

UNLV – College of Education
Preparing Professionals for Changing Educational Contexts

Department of Curriculum & Instruction

Course Information

Children’s Literature in the Elementary Curriculum	EDRL 401/CIL 501	3 Credit Hours
Term: Fall 2010	Date and Time: T 7:00 – 9:45 CEB143	

Instructor Information

Christina A. Bentheim, M.Ed.	Phone: 702.714.0877 (mobile)
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Course Wiki: http://unlvkidlit.pbworks.com	

Course Description

Course Introduction

EDRL 401/CIL 501 focuses on extensive and intensive reading of children’s literature and strategies for sharing it with children in the elementary classroom. We will examine children's reading interests and needs as a basis for evaluation and selecting children's literature. This course will provide class members with an opportunity to enjoy and discuss a wide variety of quality children's books while experiencing various response strategies. Participants will also explore numerous authors and illustrators of children's literature as well as exploring ways for integrating literature into the curricula. Various resources available on children's literature will be examined. (3 credits)

General Course Objectives

The primary learning intent of this course is to facilitate your exploration of literature for children in a way that is personally meaningful to you. Strategies for using literature will be discussed as we interact with books and each other, but are not the focus of the course. Your instructor will provide the basic framework for the course, but what and how much you learn will depend on the choices you make during each class period and in your independent reading and projects.

"So please, oh PLEASE, we beg, we pray, Go throw your TV set away, And in its place you can install, A lovely bookshelf on the wall."

– Roald Dahl, Charlie and the Chocolate Factory

COE Principles Addressed

1. *Content Knowledge:* The COE graduate knows and understands the central concepts, tools of inquiry, and structures of the discipline(s) and creates learning experiences that make these aspects of content meaningful. They are passionate about their subjects and their work.

2. *Individual Development:* The COE graduate knows and understands how individuals learn and can develop and provide opportunities that support intellectual, career, social, and personal development. They seek ways to enhance the success of their future students.
3. *Diverse Learners:* The COE graduate knows and understands how individuals differ in their approaches to learning and creates opportunities that are equitable and adaptable to the needs of diverse learners. They demonstrate dispositions that reflect a caring nature toward their clients.
5. *Strategies and Methods:* The COE graduate knows and understands and can employ a variety of strategies and methods and encourages the development of critical thinking, problem solving, decision-making, and performance skills. They create lessons that promote student achievement.
6. *Learning Environments:* The COE graduate knows and understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. They create enriched learning environments.

Knowledge

Prospective elementary teachers should be able:

- ✓ To exhibit a knowledge of an extensive array of children's literature
- ✓ To create criteria for evaluating and determining quality literature for children
- ✓ To explore various response strategies to assist the reader in gaining meaning from the text

Performance (Skills)

Prospective elementary teachers should be able:

- ✓ To read and record over 100 books written and illustrated for children (INTASC 1)
- ✓ To participate in small and whole group discussions about literature (INTASC 2, 3, 4)
- ✓ To integrate relevant technology into the curriculum (INTASC 1, 5)
- ✓ To respond through written, oral, and aesthetic methods to literature (INTASC 1, 2, 6)

Dispositions

Prospective elementary teachers should be able:

- ✓ To make personal connections to literature related to their own life experiences (INTASC 1, 3, 4, 7)
- ✓ To gain ownership in the learning process by making choices within small group activities and individual projects (INTASC 1, 2, 3, 4)
- ✓ To reflect on various learning activities through written means, dialogue, and self-evaluations (INTASC 3, 7, 8, 9)
- ✓ To gain an understanding and appreciation of diverse cultures (INTASC 3, 8, 9)
- ✓ To recognize that learners require both choice and voice within a democratic classroom (INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9)

Results

Students in EDRL 401/CIL 501 will demonstrate their knowledge, skills, and dispositions to infuse children's literature into their teaching and learning; plan, organize and deliver instruction in the following ways:

