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EDU 331.01: Literacy and Literature for Children

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EDU 331:
Literacy & Literature for Children
Autumn Semester 2021

Course and Instructor Information

Instructor: Elisa Schroeder, M.Ed.   **Office:** ED 106
Meeting Days: Tuesdays & Thursdays **Meeting Time:** 12:00 - 1:50 pm
Building: ED 215

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About me: https://about.me/elisaschroeder

Course Information:
This course will be offered in person, meeting on Tuesdays and Thursdays from 12:00 - 1:50 pm.
Each week you will have assigned readings from our textbook as well as articles posted to Moodle.

Office Information:
Asking for help is a sign of strength and self-awareness. I will be available after class on Tuesdays and Thursdays for questions, and am also available by appointment for deeper conversations about our class material, questions or concerns, help with assignments, browsing children's books, etc. I check my email often and you are welcome to text or call me as well.

The University of Montana Mission Statement
The University of Montana-Missoula pursues academic excellence as demonstrated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. The University also educates competent and humane professionals and informed, ethical, and engaged citizens of local and global communities; and provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, State, nation and the world.

The University of Montana Commitment to Our Values
We are committed to action and living the values of equality, diversity, and inclusion. Building our community of inclusion, diversity, equality, with compassion, empathy, and respect. We will work to build awareness and appreciation for our diversity. We will ensure access to resources on the campus for those who feel uncertain or need assistance. We will reassert UM's long-valued inclusiveness, strengthen our commitment to civil discourse, and continue our ongoing efforts to create a safe campus. We will seize opportunities to come together as ONE University of Montana and, in doing so, set a powerful example in our state and for our nation.

College of Education Mission Statement
The School of Education shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity, and ethical behavior. We work together producing and disseminating knowledge to advance the physical, emotional, and intellectual health of a diverse society.

Teaching & Learning Conceptual Framework

The conceptual framework places central value on learning as a collaborative endeavor. The faculty in T&L believe that an educational orientation is insufficient and outmoded if it is based on isolated content, is teacher-dominated, and directed primarily toward passive students learning alone. Thus, it is our Unit's intent that teacher candidates at The University of Montana-Missoula will experience a cohesive learning community during their own preparation, with the goal that they will be disposed and equipped to create communities of learners in their own future educational settings.

The faculty has identified three essential elements of learning communities which form organizing themes or strands that permeate all the programs and drive the candidate proficiency outcomes:

·   Integration of Ideas

Members of a learning community look beyond the traditionally segmented curriculum and think creatively about the interrelationships among subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and dealing with actual problems in contextual learning situations.

·   Cooperative Endeavors

In a learning community, knowing and learning are viewed as communal acts, and all members can learn from each other. There is a commitment to engage all learners cognitively and emotionally in acquiring and sharing knowledge that is personally meaningful. In the process, members create a culture that encourages personal responsibility and active commitment to the group and its learning goals.

·   Respect for Diversity and Individual Worth

By definition, a learning community embraces diversity, requiring and valuing the input of all voices present. The ethics of care and mutual respect are viewed as essential for supportive learning environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence.

COE- INTASC Standards: Professional and Pedagogical Development

·   Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

·   Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

·   Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

·   Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

· Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

· Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

· Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

· Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

· Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

· Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Tribal Land Acknowledgement
The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people [a number of whom are present with us today at this ceremony/event]. Today, we honor the path they have always shown us in caring for this place for the generations to come.

Course Purpose
This course is designed to help enrich your background in children's literature and children's books. The goals for this course include understanding a range of perspectives concerning incorporating literature into the inclusive preschool, elementary, and middle school classroom; exploring multiple genres of children's literature; and becoming proficient at making critical judgments about books and their use in preschool, elementary, and middle school classrooms.

We will conduct a genre survey, including cross-cultural literature, that focuses on responding to children's literature through reading, writing, listening, speaking, and engaging in activities that emphasize how to select books, teach critical thinking, and integrate literature into the curriculum. The course is designed to foster social justice education and propels teacher candidates toward developing strategies to address issues of equity through literacy.

