



Rollins College

Department of Education

EED 569

Literature for the Elementary School Child
Summer 2010: July 6 – August 16

INSTRUCTOR:

Dr. Madeline Kovarik
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TEXT:

Galda, L., Cullinan, B.E. & Sipe, L. (2010). Literature and the child (Seventh Edition). Belmont, CA: Wadsworth – Thomson Learning

A Variety of Elementary Children's Literature

COURSE DESCRIPTION:

This course focuses on an examination of literature appropriate for use in the elementary grades. Topics include the analysis and classification of children's literature, educational benefits of literature in the classroom, recent research in children's literature, major children's authors and illustrators, recurrent themes in children's literature, and techniques for the effective use of literature in the classroom.

COURSE GOALS:

- To develop strategies and design instructional lessons that integrate children's literature into elementary curriculum areas.
- To increase awareness and appreciation of the various genres of children's literature.
- To identify appropriate, culturally-diverse children's literature.
- To incorporate children's literature into the writing curriculum through creativity and innovation.
- To utilize effective writing and communication skills to create a children's book using one of the genres highlighted in the text.

To learn instructional techniques for children's literature discussions particularly the use of literature circles.

To utilize critical thinking skills and the whole language process.

To recognize the names of major children's book awards and award winning authors and illustrators.

COURSE REQUIREMENTS:

Class attendance is required. If a student misses more than three classes a failing grade in the course will be earned. Students are to be prepared to discuss assigned readings and submit written assignments in a timely manner. Class participation is essential. Students will sign up on July 12, 2010 to bring at least one book to class from a chapter in the text that supports the theme of the class discussion. Be prepared to share the book by orally reading all or part of the text to the class, share the analysis, and discuss potential uses of the book in the elementary classroom (5 points). This story should be entertaining and the use of visual props (puppets, masks, realia) is encouraged.

Create one 'McDonald's happy meal' box that focuses on a specific author. The box should focus on an author whose name will be selected in class (author's names may not be repeated). The box should be child oriented and provide information about the author (3 points) and activities concerning one or more of the author's books (5 points). Additional points will be awarded for appearance (2 points). Boxes will be presented in class with a sign up available on July 14, 2010. Failure to present on selected date will result in a zero being awarded.

Read and participate in two literature circle discussions (10 points each). At the completion of the second book, the group will select and present an extension activity. Each selected novel must be read prior to the discussion. Students will receive ten-points per discussion for preparedness and interaction within the literature circle. Novels to be read are (choose one from each group):

Discussion One Begins on July 19 (Fantasy and Science Fiction):

Almond, D, Skelling
Collins, S., The Hunger Games
Lowry, L. The Giver
Stead, R., When You Reach Me

Discussion Two Begins on July 28 (Realistic and Historical Fiction):

McCaughrean, G., The White Darkness
Paterson, K., Bread and Roses Too
Konigsburg, E. L., The Mysterious Edge of the Heroic World
Fox, Paula, The Slave Dancer

Utilizing one of the genres discussed, create one children's book using personal creativity and skills learned. Innovations of existing children's literature are permitted provided that the published author is cited. Illustrations may be personally created, photographs, cut from magazines, done by another individual (with reference provided) or by any other appropriate method. Books will be graded for creativity (6 points), appropriateness for the elementary age child (2 points), and neatness/appearance (2 points). The books will be read to the class and submitted on August 16, 2010. Late books will receive a zero score.

Focusing on a social issue listed or one approved by the professor, prepare a 15-30 minute presentation about the issue with eight to ten examples of books that might be utilized in an elementary classroom (10 points). Prepare a booklist for each person in the class. Only one person may select a topic to be presented. A sign-up will be available on July 14, 2010. Failure to present on the assigned date will result in a zero. The selection of topics include: adoption, anti-Semitism, ageism, anti-Arabic sentiment, appearance, bullying, censorship/selection, class, child abuse, death, divorce, drugs, exceptional education (not gifted), foster children, gender roles, giftedness, grandparents/elders, sexual orientation, physical disabilities, poverty, racism, sexism, siblings, sexuality, violence, or war. Another topic may be presented with professor's approval.

