**Course Syllabus**

**University of South Florida**

**College of Education**

UNDERGRADUATE DEPARTMENTAL COURSE SYLLABUS

The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethics/Diversity (CARE).  These are key tenets in the Conceptual Framework of the College of Education.  Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow.

Course Prefix and Number:  **LAE 4424** Credit Hours: **3**

Course Title: **Teaching Children's Literature: Developing Literary Appreciation, Global**

**Perspectives, and Knowledge of Text Structures**

Instructor:  **Dr. Marc J. Summa**

Email: [**summam@mail.usf.edu**](mailto:summam@mail.usf.edu)

Location**: Pizzo Elementary - Room 203**   Meeting times:  **Tuesdays 9:30 a.m. - 12:15 p.m.**

Course Prerequisites (if any): **N/A**

Course Description:

Building on an appreciation for children’s literature, the purpose of this class is for undergraduate teacher candidates to learn how to select quality literature for children and to demonstrate instructional strategies for developing children’s engagement with literary texts, children’s understanding of diverse and global perspectives, and children’s knowledge of text structures.

(3 credits)

Course Goals and Objectives:

It is expected, by the end of the course, for students to have a rich appreciation for children’s literature, a holistic understanding of genres and literary devices, and a passion and desire to teach students to immerse themselves into the world of books. The standards that are addressed in this course, include, but are not limited to: Florida Educator Accomplished Practices (FEAP); Conceptual Framework (CF); Professional Standards (International Reading Association- IRA); Competencies and Skills Required for Teacher Certification in Florida (CS); English Speakers of Other Languages (ESOL); and Reading Endorsement Competencies (FRC).

\*\*\*Special Note: This course is taught in the Teacher Residency Partnership Program. As such, a special effort has been made to more closely align the content here with the realities of schools as well as more closely connect this course to other courses being simultaneously taught. Therefore, some of these objectives are also supported and/or met in other courses in the practicum experience.

Undergraduate teacher candidates will:

1. Identify and analyze text structures of children’s literature (e.g. narrative, information, fables, folktales, poetry, drama, media, etc.)

(CF 2: CS 2.1, 2,2, 6.1: IRA 2.2, 2.3: FRC, 1A3, 1A6)

2. Identify and analyze literary elements across genres of children’s literature (e.g. narrative, information, fables, folktales, poetry, drama, media, etc.)

(CF 2: CS 2.1, 2.2: FRC 1A6)

3. Identify and describe the elements of design that contribute to the art of the picture book.

(CF 2: CS 2.1, 2.2, 6.1: IRA 2.3: FRC 1A6)

4. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

(CF 2: CS 2.1, 2.2, 2.4, 6.1: IRA 2.3: FRC 1A4, 1A6)

5. Identify and evaluate language use and vocabulary in children’s literature.

(CF 2: CS 2.2IRA 2.2: FRC 2F4)

6. Identify and evaluate literature that represents diverse cultural, racial, social, religious, economic, and sexual identities and facilitate a learning environment in which differences and commonalities are valued.

(FEAP 2d: CS 2.3: CF 5: IRA 2.3, 4.1: FRC 1A4, 4.8)

7. Compare and contrast the contributions and the compositional techniques of various authors, illustrators, poets, and playwrights.

(IRA 2.3 CS 2.1, 2.2, 2.3)

8. Compare and contrast key details, content, and literary elements presented in history/social studies, science, and technical texts that vary in text complexity.

(FEAP 3b: CS 2.1, 2.2, 2.3: CF 2: IRA 2.3)

9. Demonstrate effective read-aloud techniques (e.g., using words and phrases to supply rhythm and meaning in a story, poem, or song, speaking in a different voice for each character when reading dialogue aloud, highlighting illustrations as part of the meaning-making process).

(FEAP 2e: CS 2.4: IRA 2.2: ACEI 1: FRC 1E1, 1E2)

10. Demonstrate effective read-aloud techniques for reading various text structures (e.g., picture books, chapter books, information texts, big books, and multimedia texts).

(FEAP 2e: IRA 2.2: CS 2.4, 6.1; ACEI 1: FRC 1E1)

11. Demonstrate various practices to differentiate literature instruction (e.g., book talks, literature circles, partner work, and research/investigation groups).

(FEAP 1f: IRA 2.2: CS 2.4: ACEI 1)

12. Demonstrate the ability to engage children in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners to explore literary content, elements, and personal responses.

(FEAP 3f: IRA 5.1, 5.4: CS 2.4: FRC 2A4, 2B2: ACEI 1, 2.1)

13. Demonstrate differentiated literature instruction that reveals an understanding of the relationship between first- and second-language acquisition and literacy development.

(FEAP 2d: CF 5, 6: IRA 1.1, 2.2, 4.1: CS 2.4: FRC 1B5, 4.8: ACEI 1, 2.1, 3.2)

14. Guided by evidence-based rationale, select and use quality traditional print, digital, and online resources to build an accessible, multilevel, and diverse classroom library that contains traditional print, digital, and online classroom materials.

