

Children's Literature in the Early Childhood and Elementary School
15:299:509 (E1), 15:300:409 (E1)
3 Credits

Instructor: Dr. Lesley M. Morrow	Email: lesley.morrow@gse.rutgers.edu
Phone Number: 732-932-7496 x8119	Office: Graduate School of Education, Room 206A
Office Hours: By Appointment	Prerequisites or Other Limitations: N/A
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission Required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers: From the instructor.

Learning Goals

1. Study multiple genres of children's literature (Information, Narrative, New Literacies, etc.).
2. Study authors and illustrators of children's literature.
3. Explore uses of children's literature in the classroom and at home, such as book talks, storytelling, response logs, literature circles, comprehension instruction, and word study.
4. Meet, learn, and discuss issues with authors, illustrators, storytellers, librarians, poets, and others involved in the use of literature for and with children.
5. Children's literature theory, research, policy and practice.
6. Use of children's literature in content area teaching and for the Common Core Standards

Course Catalogue Description

Children's literature genres are studied including authors and illustrators. Literature is connected to content area teaching and extended literary experiences for literacy development.

The format for the course includes 8 speakers including me. Each day there will be at least one morning speaker and one afternoon speaker, except the first and last day when there will just be one. The speaker's will address different topics related to children's literature, such as poetry, storytelling, illustrations, etc. The following topics may be addressed when we meet in whole and group small groups.

Topics and Issues to Discuss About Children's Literature:

1. Partner Reading, Buddy Reading
2. Literature Circles
3. Book Talks
4. Storytelling
5. CCSS and children's literature
6. Complex text
7. Webbing with Children's Literature
8. Response Journals
9. Literature in Content Area Teaching
10. Literature and TV Shows

11. How Basals Handle Children's Literature
12. Illustrator Studies
13. Informational Text
14. Narrative Text
15. Genre Studies
16. Using Children's Literature in Reading Instruction
17. Center Ideas Using Children's literature
18. Reflecting on the Presentations by Speakers
19. Multicultural Literature in the Curriculum
20. Censorship
21. Creating Rich Literature Environments in Classrooms
22. Silent Reading of Literature in the Classroom
23. Relationships Between Leisure Reading and Reading Success
24. Oral Language Development and Use of Children' Literature
25. Motivating Reading and Writing Using Children's Literature
26. Reading Literature in Guided Reading Groups
27. Figuring Out Levels of Children's Literature for Instructional Purposes
28. The Role of the School Librarian and the Use of Literature
29. The Effects of Illustrations on Children's Interest in Books
30. Children's Book Preferences: Those of Boys, Girls, Both
31. Efferent and Aesthetic Responses to Children's Literature
32. Children's Literature and Parents
33. Literature in Daily Life
34. Literature in the Workplace
35. New & Alternative Literacies (technology, newspapers, magazines, online resources, directions, applications, etc.)

Class Materials:

Lynch-Brown, C. and Tomlinson, C.M. (2011, 7th Ed.). Essentials of Children's Literature. Boston, MA: Allyn & Bacon.

Morrow, L.M. (2002, 2nd. Ed.). The Literacy Center: Contexts for Reading and Writing. Portland, ME: Stenhouse Publishers.

In Class Requirements:

1. Students are expected to participate in discussions and bring materials when requested for demonstration and displays. Bring your two texts to class each day. **BRING A COMPUTER EACH DAY**
2. Each student during small group meetings or in the whole group will be asked to do the following: Share a piece of children's literature in a 2 minute book talk by telling the main idea of the story, or reading a response you wrote about the story, or read a part of the story that is moving, humorous, show illustrations, etc. The purpose is to become familiar with many different books and genres of children's literature, and many ways of presenting children's literature. Directions for book talks will be given to you. Some presentations will be modeled in class and in small groups. A different genre will be focused on daily. The genres are:

(1) Multiple genres: (Wednesday, June 26)

(2) Non-fiction, informational texts, non-fiction novels (Thursday, June 27)

