



## **INFOTECH DEVELOPMENT SYSTEMS COLLEGES INC.**

*Natera cor., P. Timog St., Dunao, Ligao City 4504*

### **IDSC VISION**

A College in the heart of the Third District that leads in educating highly trained graduates who can be leaders in contributing to people empowerment, poverty alleviation and good citizenship in the communities in particular and the country in general.

### **IDSC MISSION**

To offer educational opportunities to potential community who can help in the intellectual, social, spiritual and economic advancement of the community and country by offering state of the art facilities for advanced and specialized programs in Education, Business Administration, Hospitality Management and Information Technology.

### **IDSC GOALS**

1. Act as academic agent of change towards the development of human and material resources in the community.
2. Provide curricular programs responsive to the national and international standards of excellence which allow graduates to be employable locally and internationally.
3. Effectively select students who can become dynamic leaders in the fields of education, business administration, hospitality management and information technology, imbued with passion for the social, economic, and spiritual upliftment of the community
4. Develop faculty, staff, and students who can have a strong concern and involvement in global and national issues that affect the well-being of the community and the country.

### **COLLEGE OF EDUCATION (COE) OBJECTIVES:**

The **Bachelor of Secondary Education (BSE) Program** prepares students to become academically competent and effective, socially responsive, and morally, and spiritually upright teachers in basic education at the secondary levels.

1. Provide students with theoretical knowledge, practical skills and competencies related to their future profession as secondary school teachers.
2. Provide creative, innovative, and responsive instruction in the area of secondary education for students to acquire not only theoretical knowledge but also practical application in the actual setting consistent with their training.
3. Provide hands-on opportunities to students in demonstrating their knowledge, skills and attitudes through field, study courses and student teaching in identified secondary schools.
4. Foster excellence in instruction in secondary education.

5. Encourage students to realize the importance of reading personal and professional goals through self-motivation and growth and pursuit of excellence.
6. Promote a culture that values academic rigor and apply theory and skills to real worlds and professional settings relevant to secondary education.

***PROGRAM COMPETENCIES***

1. Demonstrate a deep and principled understanding of the basic approaches to studying learning and knowledge in complex domain;
2. Compare and contrast, organize and synthesize the different researches and theories related to the factors affecting learning.
3. Observe and reflect on the applicability of the theories to the students in their local (i.e. community, regional or Philippine (context)).
4. Articulate their own views and ideas on how students learn in different domains and the factors that influence this process.
5. Appreciate, value, and respect the uniqueness in the learning of each student, and the diversity characteristic of learning within a group of students.



## Infotech Development Systems Colleges, Inc.

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<b>COURSE TITLE</b>	:	<b>CHILDREN AND ADOLESCENT'S LITERATURE</b>
<b>COURSE CODE</b>	:	<b>Literature</b>
<b>COURSE CREDIT</b>	:	<b>3 UNITS</b>
<b>PROGRAM</b>	:	<b>BSEd English 1</b>
<b>YEAR LEVEL/SEM</b>	:	<b>First Year, 1<sup>ST</sup> SEM</b>
<b>INSTRUCTOR</b>	:	<b>Louisa May D. Alpapara</b>
<b>SYNCHRONOUS SCHEDULE</b>	:	<b>Monday 12:00 – 3:00 p.m.</b>
<b>Google Classroom Code</b>	:	<b>bcajlmh</b>

### **COURSE DESCRIPTION:**

Children's and Adolescent's Literature is a three-hour course designed to study about authors, readers, illustrators and their works, scholars, theories and awards and reviewing media of children's and young adult's literature. Learners are expected to demonstrate an understanding of the history, tradition, and chief characteristics of literature written for and read by children and adolescents. They will also know about primary facts and points of view for a variety of issues in the said literature including distinction, academic status, gender politics and censorship. Students of this course will engage in critical thinking, analytical reading and, discussion supported by research and textual evidence and writing for children and adolescents.

### **COURSE LEARNING OUTCOMES:**

At the end of the course, the students can:

1. read, discuss, compare and evaluate a variety of children's and adolescents' literature.
2. develop one's genuine love for reading literature.

3. identify the genres of children's and adolescent's literature and examples for each.
4. evaluate the literary elements of children's and adolescent's literature, including classic and current literature.
5. demonstrate the roles of language, literacy, reading, writing, listening and speaking using literature in the classroom.
6. participate in and practice instructional methods that incorporate literature across the curriculum.
7. explain the role of literature in the four areas of development.
8. participate actively in various strategies of sharing literature .
9. conduct a teaching demonstration
10. provide a bibliography , portfolio and visual aids of children's literature.