(FEAP 2a: CF 2: IRA 2.2, 2.3, 4.1: CS 2.1, 2.4, 6.1, 6.3: FRC 1A6, 2G3: ACEI 2.1)

Evaluation of Student Outcomes:

|  |  |  |
| --- | --- | --- |
| **Component Number/**  **Assignment** | **Percent of Grade** | **Standards Met** |
| 1. Literary Analysis\*  ***CRITICAL TASK*/CHALK & WIRE** | **25%** | (Objectives 1, 2, 3, 4, 5, 6: FEAP 2d: CF 2, 5: IRA 2.2, 2.3, 4.1: CS 2.1, 2.2, 2.4, 6.1: FRC 1A3, 1A4, 1A6, 2F4, 4.8) |
| 2. Classroom Library  “Wish List” | **5%** | (Objectives 6, 7, 8, 14: FEAP 2a, 2d, 2e, 3b: CF 2, 5: IRA 2.2, 2.3, 4.1: CS 2.1, 2.2, 2.3, 2.4, 6.1, 6.3: FRC 2F4, 2G3: ACEI 1) |
| 3. Response  Repository | **10%** | (Objectives 1, 2, 3, 4, 5, 12: FEAP 3f: CF 2: IRA 2.2, 2.3, 5.1, 5.4:CS 2.4: ACEI 1, 2.1, 3.5: ESOL 11.1, 11.2, 17.1: FRC) |
| 4. Diverse Portrayals in  Children’s Literature | **20%** | (Objectives 1, 2, 6, 7, 11: FEAP 1f, 2d: CF 2. 5: IRA 2.2, 2.3, 3.3, 4.1: ACEI 1: CS 2.1, 2.2, 2.3, 2.4: FRC 1A3, 1A6, 2B2) |
| 5. Read Alouds\*  ***CRITICAL TASK*/CHALK & WIRE** | **25%** | (Objectives 9, 10, 13: FEAP 2e: IRA 2.2: CS: 2.1, 2.4, 6.1: ACEI 1: FRC 1E1, 1E2) |
| 6. Book  Talks\* | **5%** | (Objectives 11, 13: FEAP 1f, 2d: CF 5, 6: IRA 1.1, 2.2, 4.1: CS 2.4: ACEI 1, 2.1, 3.2: FRC 1B5, 2B3, 4.8) |
| 7. Literature  Discussion Groups\* | **10%** | (Objectives 11, 12: FEAP 1f, 3f: IRA 2.2, 5.1, 5.4: CS: 2.4: ACEI 1, 2.1: FRC 1A6, 2G3) |

**\*Literacy Portfolio:**

Two components of this Literacy Portfolio include ***Critical Tasks:***

* **Component 1** (Literary Analysis)
* **Component 4** (Read Aloud: Step 3)
* These tasks **must be uploaded to Chalk & Wire**.

**COMPONENT 1:** Knowledge of Text Structures

**Literary Analysis**: **\**Critical Task***

* You will read the following books that represent genres of children’s literature.
* You will analyze each book and identify genre elements and literary devices.
* For each genre, you will create or write a response to the book(s) to demonstrate your ability to identify the genre elements and literary devices.
* Specific guidelines for each genre will be provided in class and posted in the course management system.
* You will bring the books to class on the assigned day.

\*\*\*You will select and read children’s books according to the following breakdown **(*subsections a. - k.)****:*

a. Emergent Picture Books: **4 total**

* Select and read **two** pattern books, **one** ABC book, and **one** counting book.
* To ensure quality text selection, choose books that are listed in the course textbook.

b. “Classic” Picture Books: **5 total**

* Read *Where the Wild Things Are* by Maurice Sendak and *The Very Hungry Caterpillar* by Eric Carle.
* Select and read **one** favorite book from Dr. Seuss.
* Select and read **two** favorite picture books from your childhood.

c. Fictional Picture Books: **4 total**

* Select and read f**our (4)** books that tell a realistic story.
* To ensure quality text selection, choose books that are listed in the course textbook.

d. Contemporary Realistic Fiction Books: **2 total**

* Select and read **one** recent Newbery Winner or Newbery Honor book of realistic fiction. (Instructor will provide the title)
* Select and read **one** of the most recent Sunshine State Young Reader Books

(Instructor will provide the specific list)

e. Information Books: **8 total**

* Select and read **one** book about the human or animal body.
* Select and read **one** book about the earth.
* Select and read **one** book about space.
* Select and read **one** book about a historical event in the U.S.
* Select and read **one** book about a historical event outside of the U.S.
* Select and read **two** books that teach math concepts
* Select and read **one** book of your choice (e.g. your hobbies, interests, travel, etc.).
* To ensure quality text selection, choose books that are listed in the course textbook or books that have won the Robert F. Sibert Informational Book Medal ([www.ala.org](http://www.ala.org" \t "_blank)) or the Orbis Pictus Award ([www.ncte.org](http://www.ncte.org" \t "_blank)).

f. Historical Fiction Books: **2 total**

* Read *Number the Stars* by Lois Lowry.
* Select and read **one** of the following:
* (Instructor will provide an updated list of award winning books)
* Examples include: *Roll of Thunder, Hear My Cry* by Mildred Taylor; *Crispin: The Cross of Lead* by Avi, Kira-Kira by Cynthia Kadohata)

g. Biographies: **5 total**

* Select and read **one** book about a historical figure of the United States.
* Select and read **one** book about a musician.
* Select and read **one** book about a contemporary female scientist.
* Select and read **one** book about a person who is from a different culture, ethnicity, or race than you.
* Select and read **one** book about a person of interest to you.
* To ensure quality text selection, choose books that are listed in the course textbook.

h. Traditional Literature Books: **3 total**

* Select and read **one** traditional folk tale
  + Examples include: *Cinderella, Beauty and the Beast, Jack and the Bean Stalk, The Three Little Pigs, Little Red Riding Hood*, etc.).
* Find and read **3 or more** versions or variations of the same story.

i. Fantasy Books: **2 total**

* Select and read **one** classic book of fantasy.

