



Horry-Georgetown
Technical College

COURSE INSTRUCTIONAL PACKAGE

EDU 290

Children's Literature

Effective Term

Fall 2026/Spring 2027/Summer 2027

Part I: Course Information

Effective Term: Fall 2026/Spring 2027/Summer 2027

COURSE PREFIX: EDU290

COURSE TITLE: Children's Literature

CONTACT HOURS: 3

CREDIT HOURS: 3

RATIONALE FOR THE COURSE:

Children's Literature provides future educators with a comprehensive foundation in the study and application of quality literature for children from birth through grade three. Aligned with the goals of South Carolina's *Read to Succeed* initiative, this course emphasizes the critical role of literature in promoting early literacy and language development across all content areas. Students will explore a broad range of literary genres and authors, develop strategies for selecting developmentally and culturally appropriate texts, and examine how children's literature can be used to support diverse learners. Emphasis will be placed on integrating literature into daily instruction, fostering a love of reading, and designing standards-based learning experiences that enhance comprehension, vocabulary, and critical thinking. Through reflective practice and practical application, students will begin to cultivate the habits of lifelong literacy advocates and instructional leaders.

COURSE DESCRIPTION:

This course is a study of literature for children from birth through elementary school (age 13) with emphasis on the evaluation, selection, and use of those materials to meet the educational, cultural, and recreational needs of children.

PREREQUISITES/CO-REQUISITES:

(Multiple Measures English 1) or (Writing Sample ENG101 1) or (WS ENG101 with Lab 1) or (SAT Critical Reading 480) or (Credit level [ENG 101](#) Minimum Grade of C or Credit level [ENG 101](#) Minimum Grade of TC)

REQUIRED MATERIALS:

Please visit the [BOOKSTORE](#) online site for most current textbook information.

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

This course will require students to read numerous books appropriate for use with children 2024-2025 Page 3 of 10 ages birth to 13. Students will be responsible for getting access to these books through the use of HGTC's library, the public library or ebook versions.

TECHNICAL REQUIREMENTS:

- Access to Desire2Learn (D2L), HGTC's learning management system (LMS) used for course materials.
- Access to myHGTC portal for student self-services.
- College email access – this is the college's primary official form of communication.

ATTENDANCE VERIFICATION:

The Add/Drop Period is the first 7 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format classes. Please refer to the [academic calendar](#) for deadlines for add/drop. You must attend at least one meeting of all your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly

IDENTIFICATION VERIFICATION:

Students enrolled in online courses will be required to complete identity verification. Please refer to your Instructor's Course Information Sheet for information regarding this requirement.

STUDENT COURSE EVALUATIONS:

Each semester, students are provided with an opportunity to participate in course evaluation surveys. These evaluations offer crucial feedback to instructors and the College, leading to enhancement of educational quality. By completing these surveys, you play a key role in the ongoing improvement of teaching methods and course content, ensuring future students enjoy a better learning experience.

Students are encouraged to complete these surveys as your active participation in this process reflects your dedication to your education and drives positive change.

CLASSROOM ETIQUETTE AND STUDENT RIGHTS AND RESPONSIBILITIES:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

To ensure a positive College experience, guidelines exist in numerous areas of campus life. The Student Code for The South Carolina Technical College System "The Student Code" (3-2-106.1) applies to all HGTC students. The Student Code sets forth rights and responsibilities of the individual student, identifies behaviors that are not consistent with the values of college communities, and describes the procedures that will be followed to adjudicate cases of alleged misconduct. Students are expected to conduct themselves in a civil manner, that is respectful of the rights of others, and that is compatible with the college's educational mission. Students are expected to comply with all of the college's duly established rules and regulations regarding student behavior while on campus; while participating in off-campus college sponsored activities; and while participating in off-campus clinical, field, internship, or in-service experiences. Students are expected to comply with all course requirements as specified by instructors in course syllabi and to meet the standards of acceptable classroom behavior set by instructors. For more information, login to your myHGTC account under "Student Rights and Responsibilities" card then select "Student Code of Conduct" or the "Student Catalog and Handbook."

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Students who successfully complete EDU 290 will be able to:

1. **Identify and describe** the different genres of children's literature and evaluate their unique characteristics.
2. **Develop criteria** for selecting literature appropriate for early childhood and elementary curricula, including literacy outreach.
3. **Recognize major children's literature awards** and identify notable authors and illustrators who have received them.
4. **Demonstrate familiarity** with important works in children's literature, including the genre's historical development, and accurately categorize books into genres.
5. **Justify the use of literature** to meet the diverse cultural and developmental needs of children and select materials that reflect those needs.
6. **Design classroom applications** using quality literary selections to support student learning.
7. **Employ instructional techniques and response strategies** to enhance children's understanding and appreciation of print and nonprint materials.
8. **Integrate literature across curriculum areas** using thematic approaches.
9. **Design and organize effective classroom libraries** as part of an overall learning environment.
10. **Use reader response strategies** and children's literature to increase motivation and develop comprehension skills.
11. **Cultivate a reflective attitude** toward professional growth and commit to ongoing education, acting as an advocate for children and families.

