



On-Campus Course Syllabus

REA 302 L1

Children's Literature

Spring 2024

Class Information

Day and Time: T/TH 9:30 to 10:45

Room Number: E 202

Contact Information

Instructor Name: Dr. Vickie S. Brown

Instructor Email: vbrown@criswell.edu

Instructor Phone: 214.818.1341

Instructor Office Hours: [Monday 9:30 to 11:30; Wednesday 12:30 to 1:30; Thursday 11:00 to 1:00](#)

Course Description and Prerequisites

Designed to familiarize the student with various genres of children's literature. The historical background and current trends in children's literature are explored. Systems for choosing and integrating fine literature in the elementary classroom are emphasized.

Course Objectives

1. Appreciate the importance of children's literature in education.
2. Be familiar with the works of important authors and illustrators in children's literature.
3. Explore literacy needs that are unique to each developmental and educational level of students.
4. Integrate children's literature into every subject area.
5. Identify and use a variety of instructional strategies in order to introduce students to quality literature.
6. Discuss a wide range of children's picture, poetry, novels, and informational trade books.

Required Textbooks

Short, K., Lynch- Brown, C., & Tomlinson, C. (2014). *Essentials of Children's Literature (8)*. Pearson Education, Boston MA. 0-13-306673-8

Course Requirements and Assignments

*****Late Work Classroom Policy:** Work is due at the beginning of class on the date designated unless otherwise stated by the professor. Late work will not be accepted.

1. Author Presentation: You will develop an in-depth study of an author or illustrator of children’s literature from the PRESENTATION OPTION LIST. In addition to learning about your individual’s life, you are to read a minimum of five (5) books by him/her. This project includes a presentation board, author study handout, annotated bibliography, and 10 minute oral presentation in class. Quality work that is accurate, thorough, and error free is expected.

DUE: 2/06/24 to 4/02/24

POINTS: 10 points

2. Poetry Performance: You will be delving into children’s poetry and sharing poetry performances. Read a wide variety of modern children’s poetry. Then select one poem from the REQUIRED or FREE CHOICE LIST for your poetry performance. Determine a method of choral reading, provide an “illustrated” handout of your poem, and credit your source. Prepare this poem for performance by clearly marking parts for the choral reading. **Each member of the class must have a copy of the poem.**

DUE: 2/29/24

POINTS: 5 points

3. Poetry Portfolio: You will build a collection of thirty (30) poems from a wide selection of poets and forms of poetry for children. Your poems are to be in a binder with clearly identified categories or themes. Each selection is to have an “illustration” or graphic. High quality work that is neat and attractive is expected. You will share your portfolio with the class during “poetry” week.

DUE: 2/29/24

POINTS: 10 points

4. Required Reading Extension Activities Pack: As you read your required trade books, you will develop two extension activities for each one. This is to be a 3 to 4 page listing of the titles with the extension activities attached. Be prepared to share your ideas with your peers on the due date.

DUE: 4/11/24

POINTS: 15 points

5. Content Area Bibliography & Activities: You will create an annotated bibliography of children’s literature (picture books, poems, novels, etc.) that would enhance or enrich instruction in the three core curriculum areas of social studies, science, and math. You will list the title, author, grade level, and applicable subject area. You are to have five (5) selections for each of the three curriculum areas. In these fifteen (15) books, you are to have all five genres represented. For each of the fifteen selections, you are to have 5 extension activities that pertain to any of the three core curriculum subjects. You are to have one page per book for a total of 15 pages and a total of 75 activities. These are to be in a binder.

DUE: 4/18/24

POINTS: 15 points

6. Class Notes: All chapter outlines are to be completed by you during the semester. Class discussions will cover portions of the notes. However, it is understood, that time constraints do not permit completion of all outlines during class. Therefore, it is your responsibility to complete the remainder of the outlines during your own studies of the text material.

DUE: 4/23/24

POINTS: 5 points

7. Book Bag Project: You will create a “mobile” center using children’s literature. In a small carrying bag, you are to have a picture book, a laminated & illustrated poem, a nonfiction book, an activity card file of five (5) activities, and the materials needed to do all the activities. You will also include a parent guide for your book

bag. You must also include an inventory sheet for parent/child use. On the day of your final, you will share your project with your peers.

DUE: 4/25/24

POINTS: 20 points

8. Tests: 10 points each

Due: 2/15/24 Test #1: Chapters 1-4, 13

Due: 4/23/24 Test #2 Chapters 5-10

Course Information

Texas Educator Standards:

Pedagogy and Professional Responsibilities EC–12 Standard I

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Pedagogy and Professional Responsibilities EC–12 Standard III

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.

Technology Applications Standard II

All teachers identify task requirements, apply search strategies and use current technology to efficiently acquire, analyze and evaluate a variety of electronic information.

Technology Applications Standard V

All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

English Language Arts and Reading EC–6 Standard I

Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

English Language Arts and Reading EC–6 Standard II

Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

English Language Arts and Reading EC–6 Standard III

Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle and provide instruction that helps students

understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

English Language Arts and Reading EC–6 Standard IV

Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

English Language Arts and Reading EC–6 Standard V

Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

English Language Arts and Reading EC–6 Standard VI

Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

English Language Arts and Reading EC–6 Standard VII

Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension and teach young students strategies for improving comprehension.

English Language Arts and Reading EC–6 Standard VIII

Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in

academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before

submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting

the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Login credentials are emailed to students near the beginning of the semester.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

Date	Topic	Reading Assignment	Assignments Due
1/16/24	Syllabus & Course Introduction		
1/18/24	Learning about Story	Chapter 1	
1/23/24	Children & Literature	Chapter 2	
1/25/24		Chapter 13	
1/30/24	Learning about Literature	Chapter 3	
2/01/24			
2/06/24	Picture Book : Authors	Chapter 4	Author Presentations Begin
2/08/24			
2/13/24	Picture Books : Illustrators	Chapter 4	
2/15/24	Test #1		
2/20/24	Traditional Literature	Chapter 6	
2/22/24			
2/27/24	Poetry and Plays	Chapter 5	
2/29/24	Poetry & Plays		Poetry Performance & Portfolio Due
3/05/24	Modern Fantasy	Chapter 7	
3/07/24			

3/12 & 14/24	Spring Break		
3/19/24	Realistic Fiction	Chapter 8	
3/21/24			
3/26/24	Historical Fiction	Chapter 9	
3/28/24			
4/02/24	Informational : Biography	Chapter 9	
4/04/24			
4/09/24	Informational: Sciences/Social Study	Chapter 10	
4/11/24			Extension Activities Pack Due
4/16/24	Literature in a Diverse Society	Chapter 11	
4/18/24	Planning the Curriculum	Chapter 12	Content Area Bibliography/Activities
4/23/24	Test #2		Class Notes Due
4/25/24	Book Bag Project Due		

Selected Bibliography

Cole, A., *When Reading Begins*, Heinemann, Portsmouth, NH, 2004.

Routman, R., *Literacy at the Crossroads*, Heinemann, Portsmouth, New Hampshire, 1996.

Tiedt, P., *Language Arts Activities for the Classroom*, Allyn & Bacon, Boston, MA, 2001.

Templeton, S., *Teaching the Integrated Language Arts*, Houghton-Miffling, Boston.

Trelease, J., *The Read-Aloud Handbook*, Penguin Books, New York, NY, 2001.