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 09-22e App-6/30/09 App-9/15/09

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)
 New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

ELED 221 Children's Literature ECED 221 Literature for the Young Child and Adolescent
Current Course prefix, number and full title Proposed course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate
 This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

3. Program Proposals
 New Degree Program Program Title Change Program Revision
 New Minor Program New Track Other

Current program name Proposed program name, if changing

4. Approvals

		Date
Department Curriculum Committee Chair(s)	Mary Ann C. Tomval	3/30/09
Department Chair(s)	George King	3/30/09
College Curriculum Committee Chair	Joseph Domaradu	4-27-09
College Dean	May Ann Rapeth	4-27-09
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Gail Sedquist	6-30-09

* where applicable

Received

JUN 11 2009

Liberal Studies

Received

MAY 01 2009

Liberal Studies

Part II. Description of Curriculum Change

1. New syllabus of Record

ECED 221 Literature for the Young Child and Adolescent

3c-01-3cr

Prerequisite: ECED/EDEX major, Admission to Teacher Education Step 1

I. Catalog Description

Provides a survey of literature for children from preschool to adolescence. Selection and evaluation criteria for various genres, including visual and literary elements, are the foundation of this course. Emphasis will also be placed on multicultural literature and literature for diverse learners. The course will stress motivational approaches for encouraging children’s engagement with and response to literature.

II. Course Outcomes:

1. Apply knowledge of child development to the selection of literature that matches learners’ interests and abilities. (PA ECE Standard 1; CEC Standard 2; NAEYC Standard 1)
2. Identify definitive characteristics and representative samples of each genre of children’s literature, and describe appropriate classroom use for this literature. (PA ECE Standard 2; CEC Standard 3; NAEYC Standard 4)
3. Develop and share appropriate methods of encouraging response to literature that will motivate children to be lifelong readers. (PA ECE Standard 2; CEC Standard 2; NAEYC Standard 2,5)
4. Select appropriate literature and develop literature adaptations for all types of learners, including those who have exceptional learning needs or are English language learners. (PA ECE Standard 4; CEC Standard 2; NAEYC Standard 4)
5. Develop strategies for providing information to peers and parents about a wide range of excellent literature for children at particular age levels. (PA ECE Standard 2; CEC Standard 3; NAEYC Standard 4)
7. Select and share appropriate literature with a group of children, eliciting their response to the literature. (PA ECE Standard 1, 2; CEC Standard 4; NAEYC Standard 1, 4)

College Conceptual Framework	Objective	PA ECE	CEC	NAEYC	Assessment
Planning and Preparation	1 Select literature suited to child’s level of development	1	2	1	In-class activity, Literature Portfolio Rubric Parent brochure rubric
Planning and Preparation	2 Identify genres and describe use	2	3	4	Exam, Key Assessment: Literature Portfolio
Planning and Preparation	3 Develop responses to literature to motivate readers	2	2	2,5	Exam, Key Assessment: Literature Portfolio Parent brochure rubric
Planning and Preparation	4 Develop adaptations for learners	4	2	4	Exam, Key Assessment: Literature Portfolio
Planning and Preparation Professionalism	5 Provide information to parents about literature	2	3	4	Key Assessment: Literature Portfolio; Parent brochure rubric

Professionalism					Parent brochure rubric
Planning and Preparation Instruction	6 Share literature with a group of learners.	1, 2	4	1,4	Story reading rubric

