MacMurray
C O L L E G E

Education Department
Introduction to Children's Literature 236
Course Syllabus
Fall Semester of 2019

COURSE INFORMATION

Number and title: Introduction to Children's Literature 236
Credit hours: 3
Prerequisites: None-You must have passed the basic skills test by the end of sophomore year to continue with your upper division education coursework. It is recommended to be completed during Freshman year.
Required Field Experience hours: Attend one community/school literacy event

INSTRUCTOR INFORMATION

Heather Johnson, MA: Educational Technology
Office Phone: 217-479-7165
[Prefered] Cell Phone/Text: 708-299-2396 – If you text me, please provide your name.
Email: heather.johnson@mac.edu
Office Hours: [minimum six posted hours weekly. See Academic Affairs Administrative Handbook, Sec. 316]
Office Location: 208-A, Jenkins Educ. Complex

COURSE DESCRIPTION

This course will focus on the study of literature for children and young adolescents. It will include wide reading and analysis across genres represented in children's literature, learning to select and integrate grade appropriate literature into elementary instruction, and develop a critical issues approach to the use and integration of multicultural children's literature.

COURSE OBJECTIVES

Specific Candidate Competencies: After successful completion of ELED 236 candidates should be able to:

1. identify the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) IPTS 1A.

2. know how to select, evaluate, and support children's response to literature from a range of genres, era's, perspectives, and cultural and linguistic backgrounds.

3. understand and analyze literary text structure and literary elements.

4. develop selected components of a lesson plan, IPTS 1B, 1C, 2A, 2F, 2I, 3H, 4D, 5A, 5B, 5O

5. using children's literature to develop a read-a-loud for comprehension and instruction, IPTS 1A, 2A, 4A, 4C, 4D, 4G, 5A, 5B.

6. develop instructional questions at all levels of Bloom's cognitive domain, ITPS 2A, 2F, 2I.

7. evaluate children's books for interest, purpose, context, vocabulary development, content.

8. understands theories and philosophies of learning and human development as they relate to the range of students in the classroom. ITPS 2A, 2F.

9. understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;

IPTS- Illinois Professional Teaching Standards

Specific Candidate Competencies: After successful completion of ELED 232 candidates should be able to:

Standard 1 – Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

1. 1A) understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum;
2. 1B) understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities;
3. 1C) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;
4. 1D) understands the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as "IDEA") (20 USC 1400 et seq.), its implementing regulations (34 CFR 300; 2006), Article 14 of the School Code [105 ILCS 5/Art.14] and 23 Ill. Adm. Code 226 (Special Education);
5. 1E) understands the impact of linguistic and cultural diversity on learning and communication;
6. 1F) understands his or her personal perspectives and biases and their effects on one's teaching; and

Standard 2 – Content Area and Pedagogical Knowledge – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

7. 2A) understands theories and philosophies of learning and human development as they relate to the range of students in the classroom;
8. 2F) knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines;
9. 2I) evaluates teaching resources and materials for appropriateness as related to curricular content and each student's needs;

Standard 3 - Planning for Differentiated Instruction - The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.
3H) establishes high expectations for each student's learning and behavior;

Standard 4 - Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

10. 4A) understands principles of and strategies for effective classroom and behavior management;
11. 4C) understands how to help students work cooperatively and productively in groups;
12. 4D) understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement;

13. 4G) knows strategies to implement behavior management and behavior intervention planning to ensure a safe and productive learning environment;

Standard 5 - Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

14. 5A) understands the cognitive processes associated with various kinds of learning;
15. 5B) understands principles and techniques, along with advantages and limitations, associated with a wide range of evidence-based instructional practices;
16. 5O) models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning;

Standard 6 - Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge. understands appropriate and varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas;

6B) understands that the reading process involves the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation;

6C) understands communication theory, language development, and the role of language in learning;

6D) understands writing processes and their importance to content learning;

6E) knows and models standard conventions of written and oral communications;

6F) recognizes the relationships among reading, writing, and oral communication and understands how to integrate these components to increase content learning;

6G) understands how to design, select, modify, and evaluate a wide range of materials for the content areas and the reading needs of the student;

6H) understands how to use a variety of formal and informal assessments to recognize and address the reading, writing, and oral communication needs of each student; and

6I) knows appropriate and varied instructional approaches, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas.

