

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		09-230	AP-10/13/09	App-12/1/09

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Professional Studies in Education	Phone 724-357-3293

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)	
<input checked="" type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change
<input type="checkbox"/> Course Revision	<input type="checkbox"/> Course Deletion
<input type="checkbox"/> Course Number and/or Title Change	<input type="checkbox"/> Catalog Description Change

<u>Current Course prefix, number and full title</u>	MIDL 221 Literature for Middle Level
	<u>Proposed course prefix, number and full title, if changing</u>
2. Additional Course Designations: check if appropriate	
<input type="checkbox"/> This course is also proposed as a Liberal Studies Course.	<input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)
<input type="checkbox"/> This course is also proposed as an Honors College Course.	
3. Program Proposals	
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Catalog Description Change
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> Program Revision
<input type="checkbox"/> Program Title Change	<input type="checkbox"/> Other
<input type="checkbox"/> New Track	

<u>Current program name</u>	Middle Level Education for Grades 4-8
	<u>Proposed program name, if changing</u>
4. Approvals	
	Date
Department Curriculum Committee Chair(s)	Mary Ann Humbel 7-22-09
Department Chair(s)	Jennifer V. Rotzgel 7-15-09
College Curriculum Committee Chair	Joseph W Demarache 7-22-09
College Dean	Mary Ann Rafath 7-24-09
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate:	
(include title)	
UWUCC Co-Chairs	Gail S Sedquist 10/16/09

* where applicable

Received

OCT 16 2009

Liberal Studies

Received

SEP 01 2009

Liberal Studies

Part II. Description of Curricular Change

1. Syllabus of Record

I. Catalog Description

MIDL 211 Literature for Middle Grades 3c-01-3cr

Prerequisite: Acceptance into Teacher Education Step 1

Provides a survey of children's literature for middle level students and examines the role of motivation in developing lifelong readers. Selection and evaluation criteria for each genre, including multicultural literature, are developed and applied. Classroom application and extensions of literature are explored and current issues in the field of literature for middle level learners are examined. Appropriate adaptations for resistant readers, students with exceptional needs, and students who are learning English will be explored.

This course addresses the following Standards:

ACEI: 1, 2A, 2B, 3A, 3C, 3E

INTASC: 1, 2, 3, 6

*PDE: I.A.3, I.A.6, I.B.2, I.B.3, I.B.4, I.B.5, I.C. 1, I.E.1, I. E. 2, I.E.4, I.E.5, I.E.10, I.F.3, I.H.5; II.A.1.a, II.A.3.f, II.A.4.d

*NMSA: Knowledge I.1, I.2, I.3, I.5, I.7; III.3, III.6, III.10; IV.3, IV.4; V.7; VI.2, VI.3; VII.10

*IRA: 4.2, 4.3, 4.4

*cited in matrix

II. Course Objectives:

The candidate will meet the following course objectives:

1. Apply knowledge of adolescent development to the selection of literature that matches middle level learners' interests and abilities. (PDE Standards: I.A.6, I.B.5, II.A.1a; NMSA Knowledge Standards: I.1, I.2; IRA Standard: 4.2)
2. Identify definitive characteristics and representative samples of each genre of literature for middle level learners, and describe appropriate classroom use for this literature. (PDE Standards: II.A.1.a, II.A.3.f, II.A.4.d; NMSA Knowledge Standards: III.3, III.10; IRA Standard: 4.2)
3. Read a wide range of literature suited for the middle level learner and share examples of excellent literature with peers. (PDE Standards I.B.2, II.A.1.a, II.A.3.f, II.A.4.d; NMSA Knowledge Standards: V.7; IRA Standard: 4.4)
4. Develop and share appropriate methods of extending literature for middle level learners, such as discussion, drama, art, music, and writing. (PDE Standards: 1.A.3, I.B.4, I.C.1, I.E.4, I.E.5, I.E.10, I.H.5; NMSA Knowledge Standards: III.6, V.7; IRA Standard: 4.2)
5. Develop literature adaptations for all types of learners, including learners with special needs, and ELL. (PA Standards I.A.6, I.B.2, I.B.5, I.E.1, I.E.2; NMSA Knowledge Standards: I.2, VI.2; IRA Standards: 4.2, 4.3)
6. Develop and share appropriate methods of motivating and engaging middle level learners with literature, such as literature circles, use of expository text, readers' workshop, author, and genre study. (PDE Standards 1.A.3, I.C.1, I.E.5, I.E.10; NMSA Knowledge Standards: I.3, I.7, III.6, III.10, IV.4, V.7, VII.10; IRA Standards: 4.3, 4.4)

