1. Course Number and Title: ELRL 604 Recent Trends in Children’s Literature
3 graduate credits

2. Course Description: Focuses on current trends and ways to extend literature with children. Opportunities to study child responses and views in relations to particular literary works are provided. Such topics as author, illustrator and editor roles; child as critic; teaching reading and writing through literature; and multicultural literature are considered.

3. Course Prerequisites: none

4. Course Objectives: Candidates will know and understand:
   A. The range of high-quality classic, contemporary and multicultural children’s literature that can be integrated across curriculum areas (IRA Standard 2.3, 4.2; NJPTS 1, 3; WPUNJ B1, B2, B3)
   B. How to critically examine and select literature appropriate for children at various ages, developmental levels, diverse linguistic and cultural backgrounds and with special learning needs (IRA Standard 2.2, 2.3, 4.2; NJPTS 1, 2, 3; WPUNJ C1, C2)
   C. How to utilize a variety of professional resources that identify trends, issues and themes in children’s literature (IRA Standard 4.1, 4.2, 4.4; NJPTS 1; WPUNJ B2, B4)
   D. How to critically analyze children’s video/film/DVD and CDs with particular attention to bias in gender, class, ethnicity, race, and culture (IRA Standard 2.3, 4.1, 4.2, NJPTS 1.3; WPUNJ C1, C2)
   E. How to create a literate environment that encourages the development of life-long readers and writers (IRA Standards 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4; NJPTS 4, 6; WPUNJ D2, D3)
   F. A variety of reader response strategies that foster student engagement and independence with print and non-print texts (IRA Standards 2.1, 2.2, 2.3; NJPTS 4, 6; WPUNJ D2, D3)
   G. How to integrate a variety of technologies with the study of children’s literature (IRA Standard 2.1, 2.2, 2.3, 4.2, 4.3, 4.4; NJPTS 4; WPUNJ B4)
   H. How to integrate the Language Arts Literacy NCCCS and technology with children’s literature across academic content areas (IRA Standard 2.1, 2.2, 2.3, 4.2, 4.3, 4.4; NJPTS 4; WPUNJ B2, B4, D6)

5. Student Learning Outcomes: Candidates will be able to:
   A. Demonstrate their knowledge and understanding of children’s literature by discussing its history, current popularity, and by reading, discussing and reflecting on the works of authors who have been influential in developing this genre. (IRA Standard 2.3, 4.2; NJPTS 4, 6; WPUNJ B1, B2, B3)
   B. Demonstrate their knowledge and understanding of the role of children’s literature in the elementary school by researching specific curriculum topics and planning for the integration of literature across the curriculum. They will prepare genre and author units of study. (IRA Standard 2.2, 2.3, 4.1, 4.2; NJPTS 4; WPUNJ D4)
   C. Demonstrate the ability to apply their knowledge and understanding of classic, contemporary and multicultural children’s literature and best practices by designing classroom environments and activities that explore topical and timely issues through best literacy practices including literature circles, book talks, author and genre units of study, etc. (IRA Standard 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4; NJPTS 4; WPUNJ D2, D3, D4)
   D. Foster positive dispositions related to reading and the teaching of reading by creating safe and caring classroom environments that encourage reading independence and by working with colleagues, families and communities to ensure that all students have access to quality print and non-print materials and adults who enthusiastically model proficient reading behaviors. (IRA Standard 5.1; NJPTS 6, 8; WPUNJ D2, D3)

6. Topical Outline of Course Content
   A. Historical perspectives on classic and contemporary children’s literature
   B. Classroom libraries: books for the very young child, primary grades, middle and upper elementary grades,
   D. Awards: Caldecott, Newbery, ALA, Orbis Pictus, Hans Christian Andersen, etc.;


E. Genre units of study and criteria for judging: folktales, fables, myths, legends, autobiography, biography, memoir, science fiction/fantasy, historical fiction, realistic fiction, drama and poetry, non-fiction/information books; also, criteria for examining each;

F. Author

G. Developing a Multicultural Literature Program;

H. Classics, adapted classics; critiques of children’s and adolescent literature

I. Reading Aloud: listening and responding to literature;

J. Trends (including new technologies); issues (including: censorship, banned books, language, ethnic, race, and gender diversity);

