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

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Curriculum and Instruction 316 Children's Literature and Critical Reading
Fall Semester 2006

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.

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/VP/SA/index.cfm/page/1321>.

Course Purposes

Course purposes are:

- to fulfill the State of Montana Professional Educator Preparation Program Standards and Procedures 10.58.508: Elementary Education Indicators of Quality (b) Curriculum—Candidates know, understand, and use the central concepts as outlined in Montana's student content and performance standards, tools of inquiry, and structures of content across grades K-8 and can engage students in meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels: (i) Candidates demonstrate a high level of competence in the use of English language arts and they know, understand, 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;
- to read a variety of genres and multicultural and international children's literature;
- to know the components of quality picture books and chapter books;
- to evaluate children's literature critically;
- to be familiar with major authors and illustrators and literature book awards;
- to respond in oral, visual, and written formats to children's literature;
- to engage teacher education candidates and children in reading good books for both academic reading and for pleasure reading;
- to model how to read quality children's literature in the classroom.

Student Outcomes

Teacher Education candidates will:

- review State of Montana Elementary Education standards and Standards for the English Language Arts (National Council of Teachers of English & International Reading Association).
- read more than 75 children's books representing a variety of genres to understand the dimensions of children's literature.
- know leading authors and illustrators of children's literature.
- use criteria to evaluate children's literature and choose literature appropriate to a reader or group of readers.
- examine children's book awards by reading books and listing relevant awards received.
- use a variety of levels of questions to address the hierarchy of thinking skills.
- recognize literary and artistic elements of children's literature.
- develop an understanding of and respect for diversity by reading multicultural and international children's literature.
- build a literature datasheet of titles and authors and illustrators of children's books for initiating a professional library of children's literature.
- read aloud children's literature with fluency: proper rate, automaticity with accuracy, and expression.
- know and use Internet sites and technology related to children's literature.
- 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)

| | |
|-----------|--|
| 30 points | Literature datasheet and literature profiles to be collected two times during the semester (maximum 15 points each submission) |
| 20 points | Two written assignments worth 10 points each |
| 10 points | Midterm exam |
| 5 points | Oral reading of a children's book to the class |
| 15 points | Written group project: a rationale for using a potentially controversial trade book. |
| 20 points | Final project (writing your 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* (2nd 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. (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 (5th ed.). (2001).
 Washington, DC: American Psychological Association.

For online assistance with the publication manual see:

http://owl.english.purdue.edu/handouts/print/research/PDFs/r_apa.pdf

Recommended Readings

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

Internet resources and addresses change frequently. Explore the many sites available including <http://www.ucalgary.ca/~dkbrown/index.html> and the textbook site www.prenhall.com/darigan.

Tentative Schedule: Fall 2006

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|--------|-------|--|
| Week 1 | 8.29 | Introduction, standards, course pack pp. 1-6 |
| | 8.31 | APA format, form and name literature circles, Anderson (A) chapters 1 & 2, course pack (CP) p. 7, bring all required trade books to class to explore genres |
| Week 2 | 9.5 | Artistic elements, A 3, CP p.8, reinforcement of course requirements, give assignment #1 , CP pp. 9-15 |
| | 9.7 | Visit Missoula Public Library, CP pp. 16-18 |
| Week 3 | 9.12 | Reading aloud, A 14, peer edit A#1 , begin read aloud |
| | 9.14 | Read aloud favorite books, collect assignment #1 |
| Week 4 | 9.19 | Multicultural literature (ML), A 8 |
| | 9.21 | ML cont'd, <i>Jingle Dancer</i> (Smith, 2000), CP pp. 19-28, checkpoint re: final project, datasheets, and literature profiles |
| Week 5 | 9.26 | Early childhood books, A 4, CP pp. 29-32 |
| | 9.28 | Children's book awards, A pp. 26-30, peer edit datasheets and fiction/narrative profiles |
| Week 6 | 10.3 | Poetry and verse, A 13, give assignment #2 , CP p. 33, collect datasheet with 35 entries and 1 fiction profile |
| | 10.5 | Poetry cont'd, <i>The Random House Book of Poetry for Children</i> (Prelutsky, 2000) |
| Week 7 | 10.10 | Traditional fantasy, A 5, peer edit A #2 , CP p. 34 |
| | 10.12 | Traditional fantasy cont'd, <i>Lon Po Po</i> (Young, 1989), collect assignment #2 |
| Week 8 | 10.17 | Modern fantasy, A 6 & 7, CP p. 35, assign group project , A pp. 205-208, CP pp. 36-45 |
| | 10.19 | Book-binding workshop with Courtney, bring last 3 pages of the rubric section provided on the first day of class |

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| Week 9 | 10.24 | Modern fantasy cont'd, <i>The Giver</i> (Lowry, 1993) |
| | 10.26 | Contemporary realistic fiction (CRF), A 9 |
| Week 10 | 10.31 | CRF cont., <i>Sahara Special</i> (Codell, 2003), CP p. 46 |
| | 11.2 | Read alouds, 2/3rd term examination |
| Week 11 | 11.7 | Holiday (Election Day) |
| | 11.9 | Historical fiction, A 10, read alouds, group projects due |
| Week 12 | 11.14 | Historical fiction cont'd, <i>Pink and Say</i> (Polacco, 1994), read alouds, CP p. 47 |
| | 11.16 | Biography/Autobiography, A 11, read alouds, <i>Through my Eyes</i> (Bridges, 1999), CP p. 48, collect datasheet with 75 entries and 1 nonfiction profile |
| Week 13 | 11.21 | Work on original children's book (independent study) |
| | 11.23 | Holiday (Happy Thanksgiving!) |
| Week 14 | 11.28 | Informational books, A 12, <i>B is for Big Sky Country: A Montana alphabet</i> (Collard, 2003), read alouds |
| | 11.30 | Media-based children's literature |
| Week 15 | 12.5 | Show and tell of original children's books, children's books due |
| | 12.7 | Show and tell of original children's books continued, remaining books due |

Finals' Week Section 1 (11:10-12:30), **Thursday, December 14, 10:10**; Section 2 (1:10-2:30), **Thursday, December 14, 3:20**. For both sections, return children's books and 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.