South Carolina Literacy Competencies / Read to Succeed Standards Covered

2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.13, 2.15, 2.16, 2.18, 4.1, 4.2, 4.4, 4.6, 5.1, 5.2, 6.2, 7.2, 7.6, 8.1, 8.3

Course Units and Modules Overview

Unit One: The "What" and "Why" of Children's Literature

Modules:

- Finding Your "Why" as an Educator
- History of Children's Books
 - Morality and Literature as Lessons
 - Traditional Literature: Folktales, Songs, Nursery Rhymes, Fairytales, Myths, Legends, Fables

- Diversity in Children's Books
- Introduction to Awards and Recognitions
- Current State of Children's Books

Assessments: Discussions, projects, quizzes, tests

Unit Two: Selecting High-Quality Literature to Meet Individual Needs

Modules:

- Multilingual Selections
- Linguistic Needs
- Emotional and Social Needs
- Aesthetic Qualities of Literature
- Outstanding Authors and Illustrators
- Award Winners
- Criteria for Selecting Books
- Banned Books and Censorship Issues
- Evaluating Literature for Balanced Portrayal of Contemporary Concerns
 - Developing fair, balanced attitudes in students
 - Review of selection and censorship processes

Assessments: Discussions, projects, quizzes, tests

Unit Three: Genres of Children's Literature

Modules:

- Infant, Toddler, and Preschool Books (pop-up, board, cloth, easy readers, predictable, "I Can Read," alphabet books)
- Picture Books
- Graphic Novels
- Poetry
- Informational (Non-Fiction), including Biographies
- Multicultural Books
- Fiction: Fantasy, Science Fiction, Historical Fiction, Realistic Fiction

Assessments: Discussions, projects, quizzes, tests

Unit Four: Planning and Teaching Using Children's Literature

Modules:

- Instructional and Motivational Techniques to Enhance Comprehension
 - Building Intrinsic Motivation

- Using Literature to Integrate Curriculum Areas Around Themes
- Planning Instruction Using Story Organization (oral and written)
 - Oral story traditions, playmaking, puppetry, dramatization, story grammar/structure
- Planning Instruction Using Expository and Informational Texts
 - Text features and structures
 - Enhancing content area instruction with children's trade books
 - New literacies
- Selecting Literature for Aesthetic, Curricular, and Cultural Considerations
- Designing Effective Classroom Libraries
 - Physical space usage
 - Coordination with school and public libraries
 - Building and maintaining classroom book collections

Assessments: Discussions, projects, quizzes, tests

****Students – please refer to the Instructor's Course Information sheet for specific information on assessments and due dates.***

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*:

Students' performance will be assessed, and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

Assignments (projects, quizzes, discussions)	50%
Class Participation (attendance, engagement, discussions)	32%
Final Exam	18%
	100%

****Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.***

GRADING SYSTEM:

Please note the College adheres to a 10-point grading scale A = 100 – 90, B = 89–80, C = 79 – 70, D = 69 – 60, F = 59 and below.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, and Is also negatively impact academic progression and financial aid status.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student, and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, refer to your Instructor's Course Information Sheet for any required on-site meeting times. In online courses, attendance is fulfilled through the submission of academic work. Please be aware that instructors may require exams to be proctored either online or at an approved testing site. If you choose to use a testing center other than those provided by HGTC, that center may charge a fee for its services.

Part V: Student Resources

THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):



The SSTC offers all students the following **free** resources:

1. Academic tutors for most subject areas, Writing Center support, and Academic Coaching for college success skills.
2. Online tutoring and academic support resources.
3. Professional and interpersonal communication coaching.

Visit the [Student Success & Tutoring Center](#) website for more information. To

schedule tutoring or coaching, contact the SSTC at sstc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email sstc@hgtc.edu or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the SSTC [Online Resource Center](#) to access on-demand resources.

STUDENT INFORMATION CENTER – TECH Central:



TECH Central offers all students the following free resources:

1. Getting around HGTC: General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. In-person and remote assistance are available for Desire2Learn, Student Portal, Degree Works, and Office 365.
3. Chat with our staff on TECH Talk, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552. Visit the [Tech Central website](#) for more information. Live Chat and Center locations are posted on the website. You may also call (843) 349-5199.



HGTC LIBRARY:

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries have librarians and staff who can aid with research, computers to support academic research and related school-work, and individual/group study rooms. Printing is available as well at each location. Visit the [Library](#) website for more information or call (843) 349-5268.