(Instructor will provide a list.)

* Select and read **one** recent Newbery Winner or Newbery Honor book of fantasy.

(Instructor will provide a list.)

j. Poetry Anthologies: **2 total**

* Select and read **one** anthology that includes poetry from many poets.
* Select and read **one** anthology that includes poetry from a single poet.
* To ensure quality text selection, choose poets who are listed in the course textbook.

k. “Classic” Pieces of Literature: **2 total**

* Select and read **one** book from the following list:
* *The Secret Garden* by F.H. Burnett
* *Peter and Wendy* by J.M. Barrie
* *Charlie and the Chocolate Factory* by Roald Dahl
* *Alice in Wonderland* by Lewis Carroll
* *The Wizard of Oz* by Frank Baum, Little Women by L.M. Alcott
* *A Wrinkle in Time* by Madeleine L’Engle
* *The Lion, the Witch, and the Wardrobe* by C.S. Lewis.
* Select and read **one** book from the following list:
* *Winnie the Pooh* by A. A. Milne
* *Little House in the Big Woods* by Laura Ingalls Wilder
* *The Little Prince* by Antoine de Saint-Exupery.

**COMPONENT 2:** Classroom Library Wish List

* Using electronic networks (e.g. [www.amazon.com](http://www.amazon.com" \t "_blank), [www.goodreads.com](http://www.goodreads.com" \t "_blank), [www.pinterest.com](http://www.pinterest.com" \t "_blank)), you will design a comprehensive classroom library for your future classroom. This library will include literature from each genre, literature of increasing complexity, and multimedia resources to encourage reading for personal and academic purposes.
* You will categorize the literature into themes that are relevant to you.
* You will provide a rationale for your selections and themes.
* Your classroom library will be evaluated through a rubric that will be discussed and distributed during class.
* This assignment will be posted to Chalk and Wire at the culmination of the semester.

**COMPONENT 3**: Literary Appreciation

**Response Repository**

* The class textbook includes many examples of the ways in which readers can respond to literature. A range of response activities will be discussed and modeled in class.
* You will respond to the children’s literature texts you read using various multimodalities in order to develop your understanding of the connection between reading and response.
* You will complete some activities in class and you will complete others out of class.
* You will gather representations of your responses (e.g., photographs, audio, video) into a repository and provide reflections on your learning.

**COMPONENT 4**: Global Perspectives and Teaching Literature

**Traditional Literature or Diverse Portrayals**

**Diverse Portrayals in Children’s Literature**

Part 1: **Select and read 12-15 books**

* + Survey children’s literature and select a set of books that include representations of people who are grouped together for various racial, ethnic, religious, cultural, economic, social, physical, political, historical reasons, etc. (e.g, African Americans, Latino/Latina Americans, people with disabilities, LGBT families, people who identify as Jewish/ Christian/ Muslim/ Atheist/ etc., Holocaust survivors, military veterans, etc.)
  + Select contemporary realistic fiction or picture books published within the last 10 years with a priority on finding the most recent books. (Do not select folktales for this project.)

Part 2: **Written Perspective (1000 words minimum)**

* Write a paper (1000 words minimum) in which you describe how individuals and groups are portrayed through the text and illustrations.
  + Are the portrayals accurate and authentic?
  + Do the authors and illustrators identify themselves as part of the group?
  + Is “difference” a focus of each book or are the books about something else?
  + Have any of the books been banned or censored, (if so, what were the concerns)?
  + What do you notice about this set of books?
  + What have you learned about issues of portrayal and character?

Part 3: **Presentation**

* Develop a 20-minute presentation in which you demonstrate effective strategies for teaching with literature that represents diverse cultural, racial, social, religious, economic, and sexual identities and demonstrate strategies that facilitate a learning environment in which differences and commonalities are valued.
  + Provide an oral retelling of the most powerful and personally meaningful book in your collection.
  + Display all of the books you analyzed and provide a book talk and picture walk through the collection. Highlight cultural, linguistic, and stylistic variations along with illustrations.
  + Demonstrate a strategy for teaching children based on this collection.
  + Provide the class with an annotated bibliography and a brief description of teaching ideas that support global understanding and diverse perspectives.

**COMPONENT 5**: Teaching Children’s Literature

**Read Alouds (Modeling Reading Strategies)  \**Critical Task***

**Select an appropriate Picture Storybook for Reading Aloud** (use your textbook for ideas)

  Step 1: **Recording**

* + Record yourself as you read aloud.
  + Post your video and provide a reflective analysis of your vocal expression and your physical response (e.g., eye contact, picture showing, posture).
  + Describe how can you adjust your clarity, expression, non-verbal behavior, and voice to enhance meaning for your audience.
  + Practice verbally “acting out” the story.

Step 2: **Presentation**

* + In class, you will read a story to a small group of your peers.
  + Your peers will record your reading and anonymously evaluate you using criteria from the textbook.
  + You will receive the feedback on your text select and your read-aloud strategies.
  + You will use the comments for constructive, reflective purposes.

Step 3: **Field Experience**

* + You will read a story to a group of children and film your performance (do not film children’s faces).
  + You will post your video on the class site.
  + You will also extend your read aloud by leading the students in a response to the text.
  + You will design and execute a lesson based on the children’s needs and interests.
  + You will collect evidence of student learning and reflect on your effectiveness.