K. Strategies for responding to literature: reader-response journals, literature circles, Reader’s theater, etc.

7. Teaching Methods and Student Learning Activities:

A. Discussion
B. Whole class, collaborative grouping, individual
C. Sharing episodes, ideas and information
D. Modeling
E. Hands-on experiences
F. Films/videos/CD ROM
G. Conferences
H. Resource persons/speakers

8. Methods of Student Assessment:

A. Attendance and participation
B. Reflective response journals done weekly
C. Author unit of study

1. Candidates will select a popular children’s book or adolescent literature author approved by the professor. Students will study the body of work and select, read and comment on anywhere from five to seven selections from this author. Students will compile an annotated bibliography, as well as samples of how this author’s work could be utilized across the curriculum to be shared with the class in a technological format.

D. Genre unit of study

1. Candidates will prepare a text-set reflecting a selected literature genre. Students will select, read and comment on anywhere from five to seven selections categorized by a single genre. Students will write an annotated bibliography as well as provide the potential the genre study has for a specific grade level in support of the New Jersey Core Curriculum Content Standards for Language Arts Literacy and share with the class in a technological format.

E. Book talks (see assessment rubric)

9. Suggested Readings:


10. Bibliography: (see attached)
11. Preparers' Names and Date: M. Dougherty
12. Original Departmental approval date: 1999
13. Revisers' Names and date: M. Dougherty, D. Feola
14. Department revision approval date:

BIBLIOGRAPHY


Candidates who do not achieve target level of **At Standard** must meet with the professor to develop a plan for improving performance.

**CIRL 604 – Recent Trends in Children’s Literature Assessment Rubric for Book Talks**

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<th>4</th>
<th>Exemplary (Above Standard)</th>
<th>3</th>
<th>Effective (At Standard)</th>
<th>2</th>
<th>Moderately Effective (Approaching Standard)</th>
<th>1</th>
<th>Ineffective (Unacceptable-Assignment is not complete or lacks knowledge and understanding)</th>
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**Identify the Genre**
- Genre was appropriately identified, as well as impact upon grade level curriculum
- Genre was correctly and adequately identified
- Genre was incorrectly or inadequately identified
- Genre was not identified

**Give a brief background of the Author**
- Background of author reflected a wide range of curriculum contributions
- Background of Author was substantial and accurate
- Background of Author was vague and/or incorrect
- Background of Author was not provided

**Give a brief summary of the selection, sans ending**
- Summary was innovative, the ending was not revealed, and audience was motivated to try the selection with students
- Summary was appropriate, and ending was protected
- Summary was inappropriate (too long, and/or ending was given)
- Summary was omitted

**Give your opinion-why you liked or disliked it**
- Opinion about the selection was presented to reflect the reading interests of the student giving the book talk
- Opinion about the selection was clear and appropriate
- Opinion about the selection was vague and/or inappropriate
- Opinion about the selection was omitted

**Read a passage**
- A passage was read aloud and presented in an exciting and intriguing manner
- A passage was read aloud and its purpose was evident
- A passage was read aloud
- A passage was mentioned, but not read aloud

**Identify the Writing Style**
- The writing style was discussed and examples on how to incorporate this selection to curriculum were shared
- The writing style was explained and/or identified correctly
- The writing style was addressed briefly and/or misidentified
- The writing style was omitted entirely

**Provide Book Reviews or a Biography of the Author**
- Book Reviews and Reputation of the author provided value of
- Book Reviews and Reputation of the Author were given
- Book Reviews and/or Reputation of the Author were mentioned
- No Book Review or Reputation for the Author was given

