



Internationalizing the Curriculum Project

Maricopa Community Colleges
Office of International & Intercultural Education
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ENH 291 Children's Literature —3 Credits

- Pearl Williams
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- Estrella Mountain Community College
- Course Description: Review of modern literature, including application of literary criteria to folk and modern literature for children. Prerequisites: None.
- Required material: *Children's Books in Children's Hands*, 2nd edition by Charles Temple (Editor), Miriam Martinez, Junko Yokota, Alice Naylor and Taylor. *Global Perspectives in Children's Literature* by Evelyn B. Freeman, Barbara Alpern Lehman.

Internationalized Component Description:

Course includes an international/intercultural perspective in Children's Literature requiring students to read and apply literary criteria to folk and modern literature. Students read thirty international children's books; write annotated bibliographies for their individual reading lists, create international picture books for children in targeted age groups, write international/intercultural poetry books for children, and design international reading/literature programs for children. Assignments include visits to local libraries, bookstores and the Internet.

Content Areas Which Include International Materials/Components:

In addition to reading thirty international books, writing annotations and compiling an international bibliography, students design and create International Picture Books and Poetry Books.

Description of Material and How Integrated in Course:

The sixteen week semester allows two main objectives: Reading and discussing children's books, their issues and their responses to the various genres available to them. International and intercultural themes are infused throughout discussions and activities.

Special assignments and activities (see attached booklet):

Guest speakers from both campus and community were available. Attendance at storytelling events and Children's Hour were opportunities available to students. Handouts are provided by the instructor; opportunities to listen to guest writers were available to students this semester. Most instructors have traveled internationally and were able to share snippets from other cultures. The instructor also prepared handouts focusing on international children's literature, list of books, videos and local events for students to participate in order to complete assignments.

Successes and Special Challenges:

Assignments included thirty annotations, a bibliography, an Issues Journal, an Original International Picture Book, A compilation of international children's Poetry, ten lesson plans for children's books and a unit for a Literature and Reading Program. Students also collaborated with the Intercultural Communications classes and presented a Story Hour for First graders at Littleton Elementary School. A challenge was finding enough resources for multi-level or multi-age children.

Tips/Suggestions to Instructor:

Prepare a list of International books for the Library reserve Section. Prepping students for the international approach is best done at the first class meeting. Integrating all assignments and activities into the syllabus also aids in the preparation. Because this course is already multicultural, it is easy to internationalize.

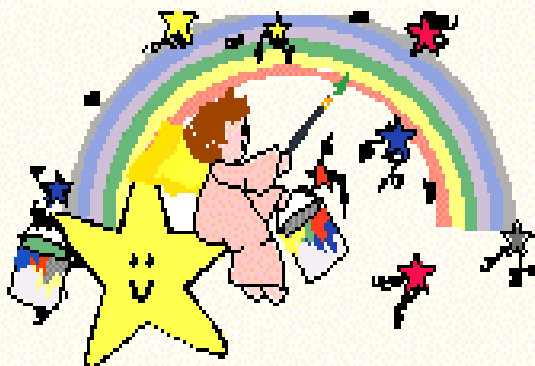
Brief Evaluative Summary

Students enjoyed reading books from other countries. Many students selected International and multicultural books at the beginning of the semester. We discovered that some of the books from other countries were quite similar to the domestic classics. Also, children throughout the world had similar needs and issues; these insights were especially apparent during the reading of the various genres. Other findings included the fact that our city libraries in Litchfield Park, Avondale/Goodyear and Buckeye were replete with international books and stories, creating fantastic resources for us. The Spring Semester class will distribute recommendations to our college library. It was a great semester!

Syllabus and Course Outline

Attached.

International Children's Literature



Our focus for this semester will be on International Children's Literature. Our world is shrinking because of global communications and increased mobility. Technology links children around the world to each other; frequently, children have the opportunity to travel widely or have family ties to places outside their home countries. Many of you will teach children who fit into this category. As we study this semester, we will learn of our linkages to other countries, learn to appreciate literature from other countries and will receive diverse perspectives of International Literature. Consequently, we will read and study the following:

- Defining International Children's Literature
- Value and Benefits of International Children
- Issues in International Literature
- Trends in International Children's Literature
- Oral Traditions in International Literature
- Instructional and Curricular Benefits of International Children's Literature
- Children's Literature Cited List

All activities on your syllabus will reflect the components above. We will use excerpts from the following texts:

Global Perspectives in Literature by Evelyn Freeman and Barbara Lehman
Children's Books in Children's Hands by Naylor, Lakota, Martinez and Taylor

Course Number: ENH 291
Course Title: Children's Literature
Section: 1311/1613/1739
Credit Hours: 3
Instructor: Pearl Williams
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Office Hours: 1:00 -2:00 pm on Mondays or By Appointment
Class Meeting: T/R 10:00 -11:20a.m.
Class Location: Montezuma Hall, #211

Resources: *Children's Books in Children's Hands* by Temple, Martinez, Yakota and Naylor
Global Perspectives in Children's Literature by Freeman and Lehman
Children's Literature Database
Selected Videos
Hornbook Magazine
Newberry and Caldecott Collections
Selected Internet sites

COURSE DESCRIPTION: Review of modern literature, including application of literary criteria to folk and modern literature for children. Prerequisites: None.