(3) Picture storybooks and narrative novels (Friday, June 28)

(4) Multicultural Folktales, fables, or fairytales and new literacies. New literacies can be magazines, newspapers, short stories, internet resources, directions, pamphlets, technology (Saturday, June 29)

BRING 4 BOOKS A DAY FROM THE LIBRARY OR YOUR SCHOOL. THE MAJOR PURPOSE OF THE COURSE IS TO BECOME FAMILIAR WITH MANY PIECES OF CHILDREN'S LITERATURE. THEREFORE, BRING BOOKS THAT ARE NEW FOR YOU AND NOT FROM YOUR CHILDHOOD.

3. Take notes as the speakers present to use in your papers for class.

Speakers: To be announced

4. In a small group setting or with the whole class we will discuss topics listed on the sheet called: Topics and Issues to Discuss about Children's Literature.

Out of Class Requirements:

1. **Students are expected to read all assigned readings on the syllabus and participate in related discussions in class.**

2. * * * Be ready to describe a good idea about working with children's literature. It could be something your parent or teacher did with you. Something used in an adult setting, in high school, the work place, something you learned this week used with another book etc. I use it children's literature at family celebrations to toast and roast. **Provide the book's bibliographic reference (title, author, publisher, date of publication, etc.) What was the reason for the literature experience; for example, fun, sharing with family, a school activity. State the materials used, procedures and outcomes. Type your idea on half a sheet of 8 1/2 by 11 paper. Hand in Saturday June 29th. Bring the book and any materials involved to the last meeting in July to share the idea. The ideas will be put together into a book and given to you in your July meeting. *****

2. **Mini Papers About Topics Dealing with Children's Literature:** Select 3 topics dealing with children's literature (such as storytelling, authors, expository text, literature in content areas, censorship, etc.). These should be topics from the text, those discussed by a speaker, the instructor, or from the list of issues for the course. Write a 2-3 page response to each topic. In your papers reference different speakers and our texts frequently (Lynch-Brown & Tomlinson, and Morrow). In each paper: **(1) Define the topic, (2) Discuss what speakers and our texts said about the topic, (3) Discuss particular the topic from perspectives of: a parent, a teacher, your own, or life experiences. Include a bibliography at the end of the paper due in your July session.**

3. **Themed Literature Study:** Select one theme for primary elementary grade or middle grade. The theme should be in science or social studies. Select 5 pieces of children's literature for the theme, each representing a different genre such as fiction, non-fiction, poetry, a picture story book, magazine, fable, and some new literacy, etc. Include a brief overview of each title with a full citation and name the genre. Then briefly describe how you will use this literature in the thematic unit to teach content, and literacy skills. This can be done from a teacher perspective, a parent perspective, a counselor in a camp perspective, etc. Plan one activity per book for a total of 5. Each lesson should be one page with a different book and a different content area such as: science, social studies, math, art, music, writing, word study, oral language, comprehension, or fluency development. Have a

bibliography of at least 10 additional books about your theme. When appropriate reference your texts. Try to have different themes from each other in your small groups. If possible photocopy your paper for your group. In the plan use the following headings: (1) bibliographical reference for the book, (2) purpose of the lesson, (3) materials used, and (4) procedures. For those who are teachers or becoming teachers include a CCSS in literacy for the lessons. **Due in your July session.**

4. **Story Presentation: TELL** a story as a dramatic presentation. You can use story techniques from The Literacy Center Book or elsewhere. You could do a chalk talk, felt story, prop story, power point, etc. Use materials to enhance the presentation. The materials should be modest if used and enhance not take away from the story. Have the book present. Hand in a one page lesson plan for the story told. Include a bibliographical reference for the book, the purpose of the lesson, materials, and procedures. Within your groups be sure that you are selecting different genres, titles, and techniques for stories. **(DO NOT READ the STORY, Tell the Story. DO NOT Select A STORY COMPLETELY IN VERSE THEY ARE TOO DIFFICULT TO TELL.** Those who have done this assignment in the past, do a dramatic storytelling presentation. This is little or no props, choose a folktale from foreign country and use a list I give you as a source for telling one.
*See Storytelling Assignment sheet for more specific directions. Presented at your July meeting.
5. **Meet with your TA on the date you signed up for.** Hand in your (1) Themed Literature Study, your (2) Literature Topics Papers, (3) Present your Storytelling, and (4) present an idea, the book and display materials to use with children's literature. (5) **Bring a self addressed stamped business envelop so we can send rubrics for your grades. Due at your last session in July.**

