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EDCH 324 524 Children's Literature Reading/ TESOL

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**Xavier University
College of Professional Sciences
Childhood Education
Reading/TESOL**

**Children's Literature
EDCH 324/524
Tuesday 4:15 - 6:45 PM
3 credit hours
Spring Semester 2019
Hailstones 1**

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School of Education Mission Statement:

In keeping with the Jesuit tradition, our mission is to educate men and women to be articulate in work, critical in thought, and competent in the knowledge, skills, and dispositions of their academic disciplines and professional endeavors. As such, they excel in teaching, leading, and serving their respective communities.

This educational mission is furthered by an effective staff and administration, and by a faculty of excellent teachers, scholars, and leaders who serve the needs of the university and its diverse stakeholders. Accordingly, we provide curricula, instruction, and assessment procedures designed to meet the expectations of the specialized professional associations and the respective appropriate related state and national accrediting bodies.

Childhood Education Mission Statement:

Xavier University's Childhood Education program is dedicated to the pursuit of knowledge and to the orderly discussion of critical issues confronting educators in a free, inquiry-based environment committed to current and relevant scholarship and research related to our profession. Xavier University seeks to create awareness of social justice in all disciplines through its emphasis on living the Jesuit tradition of intellectual, moral, and spiritual preparation. The candidates in the Early Childhood, Middle Childhood, Montessori and Literacy programs, through their academic and professional training, are prepared to value the lives of children regardless of racial, linguistic, socio-economic, religious, or ethnic backgrounds and to work with and value family and school structures in both urban, rural, and suburban settings. Special attention is given to developmentally effective practices and advocacy for all children, with ethical issues and values as expressed through the Jesuit tradition. Thus, the Childhood Education preparation at Xavier University strives to send out into the education community candidates who are morally sensitive to the academic and social needs of our time, foster an appreciation for human diversity, reason critically, and think creatively. Candidates in the Childhood Education program are encouraged to develop and maintain a disposition toward lifelong learning in the profession of education and to the service of their students and their students' families and communities.

Course Overview

Study literature written for and about children with a focus on early childhood. Survey of the history and content of early childhood literature through the study of various genres: picture books, traditional literature, poetry, fiction, multicultural, nonfiction, and informational books for the emergent and transitional readers. Focus will be on current literature and classroom application.

Literature - University Core course

Children's Literature meets Xavier University core curriculum requirement, specifically the Student Learning Outcomes:

- 1b. Students will organize and express their ideas orally.
- 5c. Students will use information and resources responsibly in their communication and research.

Required Text and Resources:

Tunnell, M. & Jacobs, J., Young, T., & Bryan, G. (2016). *Children's Literature, Briefly*. (6th edition). Upper Saddle, New Jersey: Pearson, Merrill Prentice Hall.

Additional Book Requirements: Brian Selznick, *The Invention of Hugo Cabret*, and R. J. Palacio, *Wonder*

Standards:

International Literacy Association/National Council of Teachers of English (1,2,3,6,7,8,9,11,12)

Standards:

International Literacy Association/National Council of Teachers of English Standards for the English Language Arts

The objectives for this course are derived from the NCTE/ILA Standards for English Language Arts. "The vision guiding these standards is that all students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society. Although the following standards are presented as a list, they are not distinct and separable; they are ...interrelated and should be considered as a whole." (Standards in Practice are listed below).

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world: to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g. philosophical, ethical, aesthetic) of human experience.
- 3.) Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of

textual features (e.g. sound-letter correspondence, sentence structure, context, graphics).

6. Students apply knowledge of language structure, language conventions (e.g. spelling and punctuation) media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

7.) Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8. Students use a variety of technological and informational resources (e.g. libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g. for learning, enjoyment, persuasion, and the exchange of information).