(These activities may occur over several days.)

**COMPONENT 6**: Books Talks  (Modeling Text Selection Criteria and Multimodal Responses to Texts)

**Book Talks**:

* You will present **three book talks** to the class.
* After selecting a piece of literature, develop a book talk to introduce the book to the class.

Step 1: **Small Group Presentation and Evaluation**

* Your **first book** talk will be presented to a small group of your peers.
* Your peers will evaluate your talk using criteria from your textbook.
* You will receive the forms and use them for constructive, reflective purposes.

Step 2: **Whole Class Presentation**

* Your **second book** talk will be presented to the whole class.

Step 3: **Whole Class Presentation**

* Your **third book** talk will be presented to the whole class.

**COMPONENT 7:** Literature Discussion Groups/Book Clubs

**Demonstrating Shared and Guided Reading Strategies**

\*\*\*This assignment is connected to **Component 1**: Literary Analysis.

* Each week, you will join other people who have read the same books and create a book club.
  + You will facilitate book club sessions and demonstrate your ability to lead one-on-one, in groups, and teacher-led discussions with diverse partners to explore literary content, elements, and personal responses.
  + You will document the discussion strategies you use to guide the group. You will also collect documentation of student success.

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**Grading Criteria:**

Plus/Minus Grading: A minimum grade of C- is required.

A+ = 98-100 B+ = 90-91 C+ = 80-81 D+ = 70-71 F = 0-61

A  = 95-97 B  = 85-89 C  = 75-79 D  = 65-69 I = Incomplete

A- = 92-94 B- = 82-84 C- = 72-74 D- = 62-64

**Assessment of Weekly Participation/Attendance:**

* ATTENDANCE IS MANDATORY.
* PROMPTNESS IS EXPECTED AND REQUIRED.
* ACTIVE PARTICIPATION AND PREPARATION FOR CLASS ARE ESSENTIAL.
* ASSIGNMENTS MUST BE TURNED IN ON TIME.
  + There are many legitimate reasons for absences, tardies, and late work (e.g., family emergencies, illness, car trouble, etc.).
  + If you miss class, arrive late, or leave early, I will assume that your reasons are legitimate.
  + Therefore, I do not “excuse” or accept doctor’s notes for absences, tardies, or late work for any reason.
* Consistent and complete attendance is necessary to learn all of the information covered in the course and to observe modeled instructional strategies.
* ***More than one absence or two tardies (for any reason) will lower your participation grade according to the following breakdown***:

* ***EACH ABSENCE*** (for any reason)
  + If you miss in-class literature activities and modeled instructional strategies, your course grade will be lowered by **10%.** (See weekly schedule)
  + If you miss class during any scheduled field experience, your course grade will be lowered by **20%**.
* ***EACH TARDY/LEAVE EARLY*** (for any reason)
  + If you are tardy or leave class early, your course grade will be lowered by **5%** because you will miss demonstrations, class activities, or reading strategies.
  + Any tardy or early departure **over 30 minutes** is considered an **absence**.
* All of your work, including online assignments, must be submitted by the due date.
  + Any late work for any reason will have a reduced grade.
  + There are no “free” late work credits.

***\*EACH LATE ASSIGNMENT*** (for any reason)

* Will lower your GRADE ON THE ASSIGNMENT by **one full letter grade for each day that it is late**.
* IF you must turn in a late assignment, **I will not accept it more than one week past its original due date**.

\****EACH TIME YOU DEMONSTRATE A LACK OF PARTICIPATION IN CLASS OR LACK OF PREPARATION FOR CLASS*** (for any reason)

* Will lower your grade by **5%**.
* This includes, but is not limited to: checking email; texting; searching the Internet; talking phone calls; etc.
* ***\*Critical Tasks***
  + Students in the Elementary Education Program are required to successfully complete ***Critical Tasks*** in program courses to document meeting State of Florida teacher preparation standards.
  + ***Critical Tasks*** must be posted in the electronic portfolio (**Chalk and Wire**).
  + Students must score a 3 or higher on the **Chalk and Wire** rubric in order to pass the course.
  + You are responsible for submitting the assignment to **Chalk and Wire** at the time you submit the assignment for the instructor’s evaluation.
  + The homepage of the College of Education website has a link to **Chalk and Wire** for information about training and their help desk.

**Textbook(s) and Readings:**

* ***Required Textbooks***
  + Kiefer, B.Z. (2010). Charlotte Huck’s children’s literature (10th Ed.). Boston, MA: McGraw-Hill. ISBN-10: 0073378569 | ISBN-13: 978-0073378565
  + Lowry, Lois (2002). The Giver. New York, NY: Random House Children’s Books. ISBN-10: 0440237688 / ISBN-13: 978-0440237686
  + Lowry, Lois (2011). Number the Stars. Boston: MA. HMH Books for Young Readers (Reissue edition). ISBN-10: 0547577095 / ISBN-13: 978-0547577098
* ***Optional Readings***
  + Al-Hazza, T. C. and Bucher, K. T. (2008), Building Arab Americans' Cultural Identity and Acceptance With Children's Literature. The Reading Teacher, 62: 210–219. doi: 10.1598/RT.62.3.3
  + Block, C. C. and Israel, S. E. (2004), The ABCs of Performing Highly Effective Think-Alouds. The Reading Teacher, 58: 154–167. doi: 10.1598/RT.58.2.4
  + Mills, H. and Jennings, L. (2011), Talking About Talk: Recaiming the Value and Power of Literature Circles. The Reading Teacher, 64: 590–598. doi: 10.1598/RT.64.8.4
  + O'Neil, K. E. (2011), Reading Pictures: Developing Visual Literacy for Greater Comprehension. The Reading Teacher, 65: 214–223. doi: 10.1002/TRTR.01026
  + Risko, V. J., Walker-Dalhouse, D., Bridges, E. S. and Wilson, A. (2011), Drawing on Text Features for Reading Comprehension and Composing. The Reading Teacher, 64: 376–378. doi: 10.1598/RT.64.5.12
  + Serafini, F. (2011), Creating Space for Children's Literature. The Reading Teacher, 65: 30–34. doi: 10.1598/RT.65.1.4

