Moberly Area Community College
Common Syllabus

LAL252 Children’s Literature for the Elementary Teacher

Current Term

Instructor:
Office number:
Office hours:
Contact information:
Classroom number:
Class days and time:

Catalog Description:  *LAL252: Children’s Literature for the Elementary Teacher  (3-0-3)
LAL252 is an introduction to children's literature, including materials and pedagogical methods for
children’s literature.  Focus is on a brief historical survey, theories of child development, principal
literary genres, evaluation of literature, and educational methodology.  Course may be taken for pre-
professional education credit. (FA)

Prerequisite/Co-requisite:  None

Text:

Title:  *Children’s Literature, Briefly
Author:  Tunnell
Publisher:  Pearson

Title:  Bridge to Terabithia
Author:  Paterson
Edition:  2008
Publisher:  Harper

Title:  Rifles for Watie
Author:  Keith
Edition:  1957
Publisher:  Harper
ISBN:  978-0-06-447030-8

Title:  Single Shard
Author:  Park
Edition:  2011
Publisher:  HM
ISBN:  978-0-547-53426-8
Other Required Materials: Per instructor’s policy

Purpose of Course: Children’s Literature for the Elementary Teacher is intended as a survey which deals with the selection, evaluation, and utilization of literary materials for children from pre-school through junior high school age (2-16 years of age). It is expected that students read literary selections for children in this age range.

Course Objectives:
- To identify and understand the values of using literature with children
- To identify the stages in language, cognitive, social, and personality development and to recommend appropriate literature
- To identify and to apply evaluative criteria for plot development, characterization, setting, theme, style, and point of view; to develop instructional approaches that teach these concepts
- To evaluate picture books and to describe strategies for sharing picture books with children
- To identify characteristics of folktales, myths, fables, and legends, comparing folktales from different countries
- To evaluate modern fantasy according to point of view, setting, characterization, and theme and to develop strategies for understanding and appreciating modern fantasy
- To identify elements in poetry and to demonstrate methods for involving children in poetry
- To evaluate contemporary realistic fiction and develop strategies for use in the classroom
- To list criteria for evaluating historical fiction and to understand the chronological order of events in the historical time line; to analyze similarities and differences between themes developed during different time periods in history; to develop strategies for using historical fiction in the classroom
- To evaluate multicultural literature and to develop strategies for its use
- To list criteria for evaluating biography and informational books and to describe how nonfictional informational books may be utilized by children

Course Content:
1. Introduction/Orientation: Course Overview
2. How the Child Responds to Literature
3. Evaluating and Selecting Literature for Children
4. The History of Children’s Literature
5. Illustrations in Children’s Books: Understanding and Evaluating
6. Lesson plans Design
7. Traditional Literature
8. Multicultural Children’s Literature
9. Modern Fantasy
10. Contemporary Realistic Fiction
11. Poetry
12. Historical Fiction
13. Nonfiction: Biographies & Informational Books
Assessment of Student Learning: Student outcomes of the above objectives that will constitute 80% of the student’s final grade may be measured through, but not limited to, the following: objective and essay examinations, quizzes, oral presentations, class participation, small group work, and/or projects. If “class participation” counts towards a student’s final grade, then instructors should describe what behaviors they will accept for credit to be earned; identify the percentage that class participation is worth; and explain how they track participation.

Determining percentage weight of components will, of course, be the instructor’s prerogative. For example, if the discipline-specific faculty determined that 20% measurement of the stated objectives would be determined by the written (750-word minimum) research component, the individual instructor might determine that the other 80% would be as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Tests</td>
<td>30%</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Oral report</td>
<td>10%</td>
</tr>
<tr>
<td>Research component</td>
<td>20%</td>
</tr>
<tr>
<td>Cumulative final exam</td>
<td>20%</td>
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</tbody>
</table>

Instructors who use a point system must then include the point equivalency to letter grades. For example,

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>10%</td>
<td>300</td>
</tr>
</tbody>
</table>

Grading Scale:
100%-90% = A
89%-80% = B
79%-70% = C
69%-60% = D
59% or below = F

Expected Study Time Commitments: Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Description of Major Assignment(s)/Project(s): Per instructor’s policy

Schedule of Student Assignments/Activities: Instructors will identify a Student Assignment/Activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks, or an overview of topics to be covered.

Statement to Connect Course with General Education Outcomes: In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:
• **Managing Information:** Students will demonstrate the ability to discern when there is a need for information; and to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

**College / Instructor Policies:**

**Academic Dishonesty:** MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (*Policy Handbook M.010*). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Attendance Policy:** Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

**Term Length Drop Calculations**

16-week: Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

8-week: Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

4-week: Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Intersession: Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.
Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>In Seat Course</td>
<td>Physically attending scheduled, face-to-face, class meetings</td>
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<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
</tr>
<tr>
<td>Hybrid Course</td>
<td>Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:</td>
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<td></td>
<td>• Completion of quizzes or exams during class meetings and online</td>
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<tr>
<td></td>
<td>• Submission of assignments during class meetings and online</td>
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<tr>
<td></td>
<td>• Participation in discussions during class meetings and online</td>
</tr>
<tr>
<td>Online Course</td>
<td>Active participation in an online course includes the following:</td>
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<tr>
<td></td>
<td>• Completion of quizzes or exams</td>
</tr>
<tr>
<td></td>
<td>• Submission of assignments</td>
</tr>
<tr>
<td></td>
<td>• Participation in threaded discussions</td>
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Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (*Policy Handbook*, I.090 & M.095)

**Tardiness:**  Per instructor’s policy

**Make-up and late work:**  Per instructor’s policy

**Extra-credit work:**  Per instructor’s policy

**Student Email:**  MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

**ADA Statement:**  Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x 11240 or the Columbia office at (573) 234-1067 x 12120, or visit our web page at [http://www.macc.edu/index.php/services/access-office](http://www.macc.edu/index.php/services/access-office).
**Title IX Statement:** MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see [http://www.macc.edu/sexual-misconduct-policy](http://www.macc.edu/sexual-misconduct-policy) (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.