

UNIVERSITY OF PUERTO RICO - AGUADILLA  
DEPARTMENT OF ENGLISH

## SYLLABUS

|                                   |   |   |
|-----------------------------------|---|---|
| <b>Course Title</b>               | : | <b>Children's Literature in English</b> |
| <b>Course Number</b>              | : | <b>INGL 4326</b>                        |
| <b>Credits</b>                    | : | <b>Three (3)</b>                        |
| <b>Contact Hours Per Week</b>     | : | <b>Three (3)</b>                        |
| <b>Pre-Requisite</b>              | : | <b>ENGL 3222</b>                        |
| <b>Semester and Academic Year</b> | : | <b>Second Semester 2010</b>             |

**Description** :  
An examination of "children's literature" as literature, the course combines a study of representative traditional works, fantasy, and realism with literary criticism.

**General Objectives:**

1. To consider masterpieces of children's literature not simply as reading material for young people, but as compelling works of the imagination, of interest to any sensitive reader.(NCATE1.1,1.3, TESOL 3.c.1, )
2. To become aware of the enchantment in books and to be able to transmit the literary heritage contained in nursery rhymes, traditional tales, and great novels.( NCATE1.1,1.3,, TESOL 3.c.3)
3. To gain knowledge about literature in order to share stimulating books with children. (NCATE4.1, TESOL 3.c.3)
4. To provide a firm basis for discriminating among the good and the mediocre in children's books. (NCATE TESOL 3.c.3, 3.c..4)

**Specific Objectives:**

1. To define "children's literature", to know its history, and to appreciate its role in the child's psychological development. (NCATE 1.1,1.3, TESOL 5.b.1)
2. To analyze fiction in terms of the following technical aspects: character, plot, setting, theme, point of view, style, tone, and symbol. (NCATE1.1,1.3, TESOL 1.a.9)
3. To know the characteristics of the various types of traditional literature: folktales, fables, myths, legends, epics. (NCATE1.1,1.3 , TESOL3.c.1)
4. To recognize the fairy story as legitimate form of fiction having its own set of means and ends.. (NCATE1.1,1.3,,TESOL3.b.6)
5. To examine several subgenres of fantasy. (NCATE1.1,1.3, TESOL3.c.1, 3.c.3)
6. To distinguish between high fantasy and science fiction. (NCATE1.1,1.3, TESOL 3.c.1, 3.c.3)
7. To identify the major trends in the history of fantasy, according to their dominant mood: mythopoeic, heroic, adventurous, ironic, comic, nostalgic, sentimental, horrific. (NCATE1.1,1.3, TESOL 3.c.1, 3.c.3. 3.c.4)
8. To recognize rhythm and sound, style, figurative language, and irony in verse from nursery and nonsense rhymes to imaginative poetry. (NCATE, 1.1,1.3 TESOL3.c.1, 3.c.3. 3.c.4)
9. To become familiar with a wide range of realistic fiction. (NCATE1.1,1.3, TESOL3.b.8)

**PPM-UPRAg Professional Dispositions:**

The PPM-UPRAg candidates demonstrate that they:

1. Respect diversity
2. Model and promote fairness
3. Demonstrate a reflective approach towards teaching and learning
4. Recognize that every student has the potential to learn and be successful

**Textbooks: see reading lists**

Handouts, excerpts, and paperbacks available online and purchased by the students

**Chapter books**

**\*Required-** White, E.B. *Charlotte's Web*. Scholastic. 1952.

**Pick One:**

*It's Fun to Be Five*. Martin, Ann M., Lobel, Arnold,. Wells, Rosemary. Scholastic. 1995.

Stories to tell a 5 –Year-Old. Low, Alice. Little Brown. 1996.

Curtis, Christopher Paul. *The Watsons Go to Birmingham – 1963*. Delacorte Books for Young Readers. 1995.

Mohr, Nicholasa. *Going Home- The sequel to Felita*. Puffin Books. 1986.