Performance Indicators – The competent teacher:

6J) selects, modifies, and uses a wide range of printed, visual, or auditory materials, and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, and struggling and advanced readers);

6K) uses assessment data, student work samples, and observations from continuous monitoring of student progress to plan and evaluate effective content area reading, writing, and oral communication instruction;

6L) facilitates the use of appropriate word identification and vocabulary strategies to develop each student's understanding of content;

6M) teaches fluency strategies to facilitate comprehension of content;

6N) uses modeling, explanation, practice, and feedback to teach students to monitor and apply comprehension strategies independently, appropriate to the content learning;

6O) teaches students to analyze, evaluate, synthesize, and summarize information in single texts and across multiple texts, including electronic resources;

6P) teaches students to develop written text appropriate to the content areas that utilizes organization (e.g., compare/contrast, problem/solution), focus, elaboration, word choice, and

standard conventions (e.g., punctuation, grammar);

6Q) integrates reading, writing, and oral communication to engage students in content learning;

6R) works with other teachers and support personnel to design, adjust, and modify instruction to meet students' reading, writing, and oral communication needs; and

6S) stimulates discussion in the content areas for varied instructional and conversational purposes.

Standard 8 - Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

17. 8A) understands schools as organizations within the larger community context;

18. 8B) understands the collaborative process and the skills necessary to initiate and carry out that process:

19. 8D) understands the benefits, barriers, and techniques involved in parent and family collaborations;

REQUIRED TEXTS

Gopalakrishnan, A., (2011) Multicultural Children's Literature: A Critical Issues Approach, Sage Publications

Supplemental Readings: You will be required to select multiple pieces of children's literature across all genres for reading and response. Students will also be assigned additional required professional articles, blogs, and videos for response.

Additional Requirement: All students must have a valid library card to a local library that you have physical proximity to during the semester.

TECHNOLOGY

LiveText digital portfolio software. Buy a Standard Student Membership online at www.livetext.com. The cost is included in your textbook rental, and it will be good for five years after the date the software is activated. If you have already purchased this for another course, you do not need to do so again.

LiveText- Homework will be turned in via email or LiveText in the case of the KSA's and Moodle for other assignments.

Minimal technical skills required for this course include the ability to use Microsoft Office products, including PowerPoint, and to navigate the Internet.

Students are required to use Microsoft Word for papers, save them as Word documents, and upload them as assigned to Moodle. Documented papers should follow the guidelines of the American Psychological Association (APA).

Help with technology is available on the IT page of the MacMurray website, https://my.mac.edu/ICS/Resources/Information_Technology/. If you have a question not answered there, please contact the Help Desk at HelpDesk@mac.edu.

MOODLE

Moodle- will be used throughout the course as a repository of required, supplemental, and enrichment materials. Videos, articles, audio recordings and links will be uploaded for each week. MAKE SURE YOU REVIEW THE MATERIAL ON MOODLE WEEKLY.

All correspondence via email to the instructor must be using your MacMurray College e-mail address (no exceptions).

EVALUATION AND GRADES

You will be evaluated through classroom discussion, presentations, papers, projects, quizzes, and exams.
The final course grade will be determined based on the following percentages:

Participation in classroom discussion: 10 percent of final grade
Classroom presentations/Projects: 20 percent of final grade
Papers: total 20 percent of final grade
Quizzes: total 20 percent of final grade
Midterm exam: 10 percent of final grade
Final exam: 20 percent of final grade [all courses will have a comprehensive final exam or permission from the provost more than 30 days in advance per the Academic Affairs Administrative Handbook, Sec. 313]

GRADING SCALE

TO CONTINUE IN THE EDUCATION PROGRAM YOU MUST PASS THIS COURSE WITH A "C" OR BETTER. YOU MAY RETAKE THIS COURSE ONCE TO IMPROVE YOUR GRADE.

