

ASU College of Education
Teacher Education Department
RDG 2306.010-Teaching Reading Using
Children's Literature
Fall, 2009-MW 1:30-2:45-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: M&W 12-1, 3-4; T&R 10-11, 3:30-4:30; F 11-12; and by appointment. No Office Hours will be held on Friday 9/4, 9/25, 10/23, 11/6, and 12/4.

Required Text:

Stoodt-Hill, B. D., & Amspaugh, L. B. (2009). *Children's literature: Discovery for a lifetime*. Boston: Allyn & Bacon.

My Beliefs about Learning: Learning is an active, personal process, carried out in collaboration with others. Learning requires risk taking. Learners need support from the teacher and their classmates. Learning occurs when students manipulate information and make connections to their previous experiences. Choice allows students to make unique connections and to feel ownership in the learning process. Learning is reflective as well as active. Learners need time to think about and process information. In this classroom, everyone—including the teacher—is a learner.

Course Description: A study of the affective aspects of attitudes, motivation, interest, beliefs, feelings, and values of children's and adolescent literature in helping students become lifelong readers. A variety of genres will be explored relating to social, emotional, intellectual, and literacy development.

Course Goals: This introductory children's literature course is designed to prepare preservice teachers to teach critical reading, language arts, and children's literature in heterogeneous classrooms in the EC-8 grades.

Course Objectives:

- To become familiar with current and classic literature available for children.
- To recognize the academic and personal values that literature holds for children.
- To learn and apply specific criteria for evaluating various types of literature read by children.
- To widen knowledge of and learn to appraise more adequately graphic media used by artists to illustrate books for children.
- To foster the use of technology as an instructional tool.
- To develop an ability to foster the appreciation of good books through a variety of motivational and interpretive activities.
- To develop an ability to use literature in teaching critical thinking and critical reading skills.
- To identify and apply various selection modes.

TEXES Competencies Met by RDG 2306:

Standard I. Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

The beginning teacher knows and understands:

5k active, purposeful listening in a variety of contexts;

6k the use of critical listening to analyze and evaluate a speaker's message;

7k listening skills for enjoying and appreciating spoken language; pronunciations commonly associated with written English) and support students' learning and use of classroom English through meaningful and purposeful oral language activities;

The beginning teacher is able to:

3s provide direct and indirect instruction, including modeling and reading aloud, in "classroom" English (e.g., language structures and pronunciations commonly associated with written English) and support students' learning and use of classroom English through meaningful and purposeful oral language activities;

4s select and use instructional materials and strategies that promote students' language development, respond to students' individual strengths, needs, and interests, and reflect cultural diversity;

Standard IV. Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

The beginning teacher knows and understands:

3k that literacy development occurs in multiple contexts through reading, writing, and the use of oral language;

4k a wide range of student literature and other texts written for students;

5k the importance of modeling and encouraging reading for pleasure and lifelong learning;

The beginning teacher is able to:

3s provide multiple opportunities for young students to listen to and respond to a wide variety of student literature, both fiction and non-fiction, and to recognize characteristics of various types of narrative and expository texts;

4s talk with students about their favorite books;

5s engage students in story reading experiences and encourage young students to interact with

others about stories;

6s provide many opportunities for students to read and write in order to develop an extensive reading and writing vocabulary;

7s assist young readers in selecting their own books for independent reading;

8s teach students about authors and their purposes for writing;

12s use technology to help students access a wide range of narrative and expository texts.

Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

The beginning teacher knows and understands:

1k that reading comprehension begins with listening comprehension and knows strategies to help students improve listening comprehension;

6k the role of visualization skills in reading comprehension;

7k the relationship between extensive reading, vocabulary development, and reading comprehension;

9k various literary genres (e.g., historical fiction, poetry, myths, and fables) and their characteristics;

12k how comprehension can be improved through wide reading, the importance of allocating time to wide reading, and how to develop and maintain classroom libraries and “sending home” libraries;

21k literary response and analysis and ways to promote students’ development of literary response and analysis;

The beginning teacher is able to:

2s use a variety of instructional strategies to enhance students’ listening and reading comprehension, including helping students link the content of texts to students’ lives and connect related ideas across different texts;

7s provide time for extended reading of a wide range of materials, including expository texts;

8s use instructional strategies that help increase students’ reading vocabulary;

9s provide instruction that increases knowledge of students’ own culture and the cultures of others through reading;

11s provide opportunities for students to apply comprehension strategies to literature and to respond to literature in a variety of ways (e.g., using reading journals and discussions), including relating background knowledge to literary texts;

12s teach elements of literary analysis, such as story elements and features of different literary genres;

Standard XII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

The beginning teacher knows and understands:

3k procedures and criteria for analyzing and evaluating visual images, messages, and meanings;

The beginning teacher is able to:

2s compare and contrast print, visual, and electronic media (e.g., films and written stories);

3s evaluate how visual image makers (e.g., illustrators, documentary filmmakers, political cartoonists, and news photographers) represent meanings and provide students with varied opportunities to analyze and interpret visual images;

4s teach students to analyze visual image makers’ choices (e.g., related to style, elements, and medium) and evaluate how these choices help to represent or extend meaning;

Course Requirements:

1. In class assignments, participation, and 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 three hours outside of class for each class hour.

Students will not be penalized for *three* absences when assignments have not been missed; however, *three (3) points will be deducted from the final grade average for every absence beyond three.*

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. *No late work or resubmitted work will be accepted after the last regular class day (Dec 2).* The highest grade given for late and resubmitted work is 90%.

2. Reading Workshop (250 pts)

Students are expected to read for one half hour 7 nights a week in children's and/or adolescent literature. Each night students should complete an entry on their Reading Log (100 pts *due Nov 30*). Twice during the semester students are expected to turn in a Reading Response Letter that discusses their reading (50 pts each; due by groups at various times in the semester). At the end of the semester, students will turn in an Analysis/Reflection Letter (50 pts *due Nov 30*).

3. Exams (250 pts)

There will be four exams during the semester. The first three exams are worth 50 pts each; these exams are not comprehensive and will only cover the material for that particular time period. The final exam will be comprehensive and is worth 100 pts.

4. Extension Experiences (365 pts)

Students are expected to participate in a series of experiences that will extend the information about literature, genres, and instructional methodologies that will be presented in class. Some class time may be devoted to each of these experiences, but students should expect to spend time outside of class preparing for these activities.

- In class responses to read alouds 40 pts
- Reading Aloud 25 pts

- Quick Book Share (2) 30 pts
- Selection Aids (ASU, TGCL, database) 50 pts
- Story Map 25 pts
- Book Web 50 pts
- Literature Circle Materials and Projects 120 pts
 - Bookmarks (20 pts)
 - Role Sheets (20 pts)
 - Peer/Self Evaluation (30 pts)
 - Individual Projects (50 pts)

More information about each of these assignments will be presented later in class.

Grading Policy:

865 total points	779 - 865 = A
	692 - 778 = B
	606 - 691 = C
	519 - 605 = D
	0 - 520 = F

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

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*.

School of Education Cell Phone/Electronic Paging Device Policy: Cell phones and other electronic paging devices are to be turned off during class time.

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 RDG 2306 during Spring, 2008 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 _____