Stiles Gannett, Ruth. *My Father's Dragon*. Scholastic. 1948.

White, E.B, *Stuart Little*. Scholastic.1945.

**COURSE CONTENT AND TENTATIVE DAILY SCHEDULE**

| Week | Class Date            | Student (s)  |
|------|-----------------------|--|
| 1    | January 20            | <b>Complete reading surveys</b>  |
|      | January 22            | <b>Teachers as readers</b><br>Chapter 1- Why read? 8pgs in Jacobs, James S. & Tunnell, Michael O. 2008.<br>A Lifetime of Reading- intro- 6 pages in Rebecca J. Lukens. 2007.<br><b>Scribe: Janelle Jones Irizarry</b>  |
| 2    | January 25            | <b>Define literature</b><br>Defining Literature pages 2-4 in Nancy Anderson. 2006<br>Chapter 1- pages 2-10 in Rebecca J. Lukens. 2007<br>Viewpoint critic pg 28 in <i>Children &amp; Books</i> , 9 <sup>th</sup> edition. Sutherland, Zena.. 1996.<br><b>Discussion Leader:</b><br><b>Scribe: Yamilette Perez Rosa</b>   |
|      | January 27            | <b>Genre overview</b><br><b>Scribe: Jeannelly Villanueva Vazquez</b>   |
|      | January 29<br>Quiz #1 |  |
| 3    | February 1            | <b>Evaluate Quality literature</b><br>Chapter 2 what is a good book? 7 pgs. in Jacobs, James S. & Tunnell, Michael O. 2008.<br>A model analysis of One Eyed Cat pgs. 33-35 in <i>Children &amp; Books</i> , 9 <sup>th</sup> edition. Sutherland, Zena. 1996.<br>Story Questions (40) in Nancy Anderson. 2006<br>Character continuum box 2.2 in Nancy Anderson. 2006<br><b>Discussion Leader:</b><br><b>Scribe:</b> |
|      | February 3            | <b>Awards</b><br>Chapter 3 how to recognize a good book? 11pgs. in Jacobs, J. S. & Tunnell, M.O. 2008.<br>Award websites<br>Bill Martin interview page 84 in Jacobs, James S. & Tunnell, Michael O 2002<br><b>Discussion Leader:</b><br><b>Discussion Leader:</b><br><b>Scribe: Leyda B Ramos Perez</b>  |

