# **Campbellsville University**

**School of Education**

**Spring 2017**

# *ED 371 Children’s Literature*

**TR 11:30 a.m.**

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***Empowerment for Learning***



**Textbook:** Tunnell, M., Jacobs, J., Young, T., & Bryan, G. (2016). *Children’s literature briefly* (6th Ed.). Boston, MA: Pearson.

**Pre-requisites:** CAP 2 Admission to the Teacher Ed Program

**Course Description**: This course emphasizes the subject matter, materials, and methods of teaching and learning the various forms of literature suitable for children at the P-5 levels. Students will become acquainted with the best books through wide reading and interpretive study. Attention is given to evaluation and use of current materials and media.

**PROFESSIONAL STANDARDS addressed in this course:**

**Kentucky Teacher Standards (*KTS*)**

Standard 1 The Teacher Demonstrates Applied Content Knowledge

Standard 2 The Teacher Designs and Plans Instruction

Standard 3 The Teacher Creates and Maintains Learning Environment

Standard 4 The Teacher Implements and Manages Instruction

Standard 5 The Teacher Assesses and Communicates Learning Results

Standard 6 The Teacher Demonstrates the Implementation of Technology

Standard 7 Reflects On and Evaluates Teaching and Learning

Standard 8 Collaborates with Colleagues/Parents/Others

Standard 9 Evaluates Teaching and Implements Professional Development

Standard 10 Provides Leadership Within School/Community/Profession

**CU Diversity Proficiencies (from KTS)**

KTS 1.2 Connects content to life experiences of student

KTS 2.2 Uses contextual data to design instruction relevant to students

KTS 2.4 Plans instructional strategies & activities that address learning objectives for all students

KTS 3.3 Values and supports student diversity and addresses individual needs

KTS 4.2 Implement instruction based on diverse student need & assessment data

KTS 5.4 Describes, analyzes & evaluates student performance data to determine progress of individuals and identify differences in progress among student groups

KTS 6.3 Integrates student use of available technology into instruction to enhance learning outcomes and meet diverse student needs.

KTS 8.1 Identifies students whose learning could be enhanced by collaboration

**Interstate Teacher Assessment and Support Consortium** (***InTASC***)

InTASC 1 Learner Development

InTASC 2 Learner Differences

InTASC 3 Learning Environments

InTASC 4 Content Knowledge

InTASC 5 Application of Content

InTASC 6 Assessment

InTASC 7 Planning for Instruction

InTASK 8 Instructional Strategies

InTASC 9 Professional Learning and Ethical Practice

InTASC 10 Leadership and Collaboration

**International Literacy Association Standards (*ILA*)**

Standard 1 Foundational Knowledge

Standard 2 Curriculum and Instruction

Standard 3 Assessment and Evaluation

Standard 4 Diversity

Standard 5 Literate Environment

Standard 6 Professional Learning and Leadership

**Teacher Professional Growth and Effectiveness Standards (*TPGES*)**

Domain 1Planning and Preparation

Domain 2 Classroom Environment

Domain 3 Instruction

Domain 4 Professional Responsibilities

**Council for Accreditation of Educator Programs (*CAEP*)**

Standard 1 Content and Pedagogical Knowledge

Standard 2 Clinical Partnerships and Practice

Standard 3 Candidate Quality, Recruitment, and Selectivity

Standard 4 Program Impact

Standard 5 Provider Quality Assurance and Continuous Improvement

**SPECIALIZED PROFESSIONAL ASSOCIATION (SPA) Standards**

**National Council of Teachers of English (**[**http://www.ncte.org**](http://www.ncte.org)**).**

ILA and NCTE share the standards and purpose to ensure that all students are knowledgeable and proficient users of language so they may succeed in school, participate in our democracy as informed citizens, find challenging and rewarding work, appreciate and contribute to our culture, and pursue their own goals and interests as independent learners throughout their lives.

