

LIBM-305 Children's and Young Adult Literature
3 Semester Hours
BLACK HILLS STATE UNIVERSITY
College of Education
Spring 2009
Online course

INSTRUCTOR: Dr. Cynthia Chandler
OFFICE: Jonas 230
OFFICE HOURS: Monday and Wednesday 11 – 1
Tuesday 12 – 2
Thursday 10-12
Or by appointment (I'm going to try virtual office hours but it will take me a while to figure it out.)
PHONE: 642-6858 (Office)
642-2825 (Home)
641-4401 (Cell) The best way to get me.
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CATALOG DESCRIPTION: This is an introductory course for both children's and young adult literature. Content will emphasize selection and evaluation of books according to levels, interest, special needs and educational objectives.

Course Prerequisites

PREREQUISITE: none

Description of Instructional Methods

Discussion and personal investigation.

Course Requirements

TEXTS:

1. Wilhelm, J. D. (2008). *"You Gotta BE the Book: Teaching Engaged and Reflective Reading with Adolescents"*. New York: Teacher's College Press.
2. Choose two (2) from the following to read for literature circle discussions:
Note: You can buy these at the BHSU Bookstore or order online. Most can be checked out of local libraries.

- *The Great Gilly Hopkins*, Paterson
- *The Loud Silence of Francine Green*, Cushman
- *The Freedom Writer's Diary*, Freedom Writers
- *Holes*, Sachar
- *Walk Two Moons*, Creech
- *Watson's Go to Birmingham 1963*, Curtis
- *Secret Life of Bees*
- *Loser*, Spinelli

- *Journey of Crazy Horse, Marshall*
- *Whale Talk, Crutcher*

ATTENDANCE/PARTICIPATION: Attendance in this online course means regular and timely contributions to the discussions about the assigned readings. You must meet the due dates to get full credit for the chapter postings. Participation means that you participate in the online discussions rather than just putting in a summary/reaction of the book chapter. These online discussions are not about agreeing with everything you read or with the instructors or the other students in the class. We expect you to learn to agree to disagree by holding a conviction about your opinion and giving theoretical data to back up your opinion. This course is about you learning more about yourself as a reader and teacher of readers and knowing how to present your opinion while at the same time giving respect to the opinion of others. Therefore, professionalism in this course means that you are learning to hold your own in a theoretical discussion without offending or being offended. I will be participating in the discussion and will give guidance on this issue when appropriate.

CHEATING AND PLAGIARISM POLICY. The BHSU Student Code of Conduct concerning acts of dishonesty to include cheating and plagiarism will be followed.

MAKE-UP POLICY. In the event that situations require more time to complete assignments or tests, the student needs to advise the instructor. For reasonable requests, accommodations may be scheduled within the grading framework established by the university.

Course Goals

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL (ACEI)

STANDARDS MEASURED IN THIS COURSE:

Standard 2 Curriculum Standards: 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.

Standard 2 Curriculum Standards: 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, and ideas to real world issues.

Standard 3 Curriculum Standards: 3.1 Integrating and applying knowledge for instruction: Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

Standard 3 Curriculum Standards: 3.3 Development of critical thinking, problem solving, performance skills: Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.

AMERICAN LIBRARY ASSOCIATION/AMERICAN ASSOCIATION FOR SCHOOL LIBRARIANS (ALA/AASL) STANDARDS MEASURED IN THIS COURSE:

Standard 1.2 Literacy and reading: Candidates are aware of major trends in reading material for children and youth. Candidates select materials in multiple formats to address the needs and interests of diverse young readers and learners. Candidates use a variety of strategies to promote leisure reading. They model their personal enjoyment of reading in order to promote the habits of creative expression and lifelong reading.

INTASC PRINCIPLES MEASURED IN THIS COURSE:

Principle 1: The teacher understands the central concepts, tools of inquiry and structure of the disciplines taught, and creates learning experiences that make them meaningful to students.

Principle 2: The teacher understands how children learn and develop; provides learning opportunities that support their development.

Principle 3: The teacher understands how students differ in their approaches to learning; create instructional opportunities adapted to diverse learners.

INTERNATIONAL READING ASSOCIATION (IRA) STANDARDS MEASURED IN THIS COURSE:

Standard 4 Creating a Literate Environment: 4.1 Candidates select materials that match the reading levels, interests, and cultural and linguistic background of students.

Standard 4 Creating a Literate Environment: 4.2 Candidates select books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.

