

**SURVEY OF CHILDREN'S LITERATURE**  
**Fall SEMESTER 2007**

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Chester Fritz Library, Room 202

**T&L 328.01 3 credits**  
**9:00-9:50 AM, MWF**

**T&L 328.02 3 credits**  
**1:00-1:50 PM, MWF**

**INSTRUCTOR:** Yvonne Hanley  
**OFFICE:** Education, Room 7B  
**TELEPHONE:** 777-3239 OR 777-3487  
**EMAIL:** [Yvonne.Hanley@und.nodak.edu](mailto:Yvonne.Hanley@und.nodak.edu)

**OFFICE HOURS:** 11:00-12:15 MWF  
or by appointment  
If you have any problems or questions,  
I may be reached at my home, 772-2709

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**COURSE INFORMATION**

**TEXTBOOK:** Required—Norton, Donna E. Through the Eyes of a Child. 7<sup>th</sup> edition.  
Chicago: Merrill, 2007.

**COURSE OBJECTIVES:**

1. To develop a basic foundation for selection, evaluation and use of literature for children. To achieve this we look at areas of child development and apply the knowledge to the use and study of children's literature.
2. To become acquainted with a wide selection of quality children's literature, past and present. We read and evaluate children's literature through written reflections and oral sharing and one longer paper which puts what we have learned into practical application.

**INTASC Principles #1, #2, #6**

**INTASC principle #1** The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**INTASC principle #2** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

**INTASC principle #6** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active enquiry, collaboration and supportive interaction in the classroom.

**COURSE REQUIREMENTS:**

1. Careful reading of assigned portions of the text.
2. Personal responses to children's books as specified in course outline. **These are to be turned in on days as indicated in the course outline. Follow the format,**

**given on page 3 of the syllabus, for every book evaluated.**

3. Completion of other extended assignments as listed in course outline. These are to be turned in on dates indicated in the course outline.
4. Class participation-requires class attendance
5. Points are deducted for late work. If you are absent on the due date, the material may be turned in the following class without penalty-work later than this without arrangements, will lose points.  
**No work will be accepted after Dec. 5**

<b><u>GRADING:</u></b> Marking system for course:		Final grade breakdown by point totals
First test	100	460-500 points=A
Second test	100	420-459 points=B
Third test	100	380-419 points=C
Assigned paper	100	350-379 points=D
Poetry assignment	20	000-349 points=F
Other responses and work	<u>80</u>	
	500	

**LAST DAY TO DROP THIS COURSE: November 2, 2007**

**Disability Statement**

If you need accommodations in this course because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

**TEACHER EDUCATION CONCEPTUAL FRAMEWORK STATEMENT**

The teacher education programs at the University of North Dakota are grounded in the progressive tradition. Three themes are woven throughout our programs: teacher as learner, teacher as active agent of learning and teacher as articulate visionary.

**INCOMPLETES:**

UND's policy for incompletes will be followed: The mark "I", incomplete, shall be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including the examination period, and work is incomplete for reasons satisfactory to the instructor. (UND policy)

**PROBLEMS:**

If problems arise it is the obligation of the student to work through the University channels noted below to resolve the problem: Student---- Instructor---- Chairperson---- Dean

**Books read for this class may be located by using ODIN.** The children's book collection is a special collection. These books are cataloged by use of the Dewey Decimal System (all others in CF are cataloged by Library of Congress). **In order to limit your search to the children's collection you must do an "advanced search". Use the 1<sup>st</sup> box as you would normally. In the second box, after the "and" scroll down to the word collection and then type in "Dewey". If you do not do this, you will be searching the entire CF library.**

**OVERDUE FINES ARE CHARGED-** so please read this carefully. Circulation and return of this collection is different from the rest of the library collection. The children's book collection is located on 2<sup>nd</sup> floor, behind the elevators and before the computer area. **These books may be checked out for 30 days but because these books are limited and used extensively, please return them as soon as you finish with them. A fee of \$10.00 per book is charged when books are not returned and letters are sent out.**

### **BOOK RESPONSES**

Book responses are to be done on 5 x 8 cards (spiral note cards-buy or make 2 sets of them) Use the following form for **every** book. (You may use the back of your cards) No more than 1-1 ½ sides. Use correct bibliographic form and all 5 steps on **every** evaluation/response unless otherwise stated.

