

Identification	Subject (code, title, credits)	Children's Literature 3KU/6ECTS
	Department	Humanities, Education and Social Sciences
	Level	Undergraduate
	Term	Fall 2024
	Instructor	Irada Alasgarova
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	Classroom/hours	As scheduled
	Office hours	By Appointment
Prerequisites		
Language	English	
Compulsory/Elective		
Required textbooks and course materials	<p>1. Children's Literature, Briefly Terrell A. Young; Gregory Bryan; James S. Jacobs; Michael O. Tunnell. Publisher: Pearson, Edition: 7th</p> <p>2. Purchased picture books and/or chapter books</p>	
Course outline	<p>This course is a survey of children's literature during which we will explore through reading and discussion a wide range of genres and issues related to children's books. The class will be conducted in an interactive manner, including: Browsing of literature, short lecture, small and large group discussions of readings, small and large group presentations, and self-reflections.</p> <p>Quizzes: We will have 3 quizzes over the course of the semester. Each quiz will be administered at the start of class and if you are absent or tardy on the day of a quiz, you will not have the opportunity to take it and those points will be lost.</p> <p>Response Papers – During this course, participants will compose a total of seven 2-3 page papers as responses to the “prompts” posed each week. The goal of these responses is to help further thinking about the topic(s) that will be addressed in class. When a response is due, each participant will submit his/her paper online (as described above) and will also be required to bring copy of his/her paper for the members.</p> <p>Responses to Chapter Books: You will be reading several children's chapter books over the course of the semester. You will formally respond as a reader them. Individual response should be a written response, such as a letter.</p> <p>Presentation: Begin your presentation with a short written description of your artistic piece, including a statement about how it represents your interaction with the book. Responses will be presented to the whole class. Responses are due on the date when the book is discussed in class.</p> <p>Thoughtful Responses: Learning in this course is supported equally by assigned readings and class engagements. It is vital that you participate thoughtfully in both. You should submit a “thoughtful response” to the assigned text(s) AND submit a hard copy at the beginning of class. Your response should include the following elements: 1) Summary (What is this text about?), 2) Significance (What is important here, and why is it important?), 3) Connections (Identify central ideas across multiple texts and make connections with what you have been learning in class and in school settings), and 4) Questions (Now that you have read, what questions do you have that will support your further learning? How will you explore the answers to those questions?). Your responses should indicate thorough, thoughtful engagement with the text, not just provide evidence that you read it.</p> <p>Read Chapters: List some important highlights of chapters. Be prepared to discuss chapters assigned individually to each student.</p> <p>Book discussion: Bring in sample books you enjoyed reading as a child (board books, interactive books etc.). Also bring in at least one “fun” book you have read in the last 5 years.</p>	

Course objectives	<p>This course will focus on four strands:</p> <ol style="list-style-type: none"> 1) Extensive and intensive interactions with children's literature; 2) Exploration into teaching and learning strategies for using children's literature to help students recognize, question, and interpret ideas from a variety of perspectives; 3) Investigating the planning and development of literature-based classrooms; and 4) Gaining insight into evaluation in literature-based classrooms. <p>to become familiar with the important writings; to become familiar with techniques of reading, interpreting, analyzing, and discussing literature; to improve reading, writing, and speaking skills as an individual and/or within a group.</p>		
Learning outcomes	<p>By completion of the course, the students will be prepared to:</p> <p>analyze significant primary texts;</p> <ol style="list-style-type: none"> 1. You will grow in your capability to critically read, analyze, and respond to literature. 2. You will demonstrate your ability to select high quality current, multicultural literature in a wide variety of genres to share with a diverse student population. 3. You will demonstrate your understanding of the theoretical underpinnings of a critical reader response approach to analyzing and teaching literature. 4. You will use a wide variety of print, Internet and technological resources to find out information about children's books, authors, illustrators, and curriculum applications 		
Evaluation	Methods	Date/deadlines	Percentage (%)
	Midterm exam		30
	Class attendance		5
	Presentations		10
	Chapters read		10
	Reflection papers		10
	Final exam		35
	Total		100
Assessment	<p>Chapters read are going to be assessed through series of questions to assigned chapters; Reflection Papers are aimed at checking students' understanding of literature through individual free writing to include students' personal opinions/reflections on the points discussed. The format of Midterm and Final Examination tests will be discussed during the class meeting prior to each exam. Consultation meetings can be scheduled with the Instructor before the Final Examination date. Presentations are evaluated based on a 10-slide PP video and narrative.</p>		
Policy	<p>You are expected to: attend classes on a regular basis as the classes are often conducted in a combined lecture/seminar format where students should play an active part. Class attendance is assessed based on students' attendance: absenteeism rate of 30 % might result in the forfeiture of an exam. Academic misconduct Academic honesty plays an essential part in maintaining the integrity of Khazar University. Students are expected to recognize and uphold high standards of intellectual and academic integrity. Plagiarized work will not be graded. Rules of Professional Conduct Classroom behavior that seriously interferes with either (a) the instructor's ability to conduct the class or (b) the ability of other students to benefit from the course program will not be tolerated. When a student's behavior in a class is seriously disruptive, the instructor has the authority to remove a student from the class on an interim basis.</p>		

Weekly Schedule		
Week	Date/Day	Content
1	Sep 13-18	Introduction. Syllabus overview
2	Sep 20-25	The History of Children's Literature The Genres of Children's Literature. Folk tales and Fairy tales
3	Sep 27- Oct4	Traditional English Ballads; Robin Hood Myths and Legends. Different types of Legends
4	Oct 6-11	The Gulliver's Travels by Jonathan Swift (Reading short story Stage 2/A2)
5	Oct 13-18	The Adventures of Tom Sawyer by Mark Twain
6	Oct 20*-25*	Little Prince by Harper Lee
7	Oct 27-Apr 1	<i>Don Quixote</i> by Miguel de Cervantes Pinocchio by Carlo Collodi
8	Nov 3-8	Alice's Adventures in Wonderland by Lewis Carroll (Reading short story Stage 3/A2)
9	Nov 10-15	Charlie and the Chocolate Factory by Roald Dahl Matilda by Roald Dahl
10	Nov 17-22*	Peter Pan by Sir James Matthew Barrie
11	Nov 24-29	My Sweet Orange Tree by José Mauro de Vasconcelos
12	Dec 1-6	Captain Nemo by Jules Verne The Railway Children by Edith Nesbit (Stage 3/ A2)
13	Dec 8-13	Treasure Island Robert Louis Stevenson (Reading short story Stage 4/B1)
14	Dec 15-20	The Lion, the Witch and the Wardrobe by Clive Staples Lewis Where the Sidewalk Ends by Shel Silverstein
15	Dec 22-27	Colloquium Quiz

Note: The students will be provided with materials prepared especially by the instructor according to the syllabus. The materials have been collected and adapted from various resources.