Standard 4 Creating a Literate Environment: 4.3 Candidates demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals. Candidates model reading and writing as valued lifelong activities.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH (NCTE) STANDARDS

Standard 3 Knowledge of English Language Arts: 3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature.

Standard 4 Pedagogy for English Language Arts: 4.8 Candidates engage students in making meaning of texts through personal response.

STEP ALIGNMENT STATEMENT

This course has been designed to address the following standards:

- ACEI
- ALA/AASL
- INTASC
- IRA
- NCTE

STUDENT LEARNING OUTCOMES:

The student will be able to:

1. As a result of taking this class, students will be able to: Classify children's and young adult literature by age, interest, and genre.
Assessment of Outcome: Textbook Reading, Award winning children's book reading
2. As a result of taking this class, students will be able to: Describe and demonstrate strategies for incorporating children's and young adult literature into curriculum.
Assessment of Outcome: Textbook Assignment and Novel Study Assignment
3. As a result of taking this class, students will be able to: Assess the value of children's literature and young adult literature.
Assessment of Outcome: Literature Circle discussions
4. As a result of taking this class, students will be able to: Apply various elements of technology to enhance literacy instruction.
Assessment of Outcome: Novel Study Assignment and Literature Circle Discussion

Content Modules:

Note: The biggest parts of this course are due on May 8th. Don't be tempted to put anything off. Try to be reading the novels and books during the whole semester and get started on your novel study as soon as possible. Let me know if you have any problems meeting deadlines asap. Warning: If you wait until the last week of the semester, I won't be very flexible.

Module 1: Introductions (2 bonus points)

Please click on *Discuss* and introduce yourself by answering the following questions:

1. Why are you taking this course?
2. Describe yourself as a reader.
3. What is your favorite book?
4. Who is your favorite author?
5. How do you get children to read?
6. Tell a little about your hobbies, family and your job.

Module 2: Textbook Readings and Discussion (20 points)

This assignment is about the textbook. Please read the chapters, write a paragraph giving an overview of the chapter and then another paragraph with your opinion or connections to the chapter. Post this in the D2L *Dropbox*, then go to *Discuss* and participate in a discussion about the chapter. I am going to put you into groups of no more than eight (8) for these chapter discussions to make it easier for you to manage. I will monitor the discussions and post your points each week. To get full credit for the assignment you need to participate in the reading discussions every week. Please see the policy for participation online discussion in the Attendance/Participation section on page 2 of this syllabus.

Textbook Reading Due Dates:

Note: The Due Date represents the date that I will grade the summaries and the discussions. Please make sure you read the readings early enough to participate in the discussion. I am going to grade these more severely than I have in the past because I have found that some students take advantage of their peers by saying very little thereby making the discussion minimal. If you do not participate fully in these readings and discussions you WILL NOT pass this course.

Introduction: DUE 1/20/09

Chapter #1: DUE 1/27/09

Chapter #2: DUE 2/3/09

Chapter #3: DUE 2/10/09

Chapter #4: Due 2/17/09

Chapter #5: DUE 2/24/09

Chapter #6: DUE 3/3/09

Module 3: Literature Circle Discussions (20)

Due Dates: TBA

For this assignment you will pick two (2) of the novels listed with the textbook on pp. 1 and 2 to read for an online literature circle discussion. Please make your choices and post them in the Discussion forum by Jan. 28th. I will put you into groups according to your choices and post them on the *Homepage news* section. You can then meet in *Discuss* to work out a time for discussion. I will provide an Eluminate session or a chat room for your literature circle talk if you want to try that. Otherwise, you will need to decide upon a date for everyone to be finished reading and 2 or 3 days you will commit to going online to discuss the book.

Module 4: Newbery/Caldecott Reading (30)

Due: May 8, 2009

Please start reading Caldecott and Newbery books for this assignment as soon as possible. I know many of you will be tempted to choose books that you have already read to save time. I can't control that. However, you will miss out on the opportunity to read some outstanding books. If you are a classroom teacher, you will want to read books that are appropriate to the grade you teach. If you are an aspiring teacher, you will want to read books that are appropriate for the children you want to teach. If you are an aspiring librarian, you **MUST** be familiar with these award winning books so you can advise your clients about book choices. If you are an avid reader like I am, this will not seem like schoolwork. It should be very enjoyable. However, you should get started asap so you won't be struggling to finish everything at the end of the semester.

