



EEC 4008
Teaching Literature and Writing in Early Childhood
3 Credit Hours
College of Education
Department of Teaching and Learning
COURSE SYLLABUS

Semester: **Spring 2026**
Class Meeting Days/Time: **Tuesdays 11:00 – 1:45**
Class Meeting Location: **EDU 413**
Instructor: **Dr. Sophia Han**
Office Location: **EDU 202L**
Office Hours: **Tuesdays 9:30-10:30 or By appointment**
Phone Number: **813-974-1028**
Email: han1@usf.edu -- **please use this one!!**

I. Welcome!

This is a required course for all Early Childhood Education majors. As prospective teachers of young children, this course will prepare you to design and implement developmentally appropriate literature and writing instruction for children ages 3 through 8. You will be introduced to a wide variety of children's literature and how they could be utilized to enhance children's learning. Additionally, you will gain experience teaching an appropriate writing lesson incorporating relevant children's literature to support their multi-modal literacy skills development.

II. University Course Description

This course is designed to provide pre-service teachers with the skills necessary to implement a coordinated literature program and an integrated writing curriculum. Enrollment is restricted to majors only.

III. Course Prerequisites

N/A

IV. Course Topics

Throughout the course, students will be taught to:

1. Identify, select, and evaluate developmentally appropriate books representing various literary genres in children's literature (e.g., fiction, nonfiction, poetry).
2. Identify and evaluate language use and vocabulary in children's literature and writing.

3. Select and use quality children's literature to build an accessible and multilevel classroom library that contains traditional print, digital, and online classroom materials as exemplars of various text types (e.g., poetry, charts, songs) and sources of enjoyment, motivation, and knowledge.
4. Understand the developmental acquisition of writing as a multi-symbolic process for young children (e.g., talking, drawing, playing, planning, revising, editing).
5. Provide children with specific oral and written feedback based on standard, research-based criteria for evaluating children's writing processes and products.
6. Demonstrate effective instructional strategies for writing (e.g., modeling, collaborative composing, guided writing) that provide children with discipline-specific tasks and purposes.

V. Student Learning Outcomes

By the end of the course, students will be able to:

1. Support young children's language development with the selection of developmentally appropriate books representing various literary genres in children's literature.
2. Assess language use and vocabulary in children's literature and writing.
3. Build an accessible and multilevel classroom library that contains traditional print, digital, and online classroom materials.
4. Identify the developmental acquisition of writing as a multi-symbolic process for young children.
5. Apply specific oral and written feedback strategies in evaluating children's writing processes and products.
6. Implement effective writing instructional strategies that meet discipline-specific tasks and purposes.

VI. Required Texts and/or Readings and Course Materials

- Short, K. G., & Cueto, D. W. (2023). *Essentials of Children's Literature* (10th Ed.). Pearson.
- Tompkins, G. E., & Rodgers, E. (2020). *Literacy in the early grades: A successful start for PreK-4 readers and writers* (5th Ed.). Pearson.

VII. Supplementary (Optional) Texts and Materials

- Collins, M. F., & Schickendanz, J. A. (2024). *So much more than the ABCs: The early phases of reading and writing* (Rev Ed.). National Association for the Education of Young Children.
- Kiefer, B., & Tyson, C. (2019). *Charlotte Huck's Children's Literature: A Brief Guide* (3rd Ed.). McGraw Hill.

VIII. Grading Scale

Percentage	Grade
98-100%	A+
94-97%	A
90-93%	A-
88-89%	B+
84-87%	B
80-83%	B-

Percentage	Grade
78-79%	C+
74-77%	C
70-73%	C-
68-69%	D+
64-67%	D
60-63%	D-
Under 59%	F

IX. Grade Categories and Weights

Assignment	Due	Weight
(1) Class Participation and Professionalism	Every week	20%
(2) In-Class Projects	Genre Study – 3/3 & 3/10 Author Study – 3/24	20%
(3) Contemporary Children's Literature	Bibliography – 2/10 Report & Multimedia – 4/7	30%
(4) Writing Instruction	Lesson Plan – 2/24 Lesson Analysis – 4/21	30%
TOTAL		100%

X. Assignments

(1) Class Participation and Professionalism (20%)

Consistent attendance and participation are necessary to learn all information covered in the course and to contribute towards a collaborative learning community with your peers.

