Course Description and Goals:

Welcome to LAE 4414 – Literature in Childhood Education. This course focuses on literary understanding and genres in reading and teaching children's literature. We will discuss critical and theoretical perspectives in evaluating children's literature and will concentrate on the literary, social, and pedagogical issues encountered in the study of children's literature. Our course readings, activities, and projects are designed to help you explore and learn about the following key ideas:

- **Evaluating and selecting materials** - looking at, evaluating, and talking about children’s literature
- **Taking a literary stance** - The differences between literary and curricular uses of children’s literature
- **Appreciating genre elements** - Picture Books, Folklore, Fantasy and Science Fiction, Contemporary Realistic Fiction, Nonfiction, Historical Fiction, Biography, and Poetry
- **Use technology** to communicate and collaborate with peers in order to nurture learning about children’s literature

This course was planned to encourage dialogue and an exchange of views. This sharing process will require you to read a variety of books that you will use to demonstrate and support your developing knowledge. You are required to **purchase or have access to** the course literature.

**TaskStream account is required for education majors.**

Course Objectives:

1. To develop knowledge about children’s literature by exploring a variety of literary genres, authors/illustrators, and different cultural perspectives.
2. To demonstrate an understanding of the importance of children’s literature to child development by studying research findings in these areas.

3. To become familiar with notable authors and illustrators by studying their contributions throughout the history of children’s literature.

4. To develop knowledge about how to evaluate and select books to meet children’s needs by applying literary criteria for different genres.

5. To acquire knowledge of quality children’s literature by developing personal resource materials to meet students’ different interests, and cultural backgrounds and various needs in today’s diverse classroom.

6. To become aware of common literary techniques, writing styles, and developmental consideration in children’s literature.

7. To develop an understanding of how literature is used to teach multiple subjects across curriculum.

COURSE TEXTS

Required Text:


Additional Texts:

*The following children’s literature books will be required for use for the semester but are not required for purchase (i.e. you can get them from the library, borrow them from a friend, or purchase them):*


COURSE ASSIGNMENTS

General Expectations:

Assignments are designed to *build* competency (through the process of completing the assignment) and *show* competency (through products). *Grading will be based on quality of work and the demonstrated level of competence in meeting course objectives.*

A Note on Scholarly Conventions: The written work that you produce should be quality work, both in its content and form. The content of your written work should always reflect your careful and thoughtful consideration of the ideas we are exploring in the various readings and activities—and you should refer to these where this serves to support your ideas. This does not
mean you need to write pages and pages for these assignments (in fact, points are deducted for assignments that are outside page limitations [when set]), but it does mean you should carefully craft what you write—be clear, succinct, and support what you say. Your work should be presented in an edited format (you have checked it for spelling and grammar, it has been proofread, etc.). Point deductions will be taken for excessive grammatical or spelling errors. All assignments must be double spaced and submitted in “.doc” format. Assignments submitted in other formats will not be accepted and my receive a score of “0.”

**Critical Tasks:** Assignments designated as Critical Tasks must receive a passing grade in order to pass the course. If you turn in an assignment that receives an unsatisfactory grade, you will be required to redo the assignment. Your initial grade on the assignment will be used to compute your final grade for the course. The Critical Tasks(s) for this course is: Genre Analysis.

**TaskStream** is a web-based electronic portfolio required of all students in College of Education (COE) programs. TaskStream enables students to build media-rich online portfolios showcasing learning achievements, which can be shared with peers, instructors, parents, and employers. Further, it provides a way to submit documents, called Critical Tasks, to instructors for feedback and assessment. The COE uses these assessments to evaluate candidate progress toward meeting standards set by the Florida Department of Education, by the faculty, and by professional organizations. Further, the COE analyzes data from the assessments and uses the data for program planning in order to ensure continuous improvement.

Once your assignment is in your portfolio, it will be assessed using a rubric. You must earn a score of 3 or better on the critical task. If you do not pass the critical task, you will not pass this course.

**Course Components and Grading**

1. **Syllabus Quiz (1 @ 25 points)**

   *After reviewing the course orientation Power Point under the course tab*, go to the “quizzes” folder on Blackboard for the course. Complete the syllabus quiz with 100% accuracy before moving ahead to any of the other course components. You can take this quiz as many times as necessary to achieve an accuracy of 100% (this will not apply for the chapter quiz component of the course).

