

15800 Calvary Rd  
Kansas City, MO 64147

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Course: ED 343T & NT Teaching Elementary Literature  
Credit: 3 hours  
Semester: Spring 2023 Cycle 4 & 5 (January 9 – May 5)  
Time: 9:30 – 10:50 a.m., Tuesdays & Thursdays  
Instructor: Karen Hange [karen.hange@calvary.edu](mailto:karen.hange@calvary.edu) Office: 124 East Education Building

## I. DESCRIPTION

The course provides a survey of the history and development of children's literature and the important role of books from all genres. Students will read and discuss children's books, considering them in terms of literary quality and cultural authenticity as well as discuss theory and research in response to literature and children's reading interests. Instructional approaches, assessment practices, creative and dramatic expression, and strategies for developing critical thinking and problem-solving skills will be explored as teacher candidates consider the potential of texts to initiate thought and conversation with elementary students. (Prerequisite: ED190 or permission of the Education Department program director; must be officially admitted to Teacher Education program)

*This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.*

## II. DEPARTMENTAL THEME STATEMENT

The Educator Preparation program at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

## III. OBJECTIVES

### A. General competencies to be achieved. The student will:

1. Recognize the central concepts, structures, and tools of inquiry within children's literature to **create learning experiences** that are meaningful and engaging for all students.
  - a. PLO-1, 2, 4, 6; MTS 1, 2, 3, 4, 6
  - b. Assignments: A, C, 1, 2, 4, 5, 7, 9

2. Analyze how students learn, develop, and **differ in their approaches to learning**.
  - a. PLO-1, 2, 4, 5, 6; MTS-2, 4, 5, 6, 7
  - b. Assignments: A, B, 2, 3, 5, 7, 8
3. Connect instruction to culture and community; synthesize a comprehensive and consistently **biblical worldview of elementary children's literature**.
  - a. PLO-1, 2, 4; MTS-2, 4, 5, 6
  - b. Assignments: B, 2, 3, 5, 7

**B. Specific competencies to be achieved. The student will:**

1. Develop a **love and appreciation for children's literature**.
  - a. PLO-2, 4; MTS 1, 2, 4
  - b. Assignments: A, 1, 3, 6, 8, 9
2. Identify compositional techniques, **text structures and literary elements** across genres of children's literature (e.g., narrative, expository, fables, folktales, classic myths, poetry, drama, media, graphic novels, picture books, book series, contemporary literature, etc.), as well as the visual, arts, and multimedia contributions to the meaning, tone, or beauty of a text.
  - a. PLO-2, 5, 6; MTS 1, 4, 7
  - b. Assignments: A, C, 1, 2, 3, 9
3. Demonstrate knowledge of practices to **differentiate literature instruction** (e.g., book talks, collaborative discussions, literature circles, book clubs, technology, music, arts, drama, PE., etc.) for all students, including English Language Learners, learning challenged, and academically gifted.
  - a. PLO-1, 2, 3, & 4; MTS 1, 2, 4, 5, 6, 7, 9
  - b. Assignments: 2, 4, 5, 6, 7
4. Demonstrate **effective read-aloud techniques** (e.g., using words and phrases to supply rhythm and meaning in a story, poem, or song; speaking in a different voice for each character when reading dialogue aloud; highlighting illustrations as part of the meaning-making process, etc.).
  - a. PLO-3, 5, 6; MTS 2, 6, 8
  - b. Assignments: 1, 2, 9
5. Guided by evidence-based rationale, **select quality print, digital, and online resources** to build an accessible, multilevel, and diverse classroom library.
  - a. PLO-1, 2, 4, 5, 6; MTS 1, 2, 4, 5, 6, 7, 8
  - b. Assignments: 1, 2, 3, 9
6. **Describe genres and literary elements of children's literature** including characteristics, components, significant works, authors, illustrators, etc., and methods for analyzing these as criteria for selecting and evaluating children's literature.
  - a. PLO- 2, 4, 5, 6; MTS 1, 2, 4, 6, 7
  - b. Assignments: A, C, 1, 2, 7