**PUT YOUR FULL NAME AND SECTION # ON FRONT OUTSIDE COVERS. (5 points lost for failure to do this.) YOU MAY DECORATE THE FRONT COVER. ALSO.**

EXAMPLE: Kurtz, Jane. Pulling the Lion's Tail. ill. by Floyd Cooper.  
New York: Simon and Schuster, 1995.

1. Reading level and interest level. i.e. R. L. \_\_\_\_\_ I.L. \_\_\_\_\_  
(These are only a carefully considered guesses on your part)
2. A, no more than two sentence, summary of story or a description of the book.
3. Either a good discussion question or a quality extension/response activity.
4. Response to specific instructions in syllabus for this book or group of books.
5. A strong paragraph or more in which you give a personal response such as:  
What are your feelings about the story? Your reaction to characters? How do the illustrations affect you and/or add to your involvement with the story?  
What is your reaction to language, words, voice of the writing? Give any other considerations that you wish to share.

### **DAILY SCHEDULE**

<b><u>DATE</u></b>	<b><u>PROFESSIONAL READING</u></b>	<b><u>READING RESPONSES</u></b>
Aug. 22 W	Introduction and orientation to the course Handout—Library worksheet ( <b>Due Sept. 10</b> )	

Aug. 24 F Norton, Chapter 3, pp. 79-98, 103-110

Handout- Nodelman's, The Pleasures of Children's Literature.

In your 5x8 notebook outline the literary elements section **only (pp.79-98)**. There will be 6 elements-include definitions and clear details for each. 3 card sides is average **(4 pts) Due Aug. 27**

Choose a folktale that is done in picture storybook format. These are found in Dewey 398.2+ Use correct bibliographic form for title/author/book info. Write an evaluation of the book in your 5x8 cards by giving examples of how each of the 6 literary elements is used/developed **(3 pts) Due Sept 5**

Aug. 27 M Norton, Chapter 1. Study charts by age rather than by development. You need to know and understand the developmental areas, but do not need to learn the age-stages.

Find a favorite book from your childhood to read again. Record the bibliographic information in your 5x8 cards and then write a lengthy paragraph in which you discuss your age at the time and the circumstances under which you heard/read it and why you liked it, developmentally.

Aug. 29 W

Aug. 31 F **NO Class**  
Read pp. 407-408 (questioning strategies) and the handout on questioning strategies Use for assignment **due Sept. 12**

**Identify the developmental areas that are applicable to your experience.**  
**(2 pts) due Sept. 5**

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Sept. 3 M **Labor Day No Class**

Evaluate 1 picture storybook (Good story / good illustrations) Use the format found on page 3 of syllabus. For part 4—use pp. 402-406 or the handout and write one appropriate question for each of the strategies

Sept. 5 W Norton, pp.118-132, 140-143

**4 questions. (4 pts)**  
**Due Sept. 12**

Sept. 7 F

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**Library Worksheet due**

Sept 10 M

Norton, pp. 162-163, Picture Books  
and pp. 178-182, pp. 193-196

**(3 pts)**

Read 2 picture storybooks.  
(Good story/good illustrations)

Sept 12 W

Use the form as given on p. 3.  
for each book. Part 4—a long  
discussion with specific examples  
of the physical format, color  
line, texture and how mood is  
shown.

Sept 14 F Norton, pp. 166-177, 192-193

**2 bks (4 pts)**

**Due Sept. 17**

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Sept 17 M

Norton, pp.44-63, History of literature  
Fill in handout with significant  
dates and names as you read these  
pages. This will help you skim this  
chapter and study for the test.

Choose 2 wordless books.

Put the bibliographic info for  
each at the top of one card. Do  
#1-3 for each and for #4 compare  
the two books by using the  
questions on p. 176. Make this a  
discussion paragraph and not just  
answers to the questions.

Sept 19 W

**ODIN- Subject-stories  
without words**

**(4 pts) Due Sept. 21**

Sept 21 F

Evaluate 2 concept books-  
(1 color, 1 alphabet, 1 counting)  
2 separate cards  
For #4 use criteria from  
class and from the textbook  
for your discussions.

**2 bks (4 pts) Due Sept. 24**

“Toy books” are found on the shelves in plastic envelopes and may be used for any of these.

