DEPARTMENT: ECE       COURSE NUMBER: ELE 615       CREDIT HOURS: 3

I. COURSE TITLE: Poetry for Children

II. CATALOG DESCRIPTION: An in-depth study of poetry written for children.

III. PURPOSE: To help classroom teachers learn to enjoy reading and writing children’s poetry, become more knowledgeable about children’s poetry, identify characteristics of good children’s poetry, and employ teaching techniques that help students learn to enjoy reading and writing poetry.

IV. COURSE OBJECTIVES: The behaviors indicated below are understood to be reflective of, but not limited to those teacher behaviors advocated by the Kentucky Education Reform Act guidelines. Curriculum connections will be made with KERA Initiatives: Kentucky Learner Goals and Academic Expectations, Program of Studies, and Core Content. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards (KTS). As a result of participation in this course, students will be able to:

A. demonstrate knowledge of characteristics of good poetry (KTS 1)
B. evaluate children’s poetry (KTS 1)
C. design appropriate techniques for teaching children to enjoy reading and writing poetry (KTS 2, 3)
D. evaluate online and print materials on the teaching of poetry (KTS 1, 6)
E. use the writing process to write and publish their own poetry (KTS 1)
F. demonstrate knowledge of a variety of well-known children’s poets and their works. (KTS 1)
G. use new technologies to access, read, write, and respond to poetry (KTS 6)

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course through several activities. In Assignment 7, students read a variety of articles of teaching poetry and respond to each, reflecting on its value in the classroom. In Assignment 8, students evaluate a variety of ideas and suggestions for teaching poetry to create their own collection of poetry activities for use in their own classrooms. In Assignment 9, students evaluate online poetry resources, reflecting on their value for use in the classroom.

The EPSB Theme of Diversity is addressed in this course through Assignment 6, in which students read and respond to poetry reflecting diversity. The EPSB Theme of Literacy/Reading is addressed throughout the course.
V. COURSE OUTLINE:
A. Defining Poetry
   a. Contrasting poetry and prose
   b. Contrasting poetry and verse
B. Characteristics of Good Poetry for Children
   a. Compactness
   b. Sounds (rhythm and sound patterns)
   c. Insight
   d. Images
   e. Emotional intensity
C. Major Children’s Poets
D. Diversity in Children’s Poetry
E. Forms of Poetry
F. Poetry in the Classroom
   a. Encouraging children to read and enjoy poetry
   b. Encouraging children to write poetry
   c. The Poetry Workshop
   d. Poetry across the curriculum
G. Online resources for poets, teachers, and children

VI. INSTRUCTIONAL ACTIVITIES: Students will complete a variety of online assignments, including:
A. writing reflective papers
B. creating materials for the classroom
C. creating their own poetry collection
D. creating a presentation on the work of one poet
E. evaluating poetry
F. collecting and evaluating poetry activities for the classroom
G. designing poetry activities
H. evaluating online poetry resources
I. summarizing, evaluating, and/or adapting ideas for teaching children to write poetry

VII. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES: NONE

VIII. RESOURCES: A large number of books of children’s poetry are available at Waterfield Library. In addition, a number of readings will be made available online through Waterfield Library’s electronic reserve, and others are available via electronic databases available through the Waterfield Library website. All students are expected to use these resources.

Computers equipped with software such as PowerPoint, Reader, and Kidspiration are available in the COE computer lab, 1003 Alexander Hall. Lab workers are available to help students. In addition, e-mail accounts are available to all students. Students are responsible for maintaining a current e-mail address listing on the Blackboard page.
IX. **GRADING PROCEDURES:**

Assignment 2: Reflection paper 5 pts.
Assignment 3: Posters 5 pts
Assignment 4: Poetry collection 20 pts
Assignment 5: Poet Study 10 pts
Assignment 6: Review of poetry reflecting diversity 15 pts
Assignment 7: Teaching Poetry: Reading Response Journal 15 pts
Assignment 8: Collection of Poetry Activities 20 pts
Assignment 9: Review of Routman book 5 pts
Assignment 10: Evaluation of online resources 5 pts

100 pts possible

**Grading Scale:** 90-100=A; 80-89=B; 70-79=C; 60-69=D; 59 and below=E

X. **ATTENDANCE POLICY:** This course adheres to the policy stated in the current *MSU Graduate Bulletin.*

XI. **ACADEMIC HONESTY POLICY:** This course adheres to the policy stated in the current *MSU Graduate Bulletin.*

XII. **TEXTS AND REFERENCES:**

**Required Texts**

A. *Teaching Kindergarteners/First Graders/Second Graders/Third and Fourth Graders to Love Writing Poetry* by Regie Routman. (Choose one of the series)
B. *The Random House Book of Poetry for Children*
C. Online readings and materials on the course Blackboard page

**References:**

D. *Knock at a Star: A Child’s Introduction to Poetry* by X. J. Kennedy (Little, Brown, 1982)

XIII. **PREREQUISITES:** NONE

XVI. **NON-DISCRIMINATION POLICY STATEMENT:**

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