Complete a summary of textbook chapters. Prior to each class period it will be critical to read the assigned chapter(s) and create notes of the critical elements presented in the chapter. On Monday of each week, up to 30 minutes will be spent working in a small group/pair to synthesize the important points of the chapter(s) and submit a working outline of the chapter(s). This outline may utilize varied forms including the traditional outline, webbing, visual representations, etc. To make certain that each individual contributes to the discussion, individual outlines will be attached to the group outline when submitted for grading. It is important to bring the course textbook to class on Monday so it can be used as a reference, to clarify points, and to stimulate group discussion. A group grade will be awarded with 20 points possible (4 points per date listed below) based on completeness of the submission.

- July 12: Chapters 11 & 12
- July 19: Chapters 3 & 6
- July 26: Chapters 4 & 7
- Aug. 2: Chapters 5 & 8
- Aug. 9: Chapters 9 & 10

Final Project

Compile a notebook of twenty-five children's books with five books representing each category of: poetry, realistic fiction, biographies/autobiographies, historical fiction (integrate Social Studies), and multi-cultural literature (chose one culture). Each book may only be used once. For each book, provide complete bibliographic information (APA Style) and a review of the book. This review will include a brief summary, a specific instructional idea for utilizing the book at an identified grade level and any

negative impact that might result in utilizing the book. Scoring will be one point per book for a total of 25 points. Notebooks will be due on August 9, 2010. Late notebooks will receive a 15-point penalty. Notebooks must be received by August 16, 2010 or a zero will be awarded.

CLASS TIME AND ADVISEMENT:

Class will meet from July 6 through August 16 on Monday and Wednesday from 4:00 – 7:10 PM. Students will have a 10-minute break during each class session. Since the mid-class break will not be extensive and access to food on campus not guaranteed, it is recommended that students be prepared to bring a snack/dinner/drink. The instructor will be available 30 minutes immediately prior to class and by appointment for advisement.

COURSE GRADING:

92 – 100	A (100-95 = A, 94 – 92 = A-)
84 - 91	B (91-89 = B+, 88-86 = B, 85-84 = B-)
76 - 83	C (83-81 = C+, 80-78 = C, 77-76 = C-)
Below 76	F

Item/Description	Points
Presentation of Book from Chapter Booklist	5
Author Happy Meal Box	10
Literature Circle Discussions	20
Children's Book Creation	10
Social Issue Book Presentation	10
Textbook Chapter Synthesis	20
Notebook of Twenty-Five Children's Books	25
Total	100

STUDENTS WITH DISABILITIES:

Please schedule an appointment to meet with me early in the course. I will gladly make reasonable and appropriate accommodations that will assist you. Please contact Stephanie Lang (sxleng@rollins.edu) at the Rollins Thomas P. Johnson Student Resource Center (<http://www.rollins.edu/tpj/TPJ/learningdis.html>) and Rebecca Cordray as soon as possible.

ACADEMIC HONESTY:

“THE STUDENTS AND FACULTY OF ROLLINS COLLEGE AFFIRM THE VALUE OF ACADEMIC HONESTY AND ACCEPT THE RESPONSIBILITY TO PRESENT ONLY WORK THAT IS GENUINELY THEIRS. ROLLINS STUDENTS AND FACULTY SHALL NEITHER COMMIT NOR TOLERATE CHEATING, PLAGIARISM, OR ANY OTHER FORM OF ACADEMIC DISHONESTY. ACADEMIC DISHONESTY IS DEFINES AS REPRESENTING ANOTHER’S WORK AS ONE’S OWN, ACTIVE COMPLICITY IN SUCH FALSIFICATION, OR VIOLATION OF TEST CONDITIONS.”

