

Survey of Children's Literature, Fall 2014



University
of Houston
Clear Lake



University of Houston Clear Lake School of Education
SOE Motto - Excellence, Innovation and Leadership in a Learner-Centered Community

LLLS 4345.02 – Survey of Children's Literature, fall 2014

Class Meetings - Tuesdays, 8:30am-11:20am in Bayou Building, Room 1326

Instructor: Nancy Wright, Senior Lecturer

Email: wrightn@uhcl.edu

Office: Bayou Bldg. 1325-10

Phone: 281-283-3579

Secretary: Pat Yarzy 281-283-3580

Weather Hotline: 281-383-2221

Office Hours: Tues. 12-4:00pm, Wed. 12:30-4:00pm, Thurs. 1:00-3:00pm

Appointments may also be scheduled at wrightn@uhcl.edu or 281-283-3579

Blackboard: <http://courses.uhcl.edu:8900/>

Course Guide: <http://libguides.uhcl.edu/LLLS4435/>

Required Text: Tunnell, M. & Jacobs, J. (2012). *Children's literature, briefly*. Boston: Pearson.

Required Readings: A variety of children's books, journal articles and websites

CAEP: UHCL is one of only 14 universities in Texas accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP is a non-profit, non-governmental alliance of 33 national professional organizations recognized by the U. S. Department of Education as an accrediting body of schools, colleges, and departments of education. Meeting CAEP accreditation standards helps to ensure high quality teacher, specialist, and administrator preparation. Through the process of accreditation, CAEP works to make a difference in the quality of P-12 education.

Certification Standards can be found in the syllabus in Blackboard. STANDARDS

TEA Matrix Statement: Use TEA's Pedagogy and Professional Responsibilities Course Correlation TAC and familiarize yourself with TEA's 17 Curriculum Topics and how the courses in your EC – 6 Certification Program align with those topics. UHCL's School of Education was re-accredited in 2010 by the Texas Education Agency. The TEA Matrix shows how our courses align with TEA's 17 Curriculum Topics for the Pedagogy and Professional Responsibilities TExES. The alignment between our courses and the 17 topics is so strong that it was recommended that we should make the curriculum items transparent to the teaching candidates.

English Language Proficiency (ELPS) Pursuant to Texas Education Agency policy and based on the fact that Texas has so many English language learners in the public school classrooms, there is the expectation to be familiar with the English Language Proficiency Standards. Those

standards will be assessed on the Pedagogy and Professional Responsibilities TExES (the PPR). After reading the [ELPS standards](#), please raise any questions in class.

UAS Statement: University Assessment System: The UAS Statement must appear on the syllabus of every SOE course which requires a Course Assessment (which is almost all of the courses) Required: Every student in a course with a designated Course Assessment must complete and submit the assignment to the School of Education (SOE) Unit Assessment System (UAS) following the [Student UAS instructions](#) (pdf). Instructors assign each Course Assessment assignment to one of three UAS categories: **Excellent Acceptable Unacceptable**. Course Assessment assignment scores do not contribute to a student's grade and are only used to determine how well the program supports SOE candidates, meets State Standards, and fulfills national accreditation requirements.

Dispositions Statement: Each student must read and follow [Statement on Professional Dispositions](#), which is provided to define the standard of behavior SOE expects of candidates. As a CAEP accredited institution, UHCL only recommends for certification those persons who have demonstrated the necessary dispositions associated with the professional educator. Regardless of academic record, a student may be withdrawn from a UHCL program if judged to lack the required professional dispositions. The Statement on Professional Dispositions contains the definition for professional dispositions. At the end of the course and at other times, instructors assess compliance with the standards. These assessments are invaluable for professional development.

Disability Services: If you believe you have a disability requiring an accommodation, contact [Disability Services](#) at 281-283-2648 or disability@uhcl.edu as soon as possible and complete their registration process. The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them.

Student Success Center: Services are free of charge and include peer tutoring, supplemental instruction, and study skill development. To make an appointment, call 281-283-2643 or the webpage at http://prtl.uhcl.edu/portal/page/portal/DOS/student_success_center

Academic Honesty Policy

The [Academic Honesty Policy](#) (pdf) in the [Student Life Policies Handbook](#), is the university community's standard of honesty and is endorsed by all members of the UHCL academic community. It is an essential element of the University's academic credibility. It states:
I will be honest in all my academic activities and will not tolerate dishonesty.