- ✓ Read and respond to a variety of children's literature (INTASC 1, 5)
- ✓ Develop criteria to determine quality children's literature (INTASC 1, 2, 4, 7)
- ✓ Locate instructional materials in the Curriculum Materials Library and from the Internet (INTASC 5)
- ✓ Create a portfolio that reflects their understanding of children's literature (INTASC 1, 2, 4, 5, 10)
- ✓ Reflect on the learning process (INTASC 10)

Required Materials:

- ◆ *Reading Aloud and Beyond: Fostering the Intellectual Life of Older Readers* by Frank Serafini and Cyndi Giorgis. Heinemann, 2003. (Available at the UNLV Bookstore.)
- ◆ Response notebook

- ◆ A variety of texts, chapter books, picture books, etc. will also be required reading, but will be available either electronically on our wiki (<http://unlvkidlit.pbworks.com>) or from the instructor.

As we explore children's literature together, remember that we are all students and we are all teachers.

Learning Projects and Course Requirements

1. PROFESSIONALISM

Attendance Policy: Participation and attendance are essential. You cannot participate if you are not here. You also cannot participate if you are unprepared. Because we are building a learning community and because you are entering the teaching profession which brings with it professional responsibilities, it is important and your responsibility, to attend each class session, and be prepared with the appropriate readings and assignments on the dates they are due. **In the event that you are unable to come to class, the following penalties will apply:**

- ◆ 1 absence = no change in grade
- ◆ 2 absences = course grade drops by 1 degree (i.e., A to A-, A- to B+, B+ to B, etc.)
- ◆ 3 + absences = 25 additional points deducted for each absence from overall course grade
- ◆ Arriving late or leaving early 3 times (15 minutes after start time or 15 minutes before end time) = grade drops by 1 degree (A to A-, A- to B+, B+ to B, etc.)

100% on-time attendance at every class session is required and expected. Punctuality is a component of professionalism and arriving late or leaving early is very disruptive.

Assignment Policy: This is a college course with both undergraduate and graduate students. College-level writing, mechanics, formatting, and citations are expected. All assignments, unless otherwise specified, should be typed and double spaced using Times New Roman, size-12 font with 1-inch margins. Citations are required when using or referencing materials other than your own and should be in the APA standard.

Late assignments will be accepted UNDER CERTAIN CIRCUMSTANCES (meaning: COMMUNICATE with your instructor), but will result in the assignment grade dropping 1 degree (i.e., A to A-) for each class period it is late. (This includes turning it in the next day unless given instructor permission at least one day prior to the assignment being due). As current and future educators, your professional responsibilities include timely submission of paperwork; there is no time like the present to get into the practice. All assignments are to be submitted electronically via your personal assignment page on our class wiki (<http://unlvkidlit.pbworks.com>).

Participation and attendance are essential. You cannot participate if you are not here or are unprepared. **In-class assignments cannot be made up. Points will be deducted for any in-class assignment missed.** (In-class assignments are not generally listed on the course schedule.) In addition, you cannot make up for a discussion you missed in class. Although students participate in class discussions to various extents, each student is responsible for being involved in, or listening to, class discussions. Our class wiki will also be a forum for required discussions with specific due dates and required elements. (A rubric will be provided.)

Technology Policy: Phones, iPods, iPads, PDAs, and laptops are not to be used during class unless an emergency arises; this includes text messaging. Cell phones need to remain in your purse, backpack, or pocket—and need to be OFF or on SILENT (not vibrate, as it still makes noise). Your instructor abides by the same policy as to not disrupt your instructional time.

2. RESPONSE NOTEBOOK

Purchase a composition or spiral-bound notebook to use for response strategies. This notebook is NOT used for class note-taking. Its sole purpose is to provide a space for you to respond to your reading as well as to think through some of the books you have encountered or would like to read in the future. This notebook will become a valuable resource once you have your own classroom. Use sticky notes to create the following tabs in your Response Notebook: Response Strategies (will be used in a structured manner in class), Authors and Illustrators (for you to keep track of who you want to explore further), and Future Reading (a place to jot book titles we discuss in class).