Letter	Percentage
A	90 - 100
B	80 - 89
C	70 -79
D	60 -69
F	59 and Below

EVALUATION AND GRADES

ASSIGNMENT	Points Possible
KSA #1: Read A Loud Assignment/Presentation	30
KSA #2: Multicultural Literature Research Paper	30
KSA #3: Rdg Log (Final Exam Project)	50
Community/Literacy Event Reflection and Attendance	25
Quizzes 15 points each	15
Mid Term Exam	20
Author/Illustrator Study	25
Discussion Question Responses (5 each)	5
Participation/Attendance	30

Key Signature Assessment Table:

ASSIGNMENT	IPTS STANDARDS	COURSE OBJECTIVE	CONCEPTUAL FRAMEWORK	DUE DATE	SCORING METHOD

KSA #1-Read a loud presentation	IPTS 1B, 1C, 2A, 2F, 2I, 3H, 4D, 5A, 5B, 5O	5, 6, 7	2, 4	Nov. 18	Rubric
KSA #1 Mulitcultural Lit Paper	IPTS 1A-1F, 4A, 4D, 4G.	1,2, 7, 9	1, 2, 4, 5	Oct. 6	Rubric
KSA #3 Reading Log	IPTS 1A-1F, 2A, 4A, 4C, 4D, 4G, 5A, 5B	2, 3, 7	1, 2, 3, 4, 5	Dec. 2	Rubric

Key Signature Assessments (KSA) are required components of this course and may not be deleted or modified in any way. All professors teaching this course must assign the KSAs. All students taking this course must complete the assigned KSAs. Data resulting from the KSAs must be entered into the assessment system

FIELD EXPERIENCE EXPECTATIONS

- This course requires that you attend and/or participate in one community literacy event. A list of local opportunities will be provided. Failure to attend one event and complete the assigned response will result in the loss of points for the assignment. Examples of this type of event could include a library storytime, school family reading night, an educational community event with a literacy component.

- You are expected to act and dress professionally. Some examples of inappropriate behaviors include:

  - Arriving late to the observation
  - Not calling early enough to inform the school/teachers you are not able to observe
  - Placing your feet on a chair
  - Taking your shoes off during the observation
  - Not paying attention during the observation
  - **Do not use your phone at all or texting during the observation**
  - Wearing non-professional attire (Refer to DRESS CODE guidelines).

EDUCATION ASSIGNMENT POLICY

- Completion of reading assignments **before** class and completion of all assignments no later than the dates listed on the syllabus is mandatory.
- Explanations of expectations and rubrics will be given for all assignments.
- One point is deducted per day for any assignments not turned in on time. A week late would be 7 points deducted from the total score of the assignment.
- All assignments should be proofread for your name, course name, and proper grammar, punctuation, and spelling.   It is encouraged for students to utilize technology (Grammarly, or other Program) to check for grammar, spelling, and punctuation.

ATTENDANCE POLICY

- Due to the nature of this course, student attendance and participation in this class is extremely important. The expectation is that you will be both physically and mentally present at all class sessions.
- Missing even one class, however, could mean you would miss a significant activity with developing performance expectations.
- The class will meet
- Confer with your professor for approval of appropriate excused absences (i.e., deathly ill, doctor's appointment, etc.).
    - If you are ill, please e-mail PRIOR to class time.
    - YOU are responsible for getting notes, handouts, and assignments. Attendance is taken every class.
    - The Education Department Attendance Policy copied below will be adhered to in this class.

For further information, see the statement on Class Attendance in the student handbook, *The Maggie,* on the college website, https://my.mac.edu/ICS/icsfs/The_Maggie_2018-2019_Final_8.9.18_(Revised_10.25.1.pdf?target=df945bac-3501-40ca-8d0b-658cbb036e2d

"Students are expected to attend all classes." For some emergencies, the Vice President of Academic Affairs – Registrar's Office sends out excused absence notices. Examples of these incidents include the hospitalization of a student, the death of a parent, grandparent, sibling, spouse or child, and a required court appearance. Absences caused by participation in events sponsored by the College, such as athletic events, choir concerts, field trips, workshops, etc., may be excused by the Vice President of Academic Affairs – Registrar's Office. Students have the responsibility for arranging in advance to make up missed work. In all instances, students are expected to conform to the requirements outlined in this syllabus.