Course Objectives

- Learn the different genres in children's literature and new forms of digital texts.
- Learn the vocabulary to discuss the art and text in children's literature.
- Learn the elements within each genre that characterize the genre.
- Learn how to reflect multiple perspectives through the use of different forms of literary texts (both fiction and nonfiction) and cross-cultural literature, including the use of Native Indian authors and texts.

Course Outcomes
Students will:

- Make critical judgments about picture books, illustrations in children's books, books from different genres, and other literary forms for use in the classroom.
- Select literary texts to use in content areas.
- Create a catalogue of children's books that represent the different forms and genres and that span the different reading ages (Pre-K through 8th grade).
- Create activities that expand on books children read, enrich their reading experiences, and provide interdisciplinary learning using literature.

Required Texts

1. Miller, D. (2009). *The book whisperer: Awakening the inner reader in every child.* Jossey-Bass.
2. Short, K. G., et al. (2018). *Essentials of children's literature.* Pearson.

Required novels

1. Alexander, K. (2014). *The Crossover*. Houghton Mifflin Harcourt.
2. Anderson, L. H. (2000). *Fever 1793*. Simon & Schuster Books for Young Readers.
3. Applegate, K., & Castelao, P. (2014). *The one and only Ivan*. Harper, An Imprint of HarperCollins Publishers.
4. Barnhill, K. (2016). *The girl who drank the moon.* Algonquin Young Readers.
5. Brown, P. (2016). *The wild robot.* Little, Brown and Company.
6. Gino, A. (2015). *George*. Scholastic, Inc.
7. Palacio, P. (2012). *Wonder*. Alfred A. Knopf. Wonder by Patrica Palacio
8. Sterling, S. (1992). *My name is Seepteetza*. Groundwood Books.
9. Thanhha, L. (2011). *Inside out and back again*. Harper, An Imprint of HarperCollins Publishers.
10. Woodson, J. (2014). *Brown girl dreaming*. Puffin Books.
11. Yang, G. L. (2006). *American born Chinese.* Square Fish, An Imprint of Macmillan.

*You will also have access to the [EDU 331 Virtual Library](), created specifically for this class as a tool to help you find and view books online.

Grading Policy

This course awards letter grades at the end of the semester as determined by the scale included in this syllabus.

Grading Scale

A	95% - 100%	"A" grades are indicative of superior work that entails original,
A-	92% - 94.9%	creative thought in completing the course requirements.

B+	89% - 91.9%	"B" grades signify work that is above average, but that may not
B	86% - 90.9%	be particularly original in fulfilling the course requirements.
B-	83% - 85.9%	

C+	80% - 82.9%	"C" grades indicate that the course requirements have been met
C	77% - 79.9%	through average work.
C-	74% - 76.9%	

D	68% - 73.9%	"D" grades signify that the minimum course requirements have not been fully met, including written assignments, preparation for and participation in class, and attendance.

F	0% - 67.9%	An "F" indicates that the minimum course requirements were not met.

Late Assignment Policy

You are expected to meet each due date listed on the course syllabus. Failure to do so will affect your final grade in this course. If you cannot meet a course deadline, it is your responsibility to discuss this with me in advance of the due date. Assignments will be turned in via Moodle.

Late work will generally not be accepted. Extensions will occasionally be granted for extenuating circumstances that are documented and brought to my attention in a timely manner.

Coursework

Assignment	Points	Due Date
In-class Assignments & Participation - 28 meetings, 2 points each class day	28	Ongoing
Student-Led Book Discussion	25	Sign up for date
Quizzes - 3 total, 10 points each	30	Sept. 30, Oct. 26, Dec. 7

Read Aloud Video and Reflection	15	Oct. 19
Pedagogical Rationale	25	Nov. 30
Reader Response Portfolio	27	Dec. 2
Final - Exit Interview	25	Schedule during Finals Week
Total	175	

*I will provide you with a detailed description and rubric for each of these assignments.

Assignments Descriptions

1. **In- Class Participation (28 points)**
   All students are expected to come prepared and to actively engage in class activities. Every session you will have the opportunity to demonstrate knowledge, skills, and dispositions related to the work of teaching. This includes completing readings and assignments on time, actively listening during lectures and demonstrations, showing understanding of concepts from readings in class discussions and activities, and participating respectfully and professionally in group work, including simulations and analyses. Each class meeting you will have the opportunity to earn 2 points for your participation, for a total of 28 participation points.

