

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: LAE 4416

COURSE TITLE: Children's Literature in Early Childhood Education

PREREQUISITE(S): None

COREQUISITE(S): None

STUDENT ADVISING NOTES: Junior Level Status

CREDIT HOURS: 3

CONTACT HOURS/WEEK: 3

CONTACT HOUR BREAKDOWN:

 Lecture/Discussion: 3

 Laboratory:

 Other/Field:

FACULTY WORKLOAD POINTS: 3

STANDARDIZED CLASS SIZE ALLOCATION: 35

CATALOG COURSE DESCRIPTION: In this course students learn to select, evaluate and use fiction, nonfiction and poetry for instructional, informational, and recreational purposes in Early Childhood Education. Included in this course is the development of analytical thinking, writing skills, and oral expression as they are applied to the study of children's literature.

SUGGESTED TEXT(S): Lynch-Brown, Carol, and Carl M. Tomlinson, Essentials of Children's Literature, Addison-Wesley, 2006

Norton, Donna E, Through the Eyes of a Child: An Introduction to Children's Literature, Pearson/Merrill/Prentice Hall, 2006

SUGGESTED TEXT(S): (Continued)

Sawyer, Walter, Growing up with Literature, Delmar Cengage Learning, 2004

IMPLEMENTATION DATE:

Fall Term, 2009 (20101)

REVIEW OR MODIFICATION DATE:

COURSE TOPICS	CONTACT HOURS <u>PER TOPIC</u>
I. Surveying Literature Appropriate for Young Children	9
A. Historical origins of children's literature	
B. Value of literature to the growth and development of young children	
C. Evaluation, analysis, and characterization of book components and formats	
D. Major awards given for outstanding children's literature	
II. Selecting Literature Appropriate for Use in Early Childhood Curriculum	12
A. Picture books in relation to the developmental characteristics of young children	
B. Traditional literature: folktales, fables, myths, and legends	
C. Informational or conceptual literature written for young children	
D. Selecting literature with sensitivity to cultural, racial, sex-role and other special issues effecting children	
E. Evaluating content and illustrations in children's literature as related to special issues such as: divorce, sibling relationships, separation, death, sex, moving, hospitalization, and handicapping conditions	
F. Humor in children's literature in relationship to the developmental characteristic of children's humor	
G. Benefits of poetry to children in given age groups	
III. Film, Television, Video, Stories on Tape, DVD, and Online Resources as Educational Media	12
A. Research on impact of TV in children's development	
B. Advertising techniques common used to sell products to children	
C. Commercial programs and their impact on the characteristics of a young child's thinking.	
D. Developing a teaching strategy to help parents and children develop criteria for analyzing and evaluating media	
IV. Use of Children's Literature Across the Curriculum	12
A. Use of literature-based activities to promote phonemic awareness	
B. Creating webs of literature related activities showing connections to all curriculum areas	
C. Literature for the very young	
D. Using literature in the preschool classroom to promote emerging literacy	
E. Sharing poetry and finger plays with children	
F. Story extensions	
G. Sharing the value of children's literature with parents.	



**Florida State College
At Jacksonville**

Course Learning Outcomes & Assessment

NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

<i>Section 1</i>	
COURSE PREFIX AND NUMBER: <u>LAE 4416</u>	SEMESTER CREDIT HOURS (CC): CONTACT HOURS (NCC): <u>3</u>
COURSE TITLE: <u>Children's Literature in Early Childhood Education</u>	

Section 2

TYPE OF COURSE: (Click on the box to check all that apply)

<input type="checkbox"/> AA Elective	<input type="checkbox"/> AS Required Professional Course	<input type="checkbox"/> College Prep
<input type="checkbox"/> AS Professional Elective	<input type="checkbox"/> AAS Required Professional Course	<input type="checkbox"/> Technical Certificate
<input checked="" type="checkbox"/> Other BS ECE	<input type="checkbox"/> PSAV	<input type="checkbox"/>
Apprenticeship		
<input type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 7)		

Section 3 (If applicable)

INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:

<input type="checkbox"/> Communications	<input type="checkbox"/> Social & Behavioral Sciences	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Humanities	

Section 4

INTELLECTUAL COMPETENCIES:

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Critical Analysis	<input type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Scientific Method of Inquiry
<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Information Literacy	<input checked="" type="checkbox"/> Ethical Judgment	<input checked="" type="checkbox"/> Working Collaboratively

<i>Section 5</i>	
LEARNING OUTCOMES	METHOD OF ASSESSMENT
<ul style="list-style-type: none"> Discuss the historical aspects of children's literature 	Students will be assessed through lesson plans, group projects and presentations on curricular implementation
<ul style="list-style-type: none"> Examine all types of children's literature including nonsense, fantasy, folklore, fables, informational, multicultural. 	Students will be assessed through use of rubrics defining the standards for oral presentations and short reflective papers
<ul style="list-style-type: none"> Select literature that is appropriate for children at various ages and stages of development. 	Students will be assessed through rubrics defining the standards for comprehensive portfolios or resource files on curriculum implementation

Section 5 (Continued)		
LEARNING OUTCOMES		METHOD OF ASSESSMENT
•	Select children's books, poetry, and finger plays for a personal teaching portfolio.	Students will be assessed through rubrics defining the standards for comprehensive portfolios or resource files on curriculum implementation
•	Analyze children's literature for cultural appropriateness and lack of stereotypes.	Students will be assessed through use of rubrics defining the standards for oral presentations and short reflective papers
•	Assess and critique audiovisuals that present children's literature and analyze the affect of commercial media on children.	Students will be assessed through lesson plans, group projects and presentations on curricular implementation
•	Extend stories, poetry, and finger plays using a variety of methods such as dramatization, puppetry, chalk-talk, and felt boards.	Students will be assessed through use of rubrics defining the standards for oral presentations and short reflective papers
•	Identify strategies to share children's literature and its importance with parents of young children.	Students will be assessed through lesson plans, group projects and presentations on curricular implementation

Section 6

Name of Person Completing This Form:

Date: February 20, 2009

Dr. Carole Byrd, Associate Dean of Education