Nothing in the attendance policy shall be construed as relieving the candidate from responsibility for the total course content. Candidates who fail to follow this procedure and who have not received prior approval from the instructor for absences receive a failing grade. The Illinois State Assistance Commission also requires attendance as a "demonstration of academic progress toward a degree."

- **Excused Absence** - An excused absence will be at the discretion of the instructor. You must contact the instructor before class time, assignment due date, or test.
- **Unexcused Absence** - After the third hour of unexcused absence in a class, your grade will be dropped one letter grade (If you have an unexcused absence for one evening class, you have 3 hours of absence. If you have an unexcused absence for a T-R class or a W-F Class, you will have 1-½ hours of absence. After 6 hours of absence, it will drop one letter grade again. ***Makeup work or tests will not be accepted or given.***

● **Tardy** – A candidate will be considered tardy after the scheduled start time. Two tardies will equal 1 hour of unexcused absence. You should come to class even if you are late.

<div align="center">COPYRIGHTED MATERIALS</div>

Copyright is a law of the United States (title 17, U.S. Code) that protects "original works of authorship" that are "fixed in a tangible form of expression" whether they are published or unpublished. This includes literary (books, articles, computer programs, etc.), musical, dramatic, choreographic, architectural, audiovisual and graphic works, among others. Digital content (e-books, online articles, content found on the Internet, electronic databases, etc.) has the same protection as analog content. MacMurray College Copyright Policy is found on the College website (https://www.mac.edu/it/copyright_infringement_policy.asp)   Please consult this source or a College librarian if you have any questions about the proper use of copyrighted material.

<div align="center">PROFESSIONALISM AND APPROPRIATE DISPOSITION</div>

<div align="center">Professional behavior will be evaluated as part of your final grade.</div>

<div align="center">**<u>You are interviewing for a job every single day at MacMurray College.</u>**</div>

DRESS CODE
Education Division Field Experience & Clinical Practice MacMurray College education candidates should dress appropriately on each day of field experience and clinical practice. The dress that is considered fashionable or appropriate on campus may not be considered appropriate attire for classroom teachers. School districts require those working in their buildings to dress professionally.

Professional dress is typically NOT:
● Blue jeans
● T-shirts
● Sweatshirts (hooded also)
● Sneakers
● Flip-flops
● Hats
● Hoods
● Headbands
● Bandanas
● Sunglasses
● Leggings
● Stretch pants (spandex)
● Stirrup pants
● Shorts
● Spaghetti straps
● Tank tops
● Halter-tops
● short skirts (above the knees)
● Clothes with holes
● See-through shirts or skirts
● exposed tattoos

● Excessive body piercing
● Any clothes extreme in style
● Clothing that depicts images or texts
● Clothing that reveals one's stomach, private areas, or underwear when standing or kneeling/bending over or stretching

Professional dress typically IS:

For Women	For Men
Blouse	Collared Shirt
Skirt (Knee Length)	Slacks/ dress khakis
Jumper	Tie
Dress Slacks/ Khakis	Polo Shirt
Dress	Sweater
Sweater	Leather shoes
Pant Suit	
Low-heeled (comfortable) or flats	
Dress sandals	

ACADEMIC CALENDARS

The academic calendar is available at www.mac.edu/academics/calendars.asp. Deadlines for adding or dropping courses, withdrawals, and pre-registration are included in this calendar. It is the student's responsibility to comply with all deadlines.

