

Children's Literature LITED 1044 (230:044) Syllabus

MEET YOUR INSTRUCTOR

Timothy G. Weih, B.S., M.Ed., Ph.D. , Associate Professor of Education

Professional Background

I earned a B.S. degree from Iowa State University, a K-8 teaching certificate from the University of Iowa, a M.Ed. degree from Wichita State University, and a Ph.D. degree from Kansas State University.

I was a primary and middle level classroom teacher for 14 years before teaching at the university level. At the university level, I have taught both undergraduate and graduate courses. Some of the courses I have taught include Children's Literature, Elementary Curriculum, Curriculum Construction, Middle Level Education, Remedial Reading, Reading Methods, Literacy Assessment, and Research. My research and publications include topics in children's and young adult literature, reading comprehension, reader response, reading and writing connections, curriculum development, and teacher education.

I am an active member in the following professional organizations: The International Reading Association, The National Council of Teachers of English, and The National Middle School Association.

Personal Background

I grew up on a second generation grain and livestock farm by Bennett, Iowa. I am the second oldest of five children, and a member of a large extended family.

My wife and I have three children and one grandchild. We live in Cedar Falls, Iowa, and enjoy spending time with family, which includes fishing, canoeing, kayaking, biking, hiking, hunting for fossils, and camping.

COURSE OVERVIEW AND INTRODUCTION

Purpose:

The purpose of this course is to provide the student with content knowledge about the literary characteristics that comprise each specific genre or type of children's literature. The student will learn how to evaluate and select appropriate literature for teaching children as well as how to develop classroom activities that will enhance children's understanding and appreciation for reading, discussing, and viewing reading material.

Student preparation and Prerequisite knowledge:

Students should be prepared to read a textbook and answer questions over the reading material, and to complete projects or exercises related to what they have read. Students will need efficient and accurate reading and writing skills along with computer skills involving word processing, using the Internet, and website navigation.

COURSE CONTENT STANDARDS

The content of this course has been aligned with the **NCTE/IRA Standards for the English Language Arts**. These standards have been designed to complement other national, state, and local standards and contributes to ongoing discussion about English language arts classroom activities and curricula.

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

LEARNING OBJECTIVES

Through efficient, thorough, and accurate reading, writing, and Internet skills, the student is expected to achieve the following outcomes or learning objectives from this course which have been purposefully selected to build upon the course standards.

The student will be able to:

- Select books that will enhance children's learning and development
- Implement literature that will support the classroom curriculum and meet established standards
- Identify books children will respond to
- Share literature that will stimulate children's and young adolescents' responses
- Infuse literature into elementary and middle school classrooms and homes
- Choose relevant and authentic literature for English language learners
- Identify books that portray children with special needs
- Enhance literature experiences with the computer and the Internet
- Choose literature that develops children's cultural consciousness

RESOURCES AND MATERIALS

Textbook:

There is one textbook for the course that is listed below. The textbook is used for answering the questions in each assignment. For some of the Exercises, students may need to use the Internet or libraries for finding needed information.

Stoodt-Hill, B. D. & Amspaugh-Corson, L. B. (2009). *Children's Literature: Discovery for a lifetime* (4TH ed.). Boston, MA: Pearson Education.

COURSE ORGANIZATION

This course will be delivered over the World Wide Web, utilizing web pages, and a learning management system (**eLearning**). All written assignments will be submitted via **eLearning**.

Assignments:

In conjunction with textbook reading assignments, there are 16 written assignments that are connected to the purpose and objectives of the course.

You should label each assignment document in the upper left-hand corner with your full name, course title, assignment title, and date. Type all the written assignments with one-inch margins, single spaced text, with Times New Roman or Arial size 12 font. I expect at least 1/3 of a page of writing for the answer to each question. Each question and experience statement should be numbered and retyped into your document. If you are using a word processing program other than Microsoft Word, please save the file as Rich Text Format.

Submitting Assignments:

To submit your assignments, please refer to each assignment's submission document that includes a File Attachment. Attach each of your assignments individually as a Word document or RTF document. Please do not write your assignment into the submission comment areas. **Need help?** See the [eLearning Tutorials](#) for instructions on how to submit an assignment.

GRADING

The sixteen written assignments for this course are each worth 40 points for a total of 640 points for the entire course. There are no exams. Please note that UNI Guided Independent Study requires that you complete all assignments to receive a grade in the course.

I use the following criterion-based rubric to assess and evaluate your assignments:

- The student has followed directions for typing the questions, answers, and experience statements
- The student has answered the questions by summarizing and or paraphrasing information from the textbook and the experience is fully complete with evidence of attention to detail
- The student has thoroughly answered the questions and has provided supporting details or examples that help to support her or his answer
- The student has used well organized prose that is error free in grammar, word choice, and mechanics
- The student has followed the directions for formatting the assignment

I recommend that you read all the question and experience statements prior to reading the chapter, this way your reading comprehension will be guided and enhanced with purpose and focus.

The following grading scale is used for this course.

100%- 94%	=	A
93%- 90%	=	A-
89%- 88%	=	B+
87%- 84%	=	B
83%- 80%	=	B-
79%- 78%	=	C+
77%- 74%	=	C
73%- 70%	=	C-
69%- 68%	=	D+
67%- 66%	=	D
65%- 64%	=	D-
63%- 62%	=	F