

ASU College of Education
Department of Teacher Education
ED 6312.010—A Survey of Literature
for Children
Spring, 2010—TR 6-8:50—Carr 128
Course Syllabus

Instructor: Dr. Ann Bullion-Mears; Carr 114; (325) 942-2052, ext. 254; e-mail ann.bullion-mears@angelo.edu

Office Hours: MWF 10-12; MW 2:30-3:30; TR 10-11, 1:30-2:30; R 5-6; and by appointment

Required Text:

Norton, D. G. (2007). *Through the eyes of a child: An introduction to children's literature*. Seventh Edition. Upper Saddle River, NJ: Pearson Merrill/Prentice Hall. ISBN 0-13-220296-4

Recommended Text:

Publication manual of the American Psychological Association. (2010). Sixth Edition. Washington, DC: American Psychological Association. ISBN 978-1-4338-0562-2

My Beliefs about Learning: Learning is an active, personal process, carried out in collaboration with others. Learners must take risks and support others in their learning explorations. Learning occurs when candidates make connections to their previous experiences. Choice allows candidates to connect to their personal experiences and to feel ownership in the learning process. Learning is reflective as well as active. In the classroom environment, everyone—including the instructor—is a learner.

Course Description: Designed to assist candidates in the selection and use of literature for the development, implementation and evaluation of literature programs that emphasize a strong multicultural component.

Course Objectives: Through class discussion, group and individual activities, written and oral projects, and tests, candidates will:

1. Develop a greater understanding and appreciation of the values and history of children's literature, the various genres of children's literature, the selection and evaluation of children's literature, and instructional methodologies using children's literature.

2. Increase familiarity with current and classic literature for children.
3. Develop greater knowledge of visual literacy and ability to appraise graphic media used to illustrate books for children.
4. Develop expertise in one issue affecting children's literature through writing a research paper.
5. Contribute to the dissemination of professional knowledge through writing book reviews for the Heart of Texas Literature Center.
6. Acquire knowledge and understanding of the Reading Specialist TExES competencies.
7. Continue work on a Masters of Education with Reading Specialist Certification e-portfolio.

Reading Specialist TExES Standards Met by ED 6312

Standard I. Components of Reading: The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

The beginning Reading Specialist knows and understands:

1.24k characteristics of specific texts (e.g., children's literature, young adult literature, magazines, reference materials, electronic media) and strategies for reading a variety of texts (e.g., expository and narrative texts);

The beginning Reading Specialist is able to:

1.28s promote students' comprehension skills by providing them with multiple opportunities to listen to, read, and respond to various types of fiction and nonfiction literature for children and to learn about types of narrative and expository texts;

Standard II. Assessment and Instruction: The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

The beginning Reading Specialist knows and understands:

2.19k strategies for creating an environment that integrates the language arts; promotes respect for cultural, linguistic, and ethnic diversity; and fosters the literacy growth of all students; and

2.20k strategies for evaluating and selecting appropriate children's and young adult literature and other instructional materials.

The beginning Reading Specialist is able to:

2.12s identify, evaluate, and recommend a variety of appropriate reading materials for a range of reading levels, purposes, and interests;

2.13s promote students' understanding of various literary genres and skills in literary response and analysis;

Standard IV. Professional Knowledge and Leadership: The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.

The beginning Reading Specialist knows and understands:

4.3k the importance of the interactions among the reader, the text, and the context of the reading

situation;

4.5k the importance of understanding and respecting cultural, linguistic, ethnic, and individual diversity.

The beginning Reading Specialist is able to:

4.1s communicate the theoretical rational for instructional decisions and practices.

Course Requirements:

1. Attendance and Preparation Policies

Attendance at, preparation for, and participation in each class are mandatory. Course content is presented through demonstration and practice with frequent student debriefing. Homework assignments are designed to require a **minimum** of two hours outside of class for each class hour.

Exams should be taken and projects and assignments should be turned in on the due date. Assignments are due at the beginning of class. Late work is accepted but is automatically penalized 10%. ***All late work must be submitted within two weeks of the original due date.*** Assignments (but not exams) may be resubmitted when a score of below 70% is received. The highest grade given for late and resubmitted work is 90%.

2. Readings and Experiences in Children's Literature - 200 pts

To develop familiarity with a variety of genres and specific works in children's literature, candidates must read many books within the canon of children's literature. At each class meetings, candidates will be given a reading assignment based on that week's topics of discussion. The information that candidates glean from their reading and analysis of the selected books will then be presented as part of a class discussion or through a series of postings by each candidate on the Discussion Board feature of Blackboard (20 pts each).

Due: Weekly or Biweekly

3. Chapter Presentations - 150 pts

Candidates will be placed in small groups to present 2 oral presentations (75 pts each) on seven different genres of children's literature. The first set of presentations will be given in Feb and Mar and includes Picture Books (Stacy, Amy, Dedra), Traditional Literature (Kay, Darla), and Modern Fantasy (Tanya, Patricia). The second set of presentations is due in April and includes Contemporary Realistic Fiction (Dedra, Darla), Historical Fiction (Patricia, Stacy), and Informational Books (Tanya, Kay, Amy). Each presentation must include (but is not limited to) a Read Aloud that introduces the genre; an overview of the genre and its different components; a delineation of the genre's characteristics; activities to engage the class in the genre (may be oriented towards elementary, middle school, high school, or adult students); information about trends in the genre; and a bibliography (APA format) of recommended readings (a minimum of 20 children's and young adult titles and 10 professional resources). Each presentation should last 75 minutes. Candidates are encouraged to be imaginative, creative, thoughtful, and thorough in planning these presentations.