**COURSE CONTENT:**

<b>Week</b>	<b>Lesson/ Topic</b>	<b>Intended Learning Outcome</b>	<b>Teaching Strategy</b>	<b>Learning Activity</b>	<b>Assessment Method</b>
<b>1</b>	Introduction : Definition Values, Child Development and Trends and Ways of Reading,	<p>Define children and adolescents' literature.</p> <p>Explain the importance and benefits of reading literature from said category.</p> <p>Expound on the values gained from reading children and adolescents' literature.</p> <p>Relate child development to the appropriateness of literary materials and ways of reading them.</p> <p>Explore some trends in children and adolescent literature</p>	<p>Synchronous discussions/ Asynchronous discussion</p> <p>Q and A or the Socratic method</p> <p>Multimedia Instruction</p> <p>Sharing of experiences</p>	<p>Literature circle</p> <p>Read alouds : Sharing on a favorite literature read as a child/ adolescent.</p> <p>Reading literary text</p>	<p>Reflection essay</p> <p>Gamification : Quizziz</p>

		Evaluate one's literary favorites based on content, quality, values and impact on one's life			
<b>2</b>	History of Children's Literature Study and Teaching of Literature	Trace the history of children's literature  Analyze how literature is studied and taught	Synchronous discussions/ Asynchronous discussion  Q and A or the Socratic method  Multimedia Instruction  Literature review	Making Timelines using graphic organizers	Applying and evaluating one's chosen way to study and teach literature
<b>3</b>	Picture Books a. wordless picture books b. counting books c. alphabet books d. toy books e. content books f. picture story books	Evaluate alphabet and picture books based on content, and physical features,	Interactive discussion  Viewing of sample picture books  Literature circle – online discussion	Textual Analysis  Sharing samples	FB Messenger/ Google Meet/ or Google Classroom for collaborative generation of ideas  PowerPoint slides for the presentation of  Read aloud using video apps such as POWTOON etc for presentation and sharing
<b>4</b>	Nursery Rhymes, Verse and Poetry	Interpret various nursery rhymes, verses and poetry	Interactive discussion  Literature circle	Research Sharing of information Reading of literary texts	FB Messenger/ Google Meet/ or Google Classroom for collaborative generation of ideas

					PowerPoint slides for the presentation of  Read aloud using video apps such as POWTOON etc for presentation and sharing
<b>PRELIMINARY EXAMINATION</b>					
<b>5</b>	Fairy Tales	Analyze how local color, culture and traditions are depicted in the reading materials.  Discover the conventions of fairy tales	Interactive discussion  Textual analysis  Viewing or reading of fractured fairy tales	Textual Analysis  Viewing or reading of fractured fairy tales  Read alouds	FB Messenger/ Google Meet/ or Google Classroom for collaborative generation of ideas  PowerPoint slides for the presentation of own fractured fairy tales
<b>6</b>	Historical Fiction	Analyze historical relevance of the materials read	Interactive discussion  Textual Analysis	Research Sharing of information Reading of literary texts	FB Messenger/ Google Meet/ or Google Classroom for collaborative generation of ideas  PowerPoint slides  Read aloud using video apps such as POWTOON etc for presentation and sharing
<b>7</b>	Dystopia	Analyze how dystopian concepts are significant in the materials read	Interactive discussion  Viewing	Research Sharing of information Reading of literary texts	FB Messenger/ Google Meet/ or Google Classroom for

					<p>collaborative generation of ideas</p> <p>PowerPoint slides for the presentation of</p> <p>Read aloud using video apps such as POWTOON etc for presentation and sharing</p>
<b>8</b>	Fantasy Realism	Differentiate fantasy from realistic literary texts	<p>Interactive discussion</p> <p>Textual Analysis</p>	<p>Research</p> <p>Sharing of information</p> <p>Reading of literary texts</p>	<p>FB Messenger/ Google Meet/ or Google Classroom for collaborative generation of ideas</p> <p>PowerPoint slides for the presentation of</p> <p>Read aloud using video apps such as POWTOON etc for presentation and sharing</p>
<b>9</b>	Science Fiction	Evaluate scientific elements in materials read	<p>Interactive discussion</p> <p>Textual Analysis</p> <p>Viewing</p>	<p>Research</p> <p>Sharing of information</p> <p>Reading of literary texts</p>	<p>FB Messenger/ Google Meet/ or Google Classroom for collaborative generation of ideas</p> <p>PowerPoint slides for the presentation of</p> <p>Read aloud using video apps such as POWTOON</p>