Therefore, the expectations are as follows:

- **There will be class meetings every Tuesday from 11:00-1:45.**
- Each class will require your engagement and participation in various ways, and you will earn up to 5 points for each class meeting.
- If you are unable to physically attend, virtual participation (via Teams, Zoom, etc.) can be allowed in extenuating circumstances, as long as proper arrangements are made in advance of the class period. Instructor approval will be made as a case-by-case decision. You can earn no more than 3 points via virtual participation.
- You will have one free pass throughout the semester to miss a class, if necessary, without incurring penalties.
- There can be many legitimate reasons for absences or tardies such as family

emergencies, illness, work, car trouble, etc.; however, it is both impossible and unrealistic to compare what matters more or less. Therefore, if you miss additional class meetings, participation points will not be made up regardless of the reason.

- If you miss more than two classes, you may NOT pass this course. Take this seriously! An exception could be considered only with extremely extenuating and documented circumstances.
- The instructor should be notified in advance of any intended absences (i.e., religious observance, family event, etc.) or as soon as possible in the case of unavoidable or unforeseen issues.
- It is your responsibility to get the missed content from another student.
- It is expected that you will read all assignments prior to class. Your participation, and the pre-requisite preparation for participation, is essential for your success in this course. Come prepared and be ready to engage in respectful discussion.
- Additional expectations for professionalism include (but not limited to):
 - Contributed to small and/or whole group work
 - Openness to constructive feedback
 - Evidence of continuous self-reflection and improvement efforts
 - Practice of ethical, respectful, and moral professional behaviors
 - Maintaining confidentiality of classmates and case examples discussed during class

<Grading Standards for Participation and Professionalism>

5 points	• Contributes regularly to the discussion and consistently improves the quality and vitality of discussion. • Offers thoughtful analyses and summaries of texts, raises new questions, prompts new directions of inquiry, listens carefully to others, and synthesizes or comments constructively on their views. • Completes the exit ticket activity in full and on time.
4 points	• Listens carefully to others and contributes occasionally to the discussion. • Offers helpful insights when scaffolded. • Completes the exit ticket activity partially on time.
3 or below	• Arrives late or leaves early. • Hardly contributes in class. • Exhibits disrespectful words and actions to peers and/or instructor. • Fails to complete the exit ticket activity on time.

(2) In-Class Projects (20%)

A total of 2 in-class projects will take place throughout the semester on the designated dates. Each project will serve as a demonstration of your understanding of the course topic of the day and will be expected to be completed during the class period. Specific guidelines and expectations will be shared during each class period.

- **Genre Study – 3/3 & 3/10**

Independently, you will read and analyze different genres of children's literature and identify teaching ideas and/or read-aloud techniques appropriate for each genre.

- **Author Study – 3/24**

As a collaborative team, you will find and read books written by your chosen children's literature author to identify unique trends and areas of critique.

NOTE: If you're absent on the day of these in-class projects, missed work will not be made up unless pre-approved by the instructor for extenuating circumstances.

(3) Contemporary Children's Literature (30%)

The purpose of this assignment is for you to analyze contemporary children's literature targeting PreK-3rd grade in order to identify appropriate ways to engage young children with text-to-self and text-to-world connections.

Step 1: Annotated Bibliography [DUE 2/10]

Survey contemporary children's literature that are published within the past 10 years and select **5 books** that are appropriate for making text-to-self and text-to-world connections.

Provide the following for each book:

- Cover Page (image captured online allowed for this purpose)
 - Title, Author & Illustrator, Publisher & Year
 - Brief Synopsis – be sure NOT to copy/paste from online resources (i.e., Amazon, Barnes and Nobles, Scholastics, etc.); this is considered academic dishonesty!
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- **Select realistic fiction books or informational story books.**
 - **Do NOT select non-fictional fact books (i.e., biography) or folktales.**
 - **Do NOT select more than 2 books from the same author.**

Step 2: Written Report [DUE 4/7]

Write a report in which you describe how you can use the 5 books to engage young children with text-to-self and text-to-world connections. Specific guidelines and expectations will be shared during class period.

Step 3: Multimedia [DUE 4/7]

Create a multimedia (i.e., PPT/Canva with voice narration) introducing your books and instructional ideas. Specific guidelines and expectations will be shared during class period.

(4) Writing Instruction – CRITICAL TASK (30%)

The purpose of this assignment is for you to identify the developmental stages of writing, to explore strategies young children use in writing, use this information to plan and implement effective instructional strategies, as well as provide them with appropriate and specific feedback.

