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Spring 2-1-2008

### C&I 316.01: Children's Literature and Critical Reading

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Ashmore, Rhea, "C&I 316.01: Children's Literature and Critical Reading" (2008). *University of Montana Course Syllabi, 1990-2010*. 41.

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Curriculum and Instruction 316 Children's Literature and Critical Reading  
Spring Semester 2008

Faculty Information

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Office Hours: Wednesday 2-4 and Thursday 2:30-3:30 and by appointment

Prerequisite is C&I 303 Educational Psychology and Measurement, and co-requisites are C&I 318 Teaching Language Arts K-8 and C&I 300 Field Experience/Elementary Language Arts (unless earning Library Media Endorsement or Literacy Endorsement).

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>.

Course Purposes

Course purposes are:

- to fulfill relevant standards for the State of Montana Professional Educator Preparation Program Standards and Procedures 10.58.508 Elementary: Candidates demonstrate a high level of competence in the use of English language arts and demonstrate knowledge, understanding, and use concepts from reading, language, literature, and child development to teach reading, writing, speaking, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas;
- to fulfill relevant standards for the State of Montana Professional Educator Preparation Program Standards and Procedures 10.58.521 Reading Specialists K-12: (a) Candidates demonstrate knowledge of the foundations of reading and writing processes and instruction, including an understanding and recognition of the distinct and unique cultural heritage of American Indians, (b) demonstrate knowledge and understanding of individual, cultural, linguistic, and ethnic diversity in the teaching process, and (c) demonstrate instructional approaches, methods, and curriculum materials to support reading and writing instruction;
- to fulfill relevant standards for the State of Montana Professional Educator Preparation Program Standards and Procedures 10.58.517 Library Media K-12: Candidates manage library collections through evaluation, selection, acquisition, and organization of library materials for staff, faculty, and diverse learners, including American Indian learners;

## Student Outcomes

Teacher Education candidates will:

- reflect and write one's personal reading history (reading autobiography);
- read and respond to 70 children's books representing a variety of genres (literature datasheet);
- read and respond to multicultural/international literature, including American Indian literature (literature datasheet).
- read aloud children's books with fluency: proper rate, accuracy, and expression;
- memorize, recite, and apply literary elements to poetry (poetry recitation);
- apply literary elements to children's literature (exam and original book);
- defend using a potentially controversial children's book in the classroom (group project); and
- write an original children's book.

## Instructional Methods

Methodology used includes modeling; presentations; and student participation in reading and responding to children's literature through writing, speaking, listening, creating, and viewing.

### Student Outcomes and Evaluation Criteria (based on 100 points)

10 points	Reading autobiography
30 points	Literature datasheet to be collected two times during the semester (worth 15 points each submission)
3 points	Read aloud of children's book
3 points	Poetry recitation
19 points	Exam
15 points	Group oral report: Controversial book rationale
20 points	Final project: Writing and reading aloud original children's book

A+ 100-99, A 98-94, A- 93-92, B+ 91-90, B 89-86, B- 85-84,  
C+ 83-82, C 81-78, C- 77-76, D+ 75-74, D 73-71, D- 70-68

Attendance is required. More than two absences will result in a reduction in your final grade.

Written work completed outside class must be word-processed using the *Publication Manual of the American Psychological Association* (2001) format. **Do** use the Writing Lab, peer editing, and self-editing prior to submitting written assignments. **Use a binder clip to secure all submissions with the relevant assessment rubric serving as its cover sheet.**

## Required Readings

### *Textbook and Course Pack*

Anderson, N. A. (2006). *Elementary children's literature: The basics for teachers and parents* (2<sup>nd</sup> ed.). Boston: Pearson Education.

Course Pack for C&I 316 (sections 1 & 2).

### *Trade Books*

Bridges, R. (1999). *Through my eyes*. New York: Scholastic.

Codell, E. R. (2003). *Sahara Special*. New York: Scholastic.

Collard, S. B., III. (2003). *B is for Big Sky Country: A Montana alphabet*. Chelsea, MI: Sleeping Bear Press.

Lowry, L. (1993). *The Giver*. New York: Bantam Doubleday Dell Books for Young Readers.

Polacco, P. (1994). *Pink and Say*. New York: Philomel Books.

Prelutsky, J. (1983). *The Random House book of poetry for children*. New York: Random House.

Smith, C. L. (2000). *Jingle dancer*. New York: Morrow Junior Books.

Young, E. (1989). *Lon Po Po: A Red-Riding Hood story from China*. New York: Penguin Putnam Books for Young Readers.

## Required Writing Resource

*Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). (2001).

Washington, DC: American Psychological Association.

For online assistance with the publication manual, see:

<http://owl.english.purdue.edu/owl/resource/560/01/>

## Recommended Readings

In addition to the required readings, students will explore resources available at the Missoula Public Library and the Mansfield Library on The University of Montana campus. Also, consult the Internet, journals, and other publications appropriate for use in selecting and evaluating children's literature.