					etc for presentation and sharing
<b>10</b>	<b>MIDTERM EXAMINATION</b>				
<b>11-12</b>	Non- Fiction, Autobiography, Biography	Read and reflect on the relevance of the nonfiction materials	Interactive discussion Textual analysis	Research Sharing of information Reading of literary texts	FB Messenger/ Google Meet/ or Google Classroom for collaborative generation of ideas  PowerPoint slides for the presentation of  Read aloud using video apps such as POWTOON etc for presentation and sharing
<b>13-14</b>	Graphic Novel, Autobiography, Biography	Read and reflect on the relevance of graphic materials	Interactive discussion Textual Analysis	Research Sharing of information Reading of literary texts	FB Messenger/ Google Meet/ or Google Classroom for collaborative generation of ideas  PowerPoint slides for the presentation of  Read aloud using video apps such as POWTOON etc for presentation and sharing
	<b>PRE-FINAL EXAMINATION</b>				
<b>15</b>	Myth, Legend , Hero	Analyze how local color, culture and traditions are depicted in the reading materials.	Interactive discussion Viewing	Research Sharing of information Reading of literary texts	FB Messenger/ Google Meet/ or Google Classroom for



					collaborative generation of ideas  PowerPoint slides for the presentation of  Read aloud using video apps such as POWTOON etc for presentation and sharing
<b>16</b>	Historical Fiction	Relate the historical facts included in the fictional materials	Interactive discussion Textual Analysis	Research Sharing of information Reading of literary texts	FB Messenger/ Google Meet/ or Google Classroom for collaborative generation of ideas  PowerPoint slides for the presentation of  Read aloud using video apps such as POWTOON etc for presentation and sharing
<b>17</b>	Children's Literature Awards	Determine the various literature award giving bodies for children's literature	Interactive discussion  Viewing	Research Sharing of information Reading of literary texts	Sending outputs for contest via websites
<b>18</b>	<b>FINAL EXAMINATION</b>				

## REFERENCES

1. Excerpt from Elementary Children's Literature: The Basics for Teachers and Parents, by N.A. Anderson, 2006 edition, p. 17-19.

2. UNESCO Article.pdf.Children's Literature and Education by Vaclar Stejskal.
3. [www.worldofteaching.com](http://www.worldofteaching.com)
4. MS PowerPoint Why Children's Stories
5. MS PowerPoint What is Children's Literature
6. MS PowerPoint History of Children's Literature
7. Read Aloud Sneetches by Dr. Seuss
8. Teen paperbacks

### **COURSE REQUIREMENTS:**

Quizzes  
Seatwork  
Assignments  
Projects  
Periodic exam

### **GRADING SYSTEM:**

Class Standing 50%  
- Attendance and participation in synchronous discussion 20%  
- Course requirements, activities and Projects 30%  
Quizzes: 20%  
Final Exam: 30%  
  
Total 100%

### **CLASSROOM POLICIES:**

1. Online decorum must be observed at all times.
2. Be aware of strong language, all caps and exclamation points.
3. Before posting your questions to a discussion board, check if anyone has asked it already and received a reply.

4. Submit files on time and in the right format.
5. Don't post or share inappropriate materials.
6. Reach out to your teacher if you have any questions or issues.
7. Academic dishonesty in any form is subject to the provisions of the Student Guidebook,

### **Classroom Policies on Data Privacy**

Infotech Development Systems Colleges, Inc., as an educational institution, deemed it important to collect data for educational purposes such as curricula and organization improvements. Data collected help in advancing online education especially this time of pandemic when in-person contact limited. However, to ensure the rights of our students to be protected against unauthorized collection, dissemination and use of their personal data and records, the school adopts these classroom policies on data privacy.

1. All data collected from students are for educational purposes only.
2. All teachers, administrators and parents must personally protect their personal devices in order to avoid susceptibility of students' information and records to unauthorized use.
3. Teachers and students must have a clear agreement about the educational purpose of data collection and if there is a third party authorized to use them.
4. Only officially enrolled students and the instructor are authorized members of all Class FB Messenger, Google Meet, and Google Classrooms.
5. Only the instructor is authorized to add members of the class in these online groups.
6. It is authorized to require students to open their camera from time to time to check on their attendance, and attention during Google Meet discussions.
7. Other **security measures for data protection include:**
  - Shredding all confidential waste.
  - Using strong passwords.
  - Installing a firewall and virus checker on computers.
  - Encrypting any personal information held electronically.
  - Disabling any 'auto-complete' settings.
  - Holding telephone calls in private areas.
  - Limiting access, i.e. only those who absolutely need to access the data should be able to do so.
  - Checking the security of storage systems.
  - Keeping devices under lock and key when not in use.
  - Not leaving papers and devices lying around.
8. Only students as represented by their parents or official guardians are authorized to claim their own documents such as Class cards from the instructor.

\*Note that the school has only educational purposes as reasons for collecting data. Should students or parents have an issue on violation of data privacy, a dialogue will be required to understand all matters and to arrive at an agreement beneficial to all.

**Prepared by:**

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**Checked by:**

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