**Academic Dishonesty:**

“Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public-at-large, must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own, segments or the total of another person's work.”

“Punishment for academic dishonesty will depend on the seriousness of the offense and may include receipt of an "F" with a numerical value of zero on the item submitted, and the "F" shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of "F" of "FF" (the latter indicating dishonesty) in the course.”

**Detection of Plagiarism:**

If in any way, shape or form, I suspect a student of plagiarism, I will be submitting the assignment to: [www.SafeAssignment.com](http://www.SafeAssignment.com). By making you, the course student, aware of this, it provides me, the instructor, with the legal right to submit student assignments to [www.SafeAssignment.com](http://www.SafeAssignment.com) as described in the information below:

*The University of South Florida has an account with an automated plagiarism detection service, which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit to SafeAssignment.com, or 3) ask students to submit their assignments to* [*www.SafeAssignment.com*](http://www.SafeAssignment.com)

*through myUSF. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.*

**Web Portal Information**:

Every newly enrolled USF student receives an official USF e-mail account that ends with "mail.acomp.usf.edu." Every official USF correspondence to students will be sent to that account. Go to the Academic Computing website and select the link "Activating a Student E-mail Account" for detailed information.  Information about the USF Web Portal can be found at:

<http://www.acomp.usf.edu/portal.htm>

**ADA Statement:**

Students in need of academic accommodations for a disability may consult with the office of Services for Students with Disabilities to arrange appropriate accommodations.  Students are required to give reasonable notice (typically 5 working days) prior to requesting an accommodation