2. **Literacy Power Point Slide (1 @ 25 points)**

   Since we all come from different walks of life, we will be developing a class power point to introduce ourselves to each other. Under the Literacy Power Point assignment link, submit a 1 page PowerPoint slide including the following: (1) photograph of yourself; (2) major field of study; (3) number of months/years in your program; (4) something interesting about your educational history; and (5) experience and/or interest with children’s literature. An example is provided for your review under the Literacy PowerPoint tab [.ppt format only].
3. **Discussion Board (10 @ 15 points each) 150 points**

Read the assigned multicultural children’s literature books (listed under Additional Texts) and participate twice for each book in the five online discussions posted under the Discussions tab on Blackboard. Your first posting should be relevant to the children’s literature book you are posting under. Your second posting should be in response to other students’ postings in each of the five discussions. Each post must be at least 250 words and contain substantive information or informed opinion (see rubric below).

**DISCUSSION BOARD RUBRIC**

Discussions are located in the Discussion Board folder of the Blackboard course. Students must participate in two discussions for each of the five books (at least one original posting and one response posting for each discussion, total of two postings for each of the five children’s literature books). Each must be at least 250 words and contain substantive information or informed opinion. Please note the due dates for discussion board postings in the content outline of the syllabus. NO LATE SUBMISSIONS ARE ACCEPTED.

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<thead>
<tr>
<th>7</th>
<th>Contributed thoughtful points and opinions associated with the children’s book in discussion (250+ words).</th>
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<tbody>
<tr>
<td>5</td>
<td>Use of specific examples from the text in relation to the children’s book in discussion.</td>
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<tr>
<td>3</td>
<td>Posting is free of errors in spelling, grammar, and punctuation.</td>
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</table>

5. **Chapter Responses for Genre Analysis (10 @ 20 points each) 200 points**

Read the textbook chapter assigned in the course content calendar each week. Once read, answer one of the posted questions under the Chapter Responses tab on Blackboard. Provide a 450-500 word written responses for each chapter listed on the content outline. ALL written responses must be submitted electronically (saved in .doc or .docx format only) to Blackboard. Assignments sent through email or paper copy will not receive a grade. Assignments submitted 1 to 7 days after the due date will receive no more than half credit. Assignments submitted more than 7 days late will not receive a grade. Please review the ‘written assignment rubric that follows before submitting your responses.
WRITTEN ASSIGNMENTS RUBRIC

Each due date submit an assignment to Blackboard before midnight (10 assignments @ 20 points each = 200 total points).

1. READ—the assigned chapter for the week (see content outline).

2. SELECT—one or more question(s) from the assignment choices in the Blackboard course under Chapter Responses.

3. WRITE—at least 450-500 words (not counting direct quotes, reference citations, or repeating the question).

4. REFERENCE—is fully cited at the top of the assignment, (following the student’s name and question #), for example: Keats, Ezra Jack. The Snowy Day. Puffin, 1962. Resources (such as websites) are cited at the end of the written assignment.

5. SAVE—assignment in Word (.doc or .docx files only!). Otherwise, it cannot be opened and graded. (If it is resubmitted in the proper format within 7 days of the due date, it will receive no more than half credit.)

**Points Awarded**

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<tr>
<th>Max points for on-time assignments</th>
<th>Max points for assignments less than 7 days late</th>
<th>Points for assignments more than 7 days late</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>6</td>
<td>3</td>
<td>0</td>
<td>Content shows evidence of critical thinking and informed opinion on the literary topic.</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>0</td>
<td>References are appropriate and support specific points in assignment.</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>0</td>
<td>Standard English is used throughout, and assignment is free of errors in spelling, grammar, and punctuation.</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>0</td>
<td>Format follows syllabus (below), and is double-spaced.</td>
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| 20 | 10 | 0 | TOTALS |

**Points Automatically Deducted for:**

A percentage of the total points will be deducted according to the percentage of words under the minimum (approximately 1 point per 23 words).

Assignments turned in 1 – 7 days late will receive no more than half credit of the points. Beyond 7 days, no credit will be awarded.

Assignments with missing or incomplete references will lose up to 6 points. (If you forget the citation, please do not email a revised version to the instructor. It will be deleted unread.)
FORMAT FOR WRITTEN ASSIGNMENTS

To be eligible to receive full credit for written assignments, each must meet the following criteria:

1. Open a Microsoft Word (.doc) file only to write the assignment. DO NOT SEND FILES IN other formats the instructor will not be able to open the document, and it will be deleted un-graded. (If it is resubmitted in the proper format within 7 days of the due date, it will receive no more than half credit.).

2. On the first line of the assignment, write your first and last name, the assignment number, and the assignment title. On the second line, write the full citation(s) of the reference materials and/or children’s book(s), including author, title (underlined), publisher, and year of publication as per the example above. DO NOT REFERENCE THE TEXTBOOK. (If you forget the citation, please do not mail a revised document to the instructor. All emailed assignments are deleted unread.).