COURSE COMPETENCIES:

1. Compare and contrast children's and young adult multicultural literature in relation to the values of various world societies.
2. Describe the history and development of picture and illustrated books and the criteria for evaluating art and content.
3. Choose appropriate books for children at the beginning, intermediate, and advanced levels that reflect the diversity of our world.
4. Describe the function of picture books in education, and describe the function of picture books as an introduction to ideas and values with examples from the various world cultures.
5. Describe the types of folk tales and their distinctive elements.
6. Describe the social and psychological value of reading folk tales.
7. Describe the characteristics of fables and their use and values.
8. Apply literary criteria (plot, characterization settings, styles, point of view, theme, tone) to fiction for children.
9. Describe the importance of fantasy, folk tales, and fables in developing imagination and providing insights into the histories and values of diverse world cultures.
10. Describe the value of nursery rhymes as an introduction to poetry and as a basis for development of social, psychological values and linguistic values.
11. Describe the characteristics of nonsense verses.
12. Apply criteria for evaluation of narrative and lyric poetry for children.
13. Describe the importance of style and tone in historical writing for children.
14. Apply composition criteria (research, authenticity and objectivity) for evaluating biography as history.
15. Apply literary criteria (characterization, central theme, style and point of view, tone, and setting) for evaluating biography as history.
16. Describe the benefits for children in listening to stories.

INSTRUCTIONAL RESOURCES: At EMCC, instructional support services are available in the Information Commons. The Instructional support services include Learning Enhancement, Information Resources and Academic Computing. These services provide unique resources to facilitate your learning. For example, at the Learning Enhancement Center, you may request tutoring, study groups workshops, seminars and even make-up testing. At the Information Consultation desk, you may request assistance in locating electronic journals or traditional books. At Academic Computing, you may obtain passwords, or obtain help in accessing a difficult program. For writing assistance, go to the Math and Writing Center in MON119.

ATTENDANCE: Students are expected to attend each class session for which they are registered. Maricopa Community College District policy indicates that the instructor has the option of dropping a student when he/she has accumulated more unexcused absences than the number of class meetings per week. Students must sign in for each class meeting.

Students have the right to observe major, required religious holidays.

WITHDRAWAL: Students are advised to inform the registration office (in writing) of his/her withdrawal from class. Failure file an official withdrawal may result in a failing grade. The final deadline for withdrawal is April 19, 2002.

CLASS FORMAT: This is a dynamic and interactive class. Your reading stamina will increase throughout this course. Our readings, handouts and annotations will focus on International Literature, issues and trends. You will be exposed to a variety of genres which were selected and designed to increase your stamina; encourage you to become a versatile reader; create scenarios that are conducive to exciting discussions, and help you to fulfill one of your humanities requirements!

Consequently, you are expected to bring these skills and attitudes to our class discussions:

- Willingness to discuss, read and write in a humanities class
- Willingness to accept the challenge of reading international genres and research concerning children's literature
- Willingness to participate in small and large group activities
- Willingness to listen with an open mind to the ideas and informed opinions of others
- Willingness to express ideas in clear, concise English

GRADES: Grades are based on points accumulated from reading assignments, annotations, collaborative groups, projects and the final examination. All assignments should represent your best efforts. Use technology to enhance your work and to access International Children's Literature. Additionally, in order to receive timely feedback on your progress in class, you are required to present your assignments on time. Assignments due must be received on the date given in your directions and/or the syllabus. Exceptions are considered only if an emergency exists. Each student may accumulate a total of 1200 points. See major assignment listing below. Point values will be given along with the assignments.

Grade Scale:

1080 - 1200 =	A
960 - 1079 =	B
840 - 959 =	C
720 - 839 =	D

MAJOR ASSIGNMENTS

1. Autobiography – This paper represents the summary of your reading experiences from your earliest memories up to today. This paper should be written in essay format with an effective introduction, body and conclusion. This paper is due on 1.22.02 and has a 50-point value.
2. Journal Entries – Fourteen journal entries are due this semester. The content of your journals should reflect the international children's issues found in your handouts and in your text. Journal entries should be typed and should also represent a convincing response to the issues which are presented. The entries will be graded and presented in your semester Portfolio. Due dates are every odd week. Value: 140 points
3. Annotations and Bibliography – Each student in Children's Literature is responsible for reading and completing annotations for thirty (30) International Children's Books. A format for annotations can be found on this Blackboard under assignments. Use your personal annotations to compile a bibliography for the class reading list. Annotations (2) are due on Thursday of each week and are valued at 10 points. Thirty annotations in addition to your personal bibliography are valued at 250 points.
4. Original books and poems will be assigned to demonstrate your learning for chapters 6 and 7. You will design a Picture Book and a Poetry Book for a specific age group. Value 100 points each. Both are due on March 26, 2002.
5. Teaching Ideas (one for each chapter) - At the end of each chapter, you will find Teaching Ideas. Select one for each chapter to demonstrate to the class. These will be shared with the class. Each teaching idea is valued at 10 points and is due during the Chapter discussions. Value: 100 points.
6. Category Sampler – Design a flyer or poster to illustrate categories of Children's Literature. Using chapters 1-14, compile a list of categories with examples, names and characteristics for each category. The sampler is due on 1.29.02 and is valued at 50 points.
7. Chapter Quizzes will be given to test your awareness of Children's Literature concepts and your reading. A sample of ten quizzes will be given. Read your chapters! Quizzes will be announced. Value: 70
8. Storytelling – Review stories to present to class. These stories may be those that were handed down through your families or may represent the classics in Children's Literature. Value: 50 points. Due: TBA
9. Program Design – Design a program that integrates International Children's Literature into the classroom, play groups, tutoring sessions or other entities. Use chapter 14 as one of your references. Value: 250 points. A hard copy will be due on April 30, 2002.
10. Present your artifacts in a creatively designed portfolio for 100 points. Your final exam will be a Power Point presentation of your Program.

Note: This instructor reserves the right to change the syllabus in order to better address the needs of the students in the class. Changes will be written on the Blackboard Course Management System as they are made.