**BARTON COMMUNITY COLLEGE**

**COURSE SYLLABUS**

**Spring 2012**

# **GENERAL COURSE INFORMATION**

Course Number: EDUC 1136

Course Title: Children’s Literature for Educators

Credit Hours: 3

Prerequisite: None

Division/Discipline: Academics Division

Course Description: This course is a survey of children’s literature with an emphasis on how to recognize, select, and present good literature, while motivating children in the reading process. This course is recommended for students majoring in English, library science, Early Childhood and/or Elementary Education, as well as, parents of young children. This course can be utilized as a general education course for humanities in the area of literature for students obtaining an AAS degree in Early Childhood.

# **CLASSROOM POLICY**

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The College assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom.

The College reserves the right to suspend a student for conduct that is detrimental to the College's educational endeavors as outlined in the College catalog.

Plagiarism on any academic endeavors at Barton County Community College will not be tolerated. Learn the rules of, and avoid instances of, intentional or unintentional plagiarism.

Anyone seeking an accommodation under provisions of the Americans with Disabilities Act should notify Student Support Services. Additional information about academic integrity can be found at the following link:

<http://academicintegrity.bartonccc.edu/>

# **COURSE AS VIEWED IN THE TOTAL CURRICULUM**

The course is a requirement for students in the Associate of Science in Elementary education, Early Childhood Education, library science, English. This course can be utilized as a general education course for humanities in the area of literature for students obtaining an AAS degree in Early Childhood. Additionally, it may serve as a transfer class for students in family studies and child development curriculums.

# **ASSESSMENT OF STUDENT LEARNING**

Barton Community College is committed to the assessment of student learning and to quality education. Assessment activities provide a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton, as a learning college, in finding ways to improve student learning.

## Course Outcomes & Core Competencies

1. Stimulate children’s cognitive development by considering different genres of literature.
2. Describe and illustrate important theories of childhood development in relation to children’s literature beginning at birth.
3. Explain how these theories of childhood development would impact or affect a child’s appreciation of literature.
4. Identify appropriate literature based on child(ren’s) interests, abilities and development, as well as cultural awareness.
5. Relate important elements and theories of literature for children.
6. Recognize key elements of the basic genres of literature for children, including picture books, poetry, plays, nursery rhymes, traditional literature, modern fantasy, realistic fiction, and non-fiction.
7. Explain and illustrate realism and fantasy in literature for children.
8. Compare and contrast drama from prose and poetry.
9. Explore the methods and effects of literature for children.
10. Recognize and analyze the key features of a story, including setting, characterization, dialogue, narration, and plotting.
11. Recognize and analyze the key features of a poem, such as, a nurseryrhyme, including perspective, word choice, rhythm, rhyme, and other figures of speech and thought.
12. Explore important themes of character and culture in stories, lyrics and drama.
13. Recognize and explain how various personal experiences and social phenomena can be represented in literature.
14. Demonstrate how to interpret the meaning of various works of literature for children.
15. Analyze key elements of the development of character and culture in stories, including historical circumstances, ethical and cultural issues, literary conventions, and the impact of the story on a child’s character & readers.
16. Recognize children’s book awards for authors and illustrators.
17. Analyze key elements of the development of character and culture in poetry, including historical circumstances, ethical and cultural issues, literary conventions, and the impact of the poem on a child character and readers.
18. Analyze key elements of the development of character and culture in at least one play or movie, including the impact on a child character or viewer.
19. Apply literature to the experiences, challenges and choices of children and adults.
20. Illustrate how literature relates to the experiences, including challenges and choices, of children and adults.
21. Explain how various child characters can develop personally and culturally through the plotted challenges of a story.
22. Understand and explain how various viewers and readers can recognize or learn how to develop personally and culturally through the experience of a story.
23. Employ literature constructively in the education of children, beginning at birth, whether in the classroom, at home, or in the world beyond.
24. Define and illustrate methods to stimulate children’s interest in reading literature, including through shared, assisted and paired reading experiences.
25. Describe and illustrate methods to aid children’s emotional, social and cognitive development, including content-area reading, audiobooks, book reports, and creative dramatics.
26. Describe and differentiate differences of taste in literature due to age, level of education, gender, cultural background, interpretation, and moral or political ends.
27. Define and illustrate some methods to aid all children to share or appreciate a variety of diverse selections and perspectives in literature and the classroom.
28. Identify appropriate developmental implementation of non-fiction and fictional literature with children, including theme recognition, games, and other activities, in order to build reading comprehension.
29. Develop effective oral reading skills at the appropriate developmental level of book in comparison to the child(ren’s) developmental level, stimulating the child(ren’s) interest and cognitive development in learning.
30. Explain special accommodations and adaptations to use with books and stories for the variety of skill levels within an individual or group setting.
31. **INSTRUCTOR'S EXPECTATIONS OF STUDENTS IN CLASS**

# **TEXTBOOKS AND OTHER REQUIRED MATERIALS**

# **REFERENCES**

# **METHODS OF INSTRUCTION AND EVALUATION**

# **ATTENDANCE REQUIREMENTS**

1. **COURSE OUTLINE**