



Saili Le Atamai

ACADEMIC AFFAIRS DIVISION
Office of the Dean of Academic Affairs

INSTRUCTIONAL COURSE APPROVAL FORM

Date _____

Course Title CHILDREN'S LITERATURE

Course Code (Alpha and Number) ED 319

ROUTING SIGNATURES AND DATE

1. Initiator _____

2. Academic Department Chair: _____

3. Dean, Academic Affairs: _____

4. Curriculum Committee: _____

5. Dean, Academic Affairs: _____

6. Vice President: _____

Approved Disapproved Approved with the following recommendations:

**AMERICAN SAMOA COMMUNITY COLLEGE
INSTRUCTIONAL COURSE APPROVAL FORM**

Department: Education **Instructor:** _____
Course Alpha/Number: ED 319 Course Title: Children's Literature

Check One: New Course Proposal Course Revision

Total Credits: 4 Lecture: Laboratory Maximum Class Size: 25

CATALOG COURSE DESCRIPTION:

This course surveys the field of Children's Literature. Emphasizing the reading and examination of all types of Children's Literature, audio-visual, and communication technology generated materials. It presents a study of the history and development of children literature. This course will examine its value to the communicative process, and defines criteria for the selection and utilization of books and instructional related materials suited to the needs and tastes of elementary school children, including exceptional children.

COURSE RATIONALE:

This course required courses for all Elementary Classroom Teachers across the U.S. The use of quality literature in the early childhood and elementary school classroom enhances the cognitive, emotional, and social development of children. Literature engages the child's imagination while providing substantial content with which to develop essential literacy skills. In order to use literature effectively, early childhood and elementary teachers must be familiar with good children's books, be able to evaluate books, and be capable of using a variety of methods to present those books.

PRE-REQUISITE(S):

AA Degree ED IDP, Post AA/AS Education Certificate, ED 300

Textbook(s) / Reference book(s)

Children's and Books. Xena Sutherland and May Hill Arbuthnot. Eighth Edition, Harper Collins Publishing. ISBN # 0-673-46357-5

Content Knowledge. John Kendall and Robert Marzano McREL Mid continent Regional Educational Laboratory. Aurora, CA. ISBN # 0-87120-301-4

Tala o le Vavau: The Myths, Legends and Customs of Old Samoa. Steubel and Herman Polynesian Press ISBN # 0-908597-03-7

Special supplies / Equipment

Computer and required software, Internet, chalk, Xeroxed materials, poster paper, and markers, TV/VCR Masking tape, folders.

Approval of Textbook

Approval for Supplies/ Equipment

Department Chairperson

Department Chairperson

Curriculum Committee

Curriculum Committee

Dean of Academic Affairs

Dean of Academic Affairs

COURSE OBJECTIVES IN BEHAVIORAL TERMS

Student Competencies

Upon successful completion of this course, students will be able to:

- 1.1 Create a literature-rich classroom environment;
 - Create storyboards with illustrations
 - Present graphical illustrations of cultural myths, legends or fables
 - Create illustrations of whole language themes
- 1.2 Integrate literature in each discipline area;
 - Integrate mathematical concepts into essay writing
 - Use journal writing and reaction papers to reflect scientific observations or lab work
 - Use poetry to describe historical events or significant people in civics, American history, Pacific Rim, or Samoan culture
- 1.3 Demonstrate whole language and thematic techniques to daily routines;
 - Draw connections between real life experiences and subject content that is developmentally appropriate
 - Use images, graphics, pictures and learning materials to help make connections and make concepts more relatable to Samoan life
- 1.4 Develop a format or method for collecting and organizing various children's books;

- 1.5 Describe the stages and progression of literacy development;
 - Children’s poetry
 - Children’s fables
 - Children’s short stories
 - Samoan proverbial sayings and myths
- 1.6 Discuss the importance of oral and written language in literacy development;
 - Understand the difference between basic interpersonal communication skills and cognitive language that is required for learning in the classroom
 - Understand developmentally appropriate levels of language acquisition
 - Understand effective strategies for English as a second language learner
- 1.7 Discuss the importance of child development philosophy in literacy development;
- 1.8 Recount the history and state the purpose of each category of children’s books;
- 1.9 Identify the various types of illustrations and match illustration with influential illustrators;
- 1.10 Locate various award-winning books by categories and year published;
- 1.11 Teach a reading lesson to a group of early childhood or elementary students.