III. Detailed Course Outline:

Week	Date	Topic	Assignment for class
WEEK 1		Introductions; objectives; course overview; review of genre; begin portfolio Book Pass Child Development; Books for different ages and interests	Read Ch. 1 Write 3 book reviews
WEEK 2		Selecting literature Literary elements Evaluating literature Children's Book Awards Issues in children's literature	Read chs. 2-3 Write 3 book reviews
WEEK 3		Picture Books	Read Ch. 5 Write 3 book reviews
WEEK 4		Illustration in Picture Books Folklore <i>Sign up for brochure presentation</i>	Read Ch. 6 Portfolio Part I due (book reviews) (#1)
WEEK 5		Storytelling EXAM 1 , chs. 1, 5, 6, 3	Review for exam Write essay question Write 3 book reviews
WEEK 6		Fantasy Fantasy, con't. Literature Circle	Read Ch.7 Assignment: Write 3 book reviews
WEEK 7		Poetry, Poetic elements, Types of poems Pick up/acquire Literature Circle Books Sharing Poetry	Assignment: read ch. 4 Write 3 book reviews Read literature circle book
WEEK 8		Realistic Fiction Literature circle discussion # 1 Sharing realistic fiction	Read Ch. 8 Portfolio Part I due (# 1 & 2)
WEEK 9		Historical fiction; themes Literature circle discussion #2 Realistic Fiction, evaluation Sharing Literature Circle Books	Read Ch. 9 & 12 Write 3 book reviews
WEEK 10		Examining Historical Fiction picture books EXAM II : chs. 7, 4, 8, 9	Read Ch. 9 Write 3 book reviews

WEEK 11		Nonfiction Biography - <i>Presentations</i> Multicultural/ Bi-lingual Literature - <i>Presentations</i>	Read Ch. 10, 11 Story Reading Assignment due Write 3 book reviews
WEEK 12		Adapting literature instruction for students learning English <i>Presentations</i> Adapting literature instruction for students with exceptional needs <i>Presentations</i>	Read Ch.13 Portfolio Part I due (#s 1, 2, & 3) Portfolio Part 2 due Write 3 book reviews
WEEK 13		Adaptations, con't. Responding to Literature <i>Presentations</i>	Read ch. 12 Write 3 book reviews
Week 14		Literature in the reading classroom	Hard copy of Portfolio Part I due (#s 1, 2, 3, 4, table of contents, and attractive organization), Portfolio Part II due Send a copy to student folder on P drive. Parent Brochures Due
Exam		FINAL EXAM: Chs. 10, 11, 13, 12, 2	

IV. Evaluation Methods:

Students will be evaluated on the following assignments:

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

Students will read children's literature in each of the genres. Literature suited for preschool to adolescence 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 responses for the books. In addition, students will select five books and describe appropriate adaptations for students who have exceptional needs and/or are English language learners.

Recommended # of books:

Grade	<u>P-K</u>	<u>1-2</u>	<u>3-4</u>	<u>5-6</u>	<u>7-8</u>
Picture Books	6	6	3	3	2
Chapter Books		1	3	4	5

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

(PA ECE Standards 1, 2, 4; CEC Standard 4, 2; NAEYC Standards 1, 4)

THIS PROJECT IS DESIGNED FOR INCLUSION IN YOUR DIGITAL PORTFOLIO

3. Parent Brochure Project

Prepare

- Research developmental needs/traits of a child in the preschool-adolescent years. Select books to match the child's interests and abilities. Develop for parents a brochure that highlights developmental characteristics of the child in that age group, includes an annotated bibliography of appropriate books, and provides suggestions for extending the books.
- Create a PowerPoint presentation to share findings with classmates. Include scanned images of the cover(s) of the books you selected.

Present

- Make a ten- minute presentation to the class, first sharing with your peers your findings about your student utilizing Power Point, then giving book talks about some of the books you selected, and your ideas for extending the books.

Evaluation

- Listeners will provide their peers with feedback on their presentation.
- The presentation will be evaluated by the following criteria: adequacy of research, presenter's knowledge of topic (ability to speak without over reliance on notes), knowledge and presentation of appropriate books, quality of brochure, 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, dress professionally (no jeans or hats), use professional speech, and make eye contact. Avoid the tendency to read the screen while presenting.

(PA ECE Standard 2; CEC Standard 3; NAEYC Standard 4)

4. Storytelling/Story reading activity- - Students will prepare a story to tell or read to a small group in class and to a group of preschool, elementary, or adolescent learners. Students will keep a log of their activities as they learn and tell their story. The log will consist of dated entries that describe the student's actions as s/he selected and prepared a story for telling. Students' final log entry is a self-evaluation of the telling and reflection on the process of learning and telling a story. Students will also submit an audio- tape of their final telling of the story (some circumstances require validation from the classroom teacher). Evaluation is based upon appropriate selection of story, fluency and expressiveness of telling, and quality of reflection.

