ENG 3405-003: Children's Literature

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English 3405: Children's Literature  
Fall 2005

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Office hours: T & R 1:30-3:30
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M-W-F by appointment


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)

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**