7. Analyze the treatment of current/controversial issues in literature for the middle level learner. (PDE Standards I.B.1, I.B.3, I.B.4, I.E.4, I.F.3, II.A.1.a; NMSA Knowledge Standards: I.5, VI.3, VII.10; IRA Standards: 4.3, 4.4)

College Conceptual Framework	PDE Middle Level Standards	NMSA Knowledge Standards	IRA Standards	Course Objective	Assessment (*Key Assessment)
Planning and Preparation	I.A.6 I.B.5 II.A.1.a	I.1, 2 III.3	4.2	<i>Objective 1</i> Select literature suited for the middle level learner	*Literature Portfolio Examinations
Planning and preparation	II.A.1.a II.A.3.f II.A.4.d	III.3, 10	4.2	<i>Objective 2</i> Identify genre characteristics	*Literature Portfolio Examinations
Planning and preparation	I.B.2 II.A.1.a II.A.3.f II.A.4.d	V.7	4.4	<i>Objective 3</i> Read widely and share	*Literature Portfolio Examinations; In-class activities
Planning and preparation	I.A.3 I.B.4 I.C.1 I.E.4, 5, 10 I.H.5	III.6 V.7	4.2	<i>Objective 4</i> Develop extensions to literature	*Literature Portfolio Author Study Project
Planning and preparation	I.A.6 I.B.2, 5 I.E.1, 2	I.2 VI.2	4.2, 4.3	<i>Objective 5</i> Develop literature adaptations	*Literature Portfolio In-class Activities
Planning and preparation	I.A.3 I.C.1 I.E.5, 10	I.3, 7 III.6, 10 IV.4 V.7 VII.10	4.3, 4.4	<i>Objective 6</i> Engaging middle level learners; literature circles, author and genre study	Author Study Project In-Class Activities
Planning and	I.B.1, 3, 4 I.E.4	I.5 VI.3	4.3, 4.4	<i>Objective 7</i> Controversial	Author Study Project

preparation	I.F.3 II.A.1.a	VII.10		issues	
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III. Detailed Course Outline

Week	Date	Topic	Assignment for class
WEEK 1		Introductions; objectives; course overview; review of genre; begin portfolio	Assignment: read ch. 1 "Understanding Young Adults and Young Adult Literature"
		Book Pass Adolescent Development; Books for different stages and interests	Write 3 book reviews
WEEK 2		Selecting literature Literary elements Evaluating literature	Assignment: read chs. 2, 11 "Learning about Books," Issues in Young Adult Literature"
		Evaluating Literature, con't. Using Book Awards as selection aids Issues in Young Adult Literature	Write 3 book reviews
WEEK 3		Picture Books for the adolescent learner, exceptional learner, and ELL Narrative vs. expository selections	Assignment: read ch. 12 in Bucher and Hinton, <i>Young Adult Literature, "Exploring Other Formats: Comics, Graphics Novels, Picture Books, and Magazines."</i> Available on E-Reserve
		Graphic Novels for the adolescent learner, exceptional	Write 3 book reviews

