

**ELAN 3110: Children’s Literature and Oral Language  
Fall 2005**

Tuesday (8:00-12:15)  
112 Aderhold

Office hours:  
After class or by appt.

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**Required Texts**

Russell, David L. (2005). *Literature for children: A short introduction*. NY:Longman.

Short, Kathy G. (1997). *Literature as a way of knowing*. Los Angeles, CA: Stenhouse.

Children’s books & juvenile literature: Buy it, borrow it, find it, whatever it takes. Start locating books at the beginning of the semester. I can definitely help if needed.

*Charlotte’s Web*

*Roll of Thunder, Hear my Cry*

*The Diary of Anne Frank*

*The Watsons Go to Birmingham*

*The People Who could Fly*

One of the following: *Because of Winn Dixie, Holes, The Great Gilly Hopkins, or Maniac Magee*

One of the following: *The Giver, Tuck Everlasting, or Among the Hidden*

**Additional Course Readings**

Additional readings will be sent to you via Livetext throughout the semester. If you have any difficulty accessing the readings, please notify me so we can arrange for you to get a hard copy.

**Course Overview**

ELAN 3110, “Children’s Literature and Oral Language,” is the first in a two-course sequence of instruction in children’s language and literacy development for Early Childhood Education majors at UGA. The focus of this course is on children’s literature that could be used in the elementary classroom, criteria that determines quality literature, and what experiences around this literature might look like. During the course, we will also focus on oral language development and cultural awareness.

There is also a two-course READ sequence (READ 3420 and 3430), as noted by your READ instructor. I urge you to consider the ELAN and READ courses as complimentary and intertwined because the components of reading, writing, oral language, and children’s literature that are covered across these courses are all aspects of a child’s literacy development.

**Course Goals:**

1. Students will gain a better understanding of themselves as readers.
2. Students will explore children’s literature across multiple genres.
3. Students will become familiar with criteria and resources for selecting quality children’s literature.
4. Students will explore language diversity and classroom implications.
5. Students will develop an awareness of cultures different from their own.

**Class Guidelines: (to be developed during first class session & amended throughout semester as needed)**

## Course Assignments:

### Responses to Readings (13 @ 2 pts. each = 26 pts.)

There will be assigned readings for each class period. After completing the readings, you will need to write a 1-2 page, single-spaced response. Your response should include the following:

- connections made between this text and others you have read
- questions you have about the text or aspects that are unclear
- areas of the text that you do not agree with or are troubled by.

Also, include the APA style citations for all readings. You will bring your response with you to class and use this in small and large group discussion. I will then collect the responses and return them to you during our next class period.

### Reading Autobiography (4 pts.)—due September 6

This is a short paper about who you are as a reader (2-4 pages, double spaced, typed). Organize your autobiography chronologically or categorically. Think about and write about questions like:

- What is your earliest memory around books or reading?
- When or how did you learn to read?
- What did you read as a child and how did you make your choices what to read?
- Who influenced your reading (positively or negatively) and how?
- How do you use reading?

You can certainly include other information outside of the scope of these questions. This is meant to be a thoughtful interpretation of who you are as a reader and how you developed as a reader. This writing will be used as a basis/introduction for your final reflection.

### Final Reflection (10 pts.)—Due December 6th

This final project (8-10 pgs. double-spaced) draws from your reading autobiography completed at the beginning of the course, the readings you have completed and discussed, and the experiences you have had throughout the semester. You should reflect on what you have read, what you have observed, and what you have written to describe your growth over the semester as a reader and as a future teacher of reading. Your reflection should have a recap of your reading autobiography and include examples in support of your growth from the professional readings, your field experiences, and written reflections throughout the semester. Use references/quotes from professional readings and articles in this final reflection and reference all citations using APA style.

### Field Reports from schools—September 26 – October 21 (4 @ 5 pts. each= 20 pts.)

#### Due October 25

While in the schools, you will have four reports to complete for this class.

1. Reading program analysis—Gather information about the reading program used in your school. You may find it helpful to ask questions of your mentor teacher as well as the literacy coach or reading specialist about the program currently being implemented. Prepare a 2-3 page report, including a brief description of the program, addressing the following:
  - How is children's literature incorporated into the program?
  - How does the information you gained and your observations relate to what you know so far about children's language and literacy development? (Does what you saw match up with what you've heard, read, and been told?)
  - From what you've seen, what are the strengths and weaknesses of the program?

2. Integrate the use of children’s literature into your three- to five-day consecutive lesson plans for your Early Childhood class and give me a copy. Describe, in 2-3 pages, how one of the lessons went, how the literature was helpful, and what (if anything) you would change next time or do differently.
3. Read a book with a child and talk about it. In 2-3 pages, describe the conversation, the child’s response to the book and you, and your own feelings about the experience. (Was the child attentive? Did s/he get antsy? Did s/he ask questions? If so, what were they? What questions did you ask? How did the child respond?) Begin this report by providing a rationale for selecting the book you read.
4. Read a book to the whole class. In 2-3 pages, describe why the book was chosen, how the students responded, a self-analysis of your own reading, and what you would change. Were the children attentive? Did they get antsy? Did they ask questions? If so, what were they? What questions did you ask? How did the children respond?) Begin this report by providing a rationale for selecting the book you read.