<table>
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<tr>
<th>Full Name, 1C, What should children be allowed to read?</th>
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3. You must read at least one children’s book referenced in each chapter each week to substantiate your assignment. Use only books cited in the textbook.

4. Answer all parts of the assignment using Standard English.

5. Underline the titles of all books, and include the author, title, publisher, and year of publication. Identify other media by title, producer, and year; and identify websites by title and URL (Do not reference the textbook).

6. Apply relevant information from the selected children’s book and the assigned textbook chapter to substantiate responses. Paraphrase if necessary, but do not quote from the textbook (Quoted material, references, and the assignment question will not be included in the minimum word count.).

7. Write at least 450-500 words—about 1¼ pages, but not more than 2 pages (only the first two pages will be considered in the grading). Do not include a separate cover page or a reference page.

8. Use 1-inch margins all around.

9. Use Times New Roman, 12-point font, to present the assignment.

10. Double-space the entire assignment, but leave no extra blank lines.

11. Spell check and carefully proofread the assignment for standard grammar, spelling, and punctuation.

12. Use sufficient paragraphs (minimum of three per page) to organize the assignment, and indent each ½ inch (but leave no extra blank lines between paragraphs).

13. Only books cited in the textbook are appropriate for the assignment.
Course Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date:</th>
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<tbody>
<tr>
<td>I) Syllabus Quiz</td>
<td>25</td>
<td>End of week #1</td>
</tr>
<tr>
<td>II) Literacy Power Point Slide</td>
<td>25</td>
<td>End of week #1</td>
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<tr>
<td>III) Discussion Board</td>
<td>150</td>
<td>See Course Outline</td>
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<tr>
<td>IV) Chapter Response</td>
<td>200</td>
<td>See Course Outline</td>
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<td><strong>Total number of points</strong></td>
<td>400</td>
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Grading Scale

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<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A+</td>
<td>390 - 400</td>
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<tr>
<td>A</td>
<td>362 - 389</td>
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<tr>
<td>A-</td>
<td>351 - 361</td>
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<tr>
<td>B+</td>
<td>340 - 350</td>
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<td>B</td>
<td>312 - 339</td>
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<tr>
<td>B-</td>
<td>301 - 311</td>
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<td>C+</td>
<td>290 - 300</td>
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<td>C</td>
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USFSM POLICIES

A. **Web Portal Information**: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Blackboard course information via that address.

B. **Academic Dishonesty**: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the catalog, USFSM Undergraduate Catalog or USFSM Graduate Catalog and the USF Student Code of Conduct.
Detection of Plagiarism: http://www.cte.usf.edu/plagiarism/plag.html The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit assignments to SafeAssignment. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized. For more information, go to http://www.ugs.usf.edu/catalogs/0304/adadapt.htm#plagiarism.

C. **Academic Disruption**: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog: USFSM Undergraduate Catalog or USFSM Graduate Catalog and the USF Student Code of Conduct.

D. **Contingency Plans**: In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Illuminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USFSM and College websites, emails, and **MoBull** messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the **Safety Preparedness Website** for further information.

E. **Disabilities Accommodation**: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Pat Lakey, Coordinator, 941-359-4714, plakey@sar.usf.edu, www.sarasota.usf.edu/Students/Disability/

F. **Fire Alarm Instructions**: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See **Emergency Evacuation Procedures**.