   The use of laptops, tablets, etc. is acceptable *only* if they are being used as a tool for learning/engaging in the IMMEDIATE class activity. Looking at one's phone and texting are not acceptable activities. If you have an urgent call or text to make/receive, please step out in the hall.

2. **Reader Response Portfolio (27 points)**
   In order to understand, evaluate and be able to recommend books to our students, we must read, read, read! ..and then read some more. You will have the opportunity this semester to immerse yourself in the world of children's books.

   Read and respond to a total of 40 books by the end of the semester. Record books read in a Reader Response Portfolio, using the template provided. Your chosen titles must be *in addition* to the 11 assigned books for our class. At least two entries from each of the following genres must be included: graphic novel, fantasy, historical fiction, contemporary realistic fiction, poetry, informational, science fiction, biography, and novel in verse. The remaining 22 books are YOUR CHOICE with at least 10 categorized as multicultural. Of the 40 total books, at least 15 must be chapter books.
   Assessment Criteria: Checklist and Rubric

3. **Read Aloud Video and Reflection (15 points)**
   We will dedicate time at the beginning of the semester learning to conduct effective and joyful read-alouds of both picture and chapter books. You will have time in class to practice with your peers. You will then record yourself reading two books aloud, submit the video(s), and complete a short reflection paper to reflect on the experience and what you have learned.
   Assessment Criteria: Rubric

4. **Student-Led Book Discussion (25 points)**
   (Throughout semester, sign up for date)
   We will read 11 assigned middle grade novels, covering a variety of genres, together as a class. Each

student will sign up to be the book discussion leader for one of these books. You may work in pairs. Your assignment will include a brief lesson plan, turned in to me, and handouts for me and your classmates.

- You should plan a 45-60 minute lesson about the novel, including time for discussion, questions, and an activity.
- You should include a handout of discussion questions for each member of the group.
- The most important thing is that, as a class, we have an interesting, engaging discussion of the novel.

5. **Pedagogical Rationale (25 points)**
Writing for an audience of parents and administrators, craft a persuasive teaching rationale for using a controversial children's book in your classroom. This is another opportunity to read a variety of titles and genres. I will provide you with a template for your rationale. We will explore frequently-challenged books together, and answer these core questions:
   - How do we pick books for our classrooms?
   - How does one rationalize the selection of books offered to students?
Assessment Criteria: Rubric

6. **Quizzes (30 points)**
You will demonstrate your knowledge and understanding of course content, including readings and in-class materials, through three quizzes throughout the semester. Each quiz is worth 10 points. A class Organizer will be provided to use as a study guide, and numerous study sessions/ additional office hours will be announced to help you prepare. These quizzes will be done in class, with no notes permitted.

7. **Final Exit Interview (25 points)**
This class will not have a formal final exam. Rather, you will schedule a time with me during finals week for a 20 minute interview where we will discuss your Reader's Response Portfolio. You will choose five of the books you read to book talk at the interview. Come prepared with recommendations as well! I will supply you with a rubric and expectations for this time together.

Attendance
As a member of a learning community, your presence is valued, valuable, and necessary. When you are not present in class, you limit not only your own learning, but also your contributions to the learning of your classmates. For these reasons, class attendance is highly encouraged and expected. You are expected to participate fully in discussions and class activities.

Expectations for Written Work
All written assignments submitted must be clear, concise, grammatically correct, and free from errors in spelling and punctuation. Similarly, online postings may be conversational but must be written in complete sentences with accurate punctuation. Your work should demonstrate creativity as well as depth of understanding of the topic.

UMConnect Student Email
All University of Montana students are provided with an official university email account, referred to as UMConnect. This is the University's primary method of communication with students, thus, it will be extremely important to check this account frequently. Students are welcomed and encouraged to forward this email account to their personal email account.

Student Conduct

All students are expected to demonstrate professional, academic honesty. Standards of academic conduct are set forth in the [University's Student Code of Conduct](). All students ought to be familiar with the Student Conduct Code.