#### IV. MATERIALS required for this course:

A. **Bible** (see note below in course policies)

#### B. Textbooks

Galda, Lee, Liang, Lauren A., Cullinan, Bernice E. *Literature and the Child, 9th Edition*.  
Cengage, 2016 (ISBN: 978-1305642362, \$92.00)

Also available through Cengage Unlimited, but **you will NOT need MindTap** access  
for this course. **E-book format, used copies, and rentals encouraged.**

Hunt, Gladys. *Honey for a Child's Heart Updated & Expanded edition*. Zondervan: 2021  
(ISBN: 978-0310359333, Amazon \$17.09)

Trelease, Jim. *The Read-Aloud Handbook: 8th Edition*. Penguin Books: 2019 (ISBN: 978-  
0143133797, Amazon \$11.99)

#### C. Other

**International Literacy Association** website: [www.literacyworldwide.org](http://www.literacyworldwide.org)

**American Library Association:** [www.ala.org](http://www.ala.org)

**National Council of Teachers of English:** [www.ncte.org](http://www.ncte.org)

#### Journals

*The Reading Teacher*

*Reading Research Quarterly*

#### V. REQUIREMENTS

##### Weekly Assignments

##### A. Reading

Read the assigned textbook according to the reading schedule provided in the Tentative Class Schedule. Reading the text thoroughly will provide a context for class discussion and activities. Chapter quizzes will be given over the textbook material.

To accomplish all of our learning goals, you will need to be engaged in lots of learning outside of the classroom. You will be expected to read the text and the assigned articles. ***While we will be reviewing some of the concepts from the text in class, we will simply not have enough time to cover everything. The more you read now, the better prepared for your future classroom!***

##### B. Discussion Posts

An article or discussion question will be posted each week through CANVAS. Students are expected to respond with a 250-300 word response and respond to the reflections of two of their peers each week by midnight on Sunday. Additional support must be provided from an academic source beyond the article posted and appropriate citation information must be included.

### C. Quizzes

A quiz will be posted on CANVAS to review the material from each chapter of the textbook. This will reinforce the main ideas and provide evidence of understanding. Students will be allowed to use the textbook as reference during the quiz.

### Assignments & Projects

#### 1. Author Study Multi-media presentation

Select a children's author who has won one or more children's literature awards. Create a presentation that includes the following:

- Annotation of 5 books that you feel are representative of the author's work. Include complete bibliographic information.
- Describe the author's style and other distinguishing characteristics based on what you have noted in the books as you read. Think of 5 important generalizations you would want children to remember about this author.
- Determine as best as you can what the relationship between the author's life experiences and the books. Think of 5 things you would want children to remember about the author's life and background. This could also include the author's purpose for writing children's books.
- Include 5 online resources about this author. Ideas could include book reviews, author websites, YouTube videos or interviews, critic's comments, etc.
- List of literary works
- Personal reflection on your view of this author and their contributions to the field.

#### 2. Elementary Literature Genre Unit

Construct an elementary Literature Unit Plan based on a specific genre. Include State Standards, Objectives, Assessment, differentiation, integration (Bible, music, art, drama, PE, science, social studies, etc.), technology, a bulletin board to support the unit, a learning center game or activity and the elements of effective lesson design. You will teach one lesson from this unit to the class. Template will be provided on CANVAS.

#### 3. Reading Reflection Journal for 50 Children's Books

This class requires a significant amount of reading of children's literature for Grades K-6. Although some time will be provided during scheduled class time, the student will need to spend time outside of class as well. You will read 50 books that you have not read previously according to the following distribution:

5 each from the following categories:

- Newberry
- Caldecott
- Realistic Fiction
- Multicultural
- Specific Geographic Location
- Fable/Fantasy
- Mystery/Science Fiction
- Christian Fiction

1 each from the following categories:

Biography, Poetry Compilation, Graphic Novel, Fairy Tale, Historical Fiction

For each book you read, include the Title, Author, Publisher, Publication Date, # of pages. You will also include a short description, your critique, awards received, analysis of illustrations and 2 discussion questions that you could ask children after reading the story. A template will be provided in CANVAS.

