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Fall 9-2004

### C&I 316.01: Children's Literature and Critical Reading

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#### Recommended Citation

Ashmore, Rhea A., "C&I 316.01: Children's Literature and Critical Reading" (2004). *University of Montana Course Syllabi*. 4310.

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Curriculum and Instruction 316 Children's Literature and Critical Reading  
Fall Semester 2004

Faculty Information

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Course Purposes

Course purposes are:

- to fulfill the State of Montana Professional Educator Preparation Program Standards and Procedures 10.58.508: Elementary Education Indicators of Quality (b) Curriculum—Candidates know, understand, and use the central concepts as outlined in Montana's student content and performance standards, tools of inquiry, and structures of content across grades K-8 and can engage students in meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels: (i) Candidates demonstrate a high level of competence in the use of English language arts and they know, understand, and use concepts from reading, language, literature, and child development to teach reading, writing, speaking, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas;
- to fulfill relevant standards for the State of Montana Professional Educator Preparation Program Standards and Procedures 10.58.521: Reading Specialists K-12;
- to read a variety of genres and multicultural and international children's literature;
- to know the components of quality picture books and chapter books;
- to evaluate children's literature critically;
- to be familiar with major authors and illustrators and literature book awards;
- to respond in oral, visual, and written formats to children's literature;
- to engage teacher education candidates and children in reading good books for both academic reading and for pleasure reading;
- to model how to use quality children's literature in the classroom;
- to demonstrate the rewards of reading thereby creating enthusiastic, versatile, skillful, and critical readers of children's literature.

Student Outcomes

Teacher Education candidates will:

- review State of Montana Elementary Education standards and Standards for the English Language Arts (National Council of Teachers of English & International Reading Association).
- read a wide range of print and non-print texts to build an understanding of children's literature, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment.

- read a wide range of literature from a variety of genres (traditional fantasy, modern fantasy, historical fiction, contemporary realistic fiction, picture books, biography, informational books, poetry, and multicultural literature) to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience and children's literature.
- read and recognize leading authors/illustrators of children's literature.
- use selective criteria to evaluate quality children's literature and choose literature appropriate to the strengths and needs of a reader or group of readers.
- apply knowledge of literature awards by reading books that have received them.
- develop and write a rationale for teaching potential controversial literature.
- use a variety of levels of questions to address the hierarchy of thinking skills.
- recognize literary and artistic elements of children's literature.
- apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss children's literature.
- develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles by reading multicultural and international children's literature.
- build a portfolio and datasheet of titles and authors and illustrators of children's literature for initiating a personal/professional library of children's literature and professional books.
- know and use Internet sites and technology related to children's literature.
- write an original children's book.

### Instructional Methods

Methods used to present topics include modeling, lecture, and student participation in reading and responding to children's literature through writing, speaking, listening, and viewing; researching, evaluating, and responding via writing to literature; discussion and presentation; individual and small and large group interactions with literature and peers; maintaining literature portfolios and datasheets; and hands-on use of picture books and chapter books.

### Evaluation Criteria (based on 100 points)

30 points	Literature portfolio (reading journal) and datasheet to be collected two times during the semester for a maximum of 15 points each submission (place in a 3-ring binder)
20 points	Two written assignments worth 10 points each
10 points	One essay examination
15 points	One written group project: a rationale for using a controversial trade book (use a <b>binder clip</b> to secure the document)
20 points	Final project (writing your own, original children's book)
5 points	Oral reading and reflections of a children's book read to children

90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; below 60 = F

Please note that specified written work completed outside class must be word-processed using the *Publication Manual of the American Psychological Association* (2001) format. **Do** include a title page with all written assignments: title, name of student, course, and section (double spaced, of course!). **Do** use the Writing Lab, peer editing, and self editing prior to submitting written assignments.

### Required Readings

#### *Textbook and Course Pac*

Darigan, D., Tunnell, M., & Jacobs, J. (2002). *Children's literature: Engaging teachers and children in good books*. Upper Saddle River, NJ: Pearson Education.

Course Pac for C&I 316 (sections 1 & 2).