STUDENT PERFORMANCE ACTIVITIES

Basic Expectations
We have some expectations regarding students in this class. We expect students to:
1. Attend class regularly and participate in online discussions
2. Participate in class activities and discussions
3. Complete all assigned readings before their scheduled date
4. Turn assignments in on time—word processed or in another agreed upon format
5. Adhere to the University's policies on plagiarism and academic honesty
6. Approach topics with an open mind

Professional Courtesies
- As a professional courtesy to other students and the instructor, **personal use of cell phones and social media (including text-messaging, Facebook and Twitter)**, **newspapers, homework, checking email and randomly surfing the web via laptops and tablets, are to be engaged in outside of class time.**
- Come to class prepared to listen and be involved in the material and with class activities and discussions. Do not come to class with a plan to complete other classwork or catch up on current events via email or text messaging.
- **Using your laptop, tablet, or cell phone TO ENGAGE IN CLASS MATERIAL OR AN IN-CLASS PROJECT is acceptable.**
- IT IS NOT ACCEPTABLE TO USE ELECTRONIC DEVICES TO ENGAGE IN PERSONAL BUSINESS or OTHER CLASS BUSINESS DURING CLASS TIME FOR THIS COURSE.
- Students that join the class late when an in-class activity, quiz, or exam is already in progress will be expected to complete the task in its entirety within the time remaining.
- If an unannounced in-class activity or quiz is given during a class, only those present at the time it is given will be able to participate. In-class quizzes or activities cannot be made up.

Course short title]

Assigned Readings and Exams

I believe that a course like this works best if class time is used to discuss applications of strategies, receive additional information from outside resources, and engage in discussion about difficult material. I will not always give detailed lectures on assigned readings. However, information from all assigned readings should be applied to projects as appropriate and is subject to be covered on exams.

GENERAL MACMURRAY INFORMATION

DISABILITY SERVICES

If you require accommodations in this course because of a disability, please do the following:
1. Contact me privately to discuss your specific needs for this course and
2. Contact the Director of Disability Services, Misty Eisfelder, at 217-479-7176 or misty.eisfelder@mac.edu to review your needs and coordinate reasonable accommodations.
3. Necessary accommodations must be made prior to the first exam/writing assignment due date.

HENRY PFEIFFER LIBRARY

Librarians at the Henry Pfeiffer Library can help with all stages of the research process, from brainstorming and refining topics to finding, evaluating and citing sources. Give us a call, drop in, or make an appointment for a one-on-one research consultation. Call 479-**7110** or e-mail Adam adam.cassell@mac.edu

Library Hours:
Mon.-Thu. 7:30 am – midnight
Fri.   7:30 am – 4:30 pm
      Sat.   1 – 5 pm
      Sun.   3 – 9 pm

CENTER FOR LEARNING EXCELLENCE (CLE)

The Center for Learning Excellence, located on the 2nd floor of the Henry Pfeiffer Library offers *free* tutoring in a variety of subjects, including writing and math. It is a great place to go to study because help is available right when you need it! Students doing group work find plenty of room to work together with access to computers and printing. If you are interested in joining a study group, contact the staff in the Center for assistance. You may find our schedule of tutors here:
http://www.mac.edu/cle/tutoring.asp

For more information, contact Director, Jenny Briney at 217-479-7178 or Assistant Director, Tasha Morwell at 217-479-7131.

Monday	Tuesday	Wednesday	Thursday	Friday	Sunday
7:30am-9:00 pm	7:30am-9:00 pm	7:30am-9:00 pm	7:30am-9:00 pm	7:30am-4:30 pm	3:00pm-9:00 pm

ACADEMIC DISHONESTY AND PLAGIARISM

Action shall be taken against students who engage in conduct aimed at making false representation concerning academic performance. Such conduct includes but is not limited to the following examples:
1. Cheating on an examination.
2. Collaborating with others in work to be presented contrary to the stated rules of the course.
3. Plagiarizing, including the submission of another person's ideas and papers, even unintentionally (whether purchased, borrowed, or otherwise obtained) as one's own.
4. Stealing examination or course materials.
5. Falsifying records, laboratory data, and other data.
6. Submitting work previously presented in another course, if contrary to the rules of a course.

　　　　Judgment as to the fact of academic dishonesty resides with the course instructor. The instructor shall assign a grade of "F" for the work or the course at his or her discretion. A written report of academic dishonesty, including the circumstances and penalty assigned, shall be given by the instructor to the Academic Standards Committee. If the case warrants, the Committee may then write a letter to the student which would be made a permanent part of the student's record. In cases considered by the Committee to be particularly egregious, such as multiple offenses, the Academic Standards Committee may suspend or dismiss the student from the College. If a student disagrees with the Committee's decision- a written appeal can be submitted to the Provost Office with and additional supporting documentation. The Provost will review the case within 10 business days. The decision of the Provost is final.

