

EDN 541
Role of Literature
In Learning and the Curriculum
Spring 2005
Tuesdays, 6:30-9:15
Dr. Kathy R. Fox, ext. 3219
foxk@uncw.edu

Course description: An exploration of the great wealth of trade books available for today's students from kindergarten through high school. Examines the importance of literature in learning and in life. Studies issues and trends such as cultural diversity, censorship, and response theories which will help guide students toward comprehensive, creative, and insightful utilization of literacy materials.

Texts: 1) Children's literature text provided by instructor.

2) Data base of 20 children's texts addressing themes as given below, researched and found by student.

Learning Engagements:

1. Review children's literature textbook. Evaluate text's approach to current events and trends in literature, how text approaches use of trade books, and inclusivity of minority authors and themes.

Use tool to outline book, show strengths and gaps of text. Prepare evaluation report in team of two to three.

2. Participation in one of the following SIG's, Special Interest Groups:

A. Writing/Publishing children's books

B. surveying children's books

C. presenting children's books (what current research says)

D. Accelerated reading-how it began, what its effect is, how children/parents/teachers react. Other programs may be substituted.

3. Keep literature response journal. construct on first night of class. Bring to each class and add to using books you use in engagement # 4 as well. Follow format provided in class.

4. Create data base of Best Books: across grade levels. Choose your target grade level.

read books, ask others, ask children, look at recent publications, award winners, use search engines. locate best books on following ten themes plus two (total of twelve):

death

cross cultural diversity

pets/responsibility

sharing

divorce

cross cultural friendship

marriage

peer pressure

the future

poverty

Create data base to be loaded onto website including title, author, illustrator, publisher, date, readability level, appropriateness, summary, possible cautions, and uses in classroom.

5. Paper on critical issue in children's literature...example: technology
scripted programs, such as AR
marketing effect
politicization
censorship
accessibility
number of books in libraries-growing, shrinking

January 11, 2005. Intro to class. Go over syllabus.

Choose text and partner.

Read from texts in class...question: how do these text play out... what are ramifications of these texts in classroom. When appropriate? what is necessary? what is appropriate response? how to ensure parents feel okay about these texts?

Literature response journal: respond to these texts.

Discuss how these books can be in own repertoire but not necessarily right for every reason, for every class and/or group. But do need these titles.

Homework: Scan text. Bring back to class prepared to pass on. Note something for partner to look at and respond to.

January 18: T reads Corduroy. what is significance? Place books in timeline. Why is it so? Relate books to movements. Place other media alongside. do as an exercise on board. In lit response folder tell why/why not Lisa was a role model. Who else is role model in literature today? Divide sheet somehow to show/contrast/ visualize.

January 25: Begin book sharing...what have you been discovering?

T reads Hundred Dresses. What is message here?

Read Blue Willow as well. what adult books can you parallel it to?

Is there negative rep of immigrants in children's lit? What?

Now look at language in children's text. Mixed language. why? point out reasons and types. Begin to look at other books as you do data base.

Feb 1: Book sharing

Big Book read...discuss shared reading. Read holdaway or something such as in class. discuss.

Feb 8: No class. Meet instead to work on text analysis. may meet with me to describe what is found.

Feb 15: Book sharing-

T reads Bernstein Bears, Winnie the Pooh, King and King. What if these characters were situated as animals. Do you see how innocent these things can appear and/or how sinister? Lit response--when can this book be appropriate? Do you believe it should be censored?

Feb 22: Text review due. Now discover what is missing. what should and is covered. what is lacking?

Do as group think.

March 1: Work on paper. Send topic to Dr. Fox by end of day, March 1.

March 8: Book sharing

T reads Eric Carle, what makes so popular. Is this okay? Why so beloved. Go to website and discover intent. Lit response...follow pattern do rewrite. marketability of children's lit.

March 15: book sharing.

T reads Odysseus. How to make real?

Romeo and Juliet

From Barrio Boy

First Communion

Franny and Zoey

March 22: Technological impact on children's lit. What are best programs out there. How keeps track of books read. How makes books available. How babies influenced by technology.

Lit response journal to books on line. What are skills needed compared to traditional paper and print.

March 29: Research Reports

April 5: Research Reports

April 12: Research Reports

April 19: Best books review. Build website. Make links to EDN 344.

What does it offer? Why banned? Why appealing?

Where do you stand?