#### *Trade Books*

Carle, E. (1969). *The very hungry caterpillar*. New York: HarperCollins.

Collard, S. B. (1997). *Animal dads*. New York: Houghton Mifflin.

Creech, S. (1994). *Walk two moons*. New York: HarperCollins.

Freedman, R. (1993). *Eleanor Roosevelt: A life of discovery*. New York: Clarion.

Lowry, L. (1993). *The giver*. Boston: Houghton Mifflin.

Polacco, P. (1994). *Pink and Say*. New York: Philomel Books.

Prelutsky, J. (2000). *The Random House book of poetry for children*. New York: Random House Books for Young Readers.

Smith, C. L. (2000). *Jingle dancer*. New York: HarperCollins.

Young, E. (1989). *Lon Po Po: A Red-Riding Hood story from China*. New York: Penguin Putnam Books for Young Readers.

### Required Writing Resource

*Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). (2001).

Washington, DC: American Psychological Association.

For online assistance with the publication manual see:

[http://owl.english.purdue.edu/handouts/print/research/PDFs/r\\_apa.pdf](http://owl.english.purdue.edu/handouts/print/research/PDFs/r_apa.pdf)

## Recommended Readings

In addition to the above, students will explore resources available at the Missoula Public Library and the Mansfield Library on The University of Montana campus. Journals and other publications appropriate for use in selecting and evaluating children's literature include:

*ALAN Review*

*Book Links: Connecting Books, Libraries, and Classrooms*

*Book Report*

*Booklist*

*The Bulletin of the Center for Children's Books*

*The Children's Literature Association Quarterly*

*Children's Literature in Education*

*The Dragon Lode*

*The Horn Book Guide to Children's and Young Adult Books*

*The Horn Book Magazine*

*The Journal of Children's Literature*

*JOYS (Journal of Youth Services in Libraries)*

*Language Arts*

*The New Advocate: For Those Involved with Young People and Their Literature.*

*The Reading Teacher*

*Teacher-Librarian*

Internet resources and addresses change frequently. Explore the many sites available including <http://www.ucalgary.ca/~dkbrown/index.html> and the textbook site [www.prenhall.com/darigan](http://www.prenhall.com/darigan). Note that careful evaluation of a web site is extremely important.

## Tentative Schedule: Fall 2004

Week 1	8.31	Introduction, Standards, course pac pp.1-10
	9.2	APA format, form literature circles, Why We Read, DTJ 1, give assignment #1, course pac pp. 11-19
Week 2	9.7	Visit Missoula Public Library, course pac pp. 20-33
	9.9	What Is a Good Book? DTJ 2, <i>The Very Hungry Caterpillar</i> (Carle, 1969), <b>collect assignment #1</b> , course pac p. 34
Week 3	9.14	Picture Books, DTJ 3, choose read aloud, course pac pp. 35-38
	9.16	Picture books, cont.
Week 4	9.21	Children's book awards, course pac pp.27-33
	9.23	Picture books in non-print formats, course pac pp.39-40
Week 5	9.28	Poetry, DTJ 4
	9.30	Poetry cont'd, <i>The Random House Book of Poetry for Children</i> (Prelutsky, 2000), give assignment #2, course pac p. 41