Here are the requirements:

You can only read Newbery or Caldecott Award winning books. You get 3 points for each Newbery and 1 point for each Caldecott. You can see that this is a lot of reading, but that's what this course is all about. You may include your literature circle books and any novel study you do with children in this list.

1. Make sure you include at least one book from each of the following genres: (I'll post a definition of each genre in *Content*.)
 - a. Early Childhood Books
 - b. Traditional Literature
 - c. Fantasy
 - d. Multicultural Literature
 - e. Fiction
 - f. Biography and/or Autobiography
 - g. Informational Books
 - h. Poetry and Verse
 - i. Read at least one banned or censored book. (They are not hard to find. Most books have been banned somewhere. You can find a list of these online by googling *Censored children's books*.) Several if not all of the literature circle choices have been censored or banned. Check on those if you want to multi-task.

2. After reading the book prepare an annotated bibliography entry for each book. (See sample below). Your list needs to be categorized by award and by genre to help facilitate my grading of your assignment. Please submit the books as one document when you finish and post it in the *Dropbox* and *Discuss*. Posting it in *Discuss* will give your classmates a chance to have a good classroom collection if they choose to download or print the lists.

Module 5: Novel Study (20)

Due: May 8th

Note: This is the first time I have tried this assignment online. Please be flexible as I work through the details. It will be the highlight of this course when you finish. I always required my student teachers to do an author/novel study. They were always amazed at how it built a learning community. FYI – *Holes* was one of the best novel studies.

Choose one of the Newbery selections you are reading and read it aloud to a large or small group of preferably middle school children. I can help you find a place to read if you need assistance. The requirements for this assignment are:

1. Choose your group and send me the information by Feb. 3rd. (2 points)
2. Do not start this assignment until after you finish reading the textbook because you will know more about reading to and with children after you finish it.
3. Confer with the teacher if you are reading in the classroom about how to proceed. Some will want you to read aloud and some will prefer that you introduce the book and allow

the children to read the book themselves. I would prefer that you read at least part of the book aloud just for the experience. If you are the teacher, use your classroom for this. Send me an overview of your plan for this assignment by Feb. 17. (5 points)

4. Prepare an author study poster or table. You can just introduce the author to the students and ask them to see what they can find out about him/her. Ask them to post favorite quotes from the book/author and bring in artifacts about what they have learned. For example, Gary Paulsen loves dogs. You could put a plastic dog on the table. When I taught 2nd/3rd grade my students learned to just take over the author study. Do it any way you want. The objective is for your students to learn about the author's books, writing style and life style. If you have never done this with children, you will be surprised at how much they love learning about the authors. Most authors have a website where you can email or mail letters that usually get a response. (5 points)
5. As you meet with the students, write a journal entry after each visit and post it in the *Dropbox* when you finish. (8 points)

Module 6: Reflection (10)

Due: May 8th

When you finish all of the assignments write a two (2) page or less reflection about the course. Please include any suggestions for improvement and any favorite parts. It's a 3 hour course, so I don't think the work load is too much, but give your opinion on that, too. In addition, I would like to know what you learned and what you still have questions about.

PERFORMANCE STANDARDS/GRADING POLICY:

<u>Projects</u>	<u>Points</u>
Introduction	2 bonus
Textbook Readings and Discussion	20
Literature Circle Discussions	20
Newbery/Caldecott Reading	30
Novel Study	20
Reflection	10
TOTAL	100

Grading Scale:

100 – 93 = A
92 – 85 = B
84 – 77 = C
76 – 69 = D
68 - 0 = F

Additional Comments:

1. All assignments should follow a writing format. Written assignments will be evaluated for spelling, mechanics, grammar, and content. Poorly prepared and unedited work will receive

lower point values. For the APA writing format, consider using the following web addresses:
<http://www.apastyle.org/elecref.html> and
<http://www.liunet.edu/cwis/cwp/library/workshop/citapa.htm>

2. The instructor reserves the right to add to, delete from, or otherwise amend this tentative syllabus. In order to avoid student disappointment, it is the responsibility of the student to clarify any issues with the instructor prior to grading. In this class, we offer students the opportunity to learn. The responsibility for learning lies with each individual student.

ADA Statement

Reasonable accommodations, as arranged through the Disabilities Services Coordinator, will be provided students with documented disabilities. Contact the BHSU, Disabilities Services Coordinator (MikeMcNeil@bhsu.edu) (605) 642-6099. (Jacket Legacy Room in the Student Union) for more information.

Academic Freedom and Responsibility

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the chair of the department in which the course is being taught to initiate a review of the evaluation.