		learner, and ELL	3 hours for ELL instruction
WEEK 4		Illustration in Picture Books	Assignment: read bi-lingual folklore. Available from instructor
		Bi-lingual folklore, legends, myths <i>Sign up for author study presentation</i>	Portfolio Part I due (book reviews) (#1)
WEEK 5		Storytelling, drama, readers theater, plays	Assignment: read ch. 7, "Poetry and Plays." Review for exam Write essay question
		EXAM 1 , chs. 1, 5, 6, 3	Write 3 book reviews
WEEK 6		Fantasy, supernatural, science fiction	Assignment: read ch 4, "Modern Fantasy."
		Fantasy, con't. Literature Circles	Assignment: Write 3 book reviews
WEEK 7		Poetry Poetic elements Types of poems Pick up/acquire Literature Circle Books	Assignment: read ch. 7, "Poetry and Plays," pp. 120-134.
		Sharing Poetry	Write 3 book reviews Read literature circle book
WEEK 8		Realistic Fiction Literature circle discussion # 1	Assignment: read ch. 3, "Realistic Fiction"
		Sharing realistic fiction	Portfolio Part I due (# 1 & 2)

WEEK 9		Historical fiction; themes Literature circle discussion #2	Assignment: read ch. 5, "Historical Fiction"
		Realistic Fiction, evaluation Sharing Literature Circle Books	Write 2 book reviews
WEEK 10		Examining Historical Fiction picture books	Assignment: read ch. 9, "Teaching Strategies"
		EXAM II: chs. 7, 4, 8, 9	Write 2 book reviews
WEEK 11		Nonfiction Biography Integrating Literature into Content Subjects Paring expository text with content material <i>Presentations</i>	Assignment: read ch. 6, "Nonfiction: Biography and Informational Books"
		Multicultural/ Bi-lingual Literature <i>Presentations</i>	Write 2 book reviews
WEEK 12		Adapting literature instruction for students learning English <i>Presentations</i>	Assignment: read ch.8, "Multicultural and International Literature" 1.5 hours for ELL students Portfolio Part I due (#s 1, 2, & 3) Portfolio Part 2 due
		Adapting literature instruction for students with exceptional needs <i>Presentations</i>	1.5 hours for special need students Organize book reviews
WEEK 13		Adaptations, con't. Resistant readers, struggling readers, readers from nondominant cultures, boys Responding to Literature	Assignment: read ch. 10, "Resistant Readers and Young Adult Literature" 1.5 hours for special need students

		<i>Presentations</i>	
		Extending Literature <i>Presentations</i>	
Week 14		Literature in the reading classroom	<p>Assignment: read ch 9, "Teaching Strategies" Hard copy of Portfolio Part I due (#s 1, 2, 3, 4, table of contents, and attractive organization),</p> <p>Portfolio Part II due (adaptations and extensions)</p> <p>Send a copy to student folder on P drive.</p>
		Literature in the reading classroom	
Exam		FINAL EXAM: Chs. 10, 11, 13, 12, 2	

Course Requirements:

1. Assigned readings in textbook and posted on course web site
2. Literature Portfolio

Students will read literature for the middle level learner in each of the genres. Literature suited for adolescent learners at different stages of development should be selected and evaluated according to the criteria noted in the text and in class. Students will keep a log of their choices, responses, and evaluations of the books. Students will also select a book at each age level and describe appropriate research-based extensions for the books. In addition, students will select three books and describe appropriate adaptations for students who have exceptional needs and/or are English language learners.

Recommended # of books:

Grade	<u>4</u>	<u>5-6</u>	<u>7-8</u>	<u>Students with exceptional needs</u>	<u>English language learners</u>
Picture Books	2	1	1	2	3
Chapter Books	2	3	3	3	1

Every fourth week students will submit part 1 of their portfolio with responses to approximately one-quarter of the total books. In the portfolio, record the following information for each book:

Part 1 Due every four weeks

- Bibliographic data written in APA style
- Brief summary (one paragraph for picture books; 2-3 paragraphs for chapter books)
- Your personal response to the book,
- Your literary analysis, using criteria noted in the text and class. This analysis will vary by genre

For each 4-week submission, submit a reflection upon your reading: What did you think about your choices? How did they influence you as a reader? As a future teacher?