Week 6	10.5	Traditional Fantasy, DTJ 5, course pac p. 42
	10.7	Traditional Fantasy cont'd, <i>Lon Po Po</i> (Young, 1989), <b>collect assignment #2</b> , course pac pp. 43-49
Week 7	10.12	Modern Fantasy, DTJ 6, course pac pp. 50-58
	10.14	Modern Fantasy cont'd, <i>The Giver</i> (Lowry, 1993), cp. p. 59
Week 8	10.19	Contemporary Realistic Fiction (CRF), DTG 7 (review criteria for portfolios and datasheets, ½ due 10.26)
	10.21	Independent Study (class does not meet)
Week 9	10.26	CRF cont'd, <i>Walk Two Moons</i> (Creech, 1994), <b>Portfolios and datasheets due (1/2 of entries)</b> , assign group project, review final project guidelines, course pac pp. 60-70
	10.28	<b>Midterm examination</b>
Week 10	11.2	Election day (class does not meet)
	11.4	Historical Fiction, DTJ 8, read alouds, course pac pp. 71-72
Week 11	11.9	Historical Fiction cont'd, <i>Pink and Say</i> (Polacco, 1994), read alouds
	11.11	Veterans' Day (class does not meet)
Week 12	11.16	Multicultural & International Children's Books (MICB), DTJ 9, read alouds, course pac pp.
	11.18	MICB cont'd, <i>Jingle Dancer</i> (Smith, 2000), <b>group project due</b> , read alouds, course pac pp. 75-78
Week 13	11.23	Informational Books, DTJ 10, <i>Animal Dads</i> (Collard, 1997), read alouds
	11.25	Thanksgiving (class does not meet)
Week 14	11.30	Biography, DTJ 11, <i>Eleanor Roosevelt</i> (Freedman, 1993), read alouds
	12.2	Motivating Children to Read, DTJ 12 & 13, read alouds, course pac p. 79
Week 15	12.7	Evaluation & Teaching Across the Curriculum, DTJ 14 & 15, read alouds, course pac p. 80
	12.9	Show and tell of original children's books, <b>children's books due, final datasheets and portfolios due</b>
<b>Finals' Week</b> Section 1, Wednesday, 12.15, 10:10; Section 2, Thursday, 12.16, 3:20 <b>Return datasheets, profiles, and children's books</b>		

## Literature Portfolio and Datasheet

### *Basic Assignment*

1. In addition to the assigned trade books, read and respond to a total of 75 books by the end of the semester. Record books read on the Literature Portfolio Datasheet and in more detail on your personal template (see requirements below). The assignment is collected twice with the first part and the second part due at different times (see due dates on the syllabus).
2. At least five entries from each of the following genres must be included: traditional fantasy, modern fantasy, historical fiction, contemporary realistic fiction, poetry, informational, and biography. The remaining 40 books are **YOUR CHOICE** with at least ten categorized as multicultural. Of the 75 total books, at least 30 must be chapter books.
3. Fifteen of the 75 books should be books that you incorporated into the C&I 300 field experience and C&I 318. For books used in this way, place a check in the "Read" column on your Literature Portfolio Datasheet. We will also discuss these experiences in class. Try to vary your audience for complete coverage of grade ranges P-8.

### Required Portfolio Template Contents

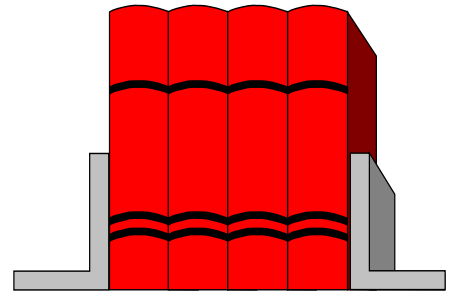
1. Include a reference citation using the APA format. Examples:

Martin, R. (1992). *The rough-face girl*. New York: Putnam & Grosset Group.

Paulsen, G. (1987). *Hatchet*. New York: Puffin Books.

2. Identify the genre category and if picture book or chapter book and/or multicultural.
3. Briefly identify the theme of the book.
4. State the reading level(s) and interest level(s). A book may be interesting for a 7<sup>th</sup> grader, but have a readability level of 1.
5. Summarize the plot, including characters, setting, and other important literary elements.
6. Arrange this information on one page using your creativity and word processor (see example).

## Literature Portfolio



Book \_\_\_\_\_

Author \_\_\_\_\_

Illustrator \_\_\_\_\_

Reference \_\_\_\_\_

Citation (APA) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Readability \_\_\_\_\_

Interest level \_\_\_\_\_

Major theme \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Plot summary

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Characters/Ages

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Read aloud?   Y       N

If yes, listener's reactions

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Genre:

Poetry

Traditional Fantasy

Modern Fantasy

Cont. Real. Fiction

Historical Fiction

Informational

Biography

Type:

Picture book

Chapter book

Multicultural/

International