

Module Name: Child in socio-cultural context

Module Code: ECCEM 3091

Module ECTS: 11

Course Title: Child Literature

Course Code: ECCE 3092

Course ECTS: 3

Course Description

The course is designed to enhance students' understanding of the forms and characteristics of children literature and appreciation for children's literature. The course focuses on the analysis, evaluation, and selection of literary works which meet the reading and/or listening interests and abilities of children and the role of children literature in enhancing their cognitive development and learning. Emphasis is placed on enabling learners to develop and select literature that helps to teach moral behavior to young children and make moral formation an integral dimension of child care and protection. Moreover the course enables students to evaluate media, program and reading materials designed for children.

At the end of this course students will be able to:

1. Become aware of the value of literature for all children.
2. Examine literature for children as it relates to the physical, social, and intellectual dimensions of human growth and development
3. Provide the student with an opportunity to explore and understand literature for children in greater depth.
4. Provide avenues for developing meaningful and creative learning activities for children.
5. Recognize the diverse values that literature holds for children, especially in relation to why, when, how and what literature is presented to children and /or used by children.
6. Identify and evaluate the contributions of authors and illustrators of children's literature.
7. Examine literature for its presentation of the mental and physical limitations of children and adults, to examine the appropriateness and inappropriateness of controls on content,

syntax and vocabulary for meeting the reading needs and interests of children who are developing at different rates.

8. Become aware of the issues and reasons involved in censorship and the proper procedures of dealing with censorship.

9. Be aware of the contributions of all cultures to children's literature and utilize these contributions in teaching children to respect the worth and uniqueness of all cultures and individuals.

10. Demonstrate different instructional techniques, methods, and media in presenting literature to children in order to meet specific learner needs.

Course title/code	Child Literature	
Course Code	ECCE3092	
Course Credit	3	
Course information	Target groups: Early Childhood Care and Education Academic year: _ _ _ _ Semester: _ _	
Module Name	Child in socio-cultural context	
Module Code	ECCEM3091	
Module coordinator	Name: E-mail:	
Instructor name and contact information	Name: Office: _ _ _ _ Email address: _ _ _ _ _ Phone: _ _ _ _ _	

Schedule			
Week	Contact hours	Topics and subtopics	
	As class	Chapter One	

1	schedule	1. Concepts of Children's Literature 1.1 The Concept of Literature and Children's Literature 1.1.1 Definition of Literature 1.1.2 Definition of Children's Literature 1.1.3 The Child and Children's Literature 1.1.4 Values of Literature for Children 1.1.5 Promoting Child Development through Children's Literature 1.1.6 Developing Critical and Creative Thinking	
		Chapter Two 2. History of Children's Literature 2.1 Millstone in history of children's literature 2.2 Children and the family 2.3 Early research-Children's reading habits and preference	
		Chapter Three 3.1 Kinds of Children's Literature 3.1.1 Main Content 3.1.2 Kinds of Children's Literature 3.1.3 Short Stories 3.1.4 Folk Tales 3.1.5 Myths and Legends 3.1.6 Novel 3.2 The Characteristics and needs of children's development 3.2.1 Characteristics of children's development 3.2.2 The needs of children	

		<p>3.2.3 Importance of children's literature in meeting the needs of children</p> <p>3.3 The Role of Children's Literature in Children's Development</p> <p>3.3.1 The Role of Children's Literature on the Development of Children's Perception</p> <p>3.3.2 The Role of Literature in Meeting Children's Psychological Development</p> <p>3.3.3 Characteristics of Children's Literature</p>	
1	As class schedule	<p>Chapter Four</p> <p>4. Evaluating and Selecting Literature for Children</p> <p>4.1 Literary elements in children's books</p> <p>4.2 Standards for evaluating books for children</p> <p>4.3 Selection of books for children/Children's response to books</p> <p>4.4 Literature and the Curriculum</p>	
2/3	As class schedule	<p>UNIT FIVE</p> <p>5.1 Picture Books</p> <p>5.1.1 Definition and types of picture books</p> <p>5.1.2 Artists and their illustrations</p>	