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations.

The following pledge is a binding commitment by the students of Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to all papers, quizzes, tests, lab reports, etc., the following handwritten abbreviated pledge followed by their signature:

“On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.”

Material submitted electronically should contain the pledge; submission implies signing the pledge.



Rollins College

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EED 569 – Summer Term B 2010

Literature for the Elementary School Child

Week/Date	Lecture	Assignment
1: July 7	Chapter 1 & 2 (Introduction/Syllabus/ Awards in Children’s Literature	Read Ch. 1 & 2 Begin 25 Book Notebook Begin Book Creation
2: July 12	Introduction to Literature Circles Literature Circle One Book Selection Book From Textbook Chapter Sign-Up	Read Ch. 11 - 14 Read for Lit Circle One
3: July 14	Chapters 11 & 12 (Literature in Action) Happy Meal Sign-Up Social Issue Sign-Up	Read Ch. 2 & 3 Read for Lit Circle One Happy Meal Box
4: July 19	Chapter 6 (Fantasy and Science Fiction) Literature Circle One Happy Meal Presentation(s) Social Issue Presentation(s)	Read Ch. 7 Read for Lit Circle One
5: July 21	Chapter 3 (Picture Books) Literature Circle One Happy Meal Presentation(s) Social Issue Presentation(s)	Read Ch. 9
6: July 26	Chapter 4 (Poetry and Verse) Literature Circle One Literature Circle Two Book Selection Happy Meal Presentation(s) Social Issue Presentation(s)	Read Ch. 4 Read for Lit Circle Two

7: July 28	Chapter 7 (Realistic Fiction) Literature Circle Two Happy Meal Presentation(s) Social Issue Presentation(s)	Read Ch. 5 Read for Lit Circle Two
8: Aug. 2	Chapter 8 (Historical Fiction) Literature Circle Two Happy Meal Presentation(s) Social Issue Presentation(s)	Read Ch. 6 Read for Lit Circle Two
9. Aug. 4	Chapter 5 (Folklore) Literature Circle Two Happy Meal Presentation(s) Social Issue Presentation(s)	Read Ch. 8 Gather Materials for Lit-Circle Two Presentation Complete Book Notebook
10. Aug. 9	Chapter 9 (Biography) Literature Circle Two (Preparation) Happy Meal Presentation(s) Social Issue Presentation(s) Notebook of 25 Books Due	Read Ch. 10 Lit Circle Presentation
11. Aug. 11	Chapter 10 (Nonfiction) Literature Circle Two (Preparation) Happy Meal Presentation(s) Social Issue Presentation(s)	Finalize Children's Book Creation Finalize Lit Circle Two Presentation
12. Aug. 16	Children's Book Creation Presentation Happy Meal Presentation(s) – if needed Literature Circle Two Presentations	

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Florida ESOL Teacher Competencies
Performance Indicators

The following Performance Indicators will be addressed at the awareness level:

A passing score (3 or greater) on the chapter outlines will be used to indicate successful achievement on the awareness level.

7. Compare language acquisition of different age groups.
Standards 5 & 9 (Chapter 12)
21. Identify essential skills for teaching reading.
Standard 11 (Chapter 11 -14)
28. Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences.
Standard 3, 4, 14, 18 (Chapter 11)
30. Identify culture-specific features of content curricula.
Standards 3 & 13 (Chapter 11)
45. Identify characteristics to be considered when selecting computer-assisted instructional materials for ESOL classes.
Standard 15 (Chapter 11)

Rollins College Department of Education

Teachers of the 21st Century Educator Accomplished Practices

The Rollins College Teacher Education Program (TEP) is a selection of artifacts taken from coursework that represents the student's pre-professional knowledge, competencies, and growth over time. These artifacts are based on the Florida Department of Education's twelve Accomplished Practices.