**USF Policy on Religious Observances:**

*“Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.”*

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**Content Outline:**

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| --- | --- | --- | --- |
| **Week** | **Classroom Topics**  **and Activities** | **Pre-Class Assignments** | **In-Class**  **Assignments** |
| **1**  **Aug. 26th** | Introduction   * Overview of the Genres of Children’s Literature * Developing Appreciation of Children’s Literature * Read-aloud techniques * Designing effective classroom spaces * Developing a classroom library * Modeling a literate life * Fostering multimodality in response to literature * Promoting family literacy | Purchase required textbook:  Charlotte Huck’s Children’s Literature  (10th Edition)  by Barbara Kiefer  Join:  [www.goodreads.com](http://www.goodreads.com" \t "_blank)  [www.amazon.com](http://www.amazon.com)  [www.pinterest.com](http://www.pinterest.com)  **\*COMPONENT 2:**  Posted on Chalk and Wire by December 2nd!  **\*COMPONENT 5:**  Read Alouds–  Critical Task  1. Recording (Step 1) due by November 4th!  2. Small Group Presentation (Step 2) due on November 18th!  3. Field Experience Activity (Step 3) posted by December 2nd! | Welcome  Classroom Norms  Syllabus/Assignments  \*Critical Tasks  K, W, L: Classroom Goals/Objectives  Examine Textbook  **\*COMPONENT 4:**  Diverse Portrayals in Children’s Literature Sign-up (Group Project)  **\*COMPONENT 6:**  Book Talk Sign-Up (Individual)   1. Small Group Presentation   (Step 1) on Sept. 30   1. Whole Class Presentation   (Step 2) Oct. 7th, 14th or 21st   1. Whole Class Presentation   (Step 3) Oct. 28th, Nov. 4th or Nov. 10th  Read Block & Israel Article (Jigsaw) |
| **2**  **Sep.**  **2nd** | Libraries, Librarians, & Information Literacy   * Learning about the library * Finding children’s literature * Working with librarians * Locating library resources * Joining library & literature organizations * Selecting and Evaluating Children’s Literature * Identifying literary elements * Determining basic text structures across genres * Identifying and evaluating authorial devices * Meeting Authors and Illustrators * Newbery Award Winners * Caldecott Award Winners * Coretta Scott King Award Winners * Pura Belpre Award Winners * Best sellers * Sunshine State Young Readers | Required Reading:  Huck Chapter 1  Huck Appendices A & B  Join Library & Literature Associations:  [www.ala.org](http://www.ala.org" \t "_blank)  [www.childrensliteratureassembly.com](http://www.childrensliteratureassembly.com" \t "_blank) | Read Aloud  Huck Chapter 1 (Jigsaw)  Develop Rubric  (Literary Analysis: Critical Task)  Small groups for Critical Task  (max. 4 members per group)  Library Scavenger Hunt (Pizzo):  a. Identify Award Winning Books  b. Emergent Picture Books  (**sub. a. on syllabus**)   1. Select books (4 total) and read to small group 2. Analysis of books/Identify Genre/Literary Devices 3. Written response (individual) 4. Turn-in responses before end of class (evaluated based on class designed rubric) |
| **3**  **Sep.**  **9th** | Reading and Responding to Literature   * Demonstrating effective read-aloud techniques * Demonstrating Picture Walks * Creating and modeling Book Talks * Organizing Book Clubs * Leading Book Discussions * Engaging students’ responses to texts through Multimodal Activities * Using Media tools to encourage response | Required Reading:  Huck Chapter 2  Huck Chapter 3  \*\*\*Bring in your favorite book to share with the class! | Read Aloud/Book Talk (Example)  “The Lion, the Witch, and the Wardrobe” (C.S. Lewis)  Huck Chapter 2 (Jigsaw)  Huck Chapter 3 (Jigsaw)  Read Article/Class Discussion:  *The Power of Reading Aloud to Your Students*  Favorite Book:   1. Read a portion of your favorite book to small group 2. As a group - analyze book/ Identify Genre/Literary Devices 3. Written response (group) 4. Turn-in responses before end of class |
| **4**  **Sep.**  **16th** | Picture Books   * Identifying elements and structures of simple Informational Texts * Beginning Books * Concept Books * Predictable Stories * Modeling strategies for reading simple informational texts * Demonstrating effective read-aloud techniques * Demonstrating Picture Walks * Demonstrating simple content reading strategies | Required Reading:  Huck Chapter 4  Critical Task:  Literary Analysis –  “Classic” Pieces of Literature (choose 1 from list 1)  (**sub. k. on syllabus**)  \*\*\*Bring Book to Class!  \*\*\*Possible Field Trip/Movie:  The Giver @ MUVICO Starlight 20 (date TBD)  **Purchase:**  ***The Giver***  **by Lois Lowry** | Read Aloud/Book Talk  “The Lion, the Witch, and the Wardrobe” (C.S. Lewis)  Huck Chapter 4 (Jigsaw)  Read Article:  *Reading Pictures: Developing Visual Literacy for Greater Comprehension*  “Classic” Pieces of Literature  (**sub. k. on syllabus**)   1. Read a portion of your book to small group 2. Analysis of books/Identify Genre/Literary Devices 3. Written response (individual) 4. Turn-in responses before end of class |
| **5**  **Sep.**  **23rd** | Picture Books   * Identifying elements and structures of Narrative Stories * Identifying simple plot structures * Understanding character development through images and text * Modeling strategies for reading and responding to Narrative Stories * Building children’s concept of story through read-alouds * Demonstrating how to retell stories using text details * Scaffolding children’s ability to fluently read increasingly complex texts through dramatic activities * Encouraging students to read widely by creating and modeling Book Talks | Required Reading:  Huck Chapter 5  *The Giver*  By Lois Lowry  (Read first half of the book)  Critical Task:  Literary Analysis –  “Classic” Pieces of Literature (choose 1 from list 2)  (**sub. k. on syllabus**)  \*\*\*Bring Book to Class! | Read Aloud/Book Talk  “The Lion, the Witch, and the Wardrobe” (C.S. Lewis)  Huck Chapter 5 (Jigsaw)  Read Article:  *Talking About Talk: Reclaiming the Value and Power of Literature Circles*  “Classic” Pieces of Literature  (**sub. k. on syllabus**)   1. Read a portion of your book to small group 2. Analysis of books/Identify Genre/Literary Devices 3. Written response (individual) 4. Turn-in responses before end of class |