|             |                                    |  |
|-------------|------------------------------------|--|
|             | February 5                         | <b>Artwork</b><br>Art work- pictures page 46-53 in Jacobs, James S. & Tunnell, Michael O 2002<br>Gallery of Illustration page 149-162. <i>Children &amp; Books</i> , 9 <sup>th</sup> edition. Sutherland, Zena.. 1996.<br><b>Scribe: Shenynel Pagan Soto</b>   |
| 4           | February 8                         | <b>Literacy in Two Languages</b><br>Literacy in Two Languages chapter 6 (pgs 107-131) in <i>Designing and Implementing Two-Way Bilingual programs</i> . Margarita Espino Calderon and Liliana Minaya-Rowe. 2003.<br><b>Discussion Leader:</b><br><b>Discussion Leader:</b><br><b>Scribe: Lizbeth Perez</b>   |
|             | February 10                        | <b>Charlotte's Web</b><br>EB White quote page 5 in <i>Children's Literature in the Elementary School</i> 7th edition. 2001.<br><b>Scribe: Jennifer Lopez Rodriguez</b>   |
|             | February 12<br>Quiz #2             | <b>Charlotte's Web</b><br><b>Scribe:</b>   |
| 5           | February 17                        | <b>Books for Ages and Stages</b><br>Books for Ages and Stages page 44-55. in <i>Charlotte S Huck's Children's Literature 9th edition</i> . Helper, Susan. Hickman, Janet. Keifer, Barbara Z.2004.<br><b>Scribe: Yaritza Rodriguez</b>  |
|             | February 19                        | <b>Picture book draft Peer Review</b><br><b>Scribe:</b>  |
| <b>Week</b> | <b>Class Date</b>                  | <b>Student (s)</b>   |
| 6           | February 22                        | <b>M Sendak- Where the Wild Things Are</b><br><b>Scribe:Roxanna M Infante</b>  |
|             | February 24                        | <b>The Changing View of children in Illustration</b> pgs 10-13 in <i>Children &amp; Books</i> , 9 <sup>th</sup> edition. Sutherland, Zena. 1996.<br><b>Scribe: Sarah Morales Mantilla</b>  |
|             | February 26<br>Picture book<br>DUE | <b>Horn Book Magazine</b><br><b>Scribe:</b>  |
| 7           | March 1<br>Give<br>midterm         | <b>Using children's literature</b><br>Ch.18- teaching with children's lit (pgs226-242) in Jacobs, James S. & Tunnell, Michael O. 2008- 2 people<br>Ch. 2- understanding students' responses to lit. in – 2 people<br>Webbing framework page 595 in <i>Children's Literature in the Elementary School 7th edition</i> . Huck, Charlotte S. Helper, Susan. Hickman, Janet. Keifer, Barbara Z. 2001<br><b>Discussion Leader:</b><br><b>Discussion Leader:</b><br><b>Discussion Leader:</b><br><b>Discussion Leader:</b><br><b>Scribe:</b> |
|             | March 3                            | <b>Using children's literature</b><br>Teaching idea 13.5 page 344 in <i>Literature and the Child</i> , 5 <sup>th</sup> edition. Galda, Lee and Cullinan, Bernice E. 2002.<br>Using Children's Literature page 30-45 in <i>The Literacy Center Contexts for Reading and Writing</i> , 2 <sup>nd</sup> edition. Lesley Mandel Morrow. 2002.<br><b>Discussion Leader:</b><br><b>Discussion Leader:</b><br><b>Scribe:</b>  |
|             | March 5                            | <b>Begin Genre presentation-Poetry</b>   |
| 8           | March 8<br>Midterm due             | <b>Evaluating Poetry</b> page 418 in <i>Charlotte S Huck's Children's Literature 9th edition</i> . Helper, Susan. Hickman, Janet. Keifer, Barbara Z.2004.<br>Evaluating poetry page 304 in Nancy Anderson. Pearson: NY. 2006<br><b>Scribe:</b>   |