Step 1: Lesson Plan [DUE 2/24]

Use the lesson plan template for this component. For this assignment, you are allowed to identify either a whole group or a small group instruction. Based on your children's writing experiences and applying appropriate instructional strategies discussed in the course, you will develop a writing lesson plan with appropriate standard and well-aligned objectives.

Step 2: Lesson Implementation [Recommended to be done during 3/9 – 4/10]

- You will receive feedback on your lesson plan within 2 weeks. You do not need to revise and resubmit your lesson plan (unless you are required to do so).
- Your lesson plan **MUST BE APPROVED** prior to implementation. Based on the feedback you received, incorporate the suggestions and implement the writing lesson while in your Level 2 internship.
- At the end of the lesson or as part of your lesson, be sure that you include a way to assess children's writing to verify whether your lesson objectives were met or not.
- Actual work sample(s) must be collected and documented with adequate explanation.

Step 3: Lesson Analysis [DUE 4/21]

The writing lesson analysis report will include the following components:

- Descriptive narratives of lesson implementation, including any changes made to the lesson plan
- Post-assessment documents – student work samples
- Self-assessment and reflection on the lesson
- Ideas for further instruction

****WRITING EXPECTATIONS & REQUIREMENTS****

It is expected that you demonstrate college-level writing proficiency in all written work. This includes spelling, word formation (i.e., subject-verb agreement, verb-tense), punctuation (i.e., apostrophes), syntax (i.e., complete sentence), organizational headings, and correct APA citation style (when applicable). Therefore, it is critical that you proof-read and edit all writing before submitting it for grades. Unless instructed otherwise, all papers must be double spaced with 1" margins and be in 12-point font size.

XI. Grade Dissemination

- You can access your scores at any time using "Grades in CANVAS.
- If you wish to receive non-evaluative feedback on your draft assignment, then you must make it available to the instructor no less than one week prior to its due date. In that way, the instructor can have an adequate amount of time to review and return it back to you while still allowing adequate time for you to make any necessary updates before grading.
- All assignments are due on the day indicated in this syllabus and must be uploaded in a **word document (doc or docx format)**, unless otherwise adjusted or approved by the instructor beforehand.
- All **rubrics** for the assignments are attached at the end of this syllabus. Carefully review the rubric to understand how each assignment will be graded.
- Instructor feedback on all assignments will be provided via CANVAS. If you are unsure how to access the feedback, please communicate with the instructor.

XII. Course Schedule

Weeks	Topics	Readings (to be completed before class)	Assignments Due
Week 1 (1.13.26)	• Course Introduction & Overview	➤ Syllabus	
Week 2 (1.20.26)	• Developing Appreciation of Children's Literature	➤ Short Ch. 1-2	
Week 3 (1.27.26)	• Foundations of Writing • Early Literacy Development	➤ Canvas article** ➤ Thompkins Ch. 2	
Week 4 (2.3.26)	• Selecting and Evaluating Children's Literature • Teaching Beginning Writers	➤ Short Ch. 3-5	
Week 5 (2.10.26)	• Writing Standards and Objectives • Teaching Fluent Writers	➤ ELA Standards** ➤ Thompkins Ch. 3 & 6	Contemporary Lit Bibliography
Week 6 (2.17.26)	INDIVIDUAL CONSULTATION DAY – NO CLASS MEETING		
Week 7 (2.24.26)	• Core Writing Elements • Writing Various Genres	➤ Thompkins Ch. 9	Writing Lesson Plan
Week 8 (3.3.26)	• Various Genres of Children's Literature I	➤ Short Ch. 6-8	Genre Study *
Week 9 (3.10.26)	• Various Genres of Children's Literature II	➤ Short Ch. 9-12	Genre Study*
Week 10 (3.17.26)	USF Spring Break – NO CLASS		
Week 11 (3.24.26)	• Assessing Young Writers • Trends in Children's Literature	➤ Thompkins Ch. 11 ➤ Short Ch. 13	Author Study*
Week 12 (3.31.26)	• Spelling Instruction	➤ Thompkins Ch. 4-5	
Week 13 (4.7.26)	INDIVIDUAL WORKDAY – NO CLASS MEETING		Contemporary Lit Report/Multimedia
Week 14 (4.14.26)	• Critical Literacy • Literature/Literacy Integration	➤ Short Ch. 14 ➤ Thompkins Ch. 12	
Week 15 (4.21.26)	• FTCE Language Arts and Reading – SYNCHRONOUS ONLINE CLASS	➤ Practice Questions**	Writing Lesson Analysis
Week 16 (4.28.26)	• Course Culmination	➤ TBD	

* In-class projects to be completed during class period.