Course Goals and Outcomes

By the end of this course, you will have a better understanding of the following:

- To understand the literary elements found in outstanding books for children. (ILA/NCTE 1,2,3,6,7,8,9,11,12)

- To develop the ability to evaluate and share a wide variety of printed and non-print materials with children for their educational and personal development. (ILA/NCTE 1,2,3,6,7,8,9,11,12)

- To become knowledgeable of the depth and breadth of children's literature and the respective elements of each genre. (ILA/NCTE 1,2,3,6,7,8,9,11,12)

- To define how literature fits into the world of the child. (ILA/NCTE 1,2,3,7,8,9,11,12)

- Explain how books can deepen insights, enrich language acquisition, and aid in the development of concepts. (ILA/NCTE 1,2,3,6,7,8,9,11,12)

- Interpret and apply research connected to early childhood literature and the impact of this literature. (ILA/NCTE 1,2,3,6,7,8,9,11,12)

Course Assignments and Evaluations

Book and Genre Review (75 points)

(ILA/NCTE standards 1,2,3,6,7,8,9,11,12) *One completed in class*

Students are required to read books for each of the following and complete a book review.

- a.) picture books*
- b.) multicultural literature activity
- c.) select a book that has won an award and provide a review

More details for this assignment will be discussed in class. Guidelines for writing book reviews will be distributed in class.

Author Study Presentation (100 points) *Completed with a partner

(ILA/NCTE: 1,2,3,6,7,8,9,11,12)

An Author Study Presentation will be made of a prominent author of early childhood literature. You must have your author approved by the professor. You will create a tri-fold board that will include a biography of the author, contributions to children's literature, a list of books written by this author and two connections/activities. You will also incorporate some form of technology. More details will be provided in class and the format is posted on Canvas. Presentations will be 10 minutes. An overview of your presentation will be submitted. This could include the PowerPoint, Prezi, etc.

McDonald Library Visit (15 points)

(ILA/NCTE standards 1,2,3,6,7,8,9,11,12)

We will visit XU's library and participate in several hands-on activities.

Literature Circles (70 points) (ILA/NCTE: 1,2,3,6,7,8,9,11,12)

You will participate in Literature Circles and read two novels. Plan to share your ideas, reflections, and written work. (The first literature circles is worth 20 points and the second literature circle is part of the COIL project and is worth 50 points).

Participation (20 points) (ILA/NCTE: 1,2,3,6,7,8,9,11,12)

We will complete several activities in and outside of class. Your discussion of the assigned readings is important to understanding the various genres. The activities are during class or assigned and cannot be made up if you are absent.

Booklist (15 points) (ILA/NCTE: 1,2,3,6,7,8,9,11,12)

Plan to share your ideas and discuss children's literature. Keep a booklist of all the books shared in class; an electronic version is recommended.

Readers' Theatre Presentation (75 points) (ILA/NCTE: 1,2,3,6,7,8,9,11,12) **Group Project

For this assignment, you will work with a group (4-5 classmates) to develop a Readers' Theatre Presentation. This presentation will be based on one book that will be used to create your performance. Research suggests that all readers may benefit from the use of Readers' Theatre to increase and enrich reading skills by 1.) increasing motivation, 2.) enhancing the connection to the prosody aspect of reading, and 3.) fostering the engagement with reading text (Trainin & Andrzejczak, 2006). Readers' theatre is a style of dramatic story retelling in which the actors do not learn lines, but rather use

narrative scripts and vocal expression to tell and understand a story. While props are not necessary in a typical classroom rendering, it is required for this assignment. You will create props from the Maker Space in McDonald Library. Your presentation should be **approximately 10 minutes**, have ample dialogue and descriptive narration shared by all group members. Inflection, fluency, and prosody are key elements to this assignment. You will turn in your script with characters clearly identified and lines typed. A hard copy of this script will be shared with the professor one week prior to the due date. An annotated bibliography for your book will include the following and be attached to the front of your script: book title, author, illustrator, brief synopsis of the book. The following website will also support this assignment http://www.readingrockets.org/strategies/readers_theatre. *More details will be provided in class and a rubric is posted on Canvas.*

Midterm (100 points) (ILA/NCTE: 1,2,3,6,7,8,9,11,12)

Final Exam (100 points)(ILA/NCTE: 1,2,3,6,7,8,9,11,12)

Graduate Requirement (50 points)