(PA ECE Standards 1, 2; CEC Standard 4; NAEYC Standards 1, 4)

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

- | | | |
|----|--------------------------------------------------------------------------------------------------------------------------------|-----|
| 1. | Knowledge (35% of the final grade) | |
| | Exam I | 10% |
| | Exam II | 10% |
| | Final Exam | 15% |
| 2. | Skills (55% of final grade) | |
| | Story reading or storytelling activity | 10% |
| | Children's Literature Portfolio | 25% |
| | Parent Brochure and Presentation | 20% |
| 3. | Attitudes (10% of final grade) | |
| | Meeting submission deadlines, professionalism of portfolio, and suitability of books | |
| | Class attendance, participation in class discussions, in-class activities and WEB-CT threaded discussions, and professionalism | 10% |

V. Example Grading Scale:

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. Attendance Policy

Attendance in class is expected in accordance with the policy outlined in the university catalog.

VII. Required Textbook

Lynch-Brown, C & Tomlinson, C. M. (2008). *Essentials of children's literature*, 6th ed.. Upper Boston: Pearson Allyn & Bacon.

VIII. Additional Required Resources

None

IX. Bibliography

Anderson, N. L. (2006). *Elementary children's literature: The basics for teachers and parents*.

2nd ed. 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.

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.

Giorgis, C. & Glazer, J.I. (2008). *Literature for young children*. 5th ed. Columbus, OH: Merrill.

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.
- 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
- 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.
- Tompkins, G. (2002). *Language Arts*. Upper Saddle River, New Jersey: Prentice Hall.
- Tunnell, M. & Jacobs, J. (2008). *Children's literature briefly*. Boston: Pearson/Allyn & Bacon.

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
ECED 221 Literature for the Young Child and Adolescent

A. Details of the Course

A1. This course is designed for all majors in the ECED /Special Education PreK major.

A2. This course is one of several courses being revised within the Early Childhood Education/Special Education program revision and does not affect any courses outside the department. This course is required.

A3. This course has not been offered on a trial basis or as a special topic

A4. This course is not dual level and will not be offered as such.

A5. This course will not be offered for variable credit.

A6. Examples of other institutions currently offering a similar course include
Eastern Michigan University –CHL 207 Children’s Literature
University of Maine ERL 317 – Children’s Literature

A7. The content of this course is required by the competencies set forth by the Pennsylvania Department of Education

Section B: Interdisciplinary Implications

B1. This course will be taught by appropriately qualified instructors in the PSE department.

B2. This course is independent of other departments and is restricted to the major.

B3. This course will not be cross listed.

Section C: Implementation

C1. Faculty resources are currently adequate to teach this course. This course is part of the redesigned curriculum mandated by the PDE’s restructured certification guidelines. The preparation and equated workload for this course assignment is 1:1.

C2. No other resources are required for this course. Space, equipment, and library materials are currently adequate to teach this course.

C3. None of the resources for this course are funded by a grant

C4. This course will be offered both fall and spring semesters to accommodate all majors in the Early Childhood/Special Education major.

C5. Currently, there are about 125 majors total in Early Childhood Education, Elementary Education, and Special Education. We hope to enroll the same number of students in the proposed program which will replace the aforementioned areas. Therefore, we would plan to offer 4 to 5 sections of this course each year.

C6. Each section of this course will accommodate 20-25 students.

C7. No such recommendations are made.

C8. This is not a distance education course

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

No additional information is required

2. Summary of Changes

ECED 221 is being revised to reflect a change in instructional audience for students seeking ELED certification to students seeking ECED/EDEX certification. The prefix, catalog description, and attendant instructional activities have been revised to reflect this instructional audience.

3. Justification/Rationale for Change

This revision is proposed to comply with the Pennsylvania Department of Education change in certification guidelines from k-6, to Prek- Grade 4. Additionally, this revision has been developed with a focus towards the blended ECED/EDEX program which is proposed.

4. Old Syllabus of Record

ELED 221 Children's Literature

3cr-01-3cr

I. Course Description

Acquisition of a wide acquaintance with children's literature, old and new. Poetry selections, annotated stories, and bibliographies will be assembled. Ways and means to develop, stimulate, and guide children's reading of literature presented. Principles and techniques of successful storytelling are studied and practiced.