3. READING JOURNAL

Extensive and intensive reading of children's literature is the primary focus of this course. You are to design and maintain a reading journal to keep track of all of the children's books you have read DURING the semester. The books you include can come from class sessions or books you gather from the CML or public library.

The major function of the reading journal is for you to record information you think you will want for future sharing of the book. This journal will become a valuable resource once you have your own classroom, so be sure to create your journal in a manner that will ensure its future use. Previous students have used 5 x 8 index cards with rings, a computerized spreadsheet, and thematic sections within a binder. The point is to use this information in the future, so whatever method you choose must allow the data records to be manipulated. For each book you read, you will need to record the following information:

- ◆ Title, author, illustrator, copyright date, and publisher
- ◆ A brief (2-3 sentence) summary of the book
- ◆ Media for illustrations (if a picture book)
- ◆ Personal response (If you like it, tell why; if you don't like it, tell why. Avoid generalizations like "cute.")
- ◆ Potential ways to share this book with children

The required readings for your Reading Journal include pieces of children's literature as follows:

- ◆ Five (5) picture books for each genre we discuss (realistic fiction, historical fiction, poetry, traditional literature, fantasy, biography, and non-fiction)
- ◆ Three (3) Literature Study chapter books
- ◆ Four (4) chapter books from the following genres:
 - One (1) fantasy book from selected titles
 - One (1) realistic fiction book from selected titles
 - One (1) historical fiction book from selected titles
 - One (1) biography from selected titles
 - Ten (10) Caldecott winners (make sure that these are Caldecott Award winners, not honor books)
- ◆ Books for author study
- ◆ Additional reading of picture books and chapter books to bring your final total to approximately 120 books

Most of the reading for this journal can be accomplished in class. There will be days where you have less time to browse and read than others, but this is not a project to put off until it is due. **It is highly recommended that you BRING YOUR READING JOURNAL with you to every class session so you can record information about the books you read during browsing time.** This course is based on CONTINUOUS reading of children's literature and will greatly increase your learning and participation if you are reading regularly throughout the course.

"All really good picture books are written to be read five hundred times." – Rosemary Wells

4. RESPONSES TO PROFESSIONAL LITERATURE

You will be required to submit your reading reflections and responses to the text and other pieces of professional reading. These responses are due on the day we discuss the chapter. Please format your responses in a

double-entry journal format and bring a hard copy to class (you'll need to reference it during discussions). An example will be provided. Post your professional responses to your personal learning space on our class wiki (<http://unlvkidlit.pbworks.com>).

5. LITERATURE CIRCLES

You will participate in five (5) in-class lit circles. Please read the selected books BEFORE the scheduled class. You will bring a written response to each of these lit circles to share with your groups. The response strategy will be modeled the previous class before the strategy is due. Be prepared to extensively discuss these books during the scheduled class.

If you are absent on the day of a literature circle, you can turn in your written response strategy for the book, but you cannot make up the participation points. If you're not here, you can't participate!

"You have to write the book that wants to be written. And if the book will be too difficult for grown-ups, then you write it for children." — Madeleine L'Engle

6. LITERATURE LEARNING EXPERIENCES AND STRATEGIES

Throughout the semester, we will participate in various learning experiences. The scheduled experiences are as follows:

Learning Experience #1 - Introductory Letter: Richard Peck, author of numerous award-winning books for children, claims, "The literature of our childhood becomes our lifelong luggage." He admonishes authors, teachers, and parents to remember that "a book for the young must live in their world, not ours." As a means of considering these words, I'm asking you to reflect upon your own early (and later) reading life and introduce yourself in a 2-3 page letter (written to me) that reflects on some of your "lifelong luggage." In addition to proofreading for written mechanics, include the following in this typed letter:

Mention three pieces of literature that had a strong impact on you as a reader from three different times in your life *prior to high school* (e.g., a book read to you, one you reread over and over again, one that could have been your undoing as a reader, one you hope to introduce to your students/children). Consider the reason(s) for each book's appeal. Relate the books to who you were at the time. Aim to find a "common thread" or make some type of metaphorical connection between the books and your life as a reader. Post this letter to your personal page on our class wiki (<http://unlvkidlit.pbworks.com>).

