Class Hours: 3.0
Credit Hours: 3.0
Laboratory Hours: 0.0
Date Revised: Fall 06

NOTE: This course is not designed for transfer credit.

Catalog Course Description:

Examines the criteria for selecting appropriate literature for children. Discussion topics explore age levels, values taught through literature, and literary and artistic qualities.

Entry Level Standards:

Students must be able to read and write at the college level.

Prerequisites:

None

Textbook(s) and Other Course Materials:


Various Children’s books as assigned by the instructor

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>History and Theory of Children's Literature</td>
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<td>2</td>
<td>Language and Multiculturalism in Children’s Literature</td>
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<td>3</td>
<td>Genre Fiction</td>
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<td>4</td>
<td>Fantasy Fiction</td>
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<td>5</td>
<td>Science Fiction</td>
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<td>6</td>
<td>Historical and Realistic Fiction</td>
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<td>7</td>
<td>Fairy Tales and Fables</td>
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<td>8</td>
<td>Mythology and Heroic Legends</td>
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<td>9</td>
<td>Folklore</td>
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<tr>
<td>10</td>
<td>Picture Books</td>
</tr>
<tr>
<td>11</td>
<td>Newberry Medal Winners</td>
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</tbody>
</table>
II. Course Objectives*:

A. Exhibit a knowledge of selected highlights of the children's literature canon. I, IV

B. Exhibit knowledge of significant authors, illustrators, and trends in the field. I, IV

C. Exhibit the skills necessary for planning a developmentally appropriate curriculum for children. I, II, III, IV

D. Show awareness of diversity issues, as well as issues regarding children with special needs. I, II, III, IV

*Roman numerals after course objectives reference goals of the ECEd program.

III. Instructional Processes*:

Students will:

1. Observe classroom dynamics in various educational settings. Active Learning Strategy, Transitional Strategy

2. Utilize reflective inquiry thinking processes to integrate text and classroom observation. Communication Outcome, Transitional Strategy

3. Use journaling as a technique to facilitate classroom observations and discussions. Communication Outcome, Transitional Strategy

4. Internalize work ethic by demonstrating regular attendance, punctuality, dependability, cooperation with teachers and peers, and professionalism. Transitional Strategy

5. Use Internet for communication with instructor and other class members. Communication Outcome, Technological Literacy Outcome

*Strategies and outcomes listed after instructional processes reference TBR’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Define the criteria for selecting quality books for children. B, C, D

2. Examine a large selection of books currently available. A, B

3. Evaluate literary quality and artistic quality. B, C

4. Discuss the different types (or genres) of books. A, B, D

5. Define the criteria for selecting books appropriate for children of given age levels. C, D
6. Discuss concepts, attitudes, and values expressed through books. C, D
7. Examine the use of bibliotherapy with children. C, D
8. Explore the history of and trends in children's literature. A, B
9. Understand a variety of methods for presenting literature to children. C, D
10. Build units of study for groups of children. C, D

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures:

Students will complete a pre and post inventory on their knowledge of children's literature through an entry exam and a comprehensive final exam.

B. Laboratory Expectations:

Students will keep a journal, reflecting on each class topic. They will share in writing the knowledge they have learned and how they will use this knowledge in the classroom. Students will also write essays on selected class topics.

C. Field Work:

N/A

D. Other Evaluation Methods:

N/A

VI. Policies:

A. Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course.

B. Academic Dishonesty:

Please refer to the current Pellissippi catalogue.

C. Accommodations for disabilities:

If you need accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please inform the instructor immediately. Please see the instructor privately after class or in his/her office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127 or 131 or by phone: 694-6751(Voice/TTY) or 539-7153.

Posted: September 22, 2006