

Fall 8-15-2005

ENG 3405-003: Children's Literature

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**English 3405: Children's Literature
Fall 2005**

Instructor: Dr. Jerie Weasmer
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Office hours: T & R 1:30-3:30
M-W-F by appointment

Texts: Lynch-Brown, C. and Tomlinson, C. M. (2005). *Essentials of children's literature, 5th ed.* Boston: Allyn & Bacon.

The Watson's Go to Birmingham, Curtis
Nappy Hair, Herron
Out of the Dust, Hesse
Amazing Grace, Hoffman
Harry Potter and the Sorcerer's Stone, Rowling
Holes, Sacchar
The True Story of the Three Little Pigs, Scieszka
Where the Wild Things Are, Sendak
From the notebooks of Melanin Sun, Woodson

Attendance: Each absence will result in a 10-point grade drop. Ten bonus points will be awarded for perfect attendance.

Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) in order to develop appropriate course adaptations.

I. Course Description

This course will examine visual and auditory appeal in works designed for younger audiences and language and issues in contemporary and classic pre-adolescent literature.

II. Course Objectives

Upon completion of this course you will:

Recognize the importance of children's literature in a child's development.

Explore the power of pictures to enhance text.

Be aware of the use of language to create visual and auditory images.

Recognize the importance of orality in interpreting some children's texts.

Have explored children's literature as a literacy genre, a performance medium, and an issues forum.

IV. Schedule of Expectations

- 8/23 Introductions and in-class writing on prior knowledge and expectations
Assignment: Read *Essentials*, 4-9, 13-15
- 8/25 **LIBRARY:** Meet at north entrance of Booth for children's library tour with Ann Brownson. In small groups or pairs identify five children's books, each of which has received one or more of the awards described on *Essentials*, pp. 14-15.
Assignment: Write a *brief* paragraph on each of the books explaining elements you recognize as *specific* reasons why the book was selected for the award. Bring one of these books to class with you on 8/30.
- 8/30 **CLASSROOM:** Discuss readings. Creative dramatics.
Assignment: Read *Essentials*, 24-27.
- 9/1 **LIBRARY:** In **new** small groups or pairs find a picture book to represent each of the plots described (chronological, progressive, episodic), a book using foreshadowing, and one that uses flashbacks (five books total). Construct diagrams of the three types demonstrated in *Essentials* on pp. 26-27 and shape similar diagrams for the additional two.
- 9/6 **CLASSROOM:** Share diagrams/texts with class. Tell Cinderella in chronological segments
Discuss elements of literary analysis
Literary analysis due 2/19 (3 pages APA or MLA)
Assignment: Read *Essentials*, 27-31.
- 9/8 **LIBRARY:** In **new** small groups or pairs select five picture books. For each book compose a *brief* paragraph describing the setting (using quotations from the text) and theme. In a second paragraph describe the primary characters (again using quotations from the text). Bring books to class on 9/13.
- 9/13 **CLASSROOM:** Drawing. Share books with class. Discuss stereotyping. Any particularly unique characters?
Assignment: Read *Essentials*, 31-35.
- 9/15 **LIBRARY:** Form a **new** small group of 3-4. Explore texts looking for examples of line, color, shape, texture, and composition. At the same time look for artistic styles and artistic media. List the books you examine and the visual elements you note in each. Bring the most intriguing to share with the class on 9/20.
- 9/20 **CLASSROOM:** Share texts. Introduce poetry elements (handout).
Assignment: Read *Essentials*, 46-56.
- 9/22 **LIBRARY:** In **new** small groups or pairs explore a variety of both classical and contemporary children's poetry. Copy five of the poems (Panther card needed).

Identify elements of poetry as described in the assigned reading (Notations in the margins of the poem will suffice☺). Find an additional 2 poems that reflect the historical development of children's poetry (as described on pp. 50-51). Compose a *brief* paragraph for each discussing the role it fills.

9/27 **CLASSROOM**: Share poetry.

Assignment: Find a poem to bring to class that can be used for choral reading. Keep in mind that voices, colorful descriptions, rhythm, and rhyme are strong contributors to effective read alouds.

9/29 **CLASSROOM**: Choral reading of poetry.

Assignment: Analysis of poetry due 10/04.

10/4 **CLASSROOM**: PQP. Revision due 10/11

Assignment: Read *Essentials*, 80-85

10/6 **LIBRARY**: In **new** small groups or pairs find samples of five of the following: interactive, toy, wordless, alphabet, counting, concept, pattern and picture story books. Compose a *brief* evaluative paragraph on each.

Midterm