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|-------------|-------------------------|---|
|             | March 10                | <b>Genre presentation-Traditional Fantasy</b>   |
|             | March 12                | <b>Traditional Fantasy</b><br>Storytelling page 83 in Nancy Anderson. 2006<br>Cinderella comparison table page 109 in Nancy Anderson. 2006<br><i>Ananse's Feast</i> page 220-238 in <i>Literacy Helping Children Construct Meaning 5th edition.</i> J.David Cooper. 2003<br><b>Scribe: Mayrin Sabat Velez</b>   |
| 9           | March 15                | <b>Genre presentation- modern fantasy</b>   |
|             | March 17                | <b>2<sup>nd</sup> chapter book: lit circles-</b> See book list<br>Literacy Circles (41) in Anderson 2006<br><b>Scribe: Beverly Pacheco</b>  |
|             | March 19                | <b>Genre presentation- Realistic Fiction</b>  |
| 10          | **March 23              | <b>**Tuesday that follows a Monday schedule**</b>   |
|             | March 24                | <b>Genre presentation- Historical fiction</b>   |
|             | March 26                | <b>Encounter</b><br>Writing prompts page 353 in <i>Literature and the Child, 5<sup>th</sup> edition.</i> Galda, Lee and Cullinan, Bernice E. 2002.<br><b>Scribe:</b>  |
| <b>Week</b> | <b>Class Date</b>       | <b>Student (s)</b>  |
| 11          | March 29, 31<br>April 2 | <b>NO CLASS -SEMANA SANTA</b>   |
| 12          | April 5                 | <b>Genre presentation- Informational</b>  |
|             | April 7                 | <b>Evaluating nonfiction</b><br>Evaluating nonfiction page 296 in Nancy Anderson 2006<br><b>Scribe: Griselle Feliciano</b>  |
|             | April 9                 | <b>Genre presentation- Biography</b>  |
| 13          | April 12                | <b>Connecting literature and life</b><br>Connecting literature and life pgs (687-691) in <i>Charlotte S Huck's Children's Literature 9th edition.</i> Helper, Susan. Hickman, Janet. Keifer, Barbara Z.2004.<br>Project ideas page 354 in <i>Literature and the Child, 5<sup>th</sup> edition.</i> Galda, Lee and Cullinan, Bernice E. 2002.<br><b>Discussion Leader:</b><br><b>Scribe: Yaileen Filpo</b> |
|             | April 14                | <b>The Book Collection</b><br>The Book Collection pgs (19-22) in <i>The Literacy Center Contexts for Reading and Writing, 2<sup>nd</sup> edition.</i> Lesley Mandel Morrow. 2002.<br><b>Discussion Leader:</b><br><b>Scribe:</b>  |
|             | April 16<br>Quiz #3     | <b>Reading Aloud</b><br>Effective practices for reading aloud (pgs 670-675) in <i>Charlotte S Huck's Children's Literature 9th edition.</i> Helper, Susan. Hickman, Janet. Keifer, Barbara Z.2004.<br><b>Discussion Leader:</b><br><b>Scribe: Monica Soto</b>   |
| 14          | April 21                | <b>Teaching Reading</b><br>Teaching Reading Chapter 10 (pgs 429-474)-Children's Literature in a Balanced Literacy Program<br><b>Discussion Leader:</b><br><b>Discussion Leader:</b><br><b>Discussion Leader:</b><br><b>Discussion Leader:</b>   |

|             |                                   |   |
|-------------|-----------------------------------|---|
|             |                                   | <b>Discussion Leader:</b><br><b>Discussion Leader:</b><br><b>Scribe: Stephanie Hernandez</b>  |
|             | April 23                          | <b>Teaching Reading</b><br>Chapter 10 (pgs. 217-223) Explicit and Systemic teaching of reading- Cambourne in <i>Big Brother</i><br><b>Discussion Leader:</b><br><b>Scribe: Sonyalise Valentin</b>   |
| 15          | April 26                          | <b>Teaching Reading</b><br>Literacy Models for Balanced Literacy Instruction (pgs 25-39) in <i>Helping Children Construct Meaning</i> 5 <sup>th</sup> edition. J. David Cooper. Houghton Mifflin: Boston. 2003.<br><b>Discussion Leader:</b><br><b>Discussion Leader:</b><br><b>Scribe: Eunice Rosado</b> |
|             | April 28                          | <b>For parents-</b><br>For parents-Teaching reading in 30 minutes a night box 14.7 pgs 340-341in Nancy Anderson. 2006<br><b>Discussion Leader:</b><br><b>Scribe: Kathleen Gomez</b>   |
|             | April 30<br>Research<br>Paper due | Share research 5 per class<br><b>Scribe:</b>  |
| <b>Week</b> | <b>Class Date</b>                 | <b>Student (s)</b>  |
| 16          | May 3                             | Share research 5 per class<br><b>Scribe:</b>  |
|             | May 5                             | Share research 5 per class<br><b>Scribe:</b>  |
|             | May 7                             | Share research 5 per class<br><b>Scribe:</b>  |
| 17          | May 10                            | Share research 5 per class  |

**Note:** Further instructional materials such as manuals, modules, and /or study guides may be added to enrich and assist learning activities