RUBRICS FOR KEY SIGNATURE ASSIGNMENTS

KEY SIGNATURE ASSIGNMENTS

1. **KEY SIGNATURE ASSIGNMENT 1: READ-A-LOUD (Abbreviated) LESSON PLAN**
   Prepare a lesson plan for a read-a-loud using the abbreviated format provided to you. Your book selection should reflect a multicultural approach and should target a specific audience. This can be a classroom or community event audience. The activity will include specific pre, during, and post reading activities or questions that relate to a specific learning standard and objective. You will include any vocabulary or literary elements that are being addressed in the lesson.

2. **KEY SIGNATURE ASSIGNMENT 2: JOURNAL CRITIQUE ON MULTICULTURAL LITERATURE**
   a. Typewritten critique from research/journal articles will be graded both on content and mechanics. Critiques will be typed and two-four pages in length. Include a bibliographic notation.

3. **KEY SIGNATURE ASSIGNMENT 3: COMPREHENSIVE READING LOG:**
   Students will read and evaluate 14 pieces of children's literature using the genre list below. The candidates will complete a reading log with an entry for each required item, which will include the required information detailed below. Students must include at least 2 picture books and select from at least 2 different age/ability groups, as well as include selections that reflect a multicultural approach.
   - 1 Realistic Fiction

- 1 Historical Fiction
- 1 Traditional Literature: folk tales, fairy tales, stories handed down through the generations.
- 1 Science Fiction (STEM)
- 1 Fantasy
- 1 Mystery
- 1 Non-Fiction/Informational
- 1 Biography
- 1 Poetry
- 1 Readers Theater/Play
- 1 Graphic Novel
- 3 Digital "beyond book" tool which could include children's/young adult magazines, web sites, interactive story source, etc.

Log Requirements: Each book will have a log entry containing the following information:

1. Full bibliographic information (title, author, publisher, publication date, illustrator, genre designation, any additional relevant info such as award winner or picture…
2. Brief summary of content/description
3. Evaluation of the quality of the resource.
   a. Age/grade this resource is appropriate for. (Target Audience)
   b. What purpose might you select this resource for in the classroom/out of the classroom.
   c. Highlight 1-3 literary elements with examples from the book.
   d. Is there any background knowledge a reader might need to support their understanding of the material?
   e. Any vocabulary that should be pre-taught to help support readers?
4. Personal reflection on the selection. How do you you personally respond to this piece? Do you have a personal connection to the material? Why do you think it would be important for children to have access to this piece? Will the piece encourage higher level thinking or prompt further questions from the reader?

2. TESTS/FINAL EXAM : Occasional topical quizzes and two tests will be given, a mid term assessments and a final exam. If you find that you were not as successful on a test as you would have liked, your professor would be very happy to have a conference with you. Anyone receiving a *C* or below on a test will be encouraged to have this conference.

3. COMMUNITY OR SCHOOL LITERACY EVENT ANALYSIS AND REFLECTION: Using the candidate's knowledge base from readings and discussions, the candidate will analyze the event and write a report reflecting on: *Learning Environment, Participant Composition, Behavior Management, ELL strategies observed, List of Questions Observed and Questioning Skills Analysis per Bloom, and Cooperative Learning experiences. For each subsection, observations must be connected to Framework of 6 Teaching as well as journal and/or theorist research. Analysis must be connected to candidate learning.* Key Signature Assessments must be completed at a minimal "C" level. Refer to the Appendix (C) for scoring rubric.

