

**Northern Marianas College**  
**CURRICULUM ACTION REQUEST**

**Effective Semester/Session:** Fall 2011

**Type of Action:**

- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

**Course Alpha and Number:** ED 319

**Course Title:** Children's Literature

**Reason for initiating, revising, or cancelling:**

This course guide has been updated to reflect changes in current educational practices in the course activities and design, instructional goals, student learning outcomes, and assessment measures; the addition of other required materials; updating the textbook edition; and the inclusion of "Bachelor of Science in Education with a concentration in Elementary Education" in the degree requirements met by the course.

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Charlotte Cepeda

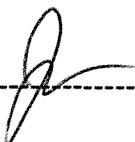
4/6/11

Proposer

Date

Dr. Joe Peters

Department Chair

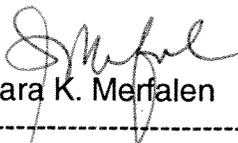


4/6/11

Date

Barbara K. Merfalen

Dean of Academic Programs and Services



4.7.11

Date

# Northern Marianas College

## Course Guide

Course: ED 319 Children's Literature

### 1. Department

School of Education

### 2. Purpose

The use of quality literature in the early childhood and elementary school classroom enhances the cognitive, emotional and social development of children. Literature engages the child's imagination while providing substantial content with which to develop essential literacy skills. It allows for interaction between the chosen text and the child. In order to use literature effectively, elementary teachers must be familiar with good children's books, be able to evaluate new books they encounter, be capable of using a variety of methods to present those books and be able to integrate literature into the everyday classroom environment.

### 3. Description

#### A. Required/Recommended Textbook(s) and Related Materials

Required:

Galda, Lee, Bernice E. Cullinan, and Lawrence R. Sipe. *Literature and the Child*, 7<sup>th</sup> Edition. Belmont, CA: Wadsworth/Cengage, 2010.

Readability Level: Grade 12.

Other Required Materials:

Binder for class portfolio

Supplies/materials for creation of self-authored book and resource card collection

#### B. Contact Hours

1. **Lecture:** 3 hours per week / 45 hours per semester

2. **Lab:**

3. **Other:**

#### C. Credits

1. **Number:** 3

2. **Type:** Regular degree credits

#### D. Catalogue Course Description

This course surveys the field of children's literature and assists in the selection and presentation of developmentally appropriate literature for children, based on an understanding of how the reading process

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develops. This course presents a study of the history and development of children's literature, examines its value to the literacy process, and defines criteria for the selection and utilization of children's books and closely related materials. Students become familiar with authors, illustrators, and publishers of noteworthy children's books and learn how to integrate literature into thematic units. Prerequisites: Successful completion of all core courses and general education requirements with a "C" or higher, and ED 300 with a "C" or higher or concurrent enrollment, or permission of the Director of the School of Education. English Placement Level: EN 202. Math Placement Level: MA 161. (Offered Fall and Spring)

**E. Degree or Certificate Requirements Met by Course**

This is a required course for all Bachelor of Science in Education majors with a concentration in Elementary Education.

**F. Course Activities and Design**

This course is designed to incorporate lectures, demonstrations, teachbacks and class discussions. Students will create projects, lesson plans, unit plans, self-authored book, and other incidental activities and are expected to actively participate in all activities. Performance-based skills from the readings, demonstrations and assignments will be evaluated by the instructor by use of rubrics. Other class members will help to assist peers during classroom critiques.

**4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)**

Prerequisites: Successful completion of all core courses and general education requirements with a grade of "C" or better, and ED 300 with a "C" or better, or concurrent enrollment.  
English Placement Level: EN 202.  
Math Placement Level: MA 161.

**5. Estimated Cost of Course; Instructional Resources Needed**

Cost to Student: Tuition for a three-credit course, cost of the textbook, the student activities fee, and supplies and materials for a self-authored book.

Cost to the College: Instructor's salary.

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Instructional resources needed for this course include: Children's literacy and literature resources in the Curriculum Resource Center, TV/VCR, overhead projector, computer access, internet resources, photocopies materials, white board markers and other incidental supplies.

### 6. Method of Evaluation

Student grades will be based on the regular letter grade system as described below:

- A: Excellent – grade points: 4.0;
- B: Above average – grade points: 3.0;
- C: Average – grade points: 2.0;
- D: Below average – grade points: 1.0;
- F: Failure – grade points: 0.0.

NMC's grading and attendance policies will be followed.

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### 7. Course Outline

This is a topical outline and does not necessarily indicate the sequence in which the materials will be presented.

#### 1.0 Children's and Adolescent Literature

- 1.1 The value of Literature
- 1.2 Defining Literature
- 1.3 Children's and Adolescent Literature Yesterday
- 1.4 Children's and Adolescent Literature Today and Tomorrow
- 1.5 The Challenge of Selecting and Using Literature for Children and Adolescents
- 1.6 Location of resources (Curriculum Resource Center, Joeten Kiyu Library, PREL)
- 1.7 Making Connections between Life and Literature
- 1.8 Current Trends

#### 2.0 Types of Genres of Literature

- 2.1 Picture books
- 2.2 Poetry and verse
- 2.3 Folklore
- 2.4 Fantasy and Science fiction
- 2.5 Contemporary Realistic fiction
- 2.6 Historical fiction
- 2.7 Biography
- 2.8 Nonfiction

#### 3.0 Literary Elements in Children's Books

- 3.1 Setting
- 3.2 Characterization
- 3.3 Plot
- 3.4 Theme
- 3.5 Style
- 3.6 Mood