II. Relationship of Course to College Conceptual Framework

The College of Education's conceptual framework emphasizes content, collaboration, the learner, commitment, and competence. ELED 221 Children's Literature supports this practice-driven model by preparing pre-service teachers to use literature in the classroom by expanding their knowledge of children's literature in various genres, examining theories of literature response, and describing strategies for literacy instruction. Students will work collaboratively to construct their knowledge of the subject and to present their findings to peers. The field component of this course enables students to make connections between course content and diverse learners at various stages of development. Assignments for the course are designed to underscore students' understanding of the subject and its relationship to the learner.

II. Student Learning Outcomes

The student will meet the following course objectives:

1. Identify definitive characteristics and representative samples of each genre of children's literature, and describe appropriate classroom use for this literature
(INTASC Standard 1; ACEI Standards 2 A, B; PDE Standard 1C; NAEYC Standard 4C)
2. Evaluate illustrations in picture books with regard to visual elements, artistic media and style
(INTASC Standard 1; ACEI Standards 2A,B; PDE Standard 1C, NAEYC Standard 4C)
3. Analyze the treatment of controversial issues in children's literature
(INTASC Standard 1; ACEI Standards 2A, B, 3C; PDE Standard 1C, NAEYC Standard 4C)

4. Evaluate children’s literature for evidence of cultural or gender bias in text and/or illustrations and consider the influence of such biases upon the learner and the teacher
(INTASC Standards 1, 2; ACEI Standards 2A, B, 3C; PDE Standard 1C, NAEYC Standard 4C)
5. Read a wide range of children’s literature and share examples of excellent literature with peers (INTASC Standard 1; ACEI Standards 2A,B; PDE Standard 1C, NAEYC Standard 4C)
6. Develop and share appropriate methods of extending children’s literature in the classroom (INTASC Standards 1, 3; ACEI Standards 1, 2A,B, 3A ; PDE Standard 1C, 2B; NAEYC Standard 4C)
7. Explore various computer and information technologies and incorporate such technology in classroom assignments. (INTASC Standard 6; ACEI Standards 2A, 3E; PDE Standard 1C, NAEYC Standard 4C)
8. Apply knowledge of child development to the selection of children’s books that match students’ interests and abilities (INTASC Standard 2; ACEI Standards 1; PDE Standard 1A, C; NAEYC Standard 1)
9. Share children’s literature with children in the classroom or community by reading aloud or storytelling
(INTASC Standards 1, 3, 7; ACEI Standards 2A, B, 3A, 3D; PDE Standards 1A, C, 2A, D, 3B; NAEYC Standard 4C)

Matrix of Student Outcomes

College Conceptual Framework	INTASC Standards	ACEI Standards	IRA Standards	Course Objective and Performance Indicator	Course Assessment Measuring Objective*
Planning and Preparation	1	2A, 2B	4.2	<i>Objective 1</i> Examinations Literature Portfolio	Rubric for portfolio
Planning and preparation	1	2A, 2B	4.2	<i>Objective 2</i> Examinations Literature Portfolio	Rubric for portfolio
Planning and preparation	1	2A, 2B, 3C	4.4	<i>Objective 3</i> Examinations Literature	Rubric for portfolio

				Portfolio	
Planning and preparation	1,2	2A, 2B, 3C	4.2	<i>Objective 4</i> Examinations Literature Portfolio	Rubric for portfolio
Planning and preparation	1	2A, 2B	4.2, 4.3	<i>Objective 5</i> Literature Portfolio Technology Project	Rubrics for portfolio, technology project
Planning and preparation	1, 3	1, 2A, 2B, 3A	4.3, 4.4	<i>Objective 6</i> Technology Project	Rubrics for portfolio, technology project
Planning and preparation	6	2A, 3E	4.3, 4.4	<i>Objective 7</i> Technology Project	Rubric for technology project
Planning and preparation, Professional Responsibility	2	2A, 3E	4.3, 4.4	<i>Objective 8</i> Story Reading Activity	Rubric for Story Reading Activity
Planning and preparation Professional Responsibility	1, 3, 7	2A, 3E	4.3, 4.4	<i>Objective 9</i> Story Reading Activity, Reading buddy project	Rubrics for Story Reading Activity, Reading buddy project y

***Assignment/product chosen for aggregation is bolded.**

Required text:

Lynch-Brown, C & Tomlinson, C. M. (2008). *Essentials of children's literature*, 6th ed.. Upper Boston: Pearson Allyn & Bacon.

