

Location: SLC 205

Semester / Year: Fall 2017

Course Start Date: Wednesday, August 23, 2017

Course End Date: Wednesday, November 29, 2017

Professor Name: Amy Freier

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Course Description:

This course introduces students to different approaches of studying, interpreting, and evaluating children's literature. The use of literature in the curriculum, understanding children's response to literature, and motivating students to read are also discussed.

Standards: This course is standards-driven. That is, the text, activities, lectures, assignments, and assessments are all designed to meet certain standards established by the state of North Dakota, and INTASC. These standards include:

- ESPB:
- **50015.1 Development, Learning, and Motivation.** The program requires the study of development, learning, and motivation. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
- **50015.2 Curriculum 50015.2a English** The program requires the study of English language arts. Candidates demonstrate a high level of competence in use of the English language arts and they know, understand, and use concepts from reading, language and child development, to explicitly teach and model each of the following: reading, writing, speaking and viewing, listening and language, and thinking skills and to help students successfully apply their developing skills through a variety of learning opportunities.
- INTASC:
 - Standard 1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and

designs and implements developmentally appropriate and challenging learning experiences.

- Standard 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- Standard 5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, collaborative problem solving related to authentic local and global issues.

Course Objectives:

- A. Define the literary elements of different genres of children's literature (setting, characterization, plot, point of view, style and theme).
- B. Classify and describe how literature can meet the needs of a child in the areas of language, cognitive, personality, and social development.
- C. Understand the history of children's literature and how it impacts the development of the audience it serves and their reading enthusiasm and development.
- D. Survey the range of literature and materials available to and/or published for children.
- E. Appreciate, evaluate, and then apply appropriate criteria to ascertain the appropriateness of the literature in various genres for instructional use in a classroom collection as well as personal use.

Institutional Mission Statement:

Trinity Bible College and Graduate School is committed to training and educating people with theological reflection and missional passion, in order that people and communities everywhere will hear the good news of Jesus and see His love demonstrated.

Spiritual Formation Statement:

Students are expected to realize the importance of high moral standards and practices in education. As educators, we must model healthy literary choices and a life-long love for literature. Being responsible, in loco parentis, includes protecting children's minds and spirits from harmful literature whenever possible by keeping current and informed of quality literature as well as objectionable material.

Required Textbooks:

Gamble, Nick. Exploring Children's Literature: Reading for Pleasure and Purpose. Third Edition. London:

Sage Publishing, 2013. Print

Various Children's books: ***Hatchet* by Gary Paulsen; *Our Only May Amelia* by Jennifer Holm; ***Chicka Chicka Boom Boom* by Bill Martin, Jr. and John Archambault; *People* by Peter Spier ; *Who was Sacagawea; I am #1: Sacagawea* by Grace Norwich; *I Survived the: Battle of Gettysburg, 1863*****

(#7), the Great Chicago Fire, 1871 (#11), the Hindenburg Disaster, 1937 (#13) all by Lauren Tarshis ; *You are Special* by Max Lucado, *The Hunger Games* by Suzanne Collins

Course Outline:

Wed., Aug 23: Syllabus, Chapter 1 and 2, Frindle
Mon., Aug. 28: Chapter 2-3, Frindle
Wed., Aug. 30: Chapter 3 Reflective Essay Due, Frindle
Mon., Sept. 4: No School: Labor Day
Wed., Sept. 6: Chapter 4, finish Frindle (activity)
Mon., Sept., 11: Chapter 4, Who was Sacagawea; I am #1: Sacagawea (time line book report)
Wed., Sept. 13: Chapter 5, Hatchet
Mon., Sept. 18: Hatchet Book Study
Wed., Sept. 20: Hatchet Book Study
Mon., Sept. 25: Hatchet Book Report due (jackdaw); Genre
Wed., Sept. 27: Genre, Chapter 6
Mon., Oct. 2: Genre Quiz due before class (Moodle), Chapter 6, You are Special
Wed., Oct. 4: Chapter 7, The Hunger Games
Mon., Oct. 9: Chapter 7, The Hunger Games
Wed., Oct. 11: The Hunger Games
Mon., Oct. 16: Chapter 8, The Hunger Games Book Report (video movie comparison)
Wed., Oct. 18: Chapter 8, ; I Survived the: Battle of Gettysburg, 1863 (#7), the Great Chicago Fire, 1871 (#11), the Hindenburg Disaster, 1937 (#13)
Mon., Oct. 23: Chapter 8 and 9
Wed., Oct. 25: Chapter 9, Chicka Chicka Boom Boom, Self-pick book report due
Mon., Oct. 30: Book Characteristic Quiz due before class (Moodle), People
Wed., Nov. 1: Chapter 10
Mon., Nov. 6: Chapter 10, Poetry Activity
Wed., Nov. 8: Chapter 11, Our Only May Amelia
Mon., Nov. 13: Chapter 11, Our Only May Amelia
Wed., Nov. 15: Our Only May Amelia
Mon., Nov. 20: Our Only May Amelia
Wed., Nov. 22: No School: Thanksgiving
Mon., Nov. 27: Our Only May Amelia Book Report
Wed., Nov. 29: Presentations.
Wed., Dec 6: Final: Presentations

