
Course: ED 343 T & NT Teaching Elementary Literature
Credit: 3 hours
Semester: Spring 2027 Session 1 & 2 (January 11 – May 7)
Time: 8:00 – 9:20 a.m., Monday & Wednesday
Location: Education Building, Room 125
Instructor: Dr. Karen Hange karen.hange@calvary.edu Office: 124 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 Teacher Education 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 Christian 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, 2, 3, 4, 5, 7, 8

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, 4, 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, 1, 2, 3, 5, 7, 8

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, 2, 3, 6
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, 8
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, 3, 4, 5, 8
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: 2, 3, 4
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, 6
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, 3, 6

IV. MATERIALS required for this course:

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

B. Textbooks

Hunt, Gladys. *Honey for a Child's Heart Updated & Expanded edition*. Zondervan: 2021
(ISBN: 978-0310359333, Amazon \$22.99) <https://a.co/d/05ljtKLq>

Trelease, Jim. *The Read-Aloud Handbook: 8th Edition*. Penguin Books: 2019 (ISBN: 978-0143133797, Amazon \$22.00) <https://a.co/d/055ijan0>

C. Other

International Literacy Association website: www.literacyworldwide.org

American Library Association: www.ala.org

National Council of Teachers of English: 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. Class Notes

Students will be expected to take notes over the class sessions using the note template provided by the instructor. These doodle notes will allow students to experience the type of note-taking skills that may be useful as an instructional strategy for their future teaching experiences.

Assignments & Projects

1. 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 or Historical Fiction
- Multicultural
- Social/Emotional themes
- Fable/Fantasy
- Mystery/Science Fiction
- Classic Children's Novels

1 each from the following categories:

Memoire, Poetry Compilation, Graphic Novel, Fairy Tale, Wordless Book

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.

2. 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.

3. Genre Mini-Lesson Teaching Experience

Students will research a specific genre of children's literature and plan a mini-teaching lesson that teaches the key themes of the genre and provides activities to reinforce key concepts.

Students will demonstrate a read-aloud of a children's book that illustrates the key themes of the selected genre.

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. 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:

Reading Reflection Journal—50 books	200 points
Author Multi-media presentation	100 points
Teaching Literature Personal Philosophy	100 points
Teaching Mini-Lesson Genre Experience	80 points
Wax Museum Presentation	50 points
Telling Parables Presentation	50 points
Field Trip School Visit Reflection	80 points
Compare/Contrast Movie & Book Review	100 points
Class Notes	120 points
Weekly Discussion posts 15 points x 8 posts	120 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 College 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 content without identifying the source. This also includes taking another person’s or AI entity’s ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated.

Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources.

AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

Additionally, submission of work for this class must express original thought and should be written in the voice of the student. Research should be conducted using academic, peer-reviewed sources (not blogs or other opinion/editorial sites). However, even when citing sources, students must explain the ideas/concepts presented in their own words. Extensive copying of source material is not permitted, even if the source is cited on the reference page.

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.

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.

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	Class Topics	Assignments
1	Jan 11 & 13	Introduction & Overview of the Power of Children's Literature	Assign: Weekly assignments & project overview
2	Jan 18 & 20	Historical Perspectives of Children's Lit No Class on Monday—MLK Day	
3	Jan 25 & 27	Literature in the Lives of Young Readers Hunt Chapters 1-3 No Class on Wednesday--COGE	Due: Compare/Contrast Book & Movie Essay
4	Feb 1 & 3	Benefits of Reading Aloud Trelease Chapters 1-3	

5	Feb 8 & 10	Silent Reading & Print Climate Trelease Chapters 4 & 6 Field Trip School Experience	Due: Field Trip Reflection
6	Feb 15 & 17		The Art of Oral Story: Parable Presentations
7	Feb 22 & 24	Electronic Media & Visual Literacy Trelease Chapter 7 & 8 Hunt Chapter 9	
8	Mar 1 & 3		Due: Personal Philosophy Essay for Teaching Children's Literature
	Mar 8-12	SPRING BREAK—NO CLASSES	
9	Mar 15 & 17	Folklore & Fables & Fantasy Hunt Chapter 4	
10	Mar 22 & 24	Shared Adventures Hunt Chapters 6	Multi-Media Author Presentations
11	Mar 29 & 31	Realistic Fiction	Wax Museum Presentations on Wednesday
12	Apr 5 & 7	Biography/Memoir	
13	Apr 12 & 14	Work/Study Days	Genre Lesson plan due on Sunday, April 18 by midnight
14	Apr 19 & 21	Teaching Demonstrations	
15	Apr 26 & 28	Poetry & Verse Hunt Chapter 5	Reading Reflection Journal of 50 books
16	May 3 & 5	Children's Literature in the Classroom	