**4. Wax Museum Project (historical fiction or biography focus)**

Getting elementary students into costume and having them “be” a character in first person motivates them to use high level thinking skills as they take on the character's qualities and traits. Students select characters they identify with or are inspired by, and they incorporate: items of clothing, accessories, beliefs, how the character speaks, etc. They must know their character very well since they will “be” the character in front of their peers.

**For this assignment, the student will:**

- Select a character from a children’s literature book, text, poem, etc.
- Learn all they can about the character: their history, life event timeline, motivation, dreams, successes, challenges, strengths, traits, characteristics, etc.
- From the perspective of the character, prepare a monologue or a portion of their story.
- Create a costume or a means to accurately convey the character to their audience.
- Perform the prepared monologue or reading in class. Online students will upload a video.

**5. The Art of Oral Story: Telling Parables (A.2, A.4, B.1, B.4)**

The art of telling a good story is a developed skill. Jesus was the Master storyteller through His use of parables to teach important lessons.

Select and prepare to **tell** (NOT read aloud) one of the parables from the Bible that will be suitable for an audience of elementary children.

- Do not memorize the parable; instead, adapt it, and add your personal style in retelling it.
- Involve your audience: use repeated refrain, creative use of onomatopoeia, etc.
- Students will present their parable during class. Online students will upload a video.

**6. Compare/Contrast Book to Movie Essay**

Many children fall prey to the idea that if they’ve seen the movie, they don’t need to read the book. Select a book that has also been made into a movie. Read the book and watch the movie and then write a 1,200 word essay that compares and contrasts the two. Reflect on the following questions:

- What aspects of the story are told better through the phrases and descriptions in the book?
- What aspects of the story are told better through the animation and action of the movie?
- Which do you think does a better job of communicating the essence of the story?
- Which one seems to be more “popular” with the public?
- To what degree are the two stories different? To what degree are they the same?

This assignment should follow the APA guidelines and be submitted to TurnItIn for grading.

**7. Personal Philosophy: Teaching Literature from the Biblical Worldview (A.1, A.2, B.1, B.5)**

Literature influences thought and communicates across cultures and times. It offers insight, knowledge, inspiration, and enjoyment. It can broaden our intellect and enhances our imagination, but it can also distort truth or cause us to be drawn in to deception. The Bible provides a great deal of guidance on the importance of being discerning.

As you prepare to teach your future students, compose your philosophy on literature and thinking in the classroom. Write a 1,500 word essay guided by the following questions:

- What is the purpose of reading literature?
- How do we present literature to our students that increases their academic knowledge and

instructs them in their Christian lives?

- How can you teach biblical truth in a secular environment?
- How do we handle the works of authors whose personal views contradict the Bible?
- How can we nurture our students' love of reading and literature?
- How can we use literature to inspire our students and help them develop discernment?

### 8. Read-Aloud Practice

Students will prepare to read aloud to the class throughout the course. Guidelines will be given that will include reading from a variety of genres and formats including picture books and excerpts from a chapter book.

### 9. Field Trip Experience

Students will either visit a public library during story time and observe the activities and ways that the librarians promote reading with children. OR Students will visit a local school that participates in the Foundations and Frameworks teaching method to observe how literature becomes the basis for many other lessons. **Students will write a 600-700 word account of their observations.**

## VI. METHODS

### A. Teaching

1. Lectures
2. Small and large group discussion
3. Research and reading
4. Projects
5. Writing
6. Practicing skills

### B. Grading

#### 1. Weight given to assignments:

Author Multi-media presentation	100 points
Literature Genre Unit Plan with Bulletin Board	130 points
Literature Teaching Experience	50 points
Literature Reader Response Journal	200 points
Wax Museum Presentation	40 points
Telling Parables Presentation	40 points
Read-Aloud Practice & Reading reports	60 points
Field Trip Reflection	40 points
Compare/Contrast Movie & Book Review	40 points
Teaching Literature Personal Philosophy	100 points
Reading Quizzes 10 points x 12 chapters	120 points
Weekly Discussion posts 10 points x 8 posts	80 points
<u>Weekly Participation in Class or Online</u>	<u>500 points</u>
Total points for the class	1500 points

#### 2. Late Assignments

Late assignments may be penalized 10 percent of the grade on that assignment per week.