(ILA/NCTE standards 1,2,3,6,7,8,9,11,12)

Graduate students will read **two** article on some aspect of early childhood literature. The professor must approve the article. A two – three page critique will be written for this assignment. **The critique should include full bibliographic information, the purpose of the article, main points of the article, and conclude by identifying key connections to the textbook or other articles.**

Assignment Totals:

Book Reviews/Assignment	75 points
Library Visit	15 points
Reader’s Theatre	75 points
Author Study	100 points
Literature Circle	70 points
Midterm	100 points
Final Exam	100 points
Graduate Article	50 points
Participation	20 points
Booklist	15 points
Total points	570 points
Graduate total points	620 points

Grading Scale

- 95-100 A**
- 93-94 A-**
- 90-92 B+**
- 87-89 B**
- 85-86 B-**

82-84 C+
79-81 C
77-79 C-
74-76 D+
71-73 D
70 and below F

Course Policies:

1.) Professionalism: Students are required to demonstrate behavior consistent with a professional career in education. In particular, candidates should follow the guidelines below:

Attendance and Participation:

Attendance

In order to earn credit in any course for which you are registered, the student is required to attend classroom exercises regularly and promptly. Lack of reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure. You are expected to be in class unless something unforeseen occurs to you or your family. Please call or email in the event that you will not be in class. It is your responsibility to gather all missed materials. Zero points will be deducted for the first absence **but** 5 points will be deducted for each additional absence. More than two absences, please see professor. Two points will be deducted for each excessive tardy (more than 10 minutes) or leaving early.

Participation

Class participation is an expression of your interest and knowledge of the content. Throughout the class we will complete and discuss readings/articles/podcast, and assessment content. Be sure to have read the assigned readings prior to class. Texting, phone calls, inappropriate conversation, and use of your laptop not related to class are not acceptable.

Ask. Respond. Discuss. Disagree. Learn. Understand.

Academic Honesty: The School of Education values academic honesty. It is expected that each student will submit original work. Where others' works and ideas are used, citations must be included. Please refer to the *Xavier University Catalog* for the official statement and consequences.

Support: Office of Academic Support provides support services to facilitate learning. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and cura personalis. Students in an online course can contact the Office at (513) 745-3280 to set up an appointment. The Office is located in the Conaton Learning Commons room 514. www.xavier.edu/academic-support

Xavier University is committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations. For students who have an accommodations letter from Disability Services, it is essential that you email the letter and meet with me as soon as possible to discuss your disability-related accommodation needs for this course.

If you have not yet met with Disability Services to arrange accommodations, it is necessary that you do so as soon as possible as accommodations are not retroactive. If you would like information regarding

eligibility for academic accommodations due to barriers associated with a potential disability, please contact Cassandra Jones, Director of Disability Services, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu to coordinate reasonable accommodations as soon as possible. Please contact Disability Services well in advance of needing an accommodation as the registration process can take several weeks.

- It is important to note that any disability-related information including accommodations is confidential.

It is my goal that this class be an accessible and welcoming experience for all students. If you are a student with a disability who may have trouble participating or effectively demonstrating learning in this course, contact me to arrange an appointment to share your Accommodation Letters from Disability Services and to discuss your needs. Disability related information is confidential. If you have not contacted Disability Services (located in the Conaton Learning Commons) to arrange accommodations, we encourage you to do so by contacting Cassandra Jones, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu as soon as possible as accommodations are not retroactive.

Writing Center - The Writing Center offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at writingcenter@xavier.edu. The Writing Center is located in the Conaton Learning Commons room 400. <http://www.xavier.edu/writingcenter/>

Mathematics Tutoring Lab - The Mathematics Tutoring Lab offers mathematics tutoring for all Xavier students. Students in an online course can contact the Lab at (513) 745-3069 to set up an appointment. The Mathematics Tutoring Lab is located in the Conaton Learning Commons room 419. <http://www.xavier.edu/mathematics/Math-Lab.cfm>

Mental Health Resources

Undergraduate

Life at college can get very complicated. Students sometimes feel overwhelmed, lost, experience anxiety or depression, struggle with relationship difficulties or diminished self-esteem. However, many of these issues can be effectively addressed with a little help. McGrath Counseling Services (located in the McGrath Health and Wellness Center) helps students cope with difficult emotions and life stressors. McGrath Counseling Services is staffed by experienced, professional psychologists, social workers and counselors, who are attuned to the needs of college students. The services are FREE and completely confidential. Find out more at <http://www.xavier.edu/health-wellness/counseling/index.cfm> or by calling (513) 745-3022.