Part 2 Due in the 14th week of the semester

- Appropriate research-based extension activities for specific books at each age level
- Adaptations suited for learners who have exceptional needs and/or are English language learners

(PDE Middle Level Standards: I.A.3, I.A.6, I.B.2, I.B.4, I.B.5, I.C.1, I.E.1, I.E.2, I.E.4, I.E.5, I.E.10, I.H.5, II.A.1.a, II.A.3.f, II.A.4.d; NMSA Knowledge Standards: I.1, I.2, I.7, III.3, III.6, III. 10, IV.4, V.7, VI.2, VII.10; IRA Standards: 4.2, 4.3, 4.4)

THIS PROJECT IS DESIGNED FOR INCLUSION IN YOUR DIGITAL PORTFOLIO

3. Author Study and Presentation: a collaborative book/author study and book extension project

Research

- Collaborate with a peer to select an author of young adult literature from a provided list and gather information about the author's life and work, using information technologies (Internet) and library references. *Something about the author* is a reference series

available in Stapleton Library that will provide helpful information. Other sources include the *Something about the Author Autobiography Series*, *Children's Literature Review*, *Illustrators of Children's Books*, and *Twentieth Century Children's Writers*.

- Partners should read several books or one chapter book by your author. Select one of the books to summarize in a booktalk format for the class and describe extension ideas.

Prepare

- Prepare a PowerPoint presentation of the information you find, including brief biographical data (consider influences on the author's writing), information about the author's work and your reaction to the author's work.
- In the PowerPoint, use minimal text and expand on the ideas as you make your presentation, include scanned images of the cover(s) of the author's books you will summarize and extend (include the book's title, and grade level for which it is suited).

Present

- Make a 15-20 minute presentation to the class, first sharing with your peers your findings about your particular author on Power Point, and then giving book talks about the books you read.

In addition to the PowerPoint, you should:

- Critique the books using criteria discussed in class, and cite examples from the text to support your statements
- Introduce the book in a manner that would capture middle learners' interest.
- Identify extension activities that would enrich middle level learners' understanding and appreciation of the books.
- Plan a writing activity OR an art activity. Explain how the activity connects to the story.
- Identify four-six during- or post-reading questions that you would pose for students. The questions should be divergent and open-ended so that they could have many answers, rather than a simple one-word reply.
- Plan two extending activities from two different content areas (such as science, social studies, music, math, art, language arts) that will enrich the reader's understanding/experience of the book. Describe your ideas well enough that your classmates could replicate them.
- Listeners will provide their peers with feedback on their presentation. The presentation will be evaluated by the following criteria: adequacy of research, both library and internet, presenter's knowledge of topic (ability to speak without over reliance on notes), knowledge and presentation of author's books, quality of handout, quality of Power Point presentation, and presentation skills (eye contact, language use, dress). Presentations will begin in the eleventh week of the semester.

For presentations, be sure to dress professionally (no jeans or hats), use professional speech, and make eye contact. Avoid the tendency to read the screen as you present

IV. Evaluation Methods:

Final grades for this course will be based on participation and performance on tests and assignments.

1. Knowledge (35% of the final grade)

Test I	10%
Test II	10%
Final Exam	15%

2. Skills (55% of final grade)

Literature Portfolio	35%
Author Study and Presentation	20%

3. Dispositions (10% of final grade)
Meeting submission deadlines, professionalism of portfolio, and suitability of books
Class attendance, participation in class discussions, in-class activities and Moodle threaded discussions, and professionalism 10%

V. Example Grading

Final Grade: Percentage scores will be converted to letter grades as follows:

- A = 100-91
- B = 90-81
- C = 80-71
- D = 70-61
- E = below 61

VI. Undergraduate Course Attendance Policy

The university expects students to attend class.

VII. Required text:

Tomlinson, C. M. & Lynch-Brown, C. (2007). *Essentials of Young Adult*

Literature. Boston: Pearson/Allyn & Bacon.

VIII. Bibliography

Anderson, N. L. (2006). *Elementary children's literature: The basics for teachers and parents*. 2nd ed. Boston: Pearson/Allyn & Bacon.