Also, for each of these assignments, the last part of your report should include a cultural reflection section. This is simply a response to the following questions: How does what you are observing in the school setting compare with your own school experience? What do you see as potential challenges and successes for you in your own classroom based on these observations, readings, and thoughts you may be having?

**Field Reports from community centers (4 @ 5 pts. each= 20 pts.)**

Toward the end of the semester, you will have the opportunity to go into a predominantly Latino community (either Garden Springs or Pinewood) and a predominantly African-American community (either East Athens or Lay Park). The four weekly visits should be at least one hour in length, with time included in this for observation. Since this is a children’s literature course, the focus of your visit and lesson should be a children’s book, possibly one you used during your time in the elementary school. We will discuss ideas for activities and plan the first field experience together in a class session. The field report you create to turn in should include: Title and author of book(s) used, reason for choosing the book(s), activity related to the literature, and reflection on activity. In addition to this information, you will also need to include a *cultural reflection* section. This should be something you observed or encountered that appeared to be a reflection of the community culture you were in. This could be something that stood out as “different;” something you had not seen or terminology you had not heard before; or just an instance that caught your attention for whatever reason. The focus here is on becoming more culturally aware of communities and individuals and learning from them. There will be time designated during our regular class meetings to discuss these experiences.

**Children Literature & Genre Collection (20 pts.)****Possible 10 pts. for presentation (individual) + possible 10 pts. for the collection (group)**

Various genres of children’s literature will be discussed throughout the semester. The class will be divided into 5 small groups, one for each genre being discussed. With the members of your group, you will find examples of your genre that are appropriate for children between PreK-5<sup>th</sup> grades and examples of books that could be used across curriculum. At least four of the books selected in each genre should be poetry. You should also be mindful of the cultural diversity present (or absent) in the books you choose. Your collection should include one related website and at least 25 books. Provide an annotated reference for each book as each group’s work will serve as one section of the final Genre Collection. Things to include in the annotation are: title, author, the main point of the book, the curriculum area it connects with, the age(s) of student the book could be used with, and any information that may be useful as this will be a reference for you later in your teaching career.

On the class meeting day that your genre is the topic of discussion, your group will give a presentation (30-45 minutes) during which each member will be expected to give a book talk. Some questions to be addressed by each individual are: “Why did you choose this book?” “Are there other books this could relate to?” “What do you see as the strengths and weaknesses of the book?” Someone in each group will need to be responsible for creating a compilation list of all titles, including the annotations, and get this to class members.

Some resources for finding children’s literature are The Curriculum Materials Center (CMC) on the 2<sup>nd</sup> floor of Aderhold, the Athens Regional Library on Baxter Street, and the school library where you complete your field work. If you are interested in purchasing children’s literature, check out used book sites on the web ([www.half.com](http://www.half.com); [www.abebooks.com](http://www.abebooks.com) or [www.fetchbook.info](http://www.fetchbook.info)) I will also have Scholastic books orders available which is a great source of good books, cheap!

**The criteria I will utilize in evaluating all assignments are:**

- Evidence of thought and reflection
- Inclusion of details as outlined in course requirements
- Promptness
- Grammatically correct
- Relevance to self as learner and teacher

Assignments	Possible Points
Responses to Readings	26
Reading Autobiography	4
Field Reports (School)	20
Genre Collection	20
Field Reports (Community)	20
Final Reflection	10
Evaluation of course & instructor	5
Total points possible:	105

**Final Grading Scale**

A=90-100 total points; B=80-89 points; C=70-79 points; D= 60-69 points; F=59 points or less

**Final Evaluation of Course and Instructor (5 bonus pts.)—Due December 6th**

This will help me in my own learning and should be turned in as a separate writing with the final reflection. To receive the bonus points, the following areas and questions should be addressed:

What did you like best/least about the course as a whole?

What is your opinion of the required readings? What were the most and least helpful/enlightening readings?

Were the topics presented in a logical order?

Was adequate time given to each topic?

Were expectations, grading system, and requirements clear?

How do you feel about the workload? Did anything feel like “busywork”?

What changes would you make to the course requirements?

What do you see as the major strength of the instructor?

What is your major suggestion for my improvement?

Food for thought for my teaching?

**Policy & Procedures:**

Note: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Health related issues: Anyone who needs a class accommodation due to health related issues or physical challenges should make an appointment with the instructor as soon as possible.

**Attendance/Participation**

Attendance and *active* participation are required. It is necessary for you to be in class to be able to learn from your classmates and for them to learn from you. I understand that unforeseen situations do arrive that may prevent you from being in class. If this happens, please contact me. You are expected to attend every class and to be on time unless you have an emergency or a serious illness. More than 1 absence will result in a 10-point overall deduction in your final grade.