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Sept 24 M

Read 1 “transition chapter book”  
(authors and series given in class)

Sept 26 W **Test I**

RL is 1.7-3.0. IL 8-10  
For #4 discuss the literary  
elements-strengths and weakness.  
**and---**

Sept 28 F Norton, Chapter 6. pp.208-214, 236-250

Read to understand the different genre  
and cultural sources. Use handout as guide.

Read 1 easy-to-read book as  
defined on page 177 of Norton

Compare the physical format  
and quality of story to picture  
storybooks. **ODIN-I Can Read  
2 books (4 pts)**

**Due Oct. 3**

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Oct. 1 M

Find **2 collections** of folktales  
1 from a foreign culture, 1 from  
one of the US cultures.

Oct. 3 W Norton, pp. 362-368, p. 20  
Realistic Fiction, Bibliotherapy  
pp. 369-373

For each –read a couple of stories  
from each book. Part 4- Cite  
three specific examples of  
cultural influence found.

Oct. 5 F

Find **1 collection** of myths (any  
culture) Read part of it. Part 4- use  
characteristics of myth to explain  
in what ways this collection  
fits the genre classification.

**A Collection has more than one story/few illus.  
-do not use any books that are limited  
to only one story such as a picture-story book.**

Myths are in 292+ some are oversized, folktales in 398.2+

**3 books (6 pts) Due Oct. 10**

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Oct. 8 M Norton, pp. 77-79, pp. 384-395  
multicultural literature and stereotyping

Choose 1 realistic fiction from  
Realistic Fiction handout. Part 4-  
Who is the main character/  
characters? What changes occur  
in this character by the end of the  
story? What causes the changes?  
How is this book a window on  
the world? **(4 pts) Due Oct. 15**

Oct. 10 W Norton, pp. 65-66, 373 in green area  
Censorship

Oct. 12 F Norton, pp. 416-424, 452-454  
Historical Fiction

Choose one multicultural picture  
storybook from the handout.  
For #4 prepare a series of  
discussion questions  
that would allow children to  
gain insight into the culture  
**(2 pts) Due Oct. 19**

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Oct. 15 M

Choose a historical fiction  
(must be a novel-not a picture  
storybook). For #4 apply criteria  
from your textbook.

Oct. 17 W Norton, pp. 462-468, 488-490  
Biography

Oct. 19 F

**(4 pts) Due Oct. 29**

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Oct. 22 M

Oct. 24 W

Oct. 26 F **Test 2**

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Oct. 29 M Norton, pp. 163-166, 192

Mother Goose/Nursery Rhymes

Oct. 31 W Norton, pp. 318-330, 346-348  
Poetry

Find two biographies—  
about the same person. Read  
the first pages/last pages and a  
section that covers the same  
information. Compare how  
each story is told (story form,  
amount of detail, dialogue, etc?)  
in #4.

Nov. 2 F **Last day to drop class**

Put both bibliographic entries  
and discussion on one card.

**(4 pts) Due Nov. 5**

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Nov. 5 M

Find **2 collections** of nursery  
rhymes. Part 4-Discuss  
arrangement, illustrations,  
wording of rhymes. Personal  
response should include  
childhood experiences.

Nov. 7 W

Nov. 9 F

**(4 pts) Due Nov. 16**

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Nov. 12 M

**PAPER DUE 100 PTS**

Nov. 14 W

Nov. 16 F

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Nov. 19 M Norton, pp. 396-397  
Mysteries

Read one mystery 130+pages

**Odin – mystery and  
detective stories.** skip part 4  
and expand on part 5—personal  
response.

Nov. 21 W

**(4 pts) Due Nov. 26**

Nov. 23 F **Thanksgiving—no class**

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Nov. 26 M Norton, pp. 500-506, 531-535  
Non-Fiction

**Poetry Due, Nov. 28 (25 pts)**

Nov. 28 W

Nov. 30 F Norton pp. 272-276, 301-304  
Modern Fantasy

Choose 8 non-fiction books to  
read and evaluate. Take them  
from a variety of topics. Do not  
use any with copyrights before  
1980. Use criteria from lecture  
and the text. Pay particular

Dec. 3 M

Dec. 5 W **No work accepted after this date**

attention to the formatting and to the presentation style. **Do only the bibliographic entry and parts 1,2,4**  
**8 Books (16 pts)**  
**Due Dec. 5**

**Final test**

**9:00**

**1:00**