

ECE364 Curriculum Planning with Children's Books

Level: 3

Credit Units: 5 Credit Units

Language: ENGLISH

Presentation Pattern: EVERY JAN

Synopsis:

ECE364 provides an opportunity to review and plan, using a wider range of books that have been published for children (birth through 8). Building on earlier knowledge of picture books, the course introduces the history of picture books as a unique genre, vis-à-vis other kinds of children's literature. Students will examine the themes presented in the past 50 years and analyse the patterns found among titles by Caldecott Honour and Caldecott Medal recipients. Bilingual picture books are also introduced and discussed in relation to existing and alternative EC classroom practices. The course also provides each student with the opportunity to assess the affordances of at least 50 titles – whether they are suited to certain developmental abilities, sociocultural appropriateness, thematic topics, and/or strategies such as storytelling, use of puppets, story drama and other play-based activities. Strategies to enhance family literacy practices and bonding are also discussed.

Topics:

- Origins and evolution of picture books and other children's literature
- Local writers/illustrators; Caldecott Medal and Caldecott Honour recipients
- Categorising picture books for different purposes
- Fiction and non-fiction
- Wordless books
- Infant and toddler selections
- Enhancing children's story-creation (and re-creation) ability through play
- Supporting family literacy practices
- Designing home activity kits
- Integrating picture books into the curriculum
- Developmentally and culturally appropriate themes in picture books
- Promoting social justice through picture books

Learning Outcome:

- Assess the importance of picture books as a genre for developing children's growth and learning
- Discuss how children's literature has evolved as a genre for teaching and learning
- Examine their use in Singaporean early childhood settings
- Discuss ways to promote family literacy and family bonding through the use of books
- Discuss the relevance and the appropriateness of introducing issues of social justice to young children and their families
- Compare and review books for their affordances (variety of uses in the early childhood curriculum/programme)
- Create a matrix for the categorisation of books for teaching
- Observe and analyse how a particular centre uses books
- Formulate ways to share and communicate learnings from this course with teachers and families

Assessment Strategies:

| Continuous Assessment Component | Weightage (%) |
|--|----------------------|
|--|----------------------|

| Continuous Assessment Component | Weightage (%) |
|--|----------------------|
| PRE-COURSE QUIZ | 5 |
| TUTOR-MARKED ASSIGNMENT | 40 |
| DISCUSSION BOARD | 5 |
| Sub-Total | 50 |

| Examinable Component | Weightage (%) |
|-----------------------------|----------------------|
| Written Exam | 50 |
| Sub-Total | 50 |

Weightage Total **100**