Additional Materials:

Writing notebook for reading buddy project; bi-fold folder notebooks; bulletin board materials; access to P drive to submit digital portfolio project and personal readings.

Course Evaluation and Guidelines:

1. Student attendance, active participation and professionalism are essential to the learning process and, therefore, contribute to the final grade. Cell phones should not be used during class for calls or messages.

2. Students who require accommodations for taking notes or tests should arrange to discuss their needs with the instructor at the beginning of the semester.
3. Class assignments are due during the class period on the assigned date. Grades on late assignments will be reduced by one letter grade for each calendar day they are late.
4. All assignments will be typed or word-processed unless otherwise specified. The instructor reserves the right to reduce points for work that does not meet professional standards. Grades will be based upon the caliber of student work and simply fulfilling requirements does not assure a satisfactory grade. Assignments prepared for another course cannot be used to meet the requirements for this course.
5. **Assignments for this course must be the student's own work.** Resource and reference materials must be acknowledged and documented. No credit will be received for plagiarized assignments and students involved in acts of plagiarism or cheating will be subject to disciplinary action.
6. If serious illness or emergency necessitates a make-up exam, students must inform the instructor prior to the scheduled exam and realize that the make-up exam may not be the same as the original. Within one week of the original exam, students should present a doctor's excuse, and complete the make-up exam.

Writing Style: Written work in this course should be prepared according to APA style.

Attendance Policy

It is important for all students to attend each session of this course. If, on rare occasions, serious illness, dangerous travel conditions, or an emergency prevents attendance, appropriate excuses should be presented when students return to class. If serious illness or emergency necessitates a make-up exam, students must inform the instructor prior to the scheduled exam and realize that the make-up exam may not be the same as the original. Within one week of the original exam, students should present a doctor's excuse or appropriate documentation, and complete the make-up exam. In-class assignments cannot be made up.

Course Requirements:

1. Assigned readings in textbook and posted on course web site
2. Storytelling/Story reading activity- - As part of their PSI field experience, students will prepare a story to tell or read to a small group in class and to a group of preschool or elementary school children. Students will keep a log of their activities as they learn and tell their story. The log will consist of dated entries that describe the student's actions as s/he selected and prepared a story for telling. Students' final log entry is a self-evaluation of the telling and reflection on the process of learning and telling a story. Students will also submit an audio- tape of their final

- List three pre-reading questions you could use to prepare a class to listen to or read this book. Consider activating background knowledge, piquing interest, helping reader's make connections
- Identify a reading skill that could be used with this book. Describe the skill and tell how you would teach it. This should be like the procedures section of a lesson plan. Display enough material and provide enough description so that someone else could teach the lesson. Consult a basal reader from Room 310 or see me for suggestions for reading skills.
- 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 children. 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.

(INTASC Standards 2,3,4,5,6,7; ACEI Standards 1, 2B, 3A, 3B, 3C; PDE Standard 1C, 2C; NAEYC Standard 4C)

THIS PROJECT IS DESIGNED FOR INCLUSION IN YOUR DIGITAL PORTFOLIO

4. Children's Literature Personal Readings and Reflections

Students will read children's books suited for all elementary grade levels in each of the genres and evaluate them according to the criteria noted in the text and in class. Students will keep a log of their choices and responses.

Recommended # of books:

	<u>K-2</u>	<u>3-4</u>	<u>5-6</u>
Picture Books	8	3	3
Chapter Books	1	3	7

Every fourth week students submit a log with responses to approximately one-quarter of the total books. In the log, record the following information for each book:

- 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?

(INTASC Standards 1,2,9; ACEI Standards 1, 2A, 2B, 3C, 4; PDE Standard 1C, 2A, B; NAEYC Standard 4C)

THIS PROJECT IS OPTIONAL FOR YOUR DIGITAL PORTFOLIO

5. Reading Buddy Project

Students will have one or more reading buddies with whom they will exchange responses to a book. At the end of the project, students will write a reflective paper, discussing what they learned about children, literature, and themselves as professionals as a result of this assignment. Evaluation criteria include: quality of students' responses to elementary students, professionalism and responsibility in responding to students, and quality of reflective paper.