Online Assignments:

Rutgers requires that three credit courses meet for 45 hours. We will be meeting for 4 days for 6 hours a day and one day at the end of July for about 3 hours. That is 27 hours and leaves 18 hours. Therefore, there are two online class assignments to do from July 1 to July 15.

1. On one day of each of the three weeks (July 1, 8, and 15) everyone do 2 book talks for your group. Our website has the name of your Instructor, and says week 1, week 2 and week, 3. Select informational text for week one, narrative for week two, and fantasy genre using folktales, fables, myths, etc. When you open your instructor's tab you will see book talks and chapter presentation. Click on book talks and each student will present 2 pieces of children's literature each week. For the book talk video yourself doing the book talk on voice thread with book in hand. Use this outline to present: (1) the book title, author, publisher, (2) tell the main idea of the book (3) mention something that is happy, sad, interesting, etc. to interest those who are listening in wanting to get the book.
2. One day each week have a discussion with your small groups about chapters in *Essentials of Children's Literature*. Each person will have one chapter to write about. Each week cover 4 chapters. (1) **Provide a very short summary.** (2) Mention what you found interesting. (3) Pose a question you have about the chapter to start the conversation (4) everyone in the group responds to the questions posted. Your TA will organize this with you before class ends so you know when to put up your chapter discussion.

Grading:

Short Papers on Literature Topics: 20%

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Thematic Literature Unit: 20%

Story Presentations: 20%

Class Participation: small group book talks, class discussion, attendance, good ideas, displays: (20%)

Online participation in book talks and chapter discussions (20%)

ALL ASSIGNMENTS ARE DUE AT YOUR LAST MEETING DATE. DO NOT PUT PLASTIC OR TERM PAPER COVERS ON YOUR PAPERS. JUST STAPLE THE PAPER TOGETHER. PLEASE TYPE ON ONLY ONE SIDE OF A PAGE AND DOUBLE SPACE.

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- **I am willing to substitute assignments for Ed. Minor students, experienced teachers, and doctoral students, etc. to make them more meaningful for you.**
- **I am working on a book about on literacy development. If you decide to substitute an assignment you could select to help me.**

Additional Contact Information:

Lisa Mullin - Administrative Assistant

Phone: 908-217-9566

Email: missfassi@gmail.com

Last Class: Tues. July 23, 12 to 4

Teacher websites for ideas

<http://www.readingrockets.org>.

<http://www.ecb.org>.

<http://www.thinkfinit.org/welcome>

<http://www.storyarts.org/>

<http://www.teachertheclom/>

<http://www.prniterest.com/>

Academic Integrity:

- All students must follow the RU Code of Student Conduct which can be accessed at: <http://rci.rutgers.edu/%7Epolcomp/judaff/ucsc.shtml>
- For information on the academic integrity policy, please go to: <http://www.rci.rutgers.edu/~polcomp/integrity/policy.shtml>
- A multimedia presentation on plagiarism can be found at: <http://www.rci.rutgers.edu/~polcomp/integrity/realifeexamples.html>

Related regulations may also be found in the Rutgers Graduate School of Education Catalog.

NOTE: Books written or recorded by our speakers will be available for purchase. Authors will sign their books. If you wish to make purchases, bring cash or checks. Purchasing these books is NOT required. There are only 2 required texts. The texts can be purchased at the Rutgers University Barnes and Noble Book Store or online.

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.