

COURSE IMPLEMENTATION DATE: { September-1993 }
 COURSE REVISED IMPLEMENTATION DATE: { Fall, 2001 }
 COURSE TO BE REVIEWED: { Fall 2005 }
 (FOUR (4) YEARS AFTER IMPLEMENTATION DATE) Fall 2005

OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department and material will vary ~ see course syllabus available from instructor

FACULTY/DEPARTMENT:
ECE 130
ECE 255
3
COURSE NAME/NUMBER
FORMER COURSE NUMBER
UCFV CREDITS
Presenting Literature to Children
COURSE DESCRIPTIVE TITLE
CALENDAR DESCRIPTION:

This course offers an experiential examination of a variety of methods of helping young children to become involved in and enjoy literature. Included will be creative drama, play acting, writing and reading poetry, story-telling, puppetry, and the history of children's literature.

PREREQUISITES:
Completion of 2nd semester of the ECE certificate program
COREQUISITES:
3rd semester courses
SYNONYMOUS COURSE(S)

(a) Replaces: ECE 255
(Course #)

(b) Cannot take: _____ for further credit
(Course #)

SERVICE COURSE TO:
(Department / Program)
(Department / Program)
TOTAL HOURS PER TERM: 45
STRUCTURE OF HOURS:

Lectures: 20 hrs.
 Seminar: _____ hrs.
 Laboratory: 10 hrs.
 Field Experience: 5 hrs.
 Student Directed Learning: _____ hrs.
 Other (Specify): 10 hrs.

Combination of Lecture and Lab Hours: yes YES/NO

TRAINING DAY-BASED INSTRUCTION
LENGTH OF COURSE: N/A
HOURS PER DAY: N/A
Creating literature props
MAXIMUM ENROLMENT: 36
EXPECTED FREQUENCY OF COURSE OFFERING: Once a Year
WILL TRANSFER CREDIT BE REQUESTED?: (Lower-level courses only) YES _____ NO x
WILL TRANSFER CREDIT BE REQUESTED?: (Upper-level requested by departr YES _____ NO x
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: YES _____ NO x
AUTHORIZATION SIGNATURES:
Course designer(s): Lou Schroeder
Chairperson: _____
(type name in this field)
(Curriculum Committee)

Course reviewed by: _____
(type name in this field)

Department Head: Christine Puder
Dean: Jackie Snodgrass
PAC Approval in Principi _____
(type date in this field)

PAC Final Approva 14-Dec-01

ECE 130

COURSE NAME / NUMBER

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

Upon completion of this course, students will be able to:

- Be able to recognize, select and present the various genre of children's literature, i.e. traditional literature [folk tales, legends, myths] poetry, informational literature, picture books, realistic fiction, fantasy, and multicultural literature as quality literature experiences for young children;
- Create age-appropriate store-telling props such as a prop box, felt-board story, basket story, big book and puppets for sharing dramatic play experiences, poetry, and stories with the young children in their practicum experience; gain an understanding of children's literature as a foundation for emergent literacy;
- Be able to competently create an emergent literacy experience for young children using a scaffolding approach which supports all areas of the children's development.
- Gain an understanding of how to weave creative dramatics into the on-going curriculum in a way that enhances the young children's understanding of his/her world and encourage solid overall growth and development.

METHODS:

Lectures, student-directed discovery of each of the literary genres, creating resources to enhance the literature experience for three to five year olds in the early childhood setting, and sharing of self-created materials with peers.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR YES X NO

METHODS OF OBTAINING PLAR:

Tests, projects, and portfolios in the form of the following:

The student will be required to demonstrate a solid understanding of each of the major genre available for children while emphasizing an understanding of Canadian contributions to each of these areas. As well, the student will plan a Literature Prop Box around a specific theme using a variety of emergent literacy techniques: felt board stories, story basket story, finger plays and songs using puppets, dramatic play props, a self-made big book reflecting the theme with solid goals, and objectives for the care giving staff who may use this resource.

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Glazier, Joan I., *Literature for Young Children*. Columbus, Ohio: Charles Merrill, 1990

SUPPLIES / MATERIALS:

Materials to create a felt board story, a basket story, a big book, a puppet and a dramatic play prop box.

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Literature Genre Journal	15%
Felt Board Story/Felt Board	15%
Story Basket	10%
Big Book	15%
Prop Box	10%
Puppet(s)	15%
Emergent Literacy Project	10%
Final Exam	10%
Total	100%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

1. Introduction to evaluating the quality of children's literature and choosing age-appropriate books;
2. Overall review of the various genres in the field of children's literature;
3. A historical perspective of children's literature;
4. Canadian Children's literature: past, present and future;
5. An overview of Creative Dramatics — what it is and how to incorporate it effectively in the early childhood program;
6. Presenting and sharing quality children's literature using supporting materials, i.e. Story basket, felt board, and big book.