STUDENT TESTING:

Testing in HGTC courses may occur during regularly scheduled class time or online, with or without proctoring. Tests may be delivered in the following formats:

- Digitally through D2L
- In writing on paper
- Through a publisher platform (note: some publisher platforms carry an associated fee)

Tests may include time limits and may require proctoring depending on the course.

When proctoring is required and is not provided by the course instructor in the classroom, students may complete their test face-to-face at an [HGTC Testing Center](#) or another approved testing site, or online using HGTC's online proctoring provider. For more information about available proctoring options, visit the [Online Testing](#) section of the HGTC Testing Center webpage.

Students testing at an HGTC Testing Center should note the following:

- **Appointments must be scheduled at least 24 hours in advance.**
- **A physical, government-issued photo ID is required to test.**

The **Instructor Information Sheet** will have more details on test requirements for your course.

DISABILITY SERVICES:

HGTC is committed to providing an accessible environment for students with disabilities. Students seeking accommodations are encouraged to visit HGTC's [Accessibility and Disability Service webpage](#) for detailed information.

It is the student's responsibility to self-identify as needing accommodations and to provide appropriate documentation. Once documentation is submitted, the student will participate in an interactive process with Accessibility and Disability Services staff to determine reasonable accommodations. Students may begin the accommodations process at any time; however, accommodations are **not retroactive** and will only be applied from the point at which they are approved. Students must contact the office **each semester** to renew their accommodations.

For assistance, please contact the Accessibility and Disability Services team at disabilityservices@hgtc.edu or 843-796-8818 (call or text).

COUNSELING SERVICES:

HGTC Counseling Services strives to optimize student success through managing personal and academic concerns that may interfere with achieving educational

goals. Staff are available to every student for assistance and guidance on personal matters, academic concerns and other areas of concern. HGTC offers free in-person and telehealth counseling services to students. For more information about counseling services, please reach out to counseling@hgtc.edu or visit the website the [Counseling Services webpage](#).

STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:

Our sincere commitment to both effective business management and equitable treatment of our employees requires that we present this Policy Statement as an embodiment of that commitment to the fullest.

Discrimination is conduct that includes unjust or prejudicial treatment based upon an individual's age, race, color, sex, religion, national origin, disability, and genetic information or any other protected classes deemed unlawful under State or Federal law that excludes an individual from participation in, denies the individual the benefits of, treats the individual differently, or otherwise adversely affects a term or condition of a person's working or learning environment. This includes failing to provide reasonable accommodation, consistent with state and federal law, to persons with disabilities.

All inquiries regarding the federal laws as they relate to discrimination on the basis of sex may be directed to Jen Riddei, Title IX Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107B, 2050 HWY 501 E, PO Box 261966, 843-349-5218, Jenifer.Riddei@hgtc.edu.

Student and prospective student inquiries concerning the federal laws and their application to the College or any student decision may be directed to Dr. Melissa Batten, Vice President, Student Affairs, and Section 504 & Title II Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107A, 2050 HWY 501 E, PO Box 261966-6066, 843-349-5228, Melissa.Batten@hgtc.edu.

Employee and applicant inquiries concerning the federal laws and their application to the College may be directed to Jacquelyne Synder, Vice President, Human Resources and Employee Relations and the College's Affirmative Action/Equal Opportunity Officer, Horry-Georgetown Technical College, Building 200C, Room 205B, 2050 HWY 501 E, PO Box 261966, Conway, SC 29528-6066, 843-

349-5212, Jacquelyne.Snyder@hgtc.edu.

TITLE IX REQUIREMENTS:

Title IX of the Education Amendments of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination.

HGTC prohibits the offenses of sexual harassment, domestic violence, dating violence, sexual assault, and stalking and will provide students, faculty, and staff with necessary information regarding prevention, policies, procedures, and resources.

Any student, or other member of the college community, who believes that they have been a victim of sexual harassment, domestic violence, dating violence, sexual assault, or stalking may file a report with the college's Title IX Coordinator or campus law enforcement*.

*Faculty and Staff are required to report these incidents to the Title IX Coordinator when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

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PREGNANCY ACCOMMODATIONS

Under Title IX, colleges must not exclude a pregnant student from participating in any part of an educational program. Horry-Georgetown Technical College is committed to ensuring that pregnant students receive reasonable accommodations to ensure access to our educational programs.

Students should advise the Title IX Coordinator of a potential need for accommodations as soon as they know they are pregnant. It is extremely important that communication between student, instructors, and the Title IX Coordinator begin as soon as possible. Each situation is unique and will be

addressed individually.

Title IX accommodations DO NOT apply to Financial Aid. Financial Aid regulations do not give the College any discretion in terms of Financial Aid eligibility.

Certain educational programs may have strict certification requirements or requirements mandated by outside regulatory agencies. Therefore, in some programs, the application of Title IX accommodations may be limited.

To request pregnancy accommodations, please complete the *Pregnancy Intake Form* that can be found [here](#).