| **6**  **Sep.**  **30th** | Picture Books   * Identifying elements and structures of more complex Narrative Stories * Identifying complex plot structures * Understanding character development through dialogue and plot * Identifying elements of visual images * Modeling strategies for reading and responding to Narrative Stories * Scaffolding children’s ability to read with prosody * Demonstrating strategies for reading multimedia texts * Developing response activities that encourage multimodality through drama | Required Reading:  *The Giver*  By Lois Lowry  (Read second half of the book)  Prepare For:  **\*COMPONENT 6**  Book Talk: Step 1  **Small Group Presentations**  Critical Task:  Literary Analysis –  “Classic” Picture Books (5 total)  (**sub. b. on syllabus**)  \*\*\*Bring Books to Class! | Read Aloud/Book Talk  “The Lion, the Witch, and the Wardrobe” (C.S. Lewis)  Class Discussion:  *The Giver*  By Lois Lowry  (Venn Diagram)  **\*COMPONENT 6**  Book Talk: Step 1  **Small Group Presentations**  “Classic” Picture Books  (**sub. b. on syllabus**)   1. Read one of your books to small group 2. Analysis of books/Identify Genre/Literary Devices 3. Written response (individual) 4. Turn-in responses before end of class |
| **7**  **Oct.**  **7th** | Poetry   * Identifying elements and structures of Poetry * Identifying forms of poetry * Identifying literary devices * Modeling strategies for reading and responding to Poetry * Demonstrating effective read-aloud techniques * Engaging students’ responses to poetry through Multimodal Activities * Using Media tools to encourage response * Develop lessons that explore language and vocabulary through word play * Demonstrating strategies for fostering oral language development through choral reading | Required Reading:  Huck Chapter 8  Prepare for:  **\*COMPONENT 6**  Book Talk: Step 2  **Whole Group Presentations #’s TBD**  Critical Task:  Literary Analysis –  Fictional Picture Books (4 total)  (**sub. c. on syllabus**)  \*\*\*Bring Books to Class!  **Purchase:**  ***Number the Stars***  **by Lois Lowry** | Read Aloud/Book Talk  “The Lion, the Witch, and the Wardrobe” (C.S. Lewis)  Huck Chapter 8 (Jigsaw)  Music as a form of poetry in a classroom setting:  Ex. “Lose Yourself” by Eminem  **\*COMPONENT 6**  Book Talk: Step 2  **Whole Group Presentations #’s TBD**  Fictional Picture Books  (**sub. c. on syllabus**)   1. Read one of your books to small group 2. Analysis of books/Identify Genre/Literary Devices 3. Written response (individual) 4. Turn-in responses before end of class |
| **8**  **Oct. 14th** | Traditional Literature   * Identifying elements and structures of Traditional Literature * Fairy Tales * Folktales * Drama * Identifying linguistic differences across global children’s literature texts * Modeling strategies for reading and responding to Traditional Literature * Demonstrate effective oral storytelling techniques * Fostering oral language development through book clubs * Demonstrate strategies for comparing and contrasting stories | Required Reading:  Huck Chapter 6  Prepare for:  **\*COMPONENT 6**  Book Talk: Step 2  **Whole Group Presentations #’s TBD**  Critical Task:  Literary Analysis –  Poetry Anthologies  (2 total)  (**sub. i. on syllabus**)  \*\*\*Bring Books to Class! | Read Aloud/Book Club  “Number the Stars” (Lois Lowry)  Huck Chapter 6 (Jigsaw)  Venn Diagram:  Myths vs. Fables vs. Folktales  **\*COMPONENT 6**  Book Talk: Step 2  **Whole Group Presentations #’s TBD**  **Mid-Term Course Evaluation**  Poetry Anthologies  (**sub. i. on syllabus**)   1. Read one poem from your books to small group 2. Analysis of books/Identify Genre/Literary Devices 3. Written response (individual) 4. Turn-in responses before end of class |
| **9**  **Oct.**  **21st** | Fantasy   * Identifying elements and structures of Fantasy Chapter Books * Identifying complex plot structures * Understanding complicated character development * Summarizing and citing text sources * Modeling strategies for reading and responding to Fantasy * Develop methods for organizing Book Clubs * Demonstrate the ability to lead a Book Discussion * Demonstrate strategies for analyzing plot structures * Develop lessons that engage students’ responses to texts through Multimodal Activities | Required Reading:  Huck Chapter 7  **\*COMPONENT 7**  Number the Stars  By Lois Lowry (alongside instructor)  Prepare for:  **\*COMPONENT 6**  Book Talk: Step 2  **Whole Group Presentations #’s TBD**  Critical Task:  Literary Analysis –  Traditional Literature  (3 total)  (**sub. h. on syllabus**)  \*\*\*Bring Books to Class! | Read Aloud/Book Club  “Number the Stars” (Lois Lowry)  Huck Chapter 7 (Jigsaw)  Read Article/Discussion:  “Creating Space for Children’s Literature” by Serafini  What is the appeal to Fantasy Books?  **\*COMPONENT 6**  Book Talk: Step 2  **Whole Group Presentations #’s TBD**  Traditional Literature  (**sub. h. on syllabus**)   1. Read one folk tale from your books to small group 2. Analysis of books/Identify Genre/Literary Devices 3. Written response (individual) 4. Turn-in responses before end of class |
| **10**  **Oct. 28th** | Historical Fiction   * Identifying elements and structures of Historical Fiction * Identifying complex plot structures * Understanding complicated character development * Summarizing text and citing text sources * Modeling strategies for reading and responding to Historical Fiction * Develop methods for organizing Book Clubs * Demonstrate the ability to lead a Book Discussion * Demonstrate strategies for analyzing historical text structures * Develop lessons that develop students’ Global Perspectives * Demonstrating strategies for comparing and contrasting key details, content, and literary elements in texts | Required Reading:  Huck Chapter 10  **\*COMPONENT 7**  Number the Stars  By Lois Lowry (alongside instructor)  Prepare for:  **\*COMPONENT 6**  Book Talk: Step 3  **Whole Group Presentations #’s TBD**  Critical Task:  Literary Analysis –  Fantasy (2 total)  (**sub. i. on syllabus**)  \*\*\*Bring Books to Class! | Read Aloud/Book Club  “Number the Stars” (Lois Lowry)  Huck Chapter 10 (Jigsaw)  Elements of Historical Fiction:  Opinions on purpose of this genre  **\*COMPONENT 6**  Book Talk: Step 3  **Whole Group Presentations #’s TBD**  Fantasy  (**sub. i. on syllabus**)   1. Read a selection from one of your fantasy books to small group 2. Analysis of books/Identify Genre/Literary Devices 3. Written response (individual) 4. Turn-in responses before end of class |
