Originating Course Information

Offering of Education: Teaching & Learning 7317: Advanced Children's Literature
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
Requirement/Elective Designation: Not A General Education course

General Information

Type of Request: Flexibly Scheduled, Off Campus
Term of Offering: Summer 2013 - Seven Week Summer Session
Level/Career: Graduate
Rationale for proposing this offering:
To offer a Reading Endorsement course (EDUTL 7317) to CCS teachers via O&E
Description for this offering:
This is a survey course in which students will review and update their knowledge about children/adolescent literature, children's responses to literature, and classroom approaches to literature that foster interest in reading & literary understanding

Attachments
• 7317 Advanced Children's Literature 2013.pdf
  (Syllabus. Owner: Wisnor, Steven Thomas)
• 7317 Hayward OneTime SU'13.docx
  (One Time Form Supplement. Owner: Wisnor, Steven Thomas)
• 7317 course description SU'13.doc: CCS announcement
  (Other Supporting Documentation. Owner: Wisnor, Steven Thomas)

Comments

Workflow Information

<table>
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<tr>
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<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<tr>
<td>Submitted</td>
<td>Wisnor, Steven Thomas</td>
<td>12/12/2012 09:13 AM</td>
<td>Submitted for Approval</td>
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<tr>
<td>Approved</td>
<td>Mercerhill, Jessica Leigh</td>
<td>12/12/2012 09:18 AM</td>
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<td>Achterberg, Cheryl L. Blount, Jackie Marie Odum, Sarah A. Zircher, Andrew Paul</td>
<td>12/12/2012 09:18 AM</td>
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COURSE DESCRIPTION/RATIONALE: This is a survey course in which students will review and update their knowledge about children/adolescent literature, children’s responses to literature, and classroom approaches to literature that foster interest in reading and literary understanding. You will be expected to attend class regularly and on time, prepare for discussions as indicated on the syllabus and noted in class, show evidence that you have read as fully as possible all reading materials, and to participate in all group activities.

Objectives: As a result of taking this course, students should be able to:

- Critically evaluate the quality of children’s books according to Huck book criteria
- Display knowledge of using children's books to teach and enhance curriculum concepts
- Display and understanding of response to literature as it relates to motivation and engagement
- Display an expertise in using children's literature to support a love of reading and learning

Diversity Statement: All students will be treated equally and all persons will be able to share freely and openly without judgment. The diversity that students bring to this class will be viewed as a resource, strength and benefit. It is my intent to present course materials, discussions, and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestion about how to improve the value of the diversity in this course is encouraged and appreciated.

Statement of Student Rights: Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations.
**Grading:** Students will receive a final letter grade (A, A-, B+, etc.). Grades will be assigned based on the instructor’s judgment as to whether the student has satisfied the stated objectives of the course in the following manner:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
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<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>60-66</td>
</tr>
<tr>
<td>E</td>
<td>59% or less</td>
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The Ohio State University Bulletin states guidelines for marking (grading) that indicate the above quality determinations are based on a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor’s personal expectations relative to the stated objectives of the course, based on the instructor’s experience and expertise. *It should be noted that grades of A and A- are only used where the work is of an excellent standard.*

**Topical Outline:** This is a tentative schedule.

**June 18: a.m.**  
**The World of Children’s Literature: The Power of Story**
- Course and Syllabus Overview
- Discussion: The changing world of children’s books (professor sharing of books in all genres)
- Sharing of favorites: Bring your three favorite children's literature books
- How do I choose good books? Looking at the criteria, examples, and application to your favorite books.

**June 18: p.m.**  
**Reader Response Theory: Overview**
- Huck- read chapters 1, 2, and 3
- Bring three articles from peer reviewed journals within the last three years on Reader Response Theory
- Review of key websites that support Children’s Literature: ALA, NCTE, IRA, Distinguished Books Lists in Science and Social Studies, Author and Illustrators Sites, and other
- Discussion on the planning of projects

**June 21: a.m.**  
**Non-fiction Books: Understanding Form and of Informational Text**
- Discuss the following articles:
Visit the following website and look through the book lists and bring 5 books. Make sure you have read each book carefully and be prepared to share a strategy.

**National Council of the Social Studies: Notable trade books**: Each year the NCSS identifies exceptional trade books in the social studies. The annotated list is provided as a supplement to Social Education, the official journal of the National Council of the Social Studies. The books are listed alphabetically by title, in nine categories. This page provides access to lists from previous years, beginning in 2000.

**June 21: p.m.**

**How to use Non-fiction Books: Understanding Form and Function of Informational Text**

- Discuss the following articles:

- Visit the following website and look through the book lists and bring 5 books. Make sure you have read each book carefully.