#### 4.0 The Picture Book

- 4.1 Defining picture books
- 4.2 Picture books in Children's Lives
- 4.3 Considering the Quality of Picture Books
- 4.4 Considering Text and Illustration in Picture books
- 4.5 Criteria for evaluating Picture Books
- 4.6 Learning about Picture-book art in the classroom

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- 4.7 Using Picture books in the Classroom
  
- 5.0 Poetry and Verse
  - 5.1 Defining Poetry
  - 5.2 History of Poetry
  - 5.3 Criteria for Evaluating Poetry
  - 5.4 Poetry in a Variety of Forms
  - 5.5 Using Poetry in the Classroom
  
- 6.0 Folklore: A Literary Heritage
  - 6.1 Defining Folklore
  - 6.2 Folklore in Children's Lives
  - 6.3 Criteria for Evaluating Folklore
  - 6.4 Types of Folkloric Style
  - 6.5 Folklore in the Classroom
  
- 7.0 Fantasy and Science Fiction
  - 7.1 Defining Fantasy and Science Fiction
  - 7.2 The Role of Fantasy and Science Fiction in Children's Lives
  - 7.3 Criteria for Evaluating Fantasy and Science Fiction
  - 7.4 Themes in Science Fiction
  - 7.5 Fantasy and Science Fiction in the Classroom
  
- 8.0 Contemporary Realistic Fiction
  - 8.1 Defining Realistic Fiction
  - 8.2 Realistic Fiction in Children's Lives
  - 8.3 Criteria for Selecting Realistic Fiction
  - 8.4 Themes in Contemporary Realistic Fiction
  - 8.5 Authors Study and Life
  - 8.6 Contemporary Realistic Fiction in the Classroom
  
- 9.0 Historical Fiction
  - 9.1 Defining Historical Fiction
  - 9.2 Historical Fiction in Children's Lives
  - 9.3 Criteria for Evaluating Historical Fiction
  - 9.4 History through Historical Fiction
  - 9.5 Historical Fiction in the Classroom
  
- 10.0 Biography & Memoir
  - 10.1 Defining Biography & Memoir
  - 10.2 Biography & Memoir in Children's Lives

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- 10.3 Criteria for Evaluating Biographies & Memoirs
- 10.4 Exploring Biography & Memoirs
- 10.5 Biography & Memoirs in the Classroom

## 11.0 Nonfiction

- 11.1 Defining Nonfiction
- 11.2 Nonfiction in Children's Lives
- 11.3 Nonfiction across the Curriculum
- 11.4 Nonfiction in the Classroom

## 12.0 Building a Culturally Diverse Literature Collection

- 12.1 Culturally Diverse Literature in Children's Lives
- 12.2 Making Thematic Connections
- 12.3 Criteria for Evaluating Culturally Diverse Literature
- 12.4 International Literature
- 12.5 Literature Exploring Sexual Orientation
- 12.6 Literature Exploring Exceptionalities

## 13.0 Developing Responsive Readers

- 13.1 Transactional
- 13.2 Helping Children Grow as Responsive Readers View of Reading

## 14.0 Literature-based Instruction in Preschool and Primary Grades

- 14.1 A Literature-based Instruction
- 14.2 Using Literature with Emergent and Beginning Readers
- 14.3 Supporting Children's Growing Literary Understanding
- 14.4 Oral Language and Literature
- 14.5 Assessment

## 15.0 Response-centered, Literature-based Instruction in Middle School

- 15.1 Response-centered Literature Instruction
- 15.2 Literature across the Year
- 15.3 Reading Workshop
- 15.4 Connecting Literature Study and Writing
- 15.5 Using Literature to Transform the Curriculum
- 15.6 Assessment

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### 8. Instructional Goals

This course will introduce students to:

- 1.0 The stages and progression of literacy development;
- 2.0 Examples of oral and written language;
- 3.0 The history of children's literature;
- 4.0 Illustrations and their importance in literature;
- 5.0 The categories of children's books, their purpose, and application within the classroom;
- 6.0 The value of integrating literature into the classroom;
- 7.0 The creation of a literature-rich classroom environment appropriate to the age and reading abilities of students;
- 8.0 The whole language and process approaches to literature in the creation on a literature-based thematic unit plan;
- 9.0 The use of cultural stories, myths, and legends in the classrooms;
- 10.0 Connections made between literature and life; and
- 11.0 The uses of technology in instruction.

### 9. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1.0 Explain the stages and progression of literacy development;
- 2.0 Explain and demonstrate examples of oral and written language;
- 3.0 Discuss the history of children's literature;
- 4.0 Identify the various types of illustrations and their importance in literature;
- 5.0 Examine the categories of children's books, their purpose, and application within the classroom;

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- 6.0 Justify the value of integrating literature into the classroom;
  - 7.0 Create a literature-rich classroom environment appropriate to the age and reading abilities of students;
  - 8.0 Integrate whole language and process approaches to literature and devise a literature-based thematic unit plan;
  - 9.0 Utilize of cultural stories, myths, and legends in the classrooms and explain their importance;
  - 10.0 Determine connections made between literature and life; and
  - 11.0 Demonstrate the use of technology as instructional support.
- 10. Assessment Measures**  
Assessment of student learning may include, but not be limited to, the following:
- 1.0 Activities, assignments, and presentation;
  - 2.0 Evaluation by the instructor and/or class members using provided rubrics;
  - 3.0 Quizzes and examinations; and
  - 4.0 Participation in class discussions.