

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 checked="" 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. Using children's literature in content areas and for the Common Core Standards and PARRC
7. Children's literature in your life outside of the teaching environment

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 and the Instructor. Each day there will be one or two speakers. The speaker will address different topics related to children's literature, such as poetry storytelling, illustrations, etc. Topics below may be addressed when we meet in whole and small groups.

Topics and Issues to Discuss About Children's Literature in Class and in Small groups

1. Partner Reading, Buddy Reading
2. Literature Circles
3. Book Talks
4. Storytelling
5. CCSS and children's literature
6. Close reading of complex text in children's literature
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. Genre Studies
15. Using Children's Literature in Reading Instruction
16. Center Ideas Using Children's literature
17. Reflecting on the Presentations by Speakers
18. Multicultural Literature in the Curriculum
19. Censorship
20. Creating Rich Literature Environments in Classrooms
21. Silent Reading of Literature in the Classroom
22. Relationships Between Leisure Reading and Reading Success
23. Oral Language Development and Use of Children's Literature
24. Motivating Reading and Writing Using Children's Literature
25. Reading Literature in Guided Reading Groups
26. Figuring Out Levels of Children's Literature for Instructional Purposes
27. The Role of the School Librarian and the Use of Literature
28. The Effects of Illustrations on Children's Interest in Books
29. Children's Book Preferences: Those of Boys, Girls, Both
30. Children's Literature and Parents
31. Children's literature in Daily Life outside of the classroom
32. Literature and the family
33. New & other Literacies (technology, newspapers, magazines, online resources, directions, 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, using illustrations or technology (eg. **Voke**). The purpose of the assignment 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 one from different kinds listed below. (Monday June 29)**
 - (2) **Fiction: picture storybooks, narrative novels and poetry (Tues. Jun 30)**
 - (3) **Non-fiction, informational texts, non-fiction novels (Wed. July 1)**
 - (4) **Multicultural Folktales, fables, or fairytales and new literacies. New literacies can be magazines, newspapers, short stories, internet resources, directions, pamphlets, technology (Thurs. July 2)**

BRING 4 BOOKS A DAY FROM THE LIBRARY OR YOUR SCHOOL. THE PURPOSE OF THE COURSE IS TO BECOME FAMILIAR WITH MANY PIECES OF CHILDREN'S LITERATURE. 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.**
4. In your 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. **Select at least one a day.**

Out of Class Requirements:

1. **Students are expected to read all assigned readings on the syllabus and participate in related discussions in class. All work is due in our last session July 27. We will meet from 10 to 1. If you can't make that date we will make other arrangements for you. Since the class is made up of people with diverse backgrounds, I adjust assignments to suite individuals.**
2. **Great Literature Idea:** Think of and bring to class one good idea using children's Literature. On one sheet of paper write (1) the 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 lesson and bring materials if you have them. We will make a book from your ideas and give it to you when you meet to hand in assignments in late July. Be ready to describe the idea in class. It could be something your parent, teacher or you did. It can be something used in an adult setting, in high school, elementary school, religious school or the work place, etc. We will share ideas during the week.
3. **Mini Papers About Topics Dealing with Children's Literature:** Select 3 topics dealing with children's literature from the list above (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 the topics from perspectives of: a parent, a teacher, you and your life experiences. Include a bibliography at the end of the paper due in your Monday July 27th session.**
4. **Themed Literature Study:** Select one theme from any K-12 grade level. 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, religious or cultural perspective, etc. Plan one activity per book for a total of five activities. Each lesson should be one page with a different book and a different content area such as: science, social studies, math, art, or music. Make one lesson where one of the following literacy skills is used: writing, word study, oral language, comprehension, or fluency development. Have a bibliography of at least 10 additional books about your theme. Use references from 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 these headings: (1) reference for the book, (2) purpose of the lesson, (3) materials used, and (4) procedures. If you are a teacher or becoming one include a CCSS in literacy for the lessons. **Due in the July 27.**

5. Story Presentation: TELL a story as a dramatic presentation or using a story technique. You can use story techniques from The Literacy Center Book or elsewhere. You could do a chalk talk, felt story, prop story, technology 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. A dramatic presentation uses no props or very few. Folktales lend themselves to dramatic presentations and use a list I give as a source for telling. See the Storytelling Assignment sheet for more specific directions. This is presented at the last meeting.

6. Meet with your TA on the date you signed up for. Hand in your (1) Themed Literature Study, (2) Literature Topics Papers, (3) Present your Storytelling, and (4) **Bring a self addressed stamped business envelop to send you rubrics and grades. Due July 27.**

Online Assignments:

Rutgers requires that three credit courses meet for 45 hours. We will be meeting for 4 days for 6 hours another day for 3 hours on July 27th. That is 27 hours. Therefore, there are two online assignments from the end of our meetings until the last meeting on July 27.

Online Component- Book Talks/Summaries

Chapter Summary

Week 1 :Post your chapter summary Wed. July 14. Everyone responds to all summaries except your own by Friday July 17

- Each person will be assigned to one chapter in the Lynch book to summarize
- Put the chapter summary on the website under that tab
- Follow the sample summary with the headings used for your summary
- Everyone responds to all the chapters by others but not your own.

Book Talks

Week 2- Post 1 book talk on Voice Thread by July 20st and respond to all by July 24rd.

To do this assignment click on book talks on our website and present one. 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 and want to get the book.

1. Write your summary for your chapter on the tab on the website called chapter summaries.
 - (1) **Provide a very short summary.**
 - (2) Mention what you found interesting.
 - (3) Pose a question about the chapter to start the conversation.
 - (4) Everyone responds to the questions posted. .

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 and 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.

- **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:

Administrative Assistant

Lisa Mullin <lisa.mullin@gse.rutgers.edu>,

Teaching Assistants

Not yet appointed

Teacher websites for ideas

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

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

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

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

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

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

Teaching Channel

Pinterest

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>

NOTE: Books and recordings of 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.

