

**Course Outline for ECD 61**  
**LITERATURE FOR THE YOUNG CHILD**  
**Effective: Fall 2010**

**I. CATALOG DESCRIPTION:**

ECD 61 — LITERATURE FOR THE YOUNG CHILD — 3.00 units

An introduction to young children's literature, the development of speech and language and the exploration of teaching techniques which promote language, literacy and literature for the young child. Selection, evaluation and use of fiction, non-fiction, prose and poetry from existing written and/or recorded children's literature in the early childhood classroom. Approaches to reading books, storytelling, story writing, and use of puppets, flannel boards and props to facilitate children's language and appreciation of literature.

3.00 Units Lecture

**Grading Methods:**

Letter Grade

**Discipline:**

	<b>MIN</b>
<b>Lecture Hours:</b>	54.00
<b>Total Hours:</b>	54.00

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1**

**III. PREREQUISITE AND/OR ADVISORY SKILLS:**

**IV. MEASURABLE OBJECTIVES:**

**Upon completion of this course, the student should be able to:**

- A. demonstrate understanding of the history and development of children's literature;
- B. show familiarity with the various genres of children's literature and how each might be integrated into the curriculum;
- C. evaluate children's picture books, fiction and nonfiction using specific criteria;
- D. align developmental stages and types of books appropriate to use within each stage;
- E. develop and present literature activities which encompass a variety of literature-related activities and purposes;
- F. demonstrate an ability to read aloud both prose and poetry in an engaging fashion and to develop storytelling techniques;
- G. identify how diverse cultures (past and present) are portrayed in children's literature;
- H. demonstrate knowledge of the stages of normal language development of children;
- I. demonstrate ability to create literacy activities based on children's observed interests and current ability;
- J. assess appropriate community resources to assist in evaluation and intervention with children who have language delays;
- K. explain strategies used in working with young English language learners;
- L. develop early language and literacy experiences that demonstrate developmentally appropriate practices and is integrated into interest areas in the classroom.

**V. CONTENT:**

- A. History and development of children's literature
- B. Developmental progression in children's books
- C. Genres of children's literature
  - 1. Traditional literature
  - 2. Poetry
  - 3. Fantasy and science fiction
  - 4. Realistic fiction
  - 5. Historical fiction
  - 6. Informational books and biographies
  - 7. Picture books
  - 8. Multicultural/International literature
- D. Evaluation and critiquing of children's books
  - 1. Non stereo typical materials that reflect a range of
  - 2. cultures
  - 3. Use of rich vocabulary
  - 4. Use of content to teach concepts, techniques and other
  - 5. background knowledge
  - 6. Developmental appropriateness of content
- E. Developmentally appropriate literacy experiences
  - 1. Reading techniques and strategies
  - 2. Stages of reading aloud

3. Development of felt board stories
4. Storytelling
5. Puppetry
6. Audio-visual stories
7. Finger plays
- F. Language development
  1. Theoretical basis of language and communication
  2. Developmental stages of language development
  3. Speech and language disorders
  4. Second language acquisition
- G. Role of the teacher in fostering language, communication and literacy development
  1. Observing and recording children's language development
  2. Listening to and interacting with young children
  3. Implementing curriculum bases on observation and theory
  4. Evaluation of curriculum related to language development
  5. Identification of community resources to assist in assessment and intervention of language delays
- H. Curriculum design
  1. Activities that promote language and communication
  2. Activities that foster development of emerging literacy
  3. Importance of physical, environmental, and cultural components in development of language, literature and literacy skills

#### VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. **Discussion** -
- C. **Demonstration** -
- D. **Field Trips** - Field trips including child's area of public library
- E. **Audio-visual Activity** -
- F. Internet
- G. **Guest Lecturers** - Guest speakers 1. Storyteller 2. Children's librarian 3. Classroom teacher

#### VII. TYPICAL ASSIGNMENTS:

A. Reading and writing: 1. Read the assigned chapter in the text regarding the definition of literature for children. Find a copy of a fiction book that you enjoyed as a child. In a short paper evaluate the book strengths and weaknesses based on the elements of fiction: plot, characters, setting, theme and style. 2. Select and read folktales from four different continents and cultures such as Asia/Japanese, Africa/Nigerian, North America/Native American, and Europe/German. Examine the settings, the narrative style and the characters in the selected folktales for the degree of consistency within and between cultures. Report your findings in paper using college guidelines for written work. B. Group Project: Select three picture books. Discuss each of the following for each book. Group will report to the class findings: 1. Themes, characters, settings, plot, author's style: What are the strong or weak points about the authors handling of the element? 2. Which story elements are in the illustrations but not in the text? 3. How do the illustrations contribute or distract from the story? 4. How does the illustrator's choice of medium, artistic style or visual elements affect the story? 5. Which aspects of the book may or may not make it appealing to children? 6. What visual clues may enable a non-reader to enjoy this book by themselves? 7. Why or why not is this book appropriate for reading aloud to children? C. Presentation: Choose one of the following activities. Present to a group of children or have someone videotape your presentation. Report both your reactions and feelings about the presentation and or the children's responses. Note both strengths and weaknesses of presentation. 1. Select and learn a story for storytelling 2. Select a trade book and develop a book talk about it

#### VIII. EVALUATION:

- A. **Methods**
- B. **Frequency**
  1. Frequency
    - a. Weekly participation
    - b. Weekly reading
    - c. 1-3 individual or group oral presentations
    - d. 1-3 quizzes and /or midterm
    - e. 1 final or final project

#### IX. TYPICAL TEXTS:

1. Glazer, Joan *Literature for Young Children: Supporting Emergent Literacy, Ages 0-8*. 6th ed., Allyn and Bacon, 2009.
2. Machado, Jeanne *Early Childhood Experiences in Language Arts, Early Literacy*. 8th ed., Delmar Learning, 2007.
3. Trelease, James *The New Read-Aloud Handbook*. 6th ed., Penguin Books, 2006.

#### X. OTHER MATERIALS REQUIRED OF STUDENTS: