

EDU 331 Children's Literature and Critical Reading
Spring Semester 2014
University of Montana

(Faculty Information Excluded)

Prerequisite is EDU 221 Educational Psychology and Measurement, and co-requisites are EDU 397 Teaching Language Arts K-8 and EDU 395 Field Experience/Elementary Language Arts (unless earning Library Media Endorsement or Reading Specialists Endorsement).

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a 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://life.umt.edu/vpsa/documents/StudentConductCode1.pdf>

Goals of EDU 331- Children's Literature and Critical Reading:

- ◆ extend knowledge of literature as an area of content, focusing on the literary components of fiction and non-fiction,
- ◆ extend understanding of literary elements and characteristics of various genres,
- ◆ cultivate an awareness of high quality texts in a variety of genres and multicultural perspectives, through the development of a database,
- ◆ become a critical consumer of children's literature through a discovery of notable children's authors,
- ◆ facilitate development of strategies/practices to support children's understanding of various texts as readers/learners/critical thinkers,
- ◆ explore application of literature across the curriculum,
- ◆ develop understanding of the role literature plays in reading and writing in a critical literacy context and literature-based classroom,
- ◆ address diversity and multiple of ways of knowing to support learning and literacy development,
- ◆ explore literature and literacy development within a collaborative learning community.

Additional goals may be developed by the learning community to meet the interests/needs of all participants.

Student Outcomes

Teacher Education candidates will:

- reflect and write one's personal reading history (reading autobiography);
- read, respond to, and record 70 children's books representing a variety of genres and formats (datasheet: 10 books per genre) (literature datasheet, mini book talks, read aloud);
- 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 (read aloud);
- demonstrate knowledge of literary components of fiction and nonfiction (quizzes, mini book talks, literature datasheet);
- apply literary elements to children's literature (mini book talks, literature datasheet);
- research and communicate, via a presentation to the class, the salient accomplishments of a children's author, including biographic information, full bibliography, awards and honors (author study).

Instructional Methods

Methodology used includes modeling; presentations; and student participation in reading and responding to children's literature through writing, speaking, listening, 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)
21 points	Quizzes (7 genre quizzes, 3 points each)
4 points	Read aloud of children's books (worth 2 points each)
4 points	Mini book talks (worth 2 points each)
16 points	Author study paper
5 points	Author study presentation
10 points	Class Participation (in-class collaborative activities, literature circles, contribution to the learning community)

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, F 67

Attendance is advisable. More than two absences may result in a reduction in your final grade.

Written work completed outside class must be typed (12 font), double-spaced and single sided. **A cover sheet including your name, course & section number, title of the assignment, and the date will be included with all submitted papers.** Do use the Writing Lab, peer editing, and self-editing prior to submitting written assignments.

Complete assigned readings before the class session. Come to class with questions or thoughtful insights to share. Your participation grade depends on your general engagement with the class, the quality of your participation, and the depth to which you engage with the material.

Required Readings

Required Textbooks:

Keifer, B. and Tyson, C. (2013). *Charlotte Huck's children's literature: a brief guide*. 2nd

Edition. New York, NY: McGraw-Hill.

Course Pack for EDU 331

Required Trade Books:

Young, E. (1989). *Lon Po Po: A Red-Riding Hood story from China*. New York, NY:

Penguin Putnam Books for Young Readers.

McGraw, E. (1996). *The Moorchild*. New York, NY: Aladdin Paperbacks.

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

NY: Random House.

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

Yolen, J. (1992). *Encounter*. (D. Shannon, Illustrator) Orlando, FL: Harcourt Brace &

Company.

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, students will consult the Internet, journals, and other publications appropriate for use in selecting and evaluating children's literature.

Tentative Schedule: Spring 2014

Week 1	1.28	Introduction, syllabus, course pack (CP). For next class: read the “read-aloud” articles by Trelease and Harvey & Goudvis (H&G)
	1.30	Literature datasheet explained. H&G and Trelease read-aloud articles, model read-aloud, establish read-aloud schedule for semester. Reminder: read-alouds begin next class; bring text and CP to all classes.
Week 2	2.4	Read-alouds , exploring the seven genres and literary elements, CP pp. 6-7, Huck Chapter 1. For next class: Read H&G: “The Possibilities of Picturebooks”
	2.6	Read-alouds , Huck Chapter 3: Picturebooks, discuss H&G article, quiz #1. Give reading autobiography assignment (A#1) and rubric
Week 3	2.11	Read alouds, peer edit A#1 , children’s book awards, Huck p. 18-19, CP pp. 15-17. For next class: MPL! Read H&G: “Children’s Choices: Helping Students Choose Text” and Miller: “Book Selection: Theirs” for class on 2.18
	2.13	Visit Missoula Public Library (Pam Carlton) Note: Make sure you read the H&G and Miller articles for next class.
Week 4	2.18	Read-alouds, collect A#1. Readability, CP pp. 11-14, analyze texts using Fry readability scale, H&G article, Miller article on helping children choose texts.
	2.20	Read-alouds , discuss mini book talk assignment, assign mini book talk genre , model mini book talk. Discuss author study paper and presentation; author list on Moodle (author sign-up in class on 2.25). Check in on literature datasheet progress.
Week 5	2.25	Read-alouds , Huck Chapter 4: Traditional Literature, quiz #2. Author sign-up sheet. Reminder: Bring literature datasheet to next class for peer editing.
	2.27	Read-alouds , <i>Lon Po Po</i> (Young, 1989)***, CP 28, peer edit literature datasheet, due 3.4. Reminder: mini book talk 3.4
Week 6	3.4	Read-alouds, mini book talks. Collect literature datasheet with 35 entries (5 books per genre)
	3.6	Visit Fact & Fiction @ UC (Barbara Theroux)
Week 7	3.11	Read-alouds , Huck Chapter 5: Modern Fantasy, quiz #3
	3.13	Read-alouds , <i>The Moorchild</i> (McGraw, 1996)***, CP 29

Week 8	3.18	Read-alouds, Huck Chapter 6: Poetry, quiz #4
	3.20	Read-alouds, <i>The Random House Book of Poetry for Children</i> (Prelutsky, 1983)**, CP 27. Assign mini book talk genre; due next class.
Week 9	3.25	Read-alouds, mini book talks
	3.27	Read-alouds, Huck Chapter 7: Contemporary Realistic Fiction, quiz #5
Week 10	SPRING BREAK!	
Week 11	4.8	Read-alouds, <i>Sahara Special</i> (Codell, 2003)**, CP 30. Check in: author study/literature datasheet questions?
	4.10	Read-alouds, Huck Chapter 8: Historical Fiction, quiz #6. For next class: read Columbus journals
Week 12	4.15	Read-alouds, <i>Encounter</i> (Yolen, 1992)**, CP 31, Columbus journals
	4.17	Read-alouds, Huck Chapter 9: Nonfiction, quiz #7. Reminder: literature datasheet #2 due next class; bring author study paper to class for peer editing (author study paper due 4.24).
Week 13	4.22	Read-alouds, collect literature datasheet #2. Huck Chapter 10: Biography (no quiz!). Use rubric to peer edit author study papers. Students draw numbers to determine order of author presentations (4.29) Reminder: author study paper due next class.
	4.24	Read-alouds, collect author study paper. In class, read Debbie Miller's "Convention Notebooks" for nonfiction, create convention notebooks. Reminder: author presentations begin next class.
Week 14	4.29	Read-alouds, author presentations
	5.1	Read-alouds, author presentations
Week 15	5.6	Read-alouds, author presentations
	5.8	Read-alouds, author presentations

Finals' Week, Tentative:

(Return children's books and class closure.)

****Literature circle presentations**

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.