(INTASC Standards 2,3,4; ACEI Standards 1, 2A,2B, 3B, 5A,B; PDE Standard 1C, 3C; NAEYC Standards 1, 4B,C)

Your reflective paper for this project is optional for your digital Portfolio.

Evaluation:

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

1. Knowledge (45% of the final grade)
 - Test I 15%
 - Test II 15%
 - Final Exam 15%

2. Skills (45% of final grade)
- Story reading or storytelling activity 10%
 - Children’s Literature Personal Readings and Reflections 15%
 - Literature and Technology Project 20%
3. Attitudes (10% of final grade)
- Reading Buddy Project 5%
 - Meeting submission deadlines, professionalism of journal entries, and suitability of books
 - Class attendance, participation in class discussions, in-class activities and WEB-CT threaded discussions, and professionalism 5%


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

Tentative Sequence of Topics

Week	Date	Topic	Assignment for class
WEEK 1	Jan. 13	Introductions; objectives; course overview; review of genre; begin personal readings and reflections	Assignment: read ch. 1
	Jan. 15	Book Pass Child Development; Books for different ages and interests	Write 2 book reviews
WEEK 2	Jan. 20	Selecting literature Literary elements Evaluating literature	Assignment: read ch. 3
	Jan. 22	Children’s Book Awards Issues in children’s literature	Write 2 book reviews

WEEK 3	Jan. 27	Picture Books	Assignment: read ch. 5
	Jan. 29	Illustration in Picture Books	Write 2 book reviews
WEEK 4	Feb. 3	Picture Books, con't. Folklore	Assignment: read ch. 6
	Feb. 5	Folklore con't. <i>Sign up for technology project author</i>	Reading logs (book reviews) due (#1)
WEEK 5	Feb. 10	Storytelling Picture Books, con't.	Review for exam Write essay question
	Feb. 12	EXAM 1 , chs. 1, 5, 6, 3	Write 2 book reviews
WEEK 6	Feb. 17	Fantasy	Assignment: read ch 7
	Feb. 19	Fantasy, con't. Literature Circles	Assignment: Write 2 book reviews Bring to class sources for library and Internet resources of author information
WEEK 7	Feb. 24	Poetry Poetic elements Types of poems Pick up/acquire Literature Circle Books	Assignment: read ch. 4
	Feb. 26	Sharing Poetry	Write 2 book reviews Read literature circle book

Spring Break	Mar 2-6		
WEEK 8	Mar. 10	Realistic Fiction	Assignment: read ch. 8
	Mar. 12	Sharing realistic fiction Literature circle discussion	Reading logs due (# 1 & 2)
WEEK 9	Mar. 17	Historical fiction; themes	Assignment: read ch. 9 & 12
	Mar. 19	Realistic Fiction, evaluation Sharing Literature Circle Books	Write 2 book reviews
WEEK 10	Mar. 24	Examining Historical Fiction picture books	Assignment: read ch. 9
	Mar. 26	EXAM II: chs. 7, 4, 8, 9	Write 2 book reviews
WEEK 11	Mar. 31	Nonfiction <i>Presentations</i>	Assignment: read ch. 10, 11 Story Reading Assignment due
	Apr. 2	Biography <i>Presentations</i>	Write 2 book reviews
WEEK 12	Apr. 7	Multicultural Literature <i>Presentations</i>	Assignment: read ch.13 Reading logs due (#s 1, 2, & 3)
	Apr. 9	Exploring multicultural literature and literature for students learning English <i>Presentations</i>	Write 3 book reviews
WEEK 13	Apr. 14	Responding to Literature <i>Presentations</i>	Assignment: read ch. 12 Write 3 book reviews
	Apr. 16	Responding to Literature <i>Presentations</i>	Hard copy of reading logs due

			(#s 1, 2, 3, 4, table of contents, and attractive organization), Send a copy to student folder on P drive.
Week 14	Apr. 21	Literature in the reading classroom	Buddy Journal Reflective Paper Due
	Apr. 23	Literature in the reading classroom	
Exam		FINAL EXAM: Chs. 10, 11, 13, 12, 2	

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