| **11**  **Nov.**  **4th** | Contemporary Realistic Fiction   * Identifying elements and structures of Contemporary Fiction * Identifying Complex Plot Structures * Understanding Character Development * Developing Global Perspectives * Understanding Censorship * Modeling strategies for reading and responding to Biographies * Develop methods for organizing Book Clubs * Demonstrate the ability to lead a Book Discussion * Demonstrate strategies for analyzing text structures * Demonstrating strategies for comparing and contrasting key details, content, and literary elements in texts | Required Reading:  Huck Chapter 9  **\*COMPONENT 5:**  Read Alouds–  Critical Task  Recording (Step 1) due today!  **\*COMPONENT 7**  Number the Stars  By Lois Lowry (complete)  Prepare for:  **\*COMPONENT 6**  Book Talk: Step 3  **Whole Group Presentations #’s TBD**  Critical Task:  Literary Analysis –  Historical Fiction Books (2 total)  (**sub. f. on syllabus**)  \*\*\*Bring Books to Class! | Read Aloud/Book Club  “Number the Stars” (Lois Lowry)  Huck Chapter 9 (Jigsaw)  Popularity of Contemporary Realistic Fiction: Why is this specific genre controversial?  **\*COMPONENT 6**  Book Talk: Step 3  **Whole Group Presentations #’s TBD**  Historical Fiction  (**sub. f. on syllabus**)   1. Read a selection from one of your historical fiction books to small group 2. Analysis of books/Identify Genre/Literary Devices 3. Written response (individual) 4. Turn-in responses before end of class |
| **12**  **\*\*\***  **Nov.**  **10th** | Biography/Autobiography   * Identifying elements and structures of Biographies * Identifying Complex Plot Structures * Understanding Character Development * Develop methods for organizing Book Clubs * Demonstrate the ability to lead a Book Discussion * Demonstrate strategies for analyzing narrative text structures * Demonstrate strategies for reading multimodal texts (e.g., graphic novels, fan-fiction) * Develop lessons that develop students’ Global Perspectives * Demonstrating strategies for comparing and contrasting key details, content, and literary elements in texts * Engaging students’ responses to texts through Multimodal Activities * Using Media tools to encourage response | Required Reading:  Huck Chapter 12  Prepare for:  **\*COMPONENT 6**  Book Talk: Step 3  **Whole Group Presentations #’s TBD**  Critical Task:  Literary Analysis –  Contemporary Realistic Fiction Books (2 total)  (**sub. d. on syllabus**)  \*\*\*Bring Books to Class! | Read Aloud/Book Talk  “The Gollywhopper Games”  (Jody Feldman)  Q: How does an author develop a character?  \*Can children identify with the character?  Huck Chapter 12 (Jigsaw)  Ways to Share Books Beyond the Book Report (Template): Biography/Autobiography  \*Let’s try one in class…  **\*COMPONENT 6**  Book Talk: Step 3  **Whole Group Presentations #’s TBD**  Contemporary Realistic Fiction  (**sub. d. on syllabus**)   1. Read a selection from one of your contemporary realistic fiction books to small group 2. Analysis of books/Identify Genre/Literary Devices 3. Written response (individual) 4. Turn-in responses before end of class |
| **13**  **Nov.**  **18th** | Picture Books (Information/Non-fiction /Increasing Complexity)   * Identifying elements and structures of more complex Informational Texts * Identifying Elements of Non-fiction * Identifying Elements of Visual Design * Identifying Curricular concepts * Modeling strategies for reading simple informational texts * Demonstrating effective read-aloud techniques * Demonstrating Picture/Text Walks * Demonstrating content area reading strategies * Demonstrating strategies for Reading Multimedia Texts * Demonstrate strategies for searching for information | Required Reading:  Huck Chapter 11  Huck Chapter 13  **\*COMPONENT 5:**  Read Alouds–  Critical Task  Small Group Presentation (Step 2) due today!  Critical Task:  Literary Analysis –  Biographies (5 total)  (**sub. g. on syllabus**)  \*\*\*Bring Books to Class! | Read Aloud/Book Talk  “The Gollywhopper Games”  (Jody Feldman)  Huck Chapter 11 (Jigsaw)  Huck Chapter 13 (Jigsaw)  Read Article:  *20 Outstanding Nonfiction Books*  Strategies for Informational Text: Comprehension Tool-Kit (cross-curricular importance)  The power of Non-Fiction in a Fiction Dominated Classroom Library  **\*COMPONENT 5:**  Read Alouds Presentation to Small Group (Step 2)  Biographies  (**sub. g. on syllabus**)   1. Read a selection from one of your biographies to small group 2. Analysis of books/Identify Genre/Literary Devices 3. Written response (individual) 4. Turn-in responses before end of class |
| **\*\*\***  **Nov.**  **25th** | **We do not have class this week because it is Thanksgiving Break…** | **…However, you do have an assignment to work on over the break…** | Critical Task:  Literary Analysis – Informational Books (8 total)  (**sub. e. on syllabus**)   1. Read all of the books in the assignment 2. Analysis of books/Identify Genre/Literary Devices 3. Written response (individual) 4. Turn-in responses **at the beginning of class on December 2nd!** |
| **14**  **Dec.**  **2nd** | Planning a Literature Program   * Evaluating a Classroom Library * Evaluating Classic texts * Learning from Authors/Illustrators/Poets * Demonstrating how to lead Authors’ Craft Discussions | \***\*\*COMPONENT 2:** *Classroom Library Wishlist needs to be posted on Chalk and Wire before today’s session!*  **\*COMPONENT 5:**  Read Alouds–  Critical Task  Field Experience Activity (Step 3) posted today!  Prepare for:  **\*COMPONENT 4:**  Diverse Portrayals in Children’s Literature  (Comparison) Project | Read Aloud/Book Talk  “The Gollywhopper Games”  (Jody Feldman)  Presentations:  **\*COMPONENT 4:**  Diverse Portrayals in Children’s Literature (Comparison) Project  ***Turn in Written Perspective!*** |
| **15**  **Dec. 9th** | Final Exam | Make sure that all late assignments are turned in today!  ***\*\*\*There will be NO exceptions!!!*** |  |