

*Gladys Cagle-Pieniazek, 2014*

**xxxx– Education Department**

**Children's Literature 105 – Fairy Tales**

Instructor: Ms Cagle Pieniazek

Instructor contact information: xxx xxx xxx xxx

Term: Spring Term - January 6th, 2014 - March 1st, 2014

Undergraduate level 4

Credits: 4 semester credits

Time Duration: 8 weeks

Workload: 8-10 hours per week

Format: Blended. The course consists of the following elements:

- • Eight online video lectures from you instructor. These will be available each Monday
- Eight in class lectures -Wednesdays'- 5:30pm-7:00pm
- Instructor lead lectures
- • Transcripts of video lectures
- • PowerPoint Presentations of video lectures
- • Student discussion forum
- • Free access to online library
- Free access to on campus library
- • Weekly discussion questions
- • Four multiple - choice/short answer quizzes covering the weekly lectures
- • One written assignment (700-1000 words)
- One group on campus project
- One video recorded assignment (20 minutes)– this assignment requires that the student be filmed while reading, teaching or discussing a fairy tale to a group of children, youths or other professionals

Pre-requisite: This is a level 4 course and all students are expected to have successfully completed the following courses:

- • Children's literature 101- Introduction to Children's literature
- • Children's literature 103 –Cultural Pluralism

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- Education 285 - Cultural awareness in the classroom
- Education 288 - Teaching in a diverse society
- Education 278 - Teaching social studies
- Sociology 245 - Children and society
- Sociology 247 - Growing up in poverty
- Psychology 448 - Women in society
- Psychology 450 - Gender and identity

Course Description: Fairy tales address social, moral and emotional issues and can be a powerful tool to help children/youths understand the world around them. This course will be structured around the following eight fairytales: 'Cinderella', 'Puss and Boots', 'The Elves and the Shoemaker', 'The Emperor's New Clothes', 'Sleeping Beauty', 'Hansel and Gretel', 'How the Dragon was Tricked', and 'The Little Match Girl'.

Each week we will examine the social, emotional and moral message of the assigned fairy tale. The topics to be discussed are: Cinderella – gender issues, 'Puss and Boots'-cheating and lying, 'The Emperor's New Clothes – self-awareness', 'The Elves and the Shoemaker' – work ethics, 'How the dragon was Tricked'- betrayal, jealousy, 'Sleeping Beauty' – jealousy, 'Hansel and Gretel' – hungry, 'The Little Match Girl' - poverty.

Target Audience: Middle School Social Studies Teachers

Learning Objectives:

- Identify and discuss social, emotional and moral aspects of various fairy tales
- Compare and contrast social, emotional and moral issues in assigned fairy tales with issues found in modern society
- Analyze the advantages of using fairy tales to teach social, emotional and moral issues
- Identify and explain difficulties that could arise in using fairy tales to teach social, emotional and moral issues
- Describe and demonstrate a fairy tale reading session that examines a social, emotional or moral issue

preparation activity.

### **Weeks Five -Eight– Gender and selecting fairy tales for the classroom**

1. Watch week seven online lecture, read the lecture transcript and PowerPoint. Lectures that provide PowerPoint presentation and transcripts offer student the chance to explore the same

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material in a variety of context. For example, lectures are audio and visual thus students who have a preference for audio will enjoying the opportunity to listen to their instructor whereas students who are visual might gain more insight studying PowerPoint slides.

2. Watch the following clip discussing fairy tales and boys:[https://www.youtube.com/watch?v=ev5sQ\\_lr5m8](https://www.youtube.com/watch?v=ev5sQ_lr5m8) - Video clips generally contain both audio and visual components. Youtube also offers a comment section that can provide extra support to students who enjoy reading and analyzing other people's views and opinions,

3. Small group work – divide into five groups – five students per group. Small group work increases the opportunity for students to work together. This type of work requires students to practice their listening skills as well as observing their teammates. Small group work also provides students with the possibility to express themselves (verbally, body language, etc.).

4. Prepare an in-class project discussing the topic of boys and fairytales. Each group must submit an outline of their project. Each group's project must include both visual and audio components Examples of projects: role play, lecture with PowerPoint, design and implement an in-class debate scenario, recorded interview, and so on. This type of work encourages students to use a variety of learning styles. For example, a play depends on word command, physical movement, etc.