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

**International Literacy Association (**[**www.reading.org**](http://www.reading.org)**)**

NEW LITERACY STANDARDS: Standards for Reading Professionals (2010)

**Standard 1: Foundational Knowledge**

**Element 1.1**: Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.

**Element 1.3** Candidates understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.

**Standard 2: Curriculum and Instruction**

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

**Element 2.2:** Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.

**Element 2.3:** Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

**Standard 3: Assessment and Evaluation**

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction

**Element 3.1** Candidates understand types of assessments and their purposes, strengths, and limitations.

**Element 3.3** Candidates use assessment information to plan and evaluate instruction.

**Element 3.4**: Candidates communicate assessment results and implications to a variety of audiences.

**Standard 4: Diversity (2010)**

Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

**Element 4.1:** Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

**Element 4.2:** Candidates use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.

**Element 4.3:** Candidates develop and implement strategies to advocate for equity.

**Standard 5 Literate Environment (2010)**

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

**Element 5.1*:*** Candidates design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.

**Element 5.2*:*** Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write.

**Element 5.3*:*** Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).

**Element 5.4*:*** Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

**Standard 6: Professional Learning and Leadership**

Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

**Element 6.1*:*** Candidates demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.

**Element 6.2*:*** Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

**Association for Childhood Education International (**[**www.acei.org**](http://www.acei.org)**)**

***Standard 1: Development, Learning and Motivation***

Development, learning, and motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

***Standard 2: Curriculum***

2.1 English language arts--Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas.

2.8 Connections across the curriculum—Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, tools, and ideas to real world issues

***Standard 3: Instruction***

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self- motivation, and positive social interaction and to create supportive learning environments.

***Standard 4: Assessment for instruction***

4. Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

***Standard 5: Professionalism***

5.2 Reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.3 Collaboration with families—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the intellectual, social, emotional, and physical growth of children.

**Specific Course Objectives:**

**Upon completion of this course, you will have gained an understanding of and will be able to:**

1. Identify the most significant approaches for stimulating interest in reading children’s literature.
2. Identify and select quality children’s literature based on appropriate children’s genres.
3. Demonstrate the ability to use computer technology and software in sharing literature with children.

4. Demonstrate knowledge of evaluation criteria for children’s literature.

5. Develop materials for class instruction, which encourage and enhance children’s enjoyment of literature and love of reading.

6. Demonstrate sensitivity in book selection of contemporary children’s literature with regard to race, ethnicity, gender, socioeconomic status, and learning ability.

7. Demonstrate knowledge and incorporate contemporary children’s literature that authentically represents literature by and about diverse groups of people (such as, Native American, Hispanic Americans, etc.)

8. Devise instructional strategies and assessment techniques for using contemporary children’s literature in a balanced reading program.

9. Understand that children’s literature contributes in the empowerment process of teacher knowledge, skills, and dispositions. Regarding diverse issues, carefully selected, culturally diverse literature enhances children’s appreciation of their world, and literature can be used effectively across the curriculum. It is important to build a diverse collection because culturally diverse books portray the uniqueness of people while demonstrating a common humanity that connects us all. Human needs, emotions, and desires are similar; books can help us appreciate the similarities, as well as celebrate the uniqueness of cultural groups. Children’s books offer opportunities for building background knowledge and understanding about the world through all genres of literature.

10. **Demonstrate the diversity concepts in the Kentucky Teacher Standards:**

**KTS 1.2** Connects content to life experiences of student

**KTS 2.2** Uses contextual data to design instruction relevant to students

**KTS 2.4** Plans instructional strategies and activities that address learning objectives for all students.

**KTS 3.3** Values and supports student diversity and addresses individual needs.

**KTS 4.2** Implements instruction based on diverse student needs and assessment data

**KTS 5.4** Describes, analyzes and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.

**KTS 6.3**: Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.

**KTS 8.1** Identifies students whose learning could be enhanced by collaboration.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Learning Outcomes | ILA Literacy Standards | KTS | CAEP & InTASC | EPSB | CF Theme Model | ACEI | TPGES |
| Chapter Reflections | 1,4,5, 6 | 1, 6, 7, 9 | CAEP 1, 2  InTASC 4, 9,10 | Diversity Assessment  Literacy | 1, 2, 3, 5, 6, 8 | 1,2,3,5 | Domain 1,4 |
| Genre Study and Book Annotations | 1,2,3,4,5,6. | 1-10 | CAEP 1,2InTASC 1, 2, 3, 4, 5, 6, 7,8,9, 10 | Diversity Assessment  Literacy | 1, 2, 3, 5, 6, 8 | 1,2,3,4,5 | 1,2,3,4 |
| Graphic Organizer for Genre Study | 1,4,5,6. | 1, 5, 6, 7, 9 | CAEP 1,2  InTASC 1, 2, 4, 5, 6,9, 10; | Diversity Assessment  Literacy | 1, 2, 3, 5, 6, 8 | 1,4,5; | 1, 2, 3, 4; |
| CHAPTER EXAMS | 1,3,4,6, | 1, 5, 7, 9; | CAEP 1,2  InTASC 1, 4, 6, 9; | Diversity Assessment Literacy | 1, 2, 3, 5, 6, 8 | 1,4,5; | 1, 2,3, 4; |
| Family Literacy Plan Paper | 1,2,3,4,5,6. | 1, 3, 4, 7, 9, 10; | CAEP 1,2  InTASC 1,2,3,4,5,6,7,8,9,10; | Assessment Literacy | 1, 2, 3, 5, 6, 8 | 1,2,4,5; | 1, 2, 3, 4; |
| Final Exam: Author and Illustrator Presentation | 1,3,4,5,6 | 1, 5, 6, 7, 9, 10 | CAEP 1,2  InTASC 1, 4, 5, 6, 9, 10 | Assessment Literacy | 1, 2, 3, 5, 6, 8 | 1,4,5 | 1, 2, 4 |
| Field Experience and PPD | 1,2,3,4,5,6. | 1, 2, 3, 4, 6, 7, 8, 9 10; | CAEP 1,2  InTASC 1, 2, 3, 4, 5, 7, 8, 9, 10; | Diversity Assessment  Literacy | 1, 2, 3, 5, 6, 8 | 1,2,5; | 1, 2, 3, 4; |

**COURSE REQUIREMENTS**

1. **Participation**

**TPGES Domain4; InTASC 9,10; KTS 1, 3, 7, 8, 9, 10; ACEI 1,2,4,5; and ILA 1,2,3,4,5,6.**

Teacher Candidates are required to **attend all class meetings** and are responsible for meeting all the course requirements. Your responsibility includes reading chapters and other class materials *prior to class* so that you are prepared to discuss topics as indicated in the syllabus. You are encouraged to *participate* in this learning community, by interacting with your peers, being actively engaged in class, taking notes, asking questions, making comments, sharing experiences, doing your homework, etc. Additionally, participation in Field and PPD experiences are outside of class time, but your participation in these activities is critical for your teacher preparation, part of your grade for this course, and mandated by the state. **All course assignments are critical to your grade and all assignments must be posted in TigerNet by the due date as indicated in the syllabus**.

**Disposition Assessment**:

* LATE ASSIGNMENTS are discouraged and will only be accepted by the discretion of the instructor. Late points will include five late points per day.
* Please DO NOT EMAIL ASSIGNMENTS TO PROFESSOR.
* All email correspondences with professors and teachers/others in the field should be professional in tone and grammar.

2. **Chapter Reflections – (50 points)**

**TPGES Domain 1,4, InTASC 4, 9,10; KTS 1, 6, 7, 9: ACEI 1,2,3,5; and ILA 1,4,5,6.**

Students will read chapters 1-5 and write a one-page reflection of the specified question as indicated in the Course Outline. KTS 7

3. **Genre Study and Book Annotations – (180 pts**. 20 pts per genre)

**TPGES Domains 1,2,3,4; InTASC 1, 2, 3, 4, 5, 6, 7, 8,9, 10; KTS 1,2,3,4, 5, 7, 8, 9, 10; ACEI 1,2,3,4,5; and ILA 1, 2,3,4,5,6.**

Chapters 7 –15 represent nine specific genres of children’s literature.

**Children’s Books:** Students are required to read **at least 5** trade books from the following eight genres: Picture Books, Poetry, Folklore, Fantasy/Science Fiction, Contemporary Realistic Fiction, Historical fiction, Biography, Nonfiction, and Culturally Diverse Literature. In addition, students will read **at least 2** Newbery Award novels.

For each book, students will prepare annotations and document appropriate ELA standards, and other appropriate learning activities reflecting genre content knowledge. All instructional and assessment strategies for elementary learners should be relevant to state and national standards. Books that exemplify best examples of the genre will be shared in class. **Please bring the books to class.** Annotations should be in APA format.

4. **Graphic Organizer for Genre Study - (100 pts)**

**TPGES Domains 1, 2, 3, 4; KTS 1, 5, 6, 7, 9; InTASC 1, 2, 4, 5, 6,9, 10; ACEI 1,4,5; and ILA 1,4,5,6.**

This assignment will include specific characteristics *of all genres.*  The purpose of this assignment is to capture the main ideas of each genre in one graphic organizer (one page) that may be used as a study tool for the PRAXIS II test. This graphic organizer will be posted in TigerNet near the end of the semester. Please see due date in syllabus.

**Campbell Collection Research Project ?????**

Students compose a list of 20-25 books (both fiction and non-fiction) that represents a variety (3-5 of the genres and diversities (SES, culture/ethnicity, gender, etc ).

Books should be listed in APA format by genre.

**TPGES Domains 1,2,4; KTS 1, 2,3,7, 9, InTASC 2, 3, 4, 5, 7, 9**

**5. CHAPTER EXAM: (300 pts)**

**TPGES Domains 1, 4; KTS 1, 5, 7, 9; InTASC 1, 4, 6, 9; ACEI 1,4,5; and ILA 1,3,4,6,**

There will be three exams (100 pts each) covering the chapter materials during the semester.

**6. Family Literacy Plan Paper: (Midterm Project) (100 pts)**

**TPGES Domains 1, 2, 3, 4; KTS 1, 3, 4, 7, 9, 10; InTASC 1,2,3,4,5,6,7,8,9,10; ACEI 1,2,4,5; and ILA 1,2,3,4,5,6.**

ED 371 students will write **a three-page** paper addressing a Family Literacy Plan that offers suggestions and strategies for teachers to connect with a child’s family to help foster the love of reading in young children. The goal of connecting with the family in a collaborative way is to improve reading proficiency. Please include a title page, three-pages of text, double-spaced, Roman Times,11 font, and reference page with **at least 3 sources** in APA Citations.

**7. Final Exam: Author and Illustrator Presentation: (50 pts)**

**TPGES Domains 1, 2, 4; KTS 1, 5, 6, 7, 9, 10; InTASC 1, 4, 5, 6, 9, 10; ACEI 1,4,5; and ILA 1,3,4,5,6.**

Students will create a PowerPoint presentation of an author **and** illustrator. Presentation should include biographical and professional information about the life and work of the author and illustrator. The presentation will also include a brief summary of each of the books. Please bring these 10 books for your presentation. A presentation guideline will be given to students in class.

**8. Field Experience and PPD Requirements (225 points)**

**TPGES Domains 1, 2, 3, 4; KTS 1, 2, 3, 4, 6, 7, 8, 9 10; InTASC 1, 2, 3, 4, 5, 7, 8, 9, 10; ACEI 1,2,5; and ILA1,2,3,4,5,6.**

Students are required to complete **10 hours** of field experience in a variety of settings: 1) elementary classroom, 2) after school programs, 3) literacy programs, and 4) Hosting a *Reading Night in the Beulah Campbell Room.* Candidates will spend this time (15 hours) engaged in children’s literature by reading to children or listening children read.

The Field Experience assignment will be a report of at least 6 pages. Please read to children of various age levels in P-5 classrooms. The Field Experience Form must include signatures of classroom teachers to verify attendance for these experiences. Late assignments will incur late points. All field experience hours must be logged on the Field Experience form and in the Ky Field Experience Tracking System (KFETS).

**Part 1: Elementary Classroom** **(100 points**) – **5 hours**

**Purpose:** Candidates will spend time in P-5 classrooms reading with children. Candidates will demonstrate their understanding that children’s literature contributes in the empowerment process of teacher knowledge, skills, and dispositions. Because literature can be carefully selected to reflect culturally diverse themes to enhance children’s appreciation of their world, literature can be used effectively across the curriculum. There is a great connection to the uniqueness of people demonstrating a common humanity that connects us all through human needs, emotions, and desires. Books can help us celebrate the uniqueness of people and offer opportunities for building background knowledge and understanding about the world through all genres of literature, as indicated in the National Standards. Field reflections for this assignment should be posted in TigerNet.

**Part 2:** **Host a Reading Event in Beulah Campbell Room (100 pts) – 5 hours (HAILEY GREGORY OGLE??**

**Purpose:** Candidates will host a reading night in the Beulah Campbell Collection room by planning together, determining leadership, responsibilities, a theme, decorations, and specific books that will be read during the evening. This project will represent knowledge of learning children’s literature and should include creativity in the use of technology, picture books, video, artistic visuals, etc. Candidates will earn 5 hours for this project. Field reflections should be posted in TigerNet.

**Part 3: PPD Hours (25 Points) – 3 hours**

Candidates will attend 3 PPD’s and write a **one-page reflection for each PPD**. This assignment will be posted in TigerNet. The PPD Schedule will be available on the School of Education website.