Methodology:

- A. Lecture and class discussion
- B. Cooperative learning groups
- C. Student presentation
- D. Book Sharing and read a-louds
- E. Reflective responses
- F. Quizzes and exams
- G. In-class assignments

Course Requirements:

A. Classroom Behavior Expectation

Proper classroom behavior and respect for the instructor during lectures and for those who are speaking in class is expected. The following will not be tolerated: excessive talking, sleeping, passing notes, or any other disruptive behavior. This is an important college level course and your attention and participation is crucial for optimal learning.

Students are expected to read the assigned material before they come to class, as well as be an *active participant* in class discussions and activities. Questions are always welcomed and will increase your learning experience!

B. Attendance

Regular, punctual class attendance is essential for the satisfactory completion of a course. Students are expected to attend all sessions, complete all assigned work, and take all examinations. Regular attendance will help students master the content of the course under the instructor's leadership and from group interaction.

Students who miss a class for any reason, including those who participate in college-sponsored activities, are accountable for all required assignments and examinations. Students should also realize that promptness and punctuality are vitally important to the learning process. Tardiness will not be tolerated, and three instances of tardiness will result in one absence. Also, lateness in excess of 10 minutes will result in an absence, as will leaving the classroom early without the prior approval of the instructor.

Total absences exceeding 25% (12 absences) of the class time will result in failure of this course.

C. Student Presentation Expectations

When students are instructing and/or presenting to the class, professionalism and appropriate teacher dispositions are expected in the following three areas:

- i. Appearance: The student is expected to dress professionally, not only for his or her own confidence, but to give his or her presentation more credibility.
- ii. Conduct: The student's manner of conduct will be professional. You are the teacher during this time and, therefore, you must 'take charge' and command respect from your 'students.'
- iii. Materials: The student's handouts and materials used for demonstrations shall be professional and understandable. Correct spelling and punctuation is a part of that professionalism.
- iv. Attendance: The student is expected to be present for other presentations as well, if a student is not present for a classmates' presentation reduction of points will be given for their presentation. Beyond that failure to be in class on the day of their assigned presentation will result in a failure of that presentations. Students are allowed to change presentation dates, but this must be approved by the professor beforehand.
- v. *Failure to adhere to these standards will likely result in loss of points.*

II. D. COURSE ASSIGNMENTS

- i. Participation/ Activities including reading orally from children's books (Standard 1, 4, and 5)
Due on randomly selected class periods. (20 points each; 400 points total)
Various types of assignments will be given at randomly selected class periods, either to be completed in-class or as assigned homework. Regular attendance and reading completion are essential to receiving full credit for these activities. It is also important to pay attention

in class, ask questions, and make sure you are 'connecting' with the content covered in class. Questions and discussion are encouraged.

ii. Quizzes (50015.2a)

Two quizzes one on genres and one on book characteristics will be given. (50 pts each; 100 pts total)

iii. Reflective Essay: (50 points) (Standard 1)

In a one-page essay answer these two questions: As a child/young adult, what were your reading habits, and how has that effected how you read today?

iv. Student Choice Assignment (Standard 5 and 50015.1)

Due (300 points)

Choose one of the following:

1. Author/Illustrator PowerPoint Presentation:

Choose an author/illustrator and conduct research to create a PowerPoint presentation describing their background, education, family, and how they create their books. Discuss their preferred art form. List and briefly discuss some of their more well-known works. List their awards (if any). Include any specific 'interesting' information you feel we should hear. Include pictures and make it aesthetically pleasing in format and organization. Share a few examples of their books and read portions of them to the class. Clear your choice with the instructor: no duplications will be allowed. A presentation date will be assigned. You will have 20 minutes total.

