday and you hand it in on Tuesday, it will be lowered a full grade from the grade you receive (ie: a B paper would be graded as a C). Papers are due at the BEGINNING of class. Plan ahead so your papers are printed out and ready to go well before class. Printers fail, disks break, and hard drives go down—so be prepared, back up your work, and don't procrastinate.

GRADING SCALE (1000 points possible):

A = 900-1000 points

B = 800-890 points

C = 700-790 points

D= 600-690 points

F= below 590 points

COURSE REQUIREMENTS

GROUP PROJECT (150 points)

In groups of four or five, choose a subject, character or theme of interest to you. This class presentation is to be 15 - 20 minutes in length. Display *at least* 10 children's literature books (across grade levels) pertaining to your topic. Choose books from different genres, including materials that correlate your topic with art, music, poetry and drama.

The day of your presentation, hand in a TYPED REPORT which includes:

1. Statement of your topic: (a theme, animal, character, scientific or geographic subject, historical period, etc.....)
2. List of materials used for your project:

- ✓ at least 10 books : (title / author / publisher / copy write date)
- ✓ at least 4 poems (typed out or copied)
- ✓ at least 1 follow-up activity (briefly described)

Your class presentation should include:

1. Clear / motivational description of the topic and brief display of at least 10 children's books
2. Presentation of songs, poems & art (if applicable)
3. Use of costumes, props, scenery of your choice
4. Interactive learning activity
5. Annotated Bibliography for the class including all books used

See rubric for more information regarding grading

BOOK SHARE (2 @ 50 points each)

Choose one children's literature book our text recommends and prepare a 5 to 8 minute class presentation. Type your basic information and make a handout for the class.

Your presentation should include:

- ✓ 10 points = annotated bibliography, including title, author, illustrator, recommended reading level, brief and clear story summary
- ✓ 20 points = extension activity (projects, such as playing music or songs—maybe one performed "live", poetry, drama activities of your choice and making)
- ✓ 20 points=style of presentation (to promote enthusiasm)

BE CREATIVE! HAVE FUN! Our class will offer encouragement.

TAKE HOME QUIZZES (12 @ 10 points each)

- ✓ **12 quizzes:** These MAY NOT be made up, and must be handed in at the beginning of class.

SIX READER RESPONSES (150 points)

- ✓ Reader response papers should be **at least** two pages, typed, double-spaced, 12 pt normal font reading explorations about each novel we read. I won't be looking for organization or a claim, but each response paper should be an honest reaction to the book we have read, NOT a summary. Please ask if you have trouble with the distinction.
All response papers will be due at the beginning of the class the night we discuss the book, and electronic submissions will not be accepted. Late papers will drop 10% of their points for each day late.

FIVE PROJECTS (5 @ 20 points each)

- ✓ These individual projects are discussed in further detail on the attached pages. Each is 2-3 pages worth of writing, though some offer creative ways (film, art) to equal the written assignment.

FINAL EXAM (130 points)

The final will test both your comprehension and deeper understanding of the materials we read in class. In addition, the test will explore the concepts, terms, and themes we explore as a class, so good attendance ensures you will do well. We will discuss the format and materials that will be covered prior to the exam.

FINAL PORTFOLIO: BOOK EVALUATIONS (250 points)

Read at least 30 Children's Literature books using the reference pages in our book as a guide.

Of the 30 books, include at least: 3 Newbery medal winners (p. 361 - 367)

16 Caldecott medal winners (p. 367 - 373)

11 books of your choice (mentioned in the booklists in our text)

Type the evaluation of each book and keep in a folder or save on a flashdrive for your final portfolio **(please, no three ring binders!)**

Include:

- ✓ Title / author / illustrator / publisher / date
- ✓ short summary of the story / your response / recommended reading level
- ✓ An activity written in detail (art, music or other activity)

In addition:

- ✓ Five total review journal articles (pertaining to books in your portfolio)
- ✓ Five total supplementary library materials

Each book evaluation = 5 points (total 150)

Each Review journal = 10 points (total 50)

Each Supplementary material = 10 points (total 50)

NOTE: 20 bonus points awarded for additional ten books!

Schedule of Readings and Assignments
(Always subject to revision!)
Coursework will be due/discussed on the day it is listed

Week One

1/10: Course Introduction, Goals

1/17: No class: MLK Day



Week Two: Children and Books

1/24: Chapter One (1-30); Take Home Quiz #1
Bring two books with identifiable genres to class
Introduction to Bloom's Taxonomy

Week Three: Literature in the Lives of Young Readers

1/31: Chapter Two (32-48); Take Home Quiz #2
Bring two Caldecott Winners or Honor Books to class
Project #1 Due

Week Four

2/7: Small Group meetings

Week Five: Picturebooks

2/14: Chapter 3 (55-129): Take home quiz #3 due
Bring three picture books to class

Week Six: Poetry and Verse

2/21: Chapter 4 (137-168): Take home quiz #4 due
Bring two Poetry Anthologies to class
Project #2 Due
Out of the Dust & Reader Response

Week Seven: Folklore

2/28: Chapter 5 (173-200): Take home quiz #5 due
Bring two different versions of the same fairy tale to class
Project #3 Due
Introduction to Kohlberg's Theory of Moral Development

Week Eight (Midterm): Fantasy and Science Fiction

3/7: Chapter 6 (205-225): Take home quiz #6 due
The Giver & Reader Response due

3/14: Spring Break!



Week Nine: Contemporary Realistic Fiction

3/21: Chapter 7 (229-250): Take home quiz #7 due
Roll of Thunder, Hear My Cry & Reader Response due
Bring a banned or challenged book to class

Week Ten: Historical Fiction

3/28: Chapter 8 (253-278); Take home quiz #8 due
Project #4 due

Week Eleven: Biography and Memoir
4/4: Chapter 9 (283-300); Take home quiz #9 due
The Absolutely True Diary of a Part Time Indian
Bring a Biography of your choice to class

Week Twelve: Nonfiction
4/11: Chapter 10 (303-320); Take home quiz # 10 due
Project #5 due

Week Thirteen: Literature-based Instruction
4/18: Chapter 11 (327-343); Take home quiz #11 due
A Single Shard & Reader Response due
Present culturally diverse book to class

Week Fourteen: Response-Centered, Literature-based Instruction
4/25 Chapter 12 (345-360); Take home quiz #12 due
Final presentations

Week Fifteen
5/2 Final Exam in class
Final Portfolios due