4. **AUTHOR/ILLUSTRATOR STUDY/PRESENTATION:** Students will select an author or illustrator and develop an analysis of their collected work and share their findings in a multimedia presentation. This presentation will include the following requirements:

1. Biography: Share biographical information on this person's life, particularly if/how it influenced their work.
2. Author/Ullustrator's Collective Work Analysis: Introduce the audience to their collection of work by sharing common themes, styles of writing or drawing, elements that are characteristic of this person's work,...
3. Personal Reflection: Explain why you chose this person. Who is the target audience for this collection of work? What about their work appealed to you as a teacher/person? How might you use this collection in a classroom or for a specific community group? How do you think people will respond to the works? Does it appeal to a narrow or broad group? Will students need additional support to appreciate and get the full benefit?
4. Please try to have samples of the books/collections available during your presentation. You should also create a multimedia presentation to share the info with your classmates who will be required to take notes.

7. DISCUSSION FORUM/REVIEW QUESTIONS: For select readings assigned in the textbook, assigned podcasts, additional videos, you will either be asked to respond to a discussion question. These questions and forum responses should relate to important aspects of the chapter. These questions are due the day the reading is discussed in class and will be submitted as a "Forum" post on the class Moodle page.

7. PARTICIPATION/ATTENDANCE: In-class attendance and participation is expected for all enrolled students and will be monitored for points. The materials being covered or the activities you will participate in are for your benefit. If you are absent, you will not receive points for that class period unless explicit, written permission is provided by the instructor.

8. STUDENT EVALUATION/REFLECTION OF THE COURSE Your professor will also have you complete an end-of-the-course evaluation so that future enrollees of this course will benefit from your input. You will also respond in a self reflection on your growth during the course.

	Course Calendar			
DATE	**LOCATION**	**Topic**	**Activities**	**Assignment**
Week 1 Sept. 2	Jenkins Educ Complex-2nd floor-201	Intro and welcome -Why reading	-The importance of reading, rdg gap -Literary Genres if time	**Reading Log**
Week 2 Sept. 9		Literature elements and genres Evaluating and choosing literature	-Genres -Literary Elements -Choosing/evaluating books *Genre Spotlight:Picture Books/Wordless Books	**Reading Log**
Week 3 Sept. 16		-Literature Based Approaches	-Sustained silent reading -Read alouds -Storytelling -Whole group -Lit Circles -Thematic Units *Genre Spotlight: Traditional Literature	**Reading Log**

Week 4 **Sept. 23**		-Multicultural Literature: A critical issues approach	-Essentials and foundations of multicultural lit -Fairy tale comparison *Genre Spotlight: Fairytales/folktales, tall tales, myths...	Assigned readings in text **Reading Log**
Week 5 **Sept 30**		-Multicultural Literature: A critical issues approach	-Exploring issues in multicultural lit: censorship, book banning, controversy, equity… *Spotlight: Banned/controversial books	**Multicultural Literature Paper due Oct. 6**
Week 6 **- Oct. 7**		-Content Area Literacy -Author Study	-Textbook scavenger Hunt *Genre Spotlight: Trade Books/Informational Text/Biography -Intro to Author/Illustrator Study	Select author/illustrator for study and submit to Ms. Johnson
Week 7 **Oct 14**		Graphic Novels	-Graphic Novel Elements *Genre Spotlight: Graphic Novels	-Create 3 panel storyboard in class -Work on author/illustrator study
Week 8 **-Oct. 21**		Author/Illustrator Study	Presentations (Note taking required)	**Author Study presentations**
Week 9 **Oct 28**		Poetry	-Authors -reading/writing connections -Poetic techniques *Genre spotlight: Poetry	**Reading Log**
Week 10 **Nov. 4**		Illustrators	-Award winners -Visual Literacy	**Reading Log**
Week 11 **Nov. 11**		-Questioning and Reading response	-Before, during, and after reading activities and response -Questioning techniques	Develop read-a-loud **Reading Log**
Week 12 **Nov 18**		-Upper level readers	-Lit Circles *Genre spotlight: chapter books/Modern Fantasy	**Read-a-loud presentation due**
Week 13 **Nov 25**		Digital Storytelling	-Digital storytelling -Web based resources -Interactive books	**Reading Log**
Week 14 **Dec. 2**		-Family and Community Engagement	-School literacy events -Community Lit events	**Literacy Event Response Due**
Week 15 Dec. 9				**-Complete Reading Log Due**
Week 16 **Dec 16**		Final Exam Week		

FINAL				