2. Book-Movie Comparative PowerPoint Presentation:

Create a PowerPoint presentation comparing a book and movie of the same title (the movie must be based upon a chapter book, not a picture book. Books are available in A. Freier's office.) Address literary elements, artistic quality of the movie, and the relationship between watching and reading. Compare and contrast between the movie and the book. Include any observations and/or analyses that you feel are important. Answers the following questions (include explanations):

- Does this movie inspire people to read the book if they haven't already?
- Is the movie faithful to the book?
- How could I use this type of activity to create an excitement of reading in my classroom?
- What type of assignment could I create for my students?

Clear your choice with the instructor: no duplications will be allowed. Presentation dates will be assigned. You will have 20 minutes total.

3. Genre PowerPoint Presentation:

Create a PowerPoint presentation explaining the genres discussed in class. Include within your presentation (but not limited to): books that fit within each genre for a variety of grade level, excerpts from books, and ideas on how to incorporate each genre into curriculum (excluding reading). Be creative as you put together this presentation, you will have 20 minutes to present.

v. Children's Literature Book Reports/Book Activities (Standard 4,5, 50015.2a)

Due throughout the semester (600 points total)

You will be doing a variety of book reports on a variety of children's books. Information will be given out two weeks before the first book report will be due. This will be a practical approach to show each other different ways in which students can do book reports in your classroom.

Each book report will need to have on a separate sheet of paper: the title, author/illustrator, genre, bibliographic information, grade and reading levels (using the Scholastic Reading Level (RL), Lexile Scores, Flesch-Kincaid Grade Level Score), and use of book for teaching.

For book activities, in class time will be given to start and work on each activity with time outside of class been needed to finish each activity. Activities will be discussed prior, during, or at the completion of books.

Grading Procedure:

EVALUATION

Participation/In-Class Activities (20 @ 20 points each)	400 points
2 Quizzes (2 @ 50 points each)	100 points
Reflective Essays	50 points
Student Choice Assignment	300 points
Children's Literature Book Reports	600 points
Total Possible	1450 points

B. Assignment Expectations

- i. A course will be created in Moodle that can be accessed through *InsideTrinity*. In that course students will be able to find notes, handouts, and the quizzes. The instructor will endeavor to keep this information as up-to-date as possible.

C. Late Assignment Policy

It is the professor's preference that all assignments are turned in on time. In order to reward those students who prioritize their schedules to make sure that happens, the following policy will be followed

- i. Quizzes: Quizzes will be open on Moodle at least a week before the date of completion, any student who does not complete the quiz before the time due will not be allowed to make up the quiz.
- ii. Written Assignments: All written assignments (essays, research projects, reflection papers, etc.) are to be submitted with a demonstrated professional level of writing, which should include good grammar, well-constructed thoughts, and proper formatting. *Assignments turned in on time may be returned in order for students to revise for a better grade, but assignments turned in late will not be allowed the option of revision.*
- iii. Any assignment that has not been received by the professor a week after the due date may receive a zero. Points may also be taken off if handed in later than the due date.
- iv. The above policy will be followed explicitly (Teaching Rule #1: Mean what you say, say what you mean, but don't be mean.). However, the instructor reserves the right to make adjustments in the event of highly unusual circumstances.

Selected Bibliography:

Anderson, Nancy A. *Elementary Children's Literature: Infancy through Age 13*. 3rd ed. Boston: Allyn & Bacon, 2010. Print

Goodwin, Pure, editor. Understanding Children's Books: A Guide for Education Professionals. London: Sage Publishing, 2008. Print

Additional Material / Addendums

N/A

This syllabus is provided to students and participants for their general guidance only. It does not constitute a contract; either expresses or implied, and is subject to change without notice.

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