**EVALUATION/GRADING POLICY**

Students are graded on a point system using the following scale:

920 -1005 pts 92% - 100 % A

819 -919 pts 82 %- 91 % B

719 – 818 pts 72 % - 81 % C

618 – 718 pts 62 % - 71 % D

0-617 pts 61 % and below F

**COURSE OUTLINE (Tentative)**

|  |  |  |
| --- | --- | --- |
| **Week 1** | Topics/Discussion | Assignments/Class Activities due dates |
| Jan 19 | Course Syllabus, Class Materials  CAP 2 - prerequisite for ED 371  Field Experience/PPD Requirements (10 hrs)  TigerNet Postings   * Post all assignments in TigerNet * Bring books to class   Ky Academic Standards for ELA: [www.corestandards.org](http://www.corestandards.org)  ILA New Literacy Standards (2010)  [www.reading.org](http://www.reading.org)  **Student Contact Info**  **All Assignments are due before class.** | **Ist Day Activity –**  1.Student Introduction  2. Pre-Test  3. Class Activity: What is your earliest experience with books? Were they happy, positive experiences? Why?  **DUE BY 11:00 p.m. in TIGERNET**  **First Day of Class Assignment:**  **Student Introduction:** This post should include **one page** that includes the following: a short paragraph that includes your first/last name, where you are from (city and state), your major, and career goals. Please share something interesting about yourself ( i.e., hobbies, habits, skills, sports, family, goals, etc). (Please Be sure to “Mark as Final” to send document to Professor).  **HomeWork for next class meeting:**   1. **Visit** [**www.ala.org**](http://www.ala.org) **(American Library Association)** 2. **Search**: “Caldecott Awards” for book titles.   Please bring two Caldecott books for next class to share |
| **Week 2** |  |  |
| Jan 24 | Beulah Campbell Collection  -300 books  - Original illustrations  **Discuss KCAS-ELA** –([www.corestandards.org](http://www.corestandards.org) Please use for book ideas for instruction and assessment.  American Library Association ([www.ala.org](http://www.ala.edu))  Award Winning Books - Appendix D (p 253) | **DUE BY 11:00 a.m. in TIGERNET** (before class)  **Faculty Expectations Statement of Understanding:** Please review the syllabus to become familiar with class goals and deadlines. Please post the following statement of acknowledgement:  I, (first and last name), have read the syllabus and understand the ED 371 course requirements and SOE policies regarding Dispositions, Attendance, Technology, TigerNet Postings, Late Work Policy, and Plagiarism. I also understand that part of professional preparation include time management, setting goals, participating in class, and being prepared for class.  **Class Discussion Caldecott Book Award**: Please bring two Caldecott books to class and share with class: What is the title, author, year? What is the plot? What do you like/dislike about your books? Comment on the illustrations. |
| Jan 26 | Ch 1 Read, Read, Read  Ch 2 What is a Good Book? | Discuss Ch. 1 Study Guide Questions.  **DUE: Ch 1 Reflection:** What book made the greatest difference in your life? Why? **Post in TigerNet prior to class**.  Discuss Ch. 2 Study Guide Questions  **DUE: Ch. 2 Reflection.** What do you think makes a good book? **Post in TigerNet prior to class.** |
| **Week 3** |  |  |
| Jan 31 | Ch 3How to Recognize a Well-Written Book  Ch 4 How to Recognize a Well-Written Book | Discuss Ch. 3 Study Guide Questions  **DUE: Ch. 3 Reflection.**Choose and read three books. Complete the Evaluation Guide on p. 33. **Post in TigerNet prior to class.**  Discuss Ch. 4 Study Guide Questions  **DUE: Ch. 4 Reflection.** *What are your thoughts on the illustrations in books for children***?**  **Post in TigerNet prior to class.** |
| Feb 2 | Ch 5 Children’s Books: History and Trends | Show History of Children’s Lit PowerPoint  ***NOTE***: In class, some additional information will be presented and can be added to your timeline |
| **Week 4** |  |  |
| Feb 7 | Ch 5 Children’s Books: History and Trends | **Due: Ch. 5 Reflection** should include *a timeline of children’s books, beginning with the early books available for children up until the present. Be specific with dates and significant people.*  **Post in TigerNet prior to class.** |