**Technology Related Skills:**

- develop students' proficiencies in using technologies purposefully, especially in using technology effectively. The following computer literacy skills will be emphasized.
- use the word processor and graphics tools to communicate ideas and information.
- use Internet and E-mail, in accordance with course outline and the professor's instructions.
- use electronic library and multimedia resources to read for information and for pleasure.
- use the Internet for research and communication.
- use technology during assessment / evaluation activities
- use peripheral devices such as printers, scanners, and projectors.
- copy and save media files such as graphics, photographic, sounds, and videos from Internet sites.
- insert accessed files into other applications such as word processor, databases, or presentation / slide shows, e.g. Power Point
- use CD-ROM and Internet sources to locate and up-to-date information to be used in materials and presentation

### Instructional Strategies:

|                        |                  |
|------------------------|------------------|
| Lectures               | Library Research |
| Reflections            | Oral Discussions |
| Collaborative Learning | Oral Reports     |
| Group Work             | Writing Tasks    |
| Panel Presentations    |                  |

### Evaluation: 600 points

|   |   |   |
|---|---|---|
| <b>Project</b><br><b>50 points</b>              | Select a genre 50 pts   | Create a picture book   |
| <b>Research Paper</b><br><b>100 points</b>      | Outline & Intro 10 pts<br>Works Cited 10 pts<br>Final Paper 80 pts                | Research an author ( 3-5 books)   |
| <b>Presentation</b><br><b>100 points</b>        | Group work on a specific genre<br><br>Individual Work 50 pts<br>Group Work 50 pts | 7 genres: 3 per grp<br>1 Poetry 2 Traditional Fantasy<br>3 Modern fantasy 4 Contemporary- realistic fiction<br>5 Historical fiction 6 Biography (2)<br>7 Informational  |
| <b>Quizzes</b><br><b>100 points</b>             | Four throughout the semester - each 25 pts  | Possible Topics<br>Reading awards<br>Chapter book<br>Genre characteristics<br>Compete annotated bibliography  |
| <b>Tests</b><br><b>100 points</b>               | Take Home- each 50 pts  | Midterm: #1 Compare trade books with individual texts in classroom use<br>Final: #2 Discuss use of literature in your future classroom  |
| <b>Class Participation</b><br><b>150 points</b> | Class Reflections 50 pts<br>Individual Scribe 25 pts<br>Attendance 25 pts         | Discussion Leader for a reading- see reading schedule<br>Moodle Forum to record and reflect on what we learned.<br>Each person will be responsible to write a written record- scribe our work once during the semester- see calendar.<br>Everyone must reply to the scribe in the forum |

### Scribe -see scribe schedule

Class Field Notes: Once this semester, you will be our class ethnographer for the day. For the class period you sign up for, you'll need to take descriptive field notes about our class meeting. You'll want to bring your skills as a researcher to this set of field notes: how to describe events and people; how you might explain our class to someone who's not a member of it—and also explain your interpretation to someone who is. These notes are informal, yet they give you a chance to reflect on our class as its own space and community. Your notes should be printed out so that you can read them aloud at the beginning of the next class meeting This way we can remember what we discussed and wrote about during the previous class. You will then post your Class Field Notes to our UPrag Moodle at <http://upragvirtual.upr.edu/moodle/>.

### Discussion Leader - see reading schedule

Prepare a 5-10 minute response to lead class discussion on reading.  
What is most important? In your own words  
What did you learn?  
What are remaining questions you have or critical feedback on how to improve