Learning Experience #2 - Caldecott Analysis: Using the information provided in class, analyze a Caldecott book (a gold medal, **not** an honor book with a silver medal) of your choice.

Learning Experience #3 - Thematic Text Set: This assignment will be modeled in class. We will brainstorm topics for text sets as a class and each student will create his or her own text set. You will generate an annotated bibliography (APA standard) of your text set, which you will post to your personal learning space AND to the public Text Set Assignment section on our class wiki (<http://unlvkidlit.pbworks.com>).

Learning Experience #4 - Reader's Theatre Script: You will develop a reader's theatre script for an ORIGINAL reader's theatre experience. (Searching for scripts online is fine for an EXAMPLE, but you are required and expected to turn in your OWN script that has not been done before.) Examples will be shared in class. Post this assignment to your personal learning space AND to the public Reader's Theatre Assignment section on our class wiki (<http://unlvkidlit.pbworks.com>).

7. GENRE STUDY GROUP PRESENTATION

Students will sign up in groups of three or four to gather information on a particular genre. Each group will create a presentation to lead a class discussion. (Examples will be provided in class.) Information for each genre can be obtained from readings on our class wiki (<http://unlvkidlit.pbworks.com>) in the Genre Study Assignment section, from children's literature textbooks (check Google Books and the CML), and from the Internet. At least one authoritative textbook must be used and

referenced. Wikipedia is not an acceptable source. Cite all sources using the APA standard. The group will be responsible for creating an easy-to-read and attractive handout (usually between 4-6 pages) for each member of the class that contains:

- ◆ A definition of the genre, which was created by a review of available literature;
- ◆ Criteria for selecting the books and authors included within your handout;
- ◆ A list of 20 books that fit this genre along with bibliographical information (APA standard);
- ◆ A list of 10 authors/illustrators that are prominent in this genre;
- ◆ At least 3 websites that connect to the genre being presented; and
- ◆ Other relevant/creative information you want to share with the class.

Post the handout to the Genre Study Assignment section on our class wiki (<http://unlvkidlit.pbworks.com>) AND make one copy of the handout for each student in the class.

8. AUTHOR /ILLUSTRATOR STUDY

This will be an in-depth study of one children's literature author or illustrator. We will share our author studies at the end of the semester. The following requirements must be met for your study:

- ◆ Read at least 7 picture books if your individual is an author or illustrator of picture books, or at least 3 chapter books if you have selected an author that focuses on writing chapter books (or a combination if they do both).
- ◆ Develop a detailed and ORIGINAL ten-day lesson plan for the study of your author or illustrator (indicate possible grade levels).
- ◆ Create a binder/box/resource that will contain artifacts (files and/or information) that support your author study. An example will be shared in class. These artifacts MUST be organized according to categories. Evidence that you have read and examined the author's/illustrator's work is important for this assignment. Basically, this will include everything someone would need to teach your author study to children—all handouts, lesson plans, models, samples, etc.
- ◆ You will create a multi-media presentation including a video montage (mixture of both photos, video, and text), Prezi.com presentation (a 2010-style slide presentation), photo collage with music using Animoto.com, vodcast (video podcast), or other presentation format pre-approved by the instructor for your class presentation of your chosen author/illustrator and his/her books. The presentation should be a compilation of what you have learned about the author, a few examples of how you will facilitate classroom activities, QUALITY pictures of some of the author's books (search using Google Images and pick the largest photo sizes possible to avoid pixilation), interesting author biographical information, and any other visual representations you design. Your presentation should take no longer than about 10-12 minutes. Post your multi-media presentation (embed it, link to it, etc.) to your personal learning space on the class wiki (<http://unlvkidlit.pbworks.com>), as well as to the public Author Study Assignment section.
- ◆ A **one page** (front and back) handout that includes a brief biographical account, as complete a bibliography as possible (APA standard), websites for further information and a brief analysis of the author's work based on your readings. **CITE YOUR SOURCES! Make a copy of the handout for each member of the class; it will be distributed the class period you present your author study.** Post your handout (embed it, link to it, etc.) to your personal learning space on the class wiki (<http://unlvkidlit.pbworks.com>), as well as to the public Author Study Assignment section.