Graduate

Life in graduate school can get very complicated. Students sometimes feel overwhelmed, experience anxiety or depression, and struggle with relationships or family responsibilities. McGrath Counseling Services helps students cope with difficult emotions and life stressors. The office is staffed by experienced, professional psychologists, social workers and counselors, who are attuned to the diverse

needs of all types of college students. The services are free and completely confidential. Learn more at <http://www.xavier.edu/health-wellness/counseling/index.cfm> or call (513) 745-3022.

Written Assignments: Correct grammar, mechanics, and spelling are required. All assignments must be type-written and double spaced, 12 point font. Please be sure to proofread your assignments.

Assignment Due Dates: Assignments are due on the dates indicated on the syllabus. Failure to turn in assignments by the due date will result in a loss of 5 points for every day late - including weekends! Please see professor for unusual circumstances.

TENTATIVE COURSE SCHEDULE (Subject to change at professor's discretion)

Week One

Tuesday, 1/15

Introduction, overview of course and schedule

Chapter 1 – Why Read?

Week Two

Tuesday, 1/22

Chapter Two

Chapter Three

Introduce Literature Circles and First Meeting, *The Invention of Hugo Cabret*

Week Three

Tuesday 1/29

Chapter Four - Well-Illustrated Books
Literature Circles

Week Four

Tuesday, 2/5

Chapter Five – the History and Trends of Children's
Literature
Literature Circles

Week Five

Tuesday, 2/12

Chapter Six – Children's Literature by Genre
Library Visit

Introduce Reader's Theatre Project, select groups and scripts
Introduce Author Study Requirements

Week Six

Tuesday, 2/19

Chapter Seven – Picture Books
Literature Circles

Week Seven

Tuesday, 2/26

Picture Book Review Completed in Class
Final Meeting, Novel #1 Literature Circles
GRADUATE ARTICLE CRITIQUE #1 DUE

Week Eight

Tuesday, 3/5

Chapter Eight – Poetry
Literature Circles, COIL Project - Introduction Video, Novel 2,
Wonder

Week Nine

Tuesday, 3/12

SPRING BREAK, NO CLASS

Week Ten

Tuesday, 3/19

Exam One

Literature Circles, Novel 2, (Videotape 1)

Week Eleven

Tuesday, 3/26

Chapter Nine – Folklore: Stories for the Oral Tradition Final
Chapter Ten – Modern Fantasy
Literature Circles, Novel 2, (Videotape 2)

Week Twelve

Tuesday, 4/2

Chapter Twelve - Historical Fiction, Complete 3-2-1
Chapter Eleven – Contemporary Realistic Fiction - Bring in a
contemporary realistic fiction picture book to share – Reference
the chapter for suggested books
Literature Circles, Novel #2, (Videotape 3)

Week Thirteen

Tuesday, 4/9

Chapter Thirteen - Biography
Chapter Fourteen – Informational Chapter
Literature Circles, Novel 2, (Videotape 4)
Graduate Article Critique #2 Due

Week Fourteen

Tuesday, 4/16

Chapter Fifteen - Multicultural and International Books,
Multicultural Assignment DUE
Final Project for Literature Circles DUE

Week Fifteen

Tuesday, 4/23

Chapters Sixteen – Controversial Books
Chapters Seventeen and Appendices
Award Book Review DUE
Reader's Theatre Presentations

Week Sixteen

Tuesday, 4/30

EXAM TWO,
BOOKLIST DUE,
AUTHOR STUDY PRESENTATIONS

Week Seventeen

Tuesday, 5/7

AUTHOR STUDY PRESENTATIONS