** Supplemental articles provided on CANVAS.

*** The instructor reserves the right to modify the course schedule and/or assign additional readings with adequate notice based on the rate of progress, student needs, and/or other unforeseen events.

XIII. USF Core Course Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that apply to all courses at USF. Be sure to review these online at: <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

XIV. Course Policies: Grades

Late Work Policy: All due dates are firm. Work submitted through CANVAS **prior to the due date/time** will be considered on-time. Any late work for any reason will have a **10% deduction** of the total points for each day (24-hour cycle). **Late assignments will not be accepted more than one week past its original due date, resulting in 0 points.** Exceptions will be made only in rare circumstances, and will require at least one week advance permission from the instructor.

Extra Credit Policy: There is no extra credit assignment in this course.

Rewrite Policy: There is no assignment that will be allowed to be rewritten for a revised grade in this course.

Grades of "Incomplete": The current university policy concerning incomplete grades will be followed in this course. An "I" grade may be awarded to a student only when a small portion of the students' work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the students is in residence, and/or graduation, whichever comes first. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

Critical Tasks: Students in the Early Childhood Education Program are required to successfully complete Critical Tasks in program courses to document meeting State of Florida teacher preparation standards. All tasks designated as Critical Tasks must be submitted to the e-portfolio system **Campus Folio**. In this course, the Critical Task is: Writing Instruction – Lesson Plan & Lesson Analysis. At the end of the semester, you are responsible for submitting the Critical Task assignments to Campus Folio as directed by the instructor. Failure to submit in a timely manner will result in failure of the course.

All Critical Tasks assignments must be completed with a score of 3 or above on each criterion on the rubric in order to pass the course. In the event when your initial Critical Tasks assignment submission does not meet the required score of 3 or above, but you are passing the course otherwise, then you will be given feedback and will be offered an opportunity to revise and resubmit your assignment one additional time. In such case,

the original score on the assignment will be used to compute the final grade for the course.

XV. Course Policies: Technology and Media

Email: When sending an email to the instructor, please do not use CANVAS email.

Instead, please email me directly to han1@usf.edu using your USF email account, and put EEC 4008 in the subject line of the email. I check my email regularly and will respond to all emails within 24 hours Monday-Friday. Please note that I may not be available on weekends, but will respond to weekend emails no later than Monday. If you do not receive a reply within this timeframe, please contact me again, since emails sometimes get lost in delivery.

Canvas: This course will be offered via USF's learning management system (LMS), CANVAS. In other words, CANVAS will be used to share all major course related information, such as announcements, course readings, assignment rubrics, and extra resources. Please check them regularly and download materials as necessary. You are responsible for information that is emailed to your USF email account and/or is posted on CANVAS. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Laptop/Phone Usage: All students are asked to manage their electronic equipment responsibly so that it is not a distraction for anyone in the class. While using a word processor to take class notes is acceptable, web-surfing during class sessions will not be tolerated. Additionally, cell phones must remain silenced during all class period. Answering, talking, or text messaging on cell phones during class will not be tolerated. Anyone who violates this policy repetitively may be asked to leave the class by the instructor.

End of Semester Student Evaluations: All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

XVI. Course Policy on Acceptable Use of Generative AI Tools

1. **Definition of Generative AI Tools:** Generative AI tools refer to any artificial intelligence-powered software, program or application that can generate content, including but not limited to text, visuals, music, and other creative outputs. Examples of these tools include AI text generators, AI content rewriters, AI graphic generators, etc.
2. **Permitted Use:** The use of generative AI tools is permitted for overall course learning. However, students must responsibly use these tools, adhering to the guidelines outlined in this policy.
3. **Student Responsibility:** Students are responsible for appropriately using generative AI tools in their work. This includes citing all AI-generated content used in their

submissions. Generative AI tools, while powerful, are not infallible and can produce misinformation or inaccurate results. Students are responsible for the accuracy of their submissions and must cross-verify the information produced by these tools with reliable sources. Citing AI resources: <https://guides.lib.usf.edu/AI/citing>

4. **Violation Consequences:** Misuse of AI tools, including use of AI that undermines the student learning objectives of the course or assignment, failing to cite AI-generated content, relying too heavily on AI for work completion, or submitting inaccurate information generated by AI tools, will be subject to academic penalties. Consequences may range from a reduction in an individual assignment grade to larger academic sanctions per USF policy, depending on the severity of the violation ([USF Regulation 3.027](#)).
5. **Questions and Clarifications:** If students are unsure whether a tool they wish to use qualifies as a generative AI tool, or if they have questions regarding the allowable use of such tools, they should consult with the course instructor before using it.