5. Student-peer feedback – Each student will selection one project with the objective of writing a short (500 words) feedback. This assignment supports studentrevision, analyzing and evaluation, all important parts of the learning process.

Grading policy:

The final grade for the course is calculated on a 100 point system

There will be 4 bi-weekly quizzes. Each quiz will contain 10 questions worth 1/2 point each. The questions will cover weekly in- class and online lectures. The quizzes are not timed.

There will be 1 written assignment (700-1000words) worth 15 points. The assignment will be due Monday January 20, 2014. For this assignment students will select a fairytale not covered in the lectures and analyze its social, emotional and/or moral attributes.

There will be one group project worth 40 points (15-20 minutes). The group project will be due by the end of the seventh week class (February 21st, 2014). Please see me to arrange a presentation date. For this assignment students will review the assigned video clip and working in small groups will design a project to be presented to the class. The project will examine, analyze and evaluate the topic gender and fairytales. Each group must include a visual and audio aspect into their presentation. Visual tips: PowerPoint, plays, video clips, etc. Audio tips: lectures, plays (dialogue), music, words, etc.

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Student feedback. The feedback is worth 10 points. Each student will select one group project and provide the selected group with written feedback (approximately 500 words). The feedback will be used to help provide students with material to analyze and evaluate their project. A rubric will be provided to provide to highlight the project's learning objectives. All feedback must be submitted by February 25th, 2014.

Video assignment (20 minutes) will be worth 25 points. The video is due March 1st, 2014. The assignment will require each student to select, prepare and present a fairytale presentation group of children or youths. Presentation suggestions: book reading at the local library, book reading in a local school, youth center, church group, etc. You will be expected to not only read the story but to provide the children/student with a follow up activity such as art project, discussions, etc.

In order to pass the course you will need a total of 70 points.

**Session: Week 1-Cinderella –Learning Objectives:**Analyze gender issues in fairy tales and their reverence to modern society. Make comparisons of beauty and its importance in the story.**Leaning activities:**Pre-test, read the fairytale and post comments concerning the story on the online discussion forum/ participate in class discussion.

**Session: Week 2-Puss and Boots –Learning Objectives:**Evaluate the moral issues surrounding lying and cheating and examine how the story can be used to teach children/youths the results that can occur when they are dishonest.**Learning activities:**Read the fairytale, post comments concerning the story on the online discussion forum/ participate in class discussion. Take the bi – weekly quiz based on the two stories

**Session: Week 3-The Emperor's New Clothes –Learning Objectives:**List ways that people deceive themselves and how this can be overcome. Identify how the king fooled himself and its consequences.**Learning activities:**Read the story post comments about the book on the online discussion forum/ participate in class discussion. Submit the written assignment.

**Session: Week 4-The Elves and the Shoemaker –Learning Objectives:**Describe work ethics and discuss its relevance in developing personal satisfaction. Examine how the story emphasizes the importance of having good work ethics.**Learning activities:**Read the story post comments concerning the story on the online discussion forum/ participate in class discussion. 2nd bi-weekly quiz.

**Session: Week 5-Sleeping Beauty -Learning Objectives:**Define jealousy and discuss how the story deals with the issue.**Learning activities:**Read the story post comments concerning the story on the online discussion forum/ participate in class discussion. Small group projects

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(project will start this week and continue until the final week of the course-see the instructor for due dates).

**Session: Week 6**-How the Dragon was Tricked -**Learning Objectives:** Identify the family relationships and how it can result in betrayal.**Learning activities:** Read the story post comments concerning the story on the online discussion forum/ participate in class discussion. Small group projects. Feedback possibilities. 3rd bi-weekly quiz.

**Session: Week 7**-Hansel and Gretel -**Learning Objectives:**Identify issues of hungry and its significance in behavior.**Learning activities:**Read the story post on the online discussion forum/ participate in class discussion. Small group projects. Feedback.

**Session: Week 8**-The Little Match Girl -**Learning Objectives:**Compare and contrast the issue of poverty in the fairy tale with present day society.**Learning Objectives:**Read the story post comments concerning the story on the online discussion forum/ participate in class discussion. Final bi-weekly quiz. Final week to submit small group project feedback. Video project due.