### Tentative Schedule: Spring 2008

Week 1	1.22	Introduction, Our community of learners, course pack (CP) p. 6
	1.24	APA format, standards, form and name literature circles, Anderson (A) chapters 1 & 2, CP pp. 1-6, <b>assign trade books to bring to next class to explore genres</b>
Week 2	1.29	Exploring the seven genres and literary elements, CP p. 7
	1.31	Exploring <i>Publication Manual: References</i> , <b>give assignment #1</b> , CP pp. 8-10
Week 3	2.5	Artistic elements, A 3, CP p.7, reading aloud, A 14, assign read alouds, begin group read aloud, <b>peer edit A#1</b>
	2.7	Multicultural literature (ML), A 8, <b>collect assignment #1</b>
Week 4	2.12	ML cont'd, <i>Jingle Dancer</i> (Smith, 2000), CP pp. 18-25, checkpoint re: final project and datasheets
	2.14	Visit Missoula Public Library; bring CP pp. 15-17 to library
Week 5	2.19	Early childhood books, A 4, CP pp. 11-14
	2.21	Children's book awards, A pp. 26-30, <b>peer edit datasheets</b>
Week 6	2.26	Poetry and verse, A 13, <b>give poetry assignment</b> , CP p. 26, <b>collect datasheet with 35 entries (5 books per genre)</b>
	2.28	Poetry cont'd, <i>The Random House Book of Poetry for Children</i> (Prelutsky, 2000)
Week 7	3.4	Traditional fantasy, A 5, CP p. 27
	3.6	Traditional fantasy cont'd, <i>Lon Po Po</i> (Young, 1989), <b>poetry recitations</b>
Week 8	3.11	Modern fantasy, A 6 & 7, CP p. 28, <i>The Giver</i> (Lowry, 1993) <b>assign group oral report</b> , A pp. 205-208
	3.13	Book-binding workshop with Miss Courtney, bring last 3 pages of the rubric section provided on the first day of class
Week 9	3.18	<b>Exam</b>
	3.20	Independent Study (work on original children's books)

- Week 10      3.25    Spring Break!  
                  3.27    Spring Break!
- Week 11      4.1     Contemporary realistic fiction (CRF), A 9  
                  4.3     CRF cont., *Sahara Special* (Codell, 2003), CP p. 29
- Week 12      4.8     Historical fiction, A 10, *Pink and Say* (Polacco, 1994), read alouds,  
                  CP p. 30  
                  4.10    Biography/Autobiography, A 11, read alouds, *Through my Eyes*  
                  (Bridges, 1999), CP p. 31
- Week 13      4.15    Informational books, A 12, *B is for Big Sky Country: A Montana*  
                  *alphabet* (Collard, 2003), read alouds  
                  4.17    Make flipbooks with genres and favorite books
- Week 14      4.22    Independent Study (work on group oral reports, datasheets, and  
                  original children's books)  
                  4.24    **Group oral reports; collect datasheets with 70 entries (10 books**  
                  **per genre)**
- Week 15      4.29    Show and tell of original children's books, **children's books due**  
                  5.1     Show and tell of original children's books continued, **remaining**  
                  **books due**

**Finals' Week** Section 2 (11:10-12:30) meets on **Monday, May 5, 10:10**; Section 1  
 (1:10-2:30) meets **Monday, May 5, 3:20**. (Return children's books and  
 class closure.)

## Emergency Preparedness and Response

As members of a learning community, we all have responsibilities for each other that extend beyond the teaching/learning experience and transcend our roles in that dimension. We are, as human beings, responsible for the protection and well-being of other members of our group, and one dimension of our individual and group responsibility in that area relates to how we prepare for, and respond to, emergencies. Toward that end, the following are important:

- In the event we need to evacuate the building, our primary route will be the nearest marked exit. If that route is blocked, our secondary route will be the next nearest marked exit of the building.
- If you hear an alarm or are told to evacuate, always assume the emergency is real. Be sure to take coats, backpacks, and valuables since the building may be closed for some time.
- Everyone should report to either the designated outdoor rally point or the indoor rally point (should conditions make it necessary to seek shelter in another building). Our outdoor rally point is in the area south of the Education Building, at least 300 feet from the building exit. Our indoor rally point is McGill Hall. We should reconvene as a group at the rally point so we can determine if anyone is missing.
- Do not use elevators as a means of evacuating, and do not use cell phones until safely away from the building.
- As the instructor of this course, I would ask students who feel they may require assistance in evacuating to privately inform me of that need. Together we will preplan appropriate assistance.
- I would also request that students with a medical condition that could present an emergency privately inform me of that situation. Again, this notification is so we can preplan an appropriate response should an emergency occur.
- As soon as the class roster stabilizes, I will route a sign-up sheet for students to identify whether or not they possess current first aid and/or CPR certification. This information will be passed on to the Facility Emergency Coordinator for use should a need for first aid expertise arise.