Atwell, N. (2007). *The reading zone: How to help kids become skilled, passionate, habitual, critical readers*. Scholastic Teaching Resources

- Beach, R. W., Appleman, D. Hynds, S. & Wilhelm, J. (2006). *Teaching literature to adolescents*. Mahwah, NJ: Lawrence Erlbaum. *
- Bucher, K. & Hinton, K. (2010). *Young adult literature: Exploration, evaluation, and appreciation*. Boston: Pearson/Allyn & Bacon.
- Cianciolo, P. (1970). *Illustrations in children's books*. Dubuque, Iowa: Wm. C. Brown.
- Cullinan, B. and Galda, L. (2005). *Literature and the child*. New York: Harcourt Brace Jovanovich.
- Cox, C. & Boyd-Batstone, P. S. (2009). *Engaging English learners: Exploring literature, developing literacy, and differentiating instruction*. Boston: Pearson/Allyn & Bacon. *
- Danielson, K. and LaBonty, J. (1994). *Integrating reading and writing through children's literature*. Needham Heights, MA: Allyn and Bacon.
- Darigan, D., Tunnell, M., & Jacobs, J. (2002). *Children's literature: Engaging teachers and children in good books*. Upper Saddle River, New Jersey: Merrill Prentice Hall.
- Elliott, J. B. & Dupuis, M. M. (2002). *Young Adult Literature in the Classroom: Reading It, Teaching It*. International Reading Association.?
- Goforth, F. (1998). *Literature and the learner*. New York: Wadsworth Publishing Co.?
- Hancock, M. (2008). *A celebration of literature and response: Children, books, and teachers in the K-8 classroom*. Upper Saddle River, NJ: Merrill.
- Harvey, S. (1998). *Nonfiction matters*. New York: Stenhouse Publishers.
- Henderson, D. & May, J. (2005). *Exploring culturally diverse literature for children and adolescents: Learning to listen in new ways*. Boston: Pearson/Allyn & Bacon.*
- Hickman, J., Cullinan, B., & Hepler, S. (1994). *Children's literature in the classroom: Extending Charlotte's Web*. Norwood, MA: Christopher Gordon.
- Huck, C., Hepler, S., Hickman, J., and Kiefer, B. (2006). *Children's literature*. Chicago, IL: Brown and Benchmark.?
- Jalongo, M.R. (2004). *Young children and picture books*. 2nd ed. Washington, DC: NAEYC.
- Kiefer, B. (1995). *The potential of picture books*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.
- Lacy, L. (1986). *Art and design in children's picture books*. Chicago: American Library Association.
- Lukens, R.J. (2007). *A critical handbook of children's literature*. 8th ed. Boston: Pearson/Allyn & Bacon.
- Lynch-Brown, C. & Tomlinson, C. (2008). *Essentials of children's literature*. 6th ed. Boston: Pearson/Allyn & Bacon.
- Morrow, L. M. , Rueda, R. & Lapp, D. (2009). *Handbook of research on literacy and diversity*. New: Guilford.*
- Nodelman, P. & Reimer, M. (2003). *The pleasures of children's literature*. 3rd ed. White Plains, NY: Longman. ?
- Nodelman, P. (1988). *Words about pictures*. London: University of Georgia Press.
- Norton, D.E. (2007). *Through the eyes of a child: An introduction to children's literature*. 7th ed. Boston: Pearson/Allyn &

Bacon.*

Norton, D.E. (2009). *Multicultural Children's Literature: Through the eyes of many children*. 3rd ed. Boston: Pearson/Allyn &

Bacon.*

Pratt, L. & Beaty, J. (1999). *Transcultural children's literature*. Boston: Pearson/Allyn & Bacon.*

Rudman, M.K. (1995). *Children's literature: An issues approach* (2nd ed.). Lexington, MA: D.C. Heath. New one?

Russell, D. L. (2009). *Literature for children: A short introduction*. Pearson/Allyn & Bacon.*

Standards for the English Language Arts. (1996). Urbana, IL: National Council of Teachers of English and the International Reading Association.