XVII. Important Dates to Remember

All important dates are shared in this syllabus and via CANVAS. The instructor reserves the right to adjust any dates with reasonable notice to students.

Rubric for “Writing Lesson Plan”

Criteria	Outstanding (5)	Proficient (3)	Needs Improvement (1)
Rationale & Pre-Assessment (2 points)	Information about students’ prior knowledge and skills are thoroughly described. Comprehensively discusses both the strengths as well as the needs of the students.	Information about students’ prior knowledge and skills are provided, but leaves some questions. Discusses the strengths and needs of the students.	Information about students’ prior knowledge and skills is not provided. Lacks a discussion about the strengths and needs of the students.
Standards (1 points)	Appropriate writing standard(s) matching the needs of the student’s needs drawn from the pre-assessment are identified.	Writing standard(s) are identified, but do not match the students’ needs drawn from the pre-assessment data.	No or inappropriate writing standards are identified for the lesson.
Objectives (1 points)	Objectives are clearly written, and are aligned with standards as well as the assessment plan.	Objectives are unclear, and/or not aligned with standards being taught and assessment plan.	No or inappropriate objectives are identified for the lesson.
Assessment Plan (1 points)	Plan includes both formative and summative assessment ideas that require students to demonstrate their understanding of the concept presented in an innovative and developmentally appropriate way. Assessment methods clearly match the objectives.	Plan includes both formative and summative assessment ideas that require students to demonstrate their understanding of the concept, but some confusion exist. Assessment methods may match objectives but unclear.	Plan does not include both formative and summative assessment ideas for students to demonstrate their understanding of the concept presented. Assessment methods do not match objectives.
Resources (1 points)	Resources for writing instruction allow students to actively and appropriately engage in the writing process.	Resources for writing instruction have opportunities for students to engage in the writing process.	Resources for writing instruction do not match ideas to engage students in the writing process.
Instructional Strategies (3 points)	Instructional procedures provide appropriate and clear step-by-step strategies and have innovative elements for students to engage in the writing process.	Instructional procedures provide some strategies and have opportunities for students to engage in the writing process.	Instructional procedures do not reflect appropriate strategies and have no ideas to engage students in the writing process.
Differentiation & Extension (1 points)	Ideas about how the lesson can be differentiated and extended are thoroughly described.	Ideas about how the lesson can be differentiated and extended are described, but leave some questions.	No or inadequate ideas about how the lesson can be differentiated and extended are described.

Rubric for “Writing Lesson Analysis”

Criteria	Outstanding (5)	Proficient (3)	Needs Improvement (1)
Lesson Implementation Narratives (1 points)	Narratives provide detailed accounts of how the lesson was implemented. The reader can gain a clear insight into the lesson. Modifications made to the original lesson plan are thoroughly described. The narrative reflects feedback provided, and any other relevant or appropriate information.	Narratives provide key accounts of how the lesson was implemented, but leaves the reader with some questions. Modifications made to the original lesson plan are described.	Narratives do not provide the reader with adequate accounts of how the lesson was implemented. Feedback provided is not consistently reflected and/or irrelevant changes are made.
Post-Assessment (2 points)	Students’ work sample(s) are provided with adequate explanation.	Students’ work sample(s) are provided, but explanation leaves some questions.	Students’ work sample(s) are not provided.
Self-Assessment and Reflection (1 points)	Reflection includes both areas of strength as well as improvements. It demonstrates an authentic and critical perspective connected to course content.	Reflection includes areas of strength as well as improvement; however, it does not demonstrate a critical perspective connected to course content.	Reflection is missing either areas of strength or improvements. It has limited connections to course content.
Ideas for Further Instruction (1 points)	Further instructional ideas include appropriate strategies both for the target children as well as for other children of the grade level.	Further instructional ideas include strategies for the target children and other children of the grade level, but some are not relevant.	Further instructional ideas are missing strategies for either the target children or other children of the grade level.
Writing Mechanics (1 points)	Report is cohesive and well-written. No or minimal errors in spelling and grammar.	Report is written to guide the readers. Minimum errors in spelling and grammar that do not seriously impact the readability.	Report lacks cohesiveness. Frequent errors in spelling and grammar impact the readability.