G. **Religious Observances**: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.
## Content Outline LAE 4414

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic of Study</th>
<th>Reading/Assignment Due Date</th>
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<tbody>
<tr>
<td><strong>Session 1</strong></td>
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<tr>
<td>August 25</td>
<td>• Course Orientation PowerPoint</td>
<td>Due by midnight: August 30</td>
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<td></td>
<td>• Syllabus Overview</td>
<td><strong>Syllabus Quiz</strong></td>
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<td>• Literacy Power Point</td>
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<td><strong>Session 2</strong></td>
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<tr>
<td>September 1</td>
<td>• Children’s Literature Defined</td>
<td><strong>Due by midnight: September 6</strong></td>
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<td></td>
<td>• Valuing Literature for Children</td>
<td><strong>Chapter 1 Response</strong></td>
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<td>• Evaluating Children’s Fiction</td>
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<td>• Classics in Children’s Literature</td>
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<td>• The Book Awards</td>
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<td>• Recent Trends Reading Interests and Preferences</td>
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<td>• Developmental Patterns that Influence Response</td>
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<td>• Response in the Classroom</td>
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<td><strong>Session 3</strong></td>
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<td>September 8</td>
<td>• A Worldwide Tradition in Story</td>
<td><strong>Due by midnight: September 13</strong></td>
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<td>• Western Children’s Literature: From the Beginning to the 20th Century</td>
<td><strong>Chapter 3 Response and Discussion #1 The Bat Boy &amp; His Violin</strong></td>
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<td>• Children’s Literature: The 20th Century</td>
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<td>• The Multicultural World of Children’s Books</td>
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<td><strong>Session 4</strong></td>
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<td>September 15</td>
<td>• Developing Initial Literacy</td>
<td><strong>Due by midnight: September 20</strong></td>
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<td>• Babies’ First Books</td>
<td><strong>Chapter 4 Response and Discussion #2 The Bat Boy &amp; His Violin</strong></td>
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<td>• Toy Books</td>
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<td>• Finger Rhymes and Nursery Songs</td>
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<td>• Mother Goose</td>
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<td>• Alphabet, Counting, Concept &amp; Wordless Books</td>
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<td>• Books about the Common Experiences of Young Children</td>
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<td>• Books for the Beginning Reader</td>
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<tr>
<td>Date</td>
<td>Topic of Study</td>
<td>Reading/Assignment Due Date</td>
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</table>
| Session 5  | • The Picture Book Defined  
             • The Art and Artists of Picture Books
             • The Matter of Style 
          • The Language of Picture Books  
             • The Content of Picture Books
             • Themes and Subjects in Picture Books | Read Chapter 5 Picture Books
             Due by midnight: September 27
             Chapter 5 Response and Discussion #1 *One Green Apple* |
| Session 6  | • A Perspective on Traditional Literature 
             • Folktales  
         • Fables  
           • Myths  
           • Epic and Legendary Heroes  
         • The Bible as Literature | Read Chapter 6 Traditional Literature
             Due by midnight: October 4
             Chapter 6 Response and Discussion #2 *One Green Apple* |
| Session 7  | • Fantasy for Today’s Child  
          • Modern Fairy Tales  
       • Modern Fantasy  
         • Science Fiction | Read Chapter 7 – Modern Fantasy |
| Session 8  | • The Meaning of Poetry  
       • Selecting Poetry for Children  
     • Sharing Poetry with Children | Read Chapter 8 – Poetry
             Due by midnight: October 18
             Chapter 8 Response |
| Session 9  | • Realism in Contemporary Children’s Literature  
           • Becoming One’s Own Person  
        • Coping with Problems of the Human Condition  
       • Living in a Diverse World  
         • Popular Types of Realistic Fiction | Read Chapter 9 - Contemporary Realistic Fiction
             Due by midnight: October 25
             Chapter 9 Response |
| Session 10 | • Historical Fiction for Today’s Child  
       • Stories of Prehistoric Times  
     • Stories of the Eastern Hemisphere  
       • Stories of the Western Hemisphere  
       • Into the Twentieth Century | Read Chapter 10 – Historical Fiction
             Due by midnight: November 1
             Discussion #1 *Edwards Eyes* |
<table>
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<tr>
<th>Date</th>
<th>Topic of Study</th>
<th>Reading/Assignment Due Date</th>
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</thead>
</table>
| **Session 11**  
November 3 | • Trends in Nonfiction Books  
• Criteria for Evaluating Nonfiction Books  
• Types of Nonfiction Books  
• Using Literature across the Curriculum  
• Biography for Today’s Child  
• Criteria for Juvenile Biographies  
• Types of Presentation and Coverage  
• Autobiographies and Memoirs | Read Chapter 11 Nonfiction Books  
**Due by midnight: November 8**  
Chapter 11 Response and Discussion #2 *Edward’s Eyes* |
| **Session 12**  
November 10 | • Biography for Today’s Child  
• Criteria for Juvenile Biographies  
• Types of Presentation and Coverage  
• Autobiographies and Memoirs | Read Chapter 12 – Biography  
**Due by midnight: November 15**  
Chapter 12 Response and Discussion #1 *The Other Side* |
| **Session 13**  
November 17 | • Purposes of the Literature Program  
• Literature-Based Programs  
• Components of a Literature Program  
• Sharing Literature with Children  
• Providing Time to Read Books  
• Providing Time to Talk About Books  
• Providing Time for In-Depth Study of Books  
• Connecting Literature and Life | Read Chapter 13 - Planning the Literature Program  
**Due by midnight: November 22**  
Chapter 13 Response and Discussion #2 *The Other Side* |
| **Session 14**  
November 24 | • Thanksgiving Holiday | No Assignments Due |
| **Session 15**  
December 1 | • Literature Response | **Due by midnight: December 6**  
Discussion #1 *Mufaro’s Beautiful Daughters* |
| **Session 16**  
December 8 | • Extra Credit Opportunity | **Due by midnight: December 13**  
Discussion #2 *Mufaro’s Beautiful Daughters* |