Course Title: Methods of Teaching Early Childhood Literature
Submitted By: Dawn Olson

Semester Course Prefix and Number: EDUC 1435
Old Quarter Course Prefix and Number: 

Number of Credits: 3
Number of Lecture Credits:
Number of Lab Credits:
Number of Studio/Demonstration/Internship Credits:

Semester(s) Offered: Summer
Number of Lab Hours:

Class Size: 35
Negotiated by AASC on March 2010

Catalog Description:
This course provides education students with the skills necessary to select developmentally appropriate books and non-books for young children. Additionally, a whole language approach will be used as a progressive means of integrating children’s literature into the existing curriculum.

Prerequisites and/or recommended entry skills/knowledge:
Course Prerequisite(s):
Reading Prerequisite:
College level
Composition Prerequisite:
College level
Mathematics Prerequisite:

Career Programs and Transfer Majors Accessing this Course:
Individuals wishing to pursue a career in Early Childhood or Elementary Education. As submitted this course articulates with the University of Minnesota Duluth and Southwest State University.

Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:
(Notes: No more than two goals may be met by any one course. AASC review and the Chief Academic Officer’s approval are required.)

0. None
1. Communications
2. Critical Thinking
3. Natural Sciences
4. Mathematical/Logical Reasoning
5. History and the Social and Behavioral Sciences
6. The Humanities and Fine Arts
7. Human Diversity
8. Global Perspectives
9. Ethical and Civic Responsibility
10. People and the Environment
**Learning Outcomes:** (including any relevant competencies listed in the Minnesota Transfer Curriculum)

Upon completion of this course, the student will be able to:

- Organize book reviews from a variety of genres
- Develop a literature log
- Select high quality children’s literature according to the following criteria: free of bias, developmentally appropriate, and readability level
- Discuss illustration types and styles
- Develop a lesson plan using one or more of the following instructional strategies: anecdotal writing, story dictation, journaling, inventive spelling, and a balanced literacy approach
- Develop methods of sharing stories with young children through the use of: flannel boards, puppets, Reader’s Theatre, story props, and technology
- Explore methods of integrating literature across the curriculum
- Demonstrate through contrast and comparison that literature and the arts build critical thinking skills

**Student Assessment Methods:**

- Research and review 50 children’s books
- Literature log
- Journaling
- Author and illustrator research
- Presentations
- Examinations

**Use of Instructional Technology:** (includes software, interactive video and other instructional technologies):
D2L Instructional Format, digital camera, Power Point, and You Tube

**Additional Special Information:** (special fees, directives on hazardous materials, etc.)

**Transfer Information:** (Please list colleges/majors that accept this course in transfer.)
University of Minnesota Duluth and Southwest State University

**Affiliated Mesabi Range College Courses and Programs:**

| Approvals: |
| --- | --- | --- |
| Body | Representative Signatures | Date |
| Faculty Association |  |  |
| Academic Affairs Standards Committee |  |  |
| Chief Academic Officer |  |  |

**Distribution:** Original – Instructional Services

**Copies:** Transfer Specialist, Originating Faculty Member, Records

**Revised:** December 2012