Each artifact in the student's portfolio must include a written reflection that explains why this item was placed in the portfolio and why it documents an Accomplished Practice. This artifact and justification is then filed within one of the 12 separate folders in Section Two of the portfolio. Responsibility for the inclusion of items in the portfolio is strictly up to the student.

During course EED 569, Literature for the Elementary School Child, the following items may be considered for addition to the Teacher Education Portfolio. Other items presented or prepared throughout the course may be added as the student deems appropriate.

Competency (Awareness, Practice, Performance)

1. Communication – Accomplished Practice #2
 - 2.4 Gives directions in a clear and precise manner. (Practice)
 - Passing Score on Final Project Learning Activities (Practice)
2. Continuous Improvement – Accomplished Practice #3
 - 3.3 Participates in professional development activities by attending conferences, inservice, or workshops. (Practice)
 - Participation in Guest Speaker Inservice (Practice)

3. Critical Thinking – Accomplished Practice #4

- 4.1 Provides experiences and activities that require students to use higher level thinking skills. (Practice)
 - Passing Score on Notebook and Chapter Twelve (Practice)
- 4.3 Encourages the development of creative and innovative projects as part of interactive learning. (Practice)
 - Passing Score on Happy Meal Box as an Innovative Project (Practice)

4. Diversity – Accomplished Practice # 5

- 5.2 Employs a repertoire of strategies that recognizes needs of language enriched pupils. (Awareness and Practice)
 - Strategies and Successful Selection of Culturally Unbiased Literature Through Chapter Book Selection (Awareness and Practice)
- 5.4 Selects appropriate, culturally, and linguistically sensitive materials for the learning process. (Awareness and Practice)
 - Passing Score on Chapter Book Selection and Analysis (Practice)
 - Chapters One and Eleven (Awareness)

5. Human Development and Learning – Accomplished Practice # 7

- 7.2 Creates assessment to reflect different student learning needs, developmental levels, experiential backgrounds, linguistic development, and cultural heritage. (Awareness)
 - Chapter Thirteen (Awareness)
- 7.4 Acquires a collection of strategies to motivate and instruct students at appropriate levels. (Practice)
 - Passing Score on Make-A-Book (Practice)

- Passing Score on Literature Circles (Practice)

6. Knowledge of Subject Matter – Accomplished Practice #8

- 8.2 Provides evidence of increased subject matter knowledge. (Awareness and Practice)
 - Text Chapters and Lecture Notes (Awareness)
 - Passing Score on Final Examination (Practice)
- 8.3 Uses appropriate subject matter materials and technologies to develop student learning. (Awareness and Practice)
 - Chapter One (Awareness)
 - Passing Score on Notebook (Practice)
- 8.4 Provides evidence of instruction that integrates subject areas. (Awareness)
 - Chapter Thirteen (Awareness)
 - Passing Score on Literature Circles (Awareness)

7. Learning Environments – Accomplished Practice #9

- 9.3 Uses input from students to maintain an effective learning environment (Practice)
 - Chapters 11 – 14 (Awareness)

8. Technology – Accomplished Practice #12

- 12.1 Uses web-based resources to enhance instruction. (Awareness)
 - Final Project Internet Resources (Awareness)

Reminder Sheet

Book From Chapter

Chapter #: _____ Presentation Date: _____

Happy Meal Box

Author: _____ Presentation Date: _____

Social Issue

Topic Selected: _____ Presentation Date: _____

Chapter Synthesis – Completed individually and then as a small group

- July 12: Chapters 11 & 12
- July 19: Chapters 3 & 6
- July 26: Chapters 4 & 7
- Aug. 2: Chapters 5 & 8
- Aug. 9: Chapters 9 & 10

Literature Circle Readings

Notebook of 25 Children’s Books (Due August 9)

Literature Circle Two Presentation (Due August 16) – Group project

Children’s Book Creation (Due August 16) – Individual Project