A section of resources, which will guide you in your use of technologies, is provided for you on the class wiki at <http://unlvkidlit.pbworks.com>. As 21st century educators, it is critical that you be able to capture the attention of your students and model technology innovation and visual literacy of the eye-generation.

"I just write what I know and what I feel, and I let the publisher decide who might read it." — Kadir Nelson

Student Course Evaluation

(rubrics will be supplied for major assignments)

Professionalism	50 points
Response Notebook (6 in-class response exercises @ 5 points each)	30 points
Reading Journal	80 points
Responses to Professional Literature (6 responses @ 10 points each)	60 points
Literature Circles Participation (5 lit circles @ 5 points each)	25 points
Literature Circles Response Strategies (5 response strategies @ 5 points each)	25 points
Introductory Letter	25 points
Caldecott Analysis	25 points
Thematic Text Set	25 points
Reader's Theatre Script	25 points
Genre Study Group Presentation	30 points
Author/Illustrator Study	100 points
GRAND TOTAL	500 points

500 – 450 = A

449 – 400 = B

399 – 350 = C

349 – 300 = D

299 – 0 = F

MINUSES AND PLUSES WILL BE AT DISCRETION OF INSTRUCTOR BASED ON NUMBER OF POINTS EARNED, CLASS PARTICIPATION AND PROFESSIONALISM.

*For those students enrolled in CIL 501, it is expected that all assigned work will be completed at a level consistent with graduate work. In addition the following assignment will need to be completed:

For CIL 501 students only: Select a topic of interest in children's literature. Locate 3-4 professional articles about this topic and summarize them as well as reflect upon how this issue impacts literacy in the elementary classroom. Use APA style in references and citations. You must include at least 3 references with corresponding citations within the body of the paper. (100 points; your course total points available is 600 points)

Course Schedule

(subject to revision at discretion of the instructor)

Class Date	Topical Agenda* (*Every class will begin with a read aloud experience)	Out-of-Class Assignments DUE
8/24	Class Introductions, Course Introduction, Syllabus, Reasons for Reading, Value of Children's Literature, Genre Overview and Group Sign-ups	
8/31	Role of Literature in the Elementary Curriculum, Reading Aloud, Thematic Text Sets, Building Community, Browse Community Text Sets	<ul style="list-style-type: none"> ✓ Read chapter 1 in textbook; see class wiki for additional required reading for this week ✓ Professional Response #1 DUE ✓ Introductory Letter DUE
9/7	Visual Literacy, Illustrator Techniques and Media, The Caldecott Award, Browse Variety of Media and Caldecott Winners and Honor Books, Lit Circle Discussion #1	<ul style="list-style-type: none"> ✓ Read chapters 2, 3, and 4 in textbook; see class wiki for additional required reading for this week ✓ Professional Response #2 DUE ✓ Lit Circle Response #1 DUE
9/14	The Nature of Reading Response, Framing Curriculum with Children's Literature, Response Strategies, Author/Illustrator Study Assignment Discussion and Example, Browsing	<ul style="list-style-type: none"> ✓ Read chapters 7 and 10 in textbook; see class wiki for additional required reading for this week ✓ Professional Response #3 DUE
9/21	Reader's Theatre and Performance of Reading, Creating A Script from A Story, Reader's Theatre Script Assignment Discussion and Example, Reader's Theatre Class Performance, Browsing	<ul style="list-style-type: none"> ✓ Read chapters 5 and 6 in textbook; see class wiki for additional required reading for this week ✓ Professional Response #4 DUE
9/28	Genre Group 1: Traditional Literature Comparing and Contrasting Fairy Tales and Fractured Fairy Tales, Author Study Sign-ups, Browsing	<ul style="list-style-type: none"> ✓ See class wiki for required reading for this week ✓ Caldecott Analysis DUE
10/5	Genre Group 2: Realistic Fiction Brainstorm Text Set Topics, Golden Lines, Character Colors, Character Trading Card, Browsing, Lit Circle Discussion #2	<ul style="list-style-type: none"> ✓ See class wiki for required reading for this week ✓ Lit Circle Response #2 DUE
10/12	Genre Group 3: Poetry Poetry Jam, Sketch to Stretch, Commemorative Stamp, Browsing	<ul style="list-style-type: none"> ✓ See class wiki for required reading for this week
10/19	Genre Group 4: Historical Fiction Timeline, Found Poem, Browsing, , Lit Circle Discussion #3	<ul style="list-style-type: none"> ✓ See class wiki for required reading for this week ✓ Reader's Theatre Script DUE ✓ Lit Circle Response #3 DUE
10/26	Genre Group 5: Informational Books Pairing Fiction and Non-Fiction, Q2, Questioning	<ul style="list-style-type: none"> ✓ Read chapter 9 in textbook; see class wiki for additional required reading for this week