MA: Allyn & Bacon
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<th>4 Exemplary</th>
<th>3 Effective</th>
<th>2 Moderately Effective</th>
<th>1 Ineffective</th>
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<tr>
<td>Exemplary (Above Standard)</td>
<td>Effective (At Standard)</td>
<td>Moderately Effective (Approaching Standard)</td>
<td>Ineffective (Unacceptable- Assignment is not complete or lacks knowledge and understanding)</td>
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<tr>
<td>Discusses/responds to readings, class discussions and classroom/learner observations</td>
<td>Discusses and responds to assigned readings, class discussions and classroom/learner observations</td>
<td>Minimal discussion and response to assigned readings, class discussions and classroom/learner observations</td>
<td>Does not respond to class discussions, assigned readings or classroom/learner observations</td>
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<tr>
<td>Is reflective about topics, dispositions, and student learning</td>
<td>Is reflective about topics, dispositions, and student learning</td>
<td>Is minimally reflective about topics, dispositions, and student learning</td>
<td>Does not reflect on topic/dispositions/ student learning</td>
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<td>Is reflective about own teaching/learning practice</td>
<td>Reflects on own teaching/learning practice and poses questions for further self-reflection</td>
<td>Is reflective about own teaching/learning practice</td>
<td>Is not reflective about own teaching/learning practice</td>
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<tr>
<td>Candidates who do not complete assignments or do not reflect on their learning</td>
<td>Submits or shares with peers on a regular basis</td>
<td>Submits or shares with peers on a regular basis</td>
<td>Does not submit or share on a regular basis</td>
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<td>Submits/shares using</td>
<td>No errors in standard written/spoken English</td>
<td>Very few, if any, errors in standard written/spoken English</td>
<td>Some errors in standard written/spoken English</td>
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Candidates who do not achieve target level of At Standard must meet with the professor to develop a plan for improving performance.
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<td><strong>4 Exemplary (Above Standard)</strong></td>
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<td>Unit is based on one literature genre or one author’s body of work</td>
<td>Unit is based on one literature genre or one author’s body of work</td>
<td>Unit is minimally based on one literature genre or one author’s body of work</td>
<td>Unit is not based on one literature genre or one author’s body of work</td>
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<td>Unit includes annotated bibliography of at least 5-7 selections in identified genre or author’s body of work</td>
<td>Unit includes annotated bibliography of at least 5-7 selections in identified genre or author’s body of work</td>
<td>Unit does not include an annotated bibliography of at least 5-7 selections in identified genre or author’s body of work</td>
<td>Unit does not include an annotated bibliography</td>
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<td>Unit includes a creative and sophisticated discussion of “potential” for this unit with a specific grade level in support of the NJCCCS</td>
<td>Unit includes discussion of “potential” for this unit with a specific grade level in support of the NJCCCS</td>
<td>Unit minimally discusses “potential”</td>
<td>No discussion of “potential”</td>
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<td>Unit is shared with class in a technological format (e.g., students who achieve target level of At Standard must meet with the professor to develop a plan for improving performance)</td>
<td>Unit is shared with class in a technological format</td>
<td>Unit is shared with class but not in a technological format</td>
<td>Unit is not shared with class</td>
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<td>Unit is written/spoken in standard English</td>
<td>No errors in standard written/spoken English</td>
<td>Very few, if any, errors in standard written/spoken English</td>
<td>Some errors in standard written/spoken English</td>
<td>Many errors in standard written/spoken English</td>
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### Dispositions for the M.Ed in Reading Program

**IRA Standard 5.1 Display positive dispositions related to reading and the teaching of reading**

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1. Shares professional readings and reflections on those readings

2. Contributes to class discussions related to reading and the teaching of reading

3. Has high expectations for all children

4. Models enthusiasm for reading and writing

5. Prepares lesson and unit plans that demonstrate respect for cultural and linguistic diversity and students with special learning needs

6. Maintains confidentiality in working with students and their families when collecting and sharing data for diagnostic purposes and sharing

7. Clearly articulates knowledge and findings with colleagues and families while advocating for all aspects of child development.

**IRA Standard 5.2 Continue to pursue the development of professional knowledge and dispositions**

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1. Is a current member of a professional literacy organization such as IRA (International Reading Association), NCTE (National Council of Teachers of English), NRC (National Reading Council), NJRA (New Jersey Reading Association), etc.

2. Attends professional development conferences, workshops, etc.

3. Is open-minded and flexible.

4. Follows through on suggestions/recommendations for further study

**IRA Standard 5.3 Work with colleagues to observe, evaluate and provide feedback on each other’s practice**

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1. Gives constructive feedback to colleagues during class presentations

2. Seeks and values collaboration and contributes significantly to group projects

3. Engages in reflective pedagogy

4. Conducts research in an ethical manner