### Grading System:

A 90-100 B 80-89 C 70-79 D 60-69 F 00-59

## **Bibliography:**

- Allington, Richard L. *Big Brother and the National Reading Curriculum*. Heineman: NH. 2002.  
Chapter 10 (217-223) Explicit and Systemic teaching of reading- B. Cambourne
- Allington, Richard L. *What Really Matters for Struggling Readers*. Longman, NY. 2001.  
Chapter 3- kids need books they can read  
Effective readers box
- Jacobs, James S. & Tunnell, Michael O. *Children's Literature, Briefly*, (4<sup>th</sup> edition).  
Pearson Publishing. 2008.  
Chapter 18- teaching with children's lit  
Chapter 2 what is a good book?  
Chapter 3 how to recognize a good book?
- Keifer, Barbara Z. *Charlotte Huck's Children's Literature*, (10<sup>th</sup> edition.). McGraw Hill: NY.  
2010.  
Chapter 2 (pgs. 32- 61)- Understanding students responses to literature
- Farris, P. Fuhler, C., Walther, M. P. *Teaching Reading*. McGraw Hil: NY. 2004.  
Chapter 10-Children's Literature in a Balanced Literacy Program
- Lukens, Rebecca J. *A Critical Handbook of Children's Literature*, 8<sup>th</sup> edition. Pearson:  
NY. 2007.  
A Lifetime of Reading- intro- 6 pages  
Chapter 1- pages 2-10  
Table 2.1 Genre in children's literature 30-34
- Anderson, Nancy. *Elementary Children's Literature the basics for teachers and parents*,  
2<sup>nd</sup>, edition. Pearson: NY. 2006.  
Defining Literature pages 4-5  
Character continuum box 2.2  
Elements of quality children's literature pages 40-43  
Evaluating traditional literature page 81  
Storytelling page 83  
Cinderella comparison table page 109  
Evaluating nonfiction page 296  
Evaluating poetry page 304  
Reading interest survey figure 14.1 page 326  
For parents-Teaching reading in 30 minutes a night box 14.7 page 340-341
- Darigan, Daniel I., Jacobs, James S. & Tunnell, Michael O. *Children's Literature, Briefly*,  
(4<sup>th</sup> edition). Pearson Publishing. 2002.  
How good a reading model am I? figure 1-2 page 14  
Scoring yourself page 25  
Art work- pictures page 46-53  
Bill martin interview page 84  
Reading survey page 409  
chapter 13 page 434-445
- Calderon, Margarita Espino and Minaya-Rowe, Liliana. *Designing and Implementing  
Two-Way Bilingual programs..* Corwin Press: Ca. 2003.  
Literacy in Two Languages chapter 6 pages 107-131.
- Cooper, J. David. *Literacy Helping Children Construct Meaning* 5th edition. Houghton  
Mifflin: Boston. 2003.  
Models for Balanced Literacy Instruction pages 25-39.  
Ananse's Feast page 220-238.

Huck, Charlotte S. Helper, Susan. Hickman, Janet. Keifer, Barbara Z. *Children's Literature in the Elementary School* 7<sup>th</sup> edition.. McGraw Hill: NY. 2001.  
EBWhite quote page 5  
Evaluating Children's Fiction page 14  
Webbing framework page 595

Helper, Susan. Hickman, Janet. Keifer, Barbara Z. *Charlotte S Huck's Children's Literature* 9th edition. McGraw Hill: NY. 2004.  
Books for Ages and Stages page 44-55.  
Evaluating Poetry page 418  
Effective practices for reading aloud page 672  
Connecting literature and life page 687-691

Galda, Lee., Cullinan B. Literature and the child. (5<sup>th</sup> edition). Wadsworth Publishing.2002.  
Teaching idea 13.5 page 344.  
Writing prompts page 353.  
Project ideas page 354.

Mandel Morrow, Lesley. *The Literacy Center Contexts for Reading and Writing*, 2<sup>nd</sup> edition. Stenhouse: Me.2002.  
The Book Collection page19-22.  
Using Children's Literature page 30-45  
Sutherland, Zena. *Children & Books*, 9<sup>th</sup> edition.. Longman: NY. 1996.  
The Changing View of children in Illustration page 10-13  
Viewpoint critic page 28  
A model analysis of One Eyed Cat page33-35  
Gallery of Illustration page 149-162.  
Jane Yolen interview excerpt

**REV.: January 2010**