**National Science Teachers Association: Notable science trade books**: Similarly, the National Science Teachers Association annually publishes a list of exemplary science trade books for students in K-12.

**June 25: a.m.**

**Picture Books**

- Picture books from primary to adolescence
- Bring FOUR recent Caldecott Medal/Honor award winners for discussion.
- Huck: read chapters 4 and 5
- Librarian visit/presentation: Best New Books

**June 25: p.m.**

**Realistic Fiction/Fantasy**

- Contemporary trends and controversy; possibilities for exploring social issues through literature; multicultural awareness and appreciation
- Read one of the following novels: *Down the Rabbit Hole, Drums, Girls, and Dangerous Pie, Moon Over Manifest, American Born Chinese, or Dead In Norvelt*
- Huck: read chapters 9 and 10
June 27: a.m. **Fantasy**
- Novels, trends, and favorites
- Read **one** of the following novels: *Harry Potter*, (first one, only if you haven’t read a *Harry Potter* book), *The Book Thief*, *The Hunger Games*, or *I Am Number Four*
- Huck: read chapter 7

June 27: p.m. **Poetry for Children**
- Exemplary selections; questions of audience
- Bring **two** books: a poetry book and poetry anthology, they need to be recent, within the last two years
- Huck: chapter 8

**Traditional Literature**
- Fairytales, folktales, legends, myths
- Bring **three** versions of the same tale for demonstration and critical review
- Huck: chapter 6

June 28: Mazza Children’s Literature Museum Field Trip, Findlay, Ohio
- Sharing of assignments

**Course Requirements:**

**Assignments:**

**A. Reflection on Children’s Responses (30%)**

Be a careful observer and attentive listener as you read aloud and discuss one or more literature selections with children in your home, neighborhood, family, or work setting. Reading the same book with children at different age levels is particular interesting if the opportunity presents itself. Note children’s spontaneous responses, verbal and nonverbal, as well as their reactions in more structured discussions or activities if you wish. What signs do you see of children creating their own meanings? Can you account for any of the responses relating them to the immediate context in which they were made?

The point of this assignment is for you to reflect on and discuss the responses you observe with the child(ren). To inform this discussion, you should read one book on Reader Response Theory or three articles on Reader Response Theory. Make whatever connections you can between your own observations and the published accounts. This paper should be about 5 pages in length, written in APA style, and include at least three references.
B. **Reviewing Picture Books (30%)**
For this assignment, you will submit a bibliography (in APA format) of the 15 “most distinguished” picture books you have read this quarter. The choices should reflect variety in genres, authorship, publication date (the majority in the last three years). Select one book from this year and make it the subject of an essay review of 2-4 pages. This review should comment on the story—the book’s literary artistry—and the art of the illustration. Cite two references in this essay (Hornbook, SLJ).

*Or*

**Common Core Information Book Collection**: Create a current collection (within the last five years) of information books for your classroom. You are required to include 25 books with an annotated bibliography.

C. **Novels and Classroom Possibilities (30%)**
Students should read and submit an annotated bibliography of two personal and the two assigned novels. Include full bibliographic identification (APA) and comments (at least one-half page) that reflect class discussions as well as personal responses. You may include a few sentences on classroom possibilities for using these books.

D. **Attendance and Participation (10%)**

All assignments are due on or before the last day of class.

**Grading Scale:**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A=</td>
<td>95-100</td>
<td>clearly exceptional work, outstanding, original</td>
</tr>
<tr>
<td>B=</td>
<td>90-94</td>
<td>above average, very good, consistently thorough</td>
</tr>
<tr>
<td>C=</td>
<td>80-89</td>
<td>average work, met minimum requirements</td>
</tr>
<tr>
<td>D=</td>
<td>70-79</td>
<td>barely acceptable work, see me as soon as possible</td>
</tr>
<tr>
<td>E=</td>
<td>69- 0</td>
<td>failure to meet requirements, see me as soon as possible</td>
</tr>
</tbody>
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**Texts/Readings**: You are required to read from the following professional texts and children’s literature.

B. Picture Books: read as many as you can, minimum 30.
C. Novels for the adolescent audience, minimum of three personal selections in addition to the novels required for class discussion.
D. Professional reading as assigned and necessary for assignments.
Name of Course: Advanced Children’s Literature

Dates for Course: June 18, 21, 25, 27, 28

Time of Course: 9:00-4:30 p.m.

Location of Course: CPS

Name of Instructor: Susan Hayward, Ph.D.

Grading System: letter grades

Intended Audience: all teachers

Brief Course Description: This is a survey course in which students will review and update their knowledge about children/adolescent literature, children’s responses to literature, and classroom approaches to literature that foster interest in reading and literary understanding.

If you have any questions, please contact Greg Mild at 365-5039.

Thanks!