The focus of our class meetings will be discussion of the assigned reading materials. It is essential that you have read, thought, and written about the assigned readings *prior* to class. *Active* participation is defined as: 1) providing evidence that you have read the assigned materials; 2) engaging in thoughtful and reflective oral and written response to the reading; 3) demonstrating respect for the ideas of others; and 4) working productively in small groups.

**Academic Honesty**

Our class will strictly adhere to UGA’s guidelines for academic honesty. The guidelines can be found at [http://www.uga.edu/ovpi/academic\\_honesty/culture\\_honesty.htm](http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm)

It is your responsibility to seek explanations concerning issues of academic honesty, including the proper attribution and quotation of source materials from books, journals, articles, and the WWW.

## ELAN 3110, Fall Semester 2005—Course Schedule

DATE	TOPIC	Readings to be discussed & Assignments due
August 23	Introductions Develop guidelines Review syllabus 11:00-12:15 Livetext session with Scott Smith	
August 30	What is children's literature? What is 'response' to literature? How does literature fit into the classroom? Literature in the Classroom & responding to (Literature circles)	<b>Readings:</b> Short: Ch. 1, 2, 4 Russell: Skim chapter 1, read ch. 4  Handout: Literature circles
September 6	[Respond to <i>Charlotte's Web</i> ]  Oral Language & language acquisition  Linguistic diversity  11:30 Amy Sanford (GSTEP/the Bridge)	<b>Assignment:</b> Reading Autobiography <b>Readings:</b> <i>Charlotte's Web</i>  Russell: Ch. 2 Short: Ch. 3 Article: Delpit
September 13	Read Alouds, Picture & wordless books  Integrating literature with curriculum	<b>Readings:</b> Russell: Ch. 6, 7 Article: Ray Article: Trachtenburg  Handout: Shore
September 20	[Share picture books]  Cultural diversity in literature  Issues of social justice  [Roll of Thunder discussion]  <i>Students' evaluation of course</i>	<b>Assignment:</b> Bring picture book to share and read aloud to class  <b>Readings:</b> Russell: Ch. 5 Article: Galda, (ch. 11) Article: Willis Article: Hade Article: Harris  <i>Roll of Thunder, Hear my Cry</i> Handout (brochure)
September 27 through October 21	Fieldwork in elementary schools	<b>Assignments:</b> As described in syllabus
October 25	[Sharing experiences from the field]  Oral tradition & Storytelling (?) Guest: Jackie Elsner  <i>Discuss Genre Collection Project</i> (?) Guest: Allison Niedzswiecki  Genre 1: Biography/Informational/Procedural	<b>Readings:</b> Article: Cazden  Article: Smith, Greenlaw, & Scott Article: Nodelman  Russell: Ch. 12

November 1	[Discuss <i>Diary of Anne Frank</i> ] Genre 1 Group Presentation Genre 2: Narrative—Historical Fiction	<b>Readings:</b> <i>Diary of Anne Frank</i>  Russell: pgs. 225-231
November 8	[Discuss <i>The Watsons go to Birmingham</i> ] Genre 2 Group Presentation Genre 3: Narrative—Realistic Fiction  Discuss community center visits  <i>Students' evaluation of course</i>	<b>Readings:</b> <i>The Watsons go to Birmingham</i>  Russell: pgs. 216-224 Article: Gallego & Malenka  <b>Assignment:</b> Community Visit 1
November 15	Community center debriefing  [Literature circles in practice] Genre 3 Group presentation   Genre 4: Narrative—folk literature (fairy tales & folklore)	<b>Assignment:</b> Community Visit 1 field report Community Visit 2  <b>Readings:</b> Choose one: <i>Because of Winn Dixie</i> <i>Holes</i> <i>The Great Gilly Hopkins</i> <i>Maniac Magee</i>  Russell: Ch. 8  Handout: Yolen
November 22	Community center debriefing  [Discuss <i>The People Who Could Fly</i> ] Genre 4 Group presentation Genre 5: Narrative—Fantasy	<b>Assignment:</b> Community Visit 2 field report Community Visit 3  <b>Readings:</b> <i>The People Who Could Fly</i>  Russell: Ch. 10
November 29	Community center debriefing  [Fantasy book discussion] Genre 5 Group presentation  Poetry	<b>Assignment:</b> Community Visit 3 field report Community Visit 4  <b>Readings:</b> Choose one: <i>The Giver</i> <i>Tuck Everlasting</i> <i>Among the Hidden</i> Russell: Ch. 9  Handout: Book Buffet
December 6	Community center debriefing Poetry share & Book Banquet	<b>Assignment:</b> Community Visit 4 field report  <b>Readings:</b> Handout (Exemplary Teacher)
		Turn in final reflection and evaluation to my mailbox in 125 Aderhold by 5:00 pm

