WILLIAM CAREY UNIVERSITY

SYLLABUS: EDR 344 Literature for Children
Winter, 2013 MW 10:15-12:15 Rm. 109

INSTRUCTOR: Dr. June Hornsby
June.hornsby@wmcarey.edu; phone: 601-318-6140

OFFICE HOURS: Hours are listed on office door


CATALOG DESCRIPTION AND RATIONALE: This course provides a comprehensive study of traditional and contemporary children’s literature. The study of children’s literature is integrated with techniques teachers can use to evoke students’ responses to the literature. Emphasis is placed on the enjoyment and appreciation of children’s literature.

LEARNING OUTCOMES: After completing the requirements of this course, the student will be able to make decisions about children and books by:

1. reflecting on the value of children’s literature in the elementary curriculum and the home, INTASC, 1,7 & 10, IRA 1,2 & ACEI 1
2. identifying various art forms used in the illustration of children’s literature, INTASC 7, IRA 1,2 & ACEI 1
3. describing and incorporating into the instructional program the following genres of children’s literature: alphabet books, picture books, wordless books, traditional literature, poetry, historic fiction, biography and autobiography, contemporary realistic fiction, fantasy information books and multicultural books. INTASC, 2, 7,3, IRA 1,2 & ACEI 2.1
4. developing projects and assessments which encourage children to read, enjoy, evaluate and express their feelings and thoughts about the books and characters, INTASC, 4, 5, 7, 8, IRA 4 5 & ACEI 2,1,3.1.,3.3.3.4,3.5,4
5. evaluating children’s literature and locating resources in the community, INTASC, 1,7, 10 IRA, 9, ACEI 3.1, 3.2
6. recognizing those books receiving awards such as the Newberry and Caldecott awards, INTASC, 7, IRA, 2 & ACEI 2.1
7. integrating children’s literature with the content areas of elementary education and providing assessments for the classroom. INTASC, 1 8, IRA, 2 & ACEI 2.1, 4.0
8. demonstrating a caring teacher when presenting books to children. INTASC, 9, IRA 11, ACEI 3.5
9. Using the COMMON CORE STATE STANDARDS for every lesson taught in the classroom, including them in the written lesson plans.

COURSE REQUIREMENTS: The student is expected to:
1. Attend and participate in all class sessions. The catalog states that you must 75% of the class meetings in order to receive credit for the course. If you miss any session, it is your responsibility to make up the work, get notes from someone and ask for handouts.
2. Bring a book each week that you have read representing the genre being studied, with emphasis on good literature. These should be winner or honor books or others that would be similar. Books from the attic may or may not be appropriate. (Five points will be subtracted per class period if a book is not brought to class.)
3. **Read and hand in a written review** for 10 Caldecott and 10 Newbery books. Write them approximately one-half to three-fourths of a page of summary of the book. The last part of the page should be ideas that could be used with the book. It may be using the book across the curriculum, writing ideas or projects. The Caldecott and Newbery reviews are due in the **dropbox in D2L** on the dates indicated in D2L.

4. Spend four hours in an elementary (1st-6th) classroom. Observe and then you may teach as permitted – the class/group/tutor. Write a reflection each day about your experience. Write two lesson plans and include the **common core standards**. The 1st lesson plan is due in **TK20 by the 8th week (January 29th)**. Design a literature web by using a book title and integrate subject areas. **Use a winner or honor book.** Present the book to students in a classroom, and use some of the activities listed on your web with them. Give the teacher copies of your web and lesson plans.

   Be prepared to share your web and the activity you presented in the classroom during the last week of the trimester. Make a copy of your web for the members of the class. Place the following information in **D2L: 4 reflections and 2 lesson plans by week 9 (February 5)**.

   Bring student samples, the teacher letter and a copy of the thank you note you wrote to the teacher the day you plan to share your experience with the class.

5. Choose **one** of the following projects to be completed by the 9th week:

   1) Write a child’s story, illustrate it and publish it in a book form or
   2) Prepare a powerpoint presentation describing one of the authors and his/her books or
   3) Prepare a three way board (include the information required for the reading fairs) and tell about the book.

6. Take and pass two examinations.

**EVALUATION:**

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Points</th>
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<tbody>
<tr>
<td>Mid-Term Exam</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td>Original book or presentation/chapter questions</td>
<td>100</td>
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<tr>
<td>Book reports: Caldecott</td>
<td>50</td>
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<tr>
<td>Newbery</td>
<td>50</td>
</tr>
<tr>
<td>Participation/lessons in schools (4 hours)</td>
<td>100</td>
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Five points will be deducted from the grade if the assignment is late. If an assignment is late in D2L, place it in the late box. The assignment cannot be more than **one week late**, and five points will deducted each day. When an online assignment is given and the class does not meet, it is an absence if it is not completed on time.

- A = 500-465 (93%)
- B = 464-430 (86%)
- C = 429-395 (79%)
- D = 395-361 (72%)
- F = Below 361
AMERICANS WITH DISABILITIES ACT STATEMENT
Students with disabilities who are protected by the Americans with Disabilities Act 1990 and who require special accommodations should contact Mrs. Brenda Waldrip at 601-318-6188. Mrs. Waldrip is located in the Student Services Office in Lawrence Hall.

COLLEGE POLICY ON ACADEMIC INTEGRITY
William Carey College seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The college places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey college’s academic standards and Christian commitment. If such an incident occurs, students, faculty and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the college. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the college’s Policies and Procedures manual and in the student handbook, *The Lance*.

CATASTROPHIC EVENT PLAN
In case of a catastrophic event, the following procedures will be maintained:
- In case of a closed campus with internet access, all courses will shift to D2L or email delivery of assignments. Follow all assignments in the syllabus and send them via D2L or email to your professor.
- In case of a closed campus with no internet access, follow all syllabus’ directions for the completion of all course assignments. Completed assignments should be packaged in due date order for delivery to the campus once the campus has reopened. These assignments can also be sent by mail or email when possible.