| Feb 9 | **Beulah Campbell Collection**  **GUEST SPEAKER: Mrs. Regina Thompson**  **Montgomery Library Archives** |  |
| **Week 5** |  |  |
| Feb 14 | **EXAM 1: Ch 1, 2, 3, 4, 5** |  |
| Feb 16 | Ch 6 Organizing Children’s Literature by Genre  Discuss Genre Study/Annotations  Ch 7 Picture Books  Discuss APA Format for Family Literacy Paper. | **Genre Study Graphic Organizer** (for PRAXIS II Prep). Please add info to this Graphic Organizer for each genre.  **DUE:** Picture Books Annotations/Bring Books  **Post in TigerNet prior to class.** |
| **Week 6** |  |  |
| Feb 21 | Ch 8 Poetry | \*\*Graphic Organizer (Praxis II Prep) |
| Feb 23 | Ch 8 Poetry | **DUE:** Poetry Annotations/Bring Books  **Post in TigerNet prior to class.**  **DUE:** Choose *three* types of poetry and write one poem for each type.Share Poems and PoetryWebsites  **Post in TigerNet prior to class.** |
| **Week 7** |  |  |
| Feb 28 | Ch 9 Folklore: Oral Tradition |  |
| Mar 2 | **Work Day – Planning for Reading Event??** | Leadership and Responsibilities, Candidates Roles (who’s in charge of what?), Theme, Book(s), Decorations needed, Technology, etc. |
| **Week 8** |  |  |
| Mar 7 | Ch 9 Folklore: Oral Tradition | **DUE**: Folklore Annotations/Bring Books  **Post in TigerNet prior to class by noon.**  \*\*Graphic Organizer (Praxis II Prep) |
| Mar 9 | Ch. 10 Modern Fantasy | **DUE:** Family Literacy Paper (in APA format)  MIDTERM EXAM PROJECT  **Post in TigerNet prior to class by noon.** |
| **Week 9** | **SPRING BREAK Mar 13-17, 2017** |  |
| **Week 10** |  |  |
| **Mar 21** | Ch. 10 Modern Fantasy | **DUE**: Fantasy annotations/Bring Books  **Post in TigerNet prior to class.**  \*\*Graphic Organizer (Praxis II Prep)  **DUE:** Compare/Contrast Fantasy & Folklore Genres  **Post in TigerNet prior to class.** |
| **Mar 23** | **Tentative Date**  **SPRING READING EVENT????**  **~~4:00-5:00 TONIGHT~~**  **Campbell Collection Room** | Please bring all supplies to class to finish setting up the room for our Reading Event. |
| **Week 11** |  |  |
| Mar 28 | **EXAM 2: Ch 6, 7 8, 9, 10** | **DUE: Field Experience Reflections for Reading Event. Post in TigerNet** |
| Mar 30 | Ch 11 Contemporary Realistic Fiction | **DUE**: CR Fiction Annotations/Bring Books  **Post in TigerNet prior to class.**  \*\*Graphic Organizer (Praxis II Prep) |
| **Week 12** |  |  |
| Apr 4 | Ch 12 Historical Fiction |  |
| Apr 6 | Ch 12 Historical Fiction | **DUE**: HisFic Annotations/Bring Books  **Post in TigerNet prior to class.**  \*\*Graphic Organizer (Praxis II Prep) |
| **Week 13** |  |  |
| Apr 11 | Ch 13 Biography |  |
| Apr 13 | Ch 13 Biography | **DUE:** Biography Annotations/Bring Books  **Post in TigerNet prior to class by noon.**  \*\*Graphic Organizer (Praxis II Prep) |
| **Week 14** |  |  |
| Apr 18 | Ch 14 Informational Books |  |
| Apr 20 | Ch 14 Informational Books | **DUE:** Info Books Annotations/Bring Books  **Post in TigerNet prior to class.**  \*\*Graphic Organizer (Praxis II Prep) |
| **Week 15** |  |  |
| Apr 25 | Ch 15 Multicultural Books | **DUE**: Multicultural Annotations/Bring Books  **Post in TigerNet prior to class.**  \*\*Graphic Organizer (Praxis II Prep)  **DUE: Field and PPD Assignments**  **Post in TigerNet prior to class.** |
| Apr 27 | **EXAM 3: Ch 11, 12, 13, 14, 15** |  |
| **Week 16** |  |  |
| May 2 | Review 1st Day PreTest– measure knowledge |  |
| May 4 | PRAXIS II Prep | **DUE**: **Graphic O: Genre Study** – Post in TigerNet  **Post in TigerNet prior to class.** |
| **Week 17** |  |  |
| May 9 | **FINAL EXAM – Tues, May 9**  **11:00-12:30** | Author/Illustrator PowerPoint  DUE: Post before class today. |
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**NOTE: The professor retains the right to alter this syllabus at any time deemed appropriate for the attainment of course and School of Education objectives.**

**DISABILITY STATEMENT:**

Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Director of Disability Services at 270-789-5192 to inquire about services.