Due: Picture Books & Traditional Literature, Mar 11; Fantasy & Poetry, Mar 25; Realistic Fiction, Apr 1; Historical Fiction & Biography, Apr 8; Informational Books, Apr 15

4. Research Paper - 100 pts

Candidates are expected to research a topic of importance in the field of children's literature. These papers should be 12-15 pages in length (not including the reference list) and should be prepared according to the manuscript requirements of the American Psychological Association (6th ed.). Possible topics include

- Censorship and Children's Literature
- Children's Literature in Social Studies (or another content area)
- Children's Literature and Critical Literacy
- Visual Literacy
- Gender Issues in Children's Literature
- Multicultural Issues in Children's Literature
- Issues/Trends in Traditional Literature (or another genre area)
- Children's Literature and Formal/archetypal/Historical/
Psychoanalytical/Feminist Criticism

Due: May 6

5. HOT Reviews-Pass/Fail

The Heart of Texas Literature Center reviews children's and young adult literature and publishes the findings 4 times a year in *The Lorgnette*. In order to experience recently published books and the professional experience of writing for publication, each candidate is expected to write a minimum of 3 reviews for Vol. 4 of *The Lorgnette*. The 3 required books must include a picture book, a long fiction book (over 100 pp), and an informational book. Book selection will take place at Bowie Elementary School on Feb 11. Opportunities for peer revision and editing will be done through the discussion board feature of Blackboard. Final copies need to be emailed to charding@hputx.edu by midnight Mar 24.

6. Portfolio - Pass/Fail

Reading Specialist candidates are required to present a portfolio during oral comprehensives, and as this is your first course in the program, your portfolio will be inaugurated with this course. The portfolio is tied to IRA standards and to the TExES competencies. Training in Taskstream will be provided from 4-6 PM in Rm 124 on Feb 11, 18, and 25.

7. Exams - 225 pts

Three exams are planned during the semester. These exams will be worth 75 points each and will cover only new material. The exams will cover information discussed in class and the assigned readings. They will check understanding of basic concepts, vocabulary, and techniques. These exams will take multiple formats, including multiple choice, matching, fill in the blank, listing,

identification, application, and short essay. Ex 1, Feb 25; Ex 2, Apr 1; Ex 3 (online), Apr 29

Grading Scale:

Total points = 775

698 - 775 = A (90-100%)

620 - 697 = B (80-89%)

543 - 619 = C (70-79%)

465 - 542 = D (60-69%)

464 - 0 = F (59-0%)

The instructor reserves the right to alter course requirements to better meet the learning needs and maturity levels of the graduate candidates.

Everyone pursuing a Master's Degree must successfully complete the Comprehensive Program Review (CPR) which covers experiences and course work within the candidate's program. Candidates must consult frequently with the Program Advisor in their field regarding details about that particular program. Those seeking only certification or course work non pursuant to a Master's Degree do not complete the Comprehensive Program Review (CPR).

Persons Seeking Accommodations: Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. Students are encouraged to make this request early in the semester so that appropriate arrangements can be made.

Academic Honesty: Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.

Disciplinary actions concerning academic honesty will follow the ASU Student Handbook Section 5.3 on Academic Honesty. Especially note Section 5.312 regarding plagiarism.

College of Education Electronic Communication Devices Policy: Cell phones and other electronic communication devices are to be turned off during class time.

All e-mail communications will take place through ASU e-mail accounts. Please check your ASU e-mail on a regular basis.

Tentative Calendar

ED 6312--Spring, 2010

Date	Topic	Assignment
CM 1 Jan 21	Values of Children's Literature Responding to Literature	Ch. 1 Books to Aid Development
Jan 23 9:30-11:45	Graduate Student Success Orientation	
CM 2 Jan 28	No Class Pearl of the Concho Dinner	
CM 3 Feb 4	Discussion Board	
Feb 6	ASU Literacy Conference	
CM 4 Feb 11	Pick-up HOT Books History of Children's Literature Evaluating and Selecting Literature	Ch. 2 & 3 Study for Ex 1
Feb 11, 18, 25 4-6 PM	Taskstream Training Rm 124	
CM 5 Feb 18	Discussion Board	
Feb 18-19	ASU Writers Conference	
CM 6 Feb 25	Exam 1 Artists and Illustrations	Ch. 4
CM 7 Mar 4	Discussion Board	
CM 8 Mar 11	Picture Books Presentation Traditional Literature Presentation Discussion Board--HOT Reviews	Ch. 5 & 6
Mar 15-19	Spring Break	
Mar 24	HOT Reviews Due	Email to: charding@hputx.edu
CM 9 Mar 25	In-class Discussion Fantasy Presentation Poetry Presentation Discussion Board--Lit Circle	Ch. 7 & 8 Study for Ex 2
CM10 Apr 1	Exam 2 In-class Discussion Realistic Fiction Presentation	Ch. 9
Apr 5	Last Day to Withdraw	
CM 11 Apr 8	In-Class Discussion Historical Fiction Presentation Biography Presentation	Ch. 10 & 11

CM 12 Apr 15	In-class Discussion Informational Books Presentation	Ch. 12
CM 13 Apr 22	Discussion Board	Study for Ex 3
CM 14 Apr 29	Exam 3 (online) Research Paper Worksession	Research Paper
CM 15 May 6	Research Presentations Celebration	Have a great summer!

Please read, sign, and return the permission slip below if you agree to the use of your work.

I, _____, give Dr. Ann
(print full name)

Bullion-Mears permission to use my work developed in ED 6312 during Spring, 2010 in research articles and presentations and as examples in class to help other students perform assignments. I understand that when my work is used as an in-class example that my name will be deleted; however, if the work is used in a professional presentation or article, my name will be displayed and I will receive full credit for my creative efforts.

Signature _____ Date _____