TOPICAL COURSE OUTLINE

Course Outline:

- 1.0 The Stages of Literacy Development
 - 1.1 Literacy Development from Infancy to Toddler
 - 1.2 Literacy Development in Preschool and Kindergarten
 - 1.3 Literacy Development in the Elementary Years
 - 1.4 Literacy Development for the Bilingual Child

- 2.0 Methodologies in Literacy Development
 - 2.1 Phonemic Awareness, Letter Knowledge and Concept of Print
 - 2.2 The Alphabetical Code: Phonics and Decoding
 - 2.3 Fluent, Automatic Reading of Text
 - 2.4 Vocabulary
 - 2.5 Text Comprehension
 - 2.6 Written Expression
 - 2.7 Spelling and Handwriting
 - 2.8 Thematic Units
 - 2.9 Basal Readers
 - 2.10 Language Experience Approach
 - 2.11 Silent Sustained Reading
 - 2.12 Literature-Based Program
- 3.0 Oral and Written Language in Literacy Development
 - 3.1 The Role of Literacy in Content Learning
 - 3.2 The Meaningful Integration of Literacy
 - 3.3 Literacy Strategies for Processing Information
- 4.0 Child Development Philosophy
 - 4.1 Influences from Psycholinguistic research
 - 4.2 Influences from Sociolinguistic
 - 4.3 Influences from Cultural Linguistic Research
 - 4.4 Developmentally Appropriate Practices as Defined by the National Association of Young Children.

- 5.0 Whole language Theory and Application
 - 5.1 Immersion in Language and Print
 - 5.2 Opportunities and Resources
 - 5.3 Meaningful Communication
 - 5.4 Teachers as Communication Role Models
 - 5.5 Accepting Children as Readers and Writers
 - 5.6 Attitudes of Expectancy
- 6.0 Categories of Children's Books
 - 6.1 Information Books
 - 6.2 Emergent Literacy Books
 - 6.3 Picture Books
 - 6.4 Big Books
 - 6.5 Predictable Books
 - 6.6 Classic Literature
 - 6.7 Poetry
 - 6.8 Fables
 - 6.9 Myths and Legends
 - 6.10 Bilingual Books
- 7.0 The History and Purpose of Children's Books
 - 7.1 Oral Storytelling
 - 7.2 Folklore and Folk Tales
 - 7.3 Mother Goose
 - 7.4 The Brothers Grimm
 - 7.5 Fairy Tales
 - 7.6 Emergent Literacy Books
 - 7.7 Bilingual Short Stories

- 7.8 Predictable Books
- 8.0 Illustrations and Illustrators
 - 8.1 Watercolor
 - 8.2 Wood Etching Blocks
 - 8.3 Charcoal Sketching
 - 8.4 Mixed Media
 - 8.5 Tapa
 - 8.6 Weaving
 - 8.7 Award-Winning Illustrators
- 9.0 Literature Awards for Book and Illustrations
 - 9.1 Newbury Awards
 - 9.2 Caldecott Awards
 - 9.3 Reading Rainbow
 - 9.4 IRA Children's Choices
 - 9.5 ALA Notable Children's Books
 - 9.6 Coretta Scott King (CSA) Award

Practicum: ED 319P

Each and every student is required to enroll concurrently to ED 319 (Practicum) a one-credit course that places the student in the classroom observing and participating with the children's learning of the English Language. The student is also given the opportunity to read to children at the Barstow Public Library. We require the student to spend 20 hours with the Master Teacher and the real life classroom observing the students and teacher or reading motivating and interesting books to the children.

A letter addressed to the School Principal and Master Teacher is prepared for ED 319P student when they conduct their Practicum's. In addition to the Letter of Introductory the student will also be given the evaluation form that will be used by the Master Teacher for the end of semester evaluation. Each student will meet with the instructor of ED 319 course to work out the Practicum Field Experience at the school and at the public Barstow Library.

Objectives:

Students will be able to:

- 1.1 Observe children learning in the classroom or at the Library;
- 1.2 Practice learned basic teaching strategies;
- 1.3 Observe the Master Teacher handling everyday disturbances that occur in the classroom or at the Library;
- 1.4 Demonstrate teaching skills with the elementary grade school children;
- 1.5 Observe and recognize developmentally appropriate teaching strategies.

EVALUATION METHODS

90 to 100	A	Attendance/Participation.....	20%
80 to 89	B	Mid-term, Final.....	20%
70 to 79	C	Big Book, Lesson Plan	20%
60 to 69	D	Reaction Paper	20%
50 to 59	F	Practicum, Presentations.....	20%