*PLAGAIRISM POLICY:*

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog).Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

***\*\*\*SCHOOL OF EDUCATION ATTENDANCE POLICY:\*\*\****

Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than six (6) absences for Monday/Wednesday/Friday courses and No more than four (4) absences for Tuesday/Thursday courses. Absences in excess of these numbers of days will result in an **F** for the course. Tardy is defined as missing 10 minutes or less of class time due to late arrival or early departure.  An accumulation of two tardy instances will equate to one day of absence to be applied to the course attendance policy.  Anything more than 10 minutes and less than 30 minutes of missed class time will result in a half day absence.  More than 30 minutes of missed class time will be considered a full day. Your arrival and departure time are as important as your presence regularly.  This is essential for a smooth classroom experience for you and your classmates now as well as the expectation you will face as a classroom teacher when employed later. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student’s responsibility to notify the professor in advance of the excused absence.* It is also the student’s responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.

**INCOMPLETE STATEMENT**

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

**TITLE IX STATTEMENT**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789-5016; Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

**STUDENT ACADEMIC PROGRESS (SAP)**

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility.  All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

**COMMUNICATION REQUIREMENT**

Students are expected to activate and regularly use the university provided email domain (studentname@stu.campbellsville.edu) for all email communication for this class.

***INCLEMENT WEATHER PLICY*:**

In case of inclement weather inclement weather, you may go to CU’s Web site at [www.campbellsville.edu](http://www.campbellsville.edu).

**RECOMMENDED READING:**

Booth, D. (1996). Literacy techniques for building successful readers and writers. York, MA: Stenhouse Publishers.

Covey, S. ( 2008). The leader in me. How schools and parents around the world are inspiring greatness, one child at a time. New York, NY: Free Press Simon & Schuster

Cullinan, B.E. (1992). *Invitation to read: More children’s literature in the reading program*. Newark, DE: IRA.

Glazer, J.I. & Giorgis, C. (2005). *Literature for young children*. Upper Saddle River, NJ: Merrill Prentice Hall.

Graves, D.H. (1991). *Build a literate classroom*. Portsmouth, NH: Heinemann.

Hancock, M. R. (2004). *A celebration of literature and response*. New Jersey: Merrill Prentice Hall.

Holliman, L. (1996). *The complete guide to classroom centers*. Cypress, CA: Creative Teaching Press, Inc.

Kasten, W.C., Kristo, J.V., & McClure, A.A. (2005). *Living literature: Using children’s literature to support reading and language arts*. Upper Saddle River, NJ: Merrill Prentice Hall.

Norton, D.E. (2003). *Through the eyes of a child*. Upper Saddle River, NJ: Merrill Prentice Hall.

Norton, D.E. (2001) *Multicultural children’s literature: Through the eyes of many children*. Upper Saddle River, NJ: Merrill Prentice Hall.

Stoodt-Hill, B. D. & Amspaugh-Carson, L.B. (2005). *Children’s literature: Discovery for a lifetime*. Upper Saddle River, NJ: Merrill Prentice Hall.

**RECOMMENDED WEBSITES:**

**Common Core Standards:** [**www.corestandards.org**](http://www.corestandards.org)

International Reading Association (<http://www.reading.org>)

National Council of Teachers of English (<http://www.ncte.org>).

Association for Childhood Education International ([www.acei.org](http://www.acei.org))

LikeToRead.com ([www.liketoread.com](http://www.liketoread.com))

Like to Write. Com ([www.liketowrite.com](http://www.liketowrite.com))

American Library Association ([www.ala.org](http://www.ala.org))

Scholastic ([www.scholastic.com](http://www.scholastic.com))

PRAXIS II and PLT Tests ( <http://www.ets.org./>)

Ky Department of Education (<http://www.education.ky.gov/KDE>)

Ky Academic Standards ([www.corestandards.org](http://www.corestandards.org))