		<p>5.1.3 Evaluating picture books/illustrations</p> <p>5.1.4 Outstanding illustrators.</p> <p>5.2 Traditional Literature</p> <p>5.2.1 Heritage</p> <p>5.2.2 Types: Folktales, Myths, Legends</p> <p>5.2.3 Involving Children (Storytelling, comparing folktales from different countries and creative dramatics)</p> <p>5.3 Poetry and Verse</p> <p>5.3.1 Elements of Poetry</p> <p>5.3.2 Criteria for selecting</p> <p>5.3.3 Poets</p> <p>5.3.4 Characteristics of Poems children prefer</p> <p>5.3.5 Poetry in the classroom</p> <p>5.4 Modern Fantasy and Science Fiction</p>	
--	--	--	--

		<p>5.4.1 Evaluating and selecting fantasy/science fiction</p> <p>5.4.2 Types of Fantasy</p> <p>5.4.3 Personification</p> <p>5.4.4 Fantasy and Science Fiction in the classroom</p> <p>5.5 Contemporary Realistic Fiction</p> <p>5.5.1 Sensitive Topics</p> <p>5.5.2 Themes in Contemporary Realistic Fiction</p> <p>5.5.3 Using Contemporary Realistic Fiction in the classroom</p> <p>5.6 Biography/Historical Fiction</p> <p>5.6.1 Criteria for selecting and evaluating</p> <p>5.6.2 Authenticity</p> <p>5.6.3 Biography/Historical Fiction books in the classroom</p> <p>5.7 Information Books</p> <p>5.7.1 Criteria for selecting and evaluating</p>	
--	--	---	--

		<p>5.7.2 Content bias/Authenticity/Currency</p> <p>5.7.3 Information books in the classroom</p> <p>5.8 Multiethnic Literature</p> <p>5.8.1 Evaluating and Selecting</p> <p>5.8.2 Black American literature</p> <p>5.8.3 Native American literature</p> <p>5.8.4 Hispanic American literature</p> <p>5.8.5 Asian American literature</p> <p>5.8.6 Ethiopian Literature</p> <p>5.8.7 Using multiethnic literature in the classroom</p>	
3/4	As class schedule	<p>Chapter Six</p> <p>1. Presenting Children's Literature</p> <p>6.1 Strategies of teaching children's literature</p> <p>6.1.1 Strategies for Teaching Children's Literature</p> <p>6.1.2 Controlled Reading</p> <p>6.2 Important considerations in planning and literature</p> <p>6.3 Factor to Consider in Presentation to Literature Children</p>	

		6.4 Criteria for selecting children's literature 6.5 The teachers sanctions in preparing literature 6.6 Teacher's role in novel presentation of literature to children	
4/5	As class schedule	Chapter Seven 2. Essential Factors in Developing Children's Reading Skill 7.1 Reading skill Readiness 7.1.1 Definition of Reading and the Concept of Readiness i. What is Reading? ii. What is Reading Readiness? iii. Important Pre-Reading Skills iv. Developing Reading Readiness through Activities 7.2 Developing Reading Interest and Skills in Children 7.2.1 Developing Reading Culture in Children 7.2.2 Stimulating Reading Interest 7.2.3 Developing Reading Skills in Children 7.3 Purposes and Types of Reading 7.3.1 Purpose and Types of Reading 7.3.2 Factors Affecting Reading Comprehension 7.4 Library use Skill 7.4.1 The Meaning, Objectives and Functions of Library 7.4.2 Types of Libraries 7.4.3 Types of Library Material 7.4.4 Use of the Library	
Mode of delivery/teaching-learning methods: gapped lecture, discussion, micro-teaching, cases, role play, educational visit			
MATERIALS FOR LEARNING: Video tapes, Computer application, Children's books , Texts and Library References and Journals			
Assessment methods		Assessment type	Schedule
continuous assessment		Quiz	Weight
			5%

(60%) and final exam (40%)	Test 1			15%
	Test 2			15%
	Individual and Group Assignment			15%
	Participation			5%
	Final Exam.	Form all topics listed above		40%
	TOTAL 100%			
References:				