### 3. Letter / Numerical Grade Scale

The grading scale listed in the current University Catalog will be used for this course.

## VII. COURSE POLICIES

*Students in the Teacher Education Department at Calvary University are also to abide by the policies listed in the Educator Preparation Program Handbook.*

### A. Grade Requirements

Education majors must maintain a high standard for GPAs to successfully complete their program. Education majors must maintain a 3.0 GPA in Professional Education and Content Area coursework. ***This course must be passed with a grade of “C” or higher depending on the student’s GPA in Professional and Content Area courses. Receiving a grade lower than a “C” will mean that this course must be repeated.***

### B. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrase and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

### C. Academic Honesty

***Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person’s ideas and presenting them as your own. All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.***

### D. Academic Activity & Participation

Students must engage in the weekly in-class session(s).

Students who are enrolled as **in-person students** are expected to be punctual and present in-person for each class session. Once a student has missed 25% of the class sessions that student will be required to withdraw (W) or withdraw fail (WF).

Students who are enrolled as **online students** will demonstrate their engagement by submitting a thorough video reflection form and any additional participation activities **BEFORE THE NEXT CLASS SESSION**. Once a student has failed to report on 25% of the class sessions, they will be required to withdraw (W) or withdraw fail (WF).

### E. Class Participation

Students are expected to attend class and participate in discussing the daily material. Learning takes place best when the student is personally involved in the process. Cell phones should be set to silent and placed on the table or in a backpack/purse. ***Working on other assignments during class or***

*using electronic devices for anything other than class activities or taking notes for the course will not be permitted.*

**F. Accommodations Statement**

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any condition that may require support.

**G. Style Guide**

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

**H. The Clark Academic Center**

**The Clark Academic Center** (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. CAC assists with all facets of the writing process, tutors in various subject areas, prepares students for exams, facilitates with time management options and proctoring of tests. Please take advantage of this service.

*About Changes to this Syllabus: The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*

**VII. TENTATIVE SCHEDULE**

Week	Dates Tues/Thur	Class Topics	Assignments
1	Jan 10 & 12	Honey for a Child's Heart	Assign: Weekly assignments & project overview
2	Jan 17 & 19	Introduction to Children's Literature Chapters 1	
3	Jan 24 & 26	Conference for Global Engagement <b>No Class on Tuesday</b>	
4	Jan 31 Feb 2	Movie Watching Party on Tuesday Jim Trelease's Book on Thursday	Due: Compare/Contrast Book & Movie Essay
5	Feb 7 & 9	Literature in the Lives of Young Readers Chapter 2	



6	Feb 14 & 16	Picture Books Chapter 3 & 4	The Art of Oral Story: Parable Presentations on Tuesday
7	Feb 21 & 23	Non-fiction Chapter 5	
8	Feb 28 Mar 2	Folklore & Fables Chapter 6	Author Study Due on Tuesday by midnight
	Mar 6-10	<b>SPRING BREAK – NO CLASSES</b>	
9	Mar 14 & 16	Fantasy & Science Fiction Chapter 7	
10	Mar 21 & 23	Realistic Fiction Chapter 8	Due: Teaching Literature Personal Philosophy Essay due on Tuesday
11	Mar 28 & 30	Wax Museum Presentations on Tuesday	Wax Museum Presentations due on Monday by midnight
12	Apr 4 & 6	Historical Fiction Chapter 9	
13	Apr 11 & 13	Teaching Demonstrations	Genre Unit plan due on Monday, April 10 by midnight
14	Apr 18 & 20	Biography Chapter 10	
15	Apr 25 & 27	Poetry & Verse Chapter 11	Reading Reflection Journal of 50 books
16	May 2 & 4	Children’s Literature in the Classroom Chapter 12	