	the Author, Browsing, , Lit Circle Discussion #4	<ul style="list-style-type: none"> week ✓ Professional Response #5 DUE ✓ Thematic Text Set DUE ✓ Lit Circle Response #4 DUE
11/2	Genre Group 6: Biography/Autobiography Character Sketch, Body Biography, Browsing	<ul style="list-style-type: none"> ✓ See class wiki for required reading for this week
11/9	Genre Group 7: Fantasy Say Something, Browsing, Lit Circle Discussion #5	<ul style="list-style-type: none"> ✓ See class wiki for required reading for this week ✓ Lit Circle Response #5 DUE
11/16	Children’s Literature 2.0, Social Media, Virtual Author Visits, and Some Surprises!	<ul style="list-style-type: none"> ✓ See class wiki for required reading for this week
11/23	Additional Resources for Quality Children’s Literature, How to Stay Current on New Releases, Browsing, Final Class Individual Conference Sign-ups, Lit Circle Discussion #6	<ul style="list-style-type: none"> ✓ Read chapters 11 and 12 in textbook; see class wiki for additional required reading for this week ✓ Professional Response #6 DUE
11/30	Author/Illustrator Study Presentations	<ul style="list-style-type: none"> ✓ Reading Journal DUE ✓ Response Notebooks DUE ✓ Author/Illustrator Study DUE
12/7	Reading Journals and Response Notebooks Returned, Individual Conferences	

UNLV and College of Education Policies

1. ACADEMIC HONESTY

UNLV and its College of Education demand a high level of scholarly behavior and academic honesty on the part of students. Honesty violations by students while carrying out academic assignments, and procedural steps for dealing with violations of academic integrity are delineated within the HANDBOOK OF REGULATIONS GOVERNING PROBATION AND SUSPENSION WITHIN THE COLLEGE OF EDUCATION. This publication may be found in the Curriculum Materials Library (CEB 101), Curriculum and Instruction Department Office (CEB 354), or the Office of the College of Education Dean (CEB 301).

2. INITIAL TEACHER LICENSURE

In addition, to successful academic performance in prescribed coursework, you are enrolled in a professional course of study that is governed by a standard code of ethics and programmatic expectations. THE HANDBOOK OF THE COMMITTEE TO REVIEW INITIAL LICENSURE STUDENTS outlines the UNLV Student Code of Conduct, NEA Code of Ethics for the Teaching Profession, and EDRL/CIL Student Expectations. The Handbook is available in the College of Education office.

3. DISABILITY RESOURCE CENTER

If you have a documented disability that may require assistance, you will need to contact the Disability Resource Center for coordination of your academic accommodations. The DRC is located in the Reynolds Student Services Complex in Room 137. The DRC phone number is 895-0866 (TDD 895-0652).