By registering, you have acknowledged your awareness of the Student Code of Conduct, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Student Code of Conduct will not be treated lightly, and disciplinary actions will be taken should such violations occur. Please contact me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course.

Plagiarism will not be tolerated. Using another's ideas and/or words as your own constitutes plagiarism. It is therefore critical that you cite all sources you discuss and consult. As a rule of thumb, all sources (texts, photographs, music, internet materials, interviews, lectures, etc.) that are directly quoted, paraphrased, or consulted need to have a proper citation. If I suspect plagiarism, I will investigate, and if warranted, will follow up per the procedure outlined in the Student Code of Conduct. Ted Frick's page at Indiana University should help you understand [what constitutes plagiarism](), and the Online Writing Lab (OWL) at Purdue University shows you [how to cite sources properly]() in several different formats. Please use APA 7th edition as the format for this class. Should you have any questions about how or when to cite, please ask me. Citation software can be useful in documenting and formatting sources. [Zotero](), for example, is a free, web-based citation software system that is easy to learn and use.

Respect Policy

This course is designed to incorporate discussion, the sharing of ideas, opinions, and experiences, and to educate you on the skills necessary to succeed in college. It is expected that all students will maintain a high level of respect for others, including students and guest speakers.

People-First Language:

As a field, we have adopted the use of "people-first language" when referring to people with identified disabilities. That means that we emphasize the person before the disability. For example, we say, "child with autism" not "autistic child". For a more elaborate description of the language to use when describing people with disabilities, please consult the *Publication Manual of the American Psychological Association, 7th Edition*.

Accommodating Disabilities

If you are a student with a disability who will require reasonable program modifications in this course, please meet with Disability Services for Students in Lommasson 154 for assistance in developing a plan. If you are already working with Disability Services, arrange to meet with me to discuss accommodations. For more information, visit the [Disability Services website]() at http://www.umt.edu/disability.

Need IT Help:

If you encounter problems regarding this Moodle Course please contact UMOnline at http://umonline.umt.edu/ContactUs/default.htm. There is also a Tech Support area within the menu of the course shell. For questions and general computer assistance contact IT Central Help Desk at: (406) 243-4357 or **itcentral@umontana.edu** Moodle technical support: (406) 243-4999

Student Services

Additional student services can be found on the University of Montana's [Student Affairs]() page.

Campus Safety and Emergency Procedures

[Campus safety]() is of the utmost importance at the University of Montana and the Phyllis J. Washington College of Education and Human Sciences. *Emergencies are rare*, but if one should arise during class, everyone will need to work together. Be aware of your surroundings and familiar with some basic safety and security concepts. Emergency procedures will be discussed during the first class of each semester or session. Above all, remember to dial 911 to report all emergencies.

Emergency procedures are posted in every classroom. Should a building evacuation become necessary, know the evacuation route, the location of the nearest fire extinguisher and the location of the nearest area of refuge. (Areas of refuge are located at the elevator doors on the second and third floors.) Please notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency situation.

[UM's emergency notification system]() notifies the campus community of emergencies by sending subscribers a text or email. Sign up for notifications through Cyberbear.

Please report suspicious activity by calling 911 or (406) 243-4000. [An online form is also available](). You may elect to remain anonymous when making a report.

[Active shooter preparedness]() requires that we develop a survival mindset. [UM recommends the "Run, Lock, Fight"]() response for an [active shooter]() incident.

RUN
- Quickly assess your situation.
- Leave your belongings behind.
- Keep your hands visible for law enforcement.

HIDE
- Hide in an area out of the shooter's view.
- Block entry to your hiding place and lock the doors.
- Silence your cell phone and/or pager.

FIGHT
- As a last resort and only when your life is in imminent danger.
- Attempt to incapacitate the shooter.
- Act with physical aggression and throw items at the active shooter.

Finally, stay current with campus safety information by following [UM's Police Department]() on Twitter @UMPublicSafety.

Additional Notes:

Please note that this document serves as a guide. I welcome student input and reserve the right to adjust this guide as the semester proceeds. Changes will be written and distributed to the class.