Sorenson, M. and Lehman, B. (1995). *Teaching with children's books: Paths to literature-based instruction*. Urbana, IL: National Council of Teachers of English.

Stewig, J. (1995). *Looking at picture books*. Fort Atkinson, WI: Highsmith.

Stoodt-Hill, B., & Amspaugh-Corson, L. (2009). *Children's literature: Discovery for a lifetime* 4th ed. Boston: Pearson.

Sutherland, Z. (1997). *Children and books*. New York: Longman.

Temple, C., Martinez, M.A., & Yokota, J. (2006). *Children's books in children's hands: An introduction to their literature*. 3rd ed. Boston: Pearson/Allyn & Bacon.*

Tomlinson, C. M. & Lynch-Brown, C. (2007). *Essentials of Young Adult Literature*. Boston: Pearson/Allyn & Bacon.

Tompkins, G. (2009). *Language Arts: Patterns of practice*. 7th ed. Upper Saddle River, New Jersey: Merrill/Prentice Hall. *

Tunnell, M. & Jacobs, J. (2008). *Children's literature briefly*. Boston: Pearson/Allyn & Bacon. ?

Wilhelm, J. D. (2007). *"You Gotta BE the Book": Teaching Engaged and Reflective Reading with Adolescents*, Second Edition. Teachers College Press.*

Journals consulted on a regular basis:

The Horn Book
Reading Teacher
Language Arts
Journal of Children's Literature
Booklist
Booklinks
The New Advocate
Children's Literature in Education

Course Analysis Questionnaire

MIDL 221 Literature for the Middle Grades

Section A: Details of the Course

- A1 This course is one of the Professional Core courses for the Middle Level Grades 4-8 certification program. All students in this course should be seeking certification as a middle level teacher. This content is the only content course in young adolescent literature for the Middle Level Program.
- A2 This is a newly-developed course to satisfy the PDE requirements for middle level teachers.
- A3 This course has never been offered on campus prior to date.
- A4 This is not a dual-level course.
- A5 This is a three-credit course that cannot be taken for variable credit.
- A6 Other higher education institutions may be offering a similar young adolescent literature course to meet the PDE requirements for teacher certification.
- A7 The Pennsylvania Department of Education is changing the requirements for certification. This course would prepare teachers to assist learners in grades 4-8 with genre investigation, author study, and literary story elements.

Section B: Interdisciplinary Implications

- B1 This course will be delivered by instructors from the Professional Studies in Education Department.
- B2 This course does not conflict with any other young adolescent course that features literature for grades 4-8 offered by any other department.
- B3 This course will not be cross-listed with any other department. The course will only be taken by undergraduate students pursuing a teaching certification in Middle Level Grades 4-8.

Section C: Implementation

- C1 Faculty resources to teach this course are adequate.
- C2 No other resources would be needed to teach this course.
- C3 There are no grant resources allocated for this course.
- C4 It is possible for at least one section of this course to be offered each semester.
- C5 Two sections of the course may be offered in one semester.
- C6 It is anticipated that there would be 15-20 students in one section of the course. For literature investigations, genre study, journaling, and other interactive teaching strategies, twenty is an ideal number.
- C7 There is no professional society that limits the enrollment in this course.
- C8 This course is not a distance-education course.

Section D: Miscellaneous

This course is one of eight methodology courses from the Middle Level Professional Core. These courses are:

MIDL ~~310~~ Learning Theory and Planning for Instruction

MIDL ~~3~~15 Adolescent Development, and Classroom Management

MIDL 221 Literature for the Middle Grades

MIDL 222 Reading Instruction and Assessment in Grades 4-8

MIDL 425 Language Arts Instruction and Assessment in Grades 4-8

MIDL 312 Science Instruction and Assessment in Grades 4-8

MIDL 311 Social Studies Instruction and Assessment in Grades 4-8

MATH 413 Methods of Teaching Mathematics at the Middle Level