



Syllabus

 Mark Reviewed

Children's Literature

ENGLISH 355

Course Description

This course introduces students to the spectrum of children's literature, past and present.

Learning Outcomes

Upon completion of the course, students will be able to:

- Understand and appreciate literature as a valuable source of intellectual, emotional, and aesthetic experience reflecting and enriching the human experience.
- Read literature within such contexts as genre, nationality, historical period, ethnicity, and culture.
- Apply appropriate critical theories to texts, orally and in writing.
- Develop library and research skills for locating, evaluating, and sharing children's books.
- Develop a log of books read.
- Share books read in a variety of settings and ways.
- Make curriculum connections with various genre and ages.
- Participate in discussions.

Content

This course has units on eight book genres and four teaching skills:

1. Fairy Tales (including folklore and mythology)
2. Religious Books (including scriptures, Conference talks, songs, and world religions)
3. Asking Good Questions
4. Informational Texts (including reference, non-fictional, and how-to books)
5. Biographies (including autobiographies and true stories)
6. Making Connections
7. Historical Fiction
8. Modern Realism
9. Censoring Books
10. Fantasy (including animal, modern, and high fantasy)
11. Science Fiction
12. Reading Aloud

Learning Model Architecture

The units will include a variety of picture book activities, discussions, book shares, quizzes, and tests requiring students to:

- Prepare (by reading literally dozens of books, plays, and short stories)
- Teach One Another (by sharing books, participating in discussions, and commenting on others' work)
- Ponder and Prove (by completing evaluations, summaries, and examinations)

Required Books

All students will need to purchase or borrow the following books for the genre discussions:

- *Beauty*, by Robin McKinley
- *Read with Me Bible*, by Doris Rikkens and Jean E. Syswerda
- *Children Just Like Me*, by Barnabas and Anabel Kindersley
- *Lincoln: A Photobiography*, by Russell Freedman
- *From the Mixed-up Files of Mrs. Basil E. Frankweiler*, by E. L. Konigsburg
- *Johnny Tremain*, by Esther Forbes
- *The Indian in the Cupboard*, by Lynne Reid Banks
- *The Giver*, by Lois Lowry

Additionally, with each of the teaching skills units, there will be a novel for students to acquire, read, and discuss in small groups (usually four people). The students will select the titles for these four assignments from an approved list during the first class period. (The lists are located in the Resources folder, under "Booklists for Class Activities.")

Grading Policies

The following items will be calculated into the final grade:

- Completion and quality of picture book activities
- Reading of books
- Quiz scores
- Participation in discussions
- Completion and quality of book shares
- Posting of comments on other students' book shares
- Test scores

Late work is typically penalized by 50%, though discussions *cannot* be done late.

SCHEDULE

Each of the twelve units is designed to last one week and will include a Picture Book Activity, a Weekly Discussion, and either a Book Share or Test. For legal reasons, we are only able to have the picture books online for a limited period. Therefore, the units will be made available in sets of three. At the end of three weeks, new lessons will appear (and the old ones will go away). The deadlines for each type of assignment are listed below (though you can do everything except the discussions

and posting of comments early):

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Picture Book Activity Reading completed Review submitted	Weekly Discussion* Reading completed Quiz taken Discussion attended	Weekly Discussion* Reading completed Quiz taken Discussion attended	Book Share** Paper written Page of book scanned Book share posted	<i>Begin posting comments</i>	Book Share** Comments posted Test** Test taken

*You will select the day and time of your Weekly Discussion, so those deadlines will correspond with the choice you make.

**Book Shares will accompany the genre units, while Tests will be part of the teaching skill units. In other words, you won't have both of them in the same week.

UNIVERSITY POLICIES

Student Honor

As we follow the path of discipleship and learn to be more like Christ (thinking, feeling, and acting as He does). Living a life of honor:

- Begins as we learn and live the baseline standards of the Honor Code, understand their purposes, and are true to the promises we have made.
- Continues as we heed the promptings of the Spirit to raise our personal bar of righteousness and foster a spirit of integrity, sacrifice, consecration, love, service, and willing obedience as students and throughout our lives.
- Prepares our hearts for devoted discipleship in the family, church, work, and community.

[Honor Code](#) | [Academic Honesty](#) | [Dress and Grooming Standards](#)

Educational Materials, Copyright, and Expanding the Classroom with Online Learning

Copyright law (Section 110 Classroom Exceptions), including the TEACH Act, focuses on the dynamics of the classroom to control the use of educational materials without gathering permission from the copyright owner. With the changing and non-traditional nature of the classroom at BYU-Idaho, we find it necessary to try to give full effect to the principles espoused by the Copyright Laws and the TEACH Act in our expanded definition of the classroom, which includes the activities students participate in as part of the essential educational experience:

- All resources that are digitized/copies are owned by the University.
- The instructor oversees and approves all materials that are provided for electronic distribution.
- All copied materials are saved in a database behind a firewall with

authentication, available only to students registered in the course.

- The materials are available to students registered for the course, and only for a limited time, with access controlled by the instructor.
- Because the materials are protected by copyright, further copying or dissemination is prohibited.

Students with Disabilities

BYU-Idaho is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office at (208) 496-1158. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by this office. If you need assistance or feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established policy and procedures by contacting the Personnel Office at (208) 496-1130.

Sexual Harrassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program which receives federal funds, including federal loans and grants. Title IX also covers student-to-student sexual harrassment. If you encounter unlawful sexual harrassment or gender-based discrimination, please contact the Personnel Office at (208) 496-1130.