6 Drop Rule Limitation

Students who entered college for the first time in fall 2007 or later should be aware of the course drop limitation imposed by the Texas Legislature, which specifies:

1. Dropping this or any other course between the first day of class and the census date for the semester/session does not affect your 6 drop rule count.
2. Dropping a course between the census date and the last day to drop a class for the semester/session will count as one of your 6 permitted drops.

Students should take into consideration before dropping this or any other course. Reference: [UHCL Academic Records](#) for [6 Drop Rule](#) details and the [Academic Calendar](#) for census date information.

Withdrawal from Course: The last date to withdraw from course is **Nov. 10, 2014**. Withdrawals must be made through the Office of Enrollment Services, not the instructor. Students who do not complete the course and do not drop the course by this date will receive a failing grade.

Course Description: LLS 4345-Survey of Children's Literature

This course is an overview of literature for children and adolescents in EC-8 classrooms. Direct experience with children's books, professional websites, and databases is required. Professional criteria is used to evaluate and select quality, appropriate books. The course focuses on developing knowledge, skills, and dispositions necessary to effectively integrate literature across the curriculum, using a variety of media. Attention is given to literature-based strategies that foster engagement and inspire a love of reading and learning. The course also examines books that heighten awareness of an inclusive world of diverse people and cultures. There are no prerequisites and no field experiences. No incompletes, independent projects or independent studies can be given for credit in this course.

Methodology: Mini-lessons, demonstrations, collaborative discussions, readings, and online resources. Learning is also derived from children's books as mentor texts in reading-writing workshops and literature circles. Instruction is infused with decisions based upon ways learning is influenced by diverse experiences, interests, and motivation. Candidates are expected to use critical thinking skills to determine how a knowledgeable, caring teacher impacts motivation and achievement.

Objectives: Candidates will provide evidence of meeting objectives by completing the following:

1. **Literature Circle Meetings and Journal Writing:** Candidates will
 - Collaborate in Literature Circles: book-talks, connections, inferences and points of view.
 - Clarify literary elements and themes through discussion and writing prompts.
 - Display a positive disposition about reading/writing as you pursue knowledge and skills.
2. **Multi-Media Author/Illustrator Research Project:** Candidates will
 - Use online research to gather accurate information and design a motivating classroom display.
 - Clearly explain the factors that influence the person's life and works.
 - Analyze and explain the style, media, and elements and their impact on comprehension.
3. **Genre and Literary Analyses Project:** Candidates will:
 - Analyze the literary characteristics of each genre.
 - Connect literary features of relevant children's books to each genre.
 - Develop an Annotated Bibliography of award-winning books in each genre.
4. **Literature-based Activities File**
 - Develop a relevant, academic literature-based activity for each of the 8 genres.
5. **Read-Aloud Teaching Plan and Presentation:** Candidates will:
 - Develop an interactive read-aloud plan for teachers, applying research-based components.
 - Implement strategies that actively engage and motivate students in literature-based activities.
 - Presentation to Teachers: Model an effective book-talk and the features of your lesson plan.

6. **School-to-Home Connection:** Design and create an attractive newsletter about the book featured in your Read-Aloud Plan. Include appropriate activity suggestions for parents.
7. **End-of-Course Reflection:** Candidates will
 - Reflect on your experiences and assignments that you completed during this course.
 - Using your knowledge and skills, write a rationale about why teachers should integrate quality, award-winning children’s trade books across the curriculum in every subject.
 - Describe the significance of literature in children’s lives personally, socially, and academically.
 - Describe the principles for how effective teachers carefully choose beneficial literature.
 - Synthesize the research-based principles of a literature-rich classroom environment.
 - Explain how you will use literature to foster achievement and promote a love of reading.

Scoring Rubric for your End-of-Course Reflection

100 pts

Exemplary (15)	Acceptable (11-13)	Unacceptable (0-10)
More than 4 reasons to integrate literature, stated with support	Less than 4 reasons to integrate literature, stated with support	Fewer than 3 reasons to integrate literature, stated with some or no support
Analyzes significance of literature in children’s lives: personally, socially, academically stated with support	Analyzes significance of literature in children’s lives; personally, socially, academically, stated with some support	Little or no analysis evident; little or no explanation of the impact personally, socially, academically, without support
Describes the principles of effective use of literature in ways that benefit children and produce positive responses to reading and learning	Describes most principles of effective use of literature in ways that benefit children and produce positive responses to reading and learning	Little or no description of principles of effective use of literature in ways that benefit children and produce positive responses to reading and learning
Clearly explains how you will use literature to foster achievement and promote a love of reading in your own future classroom in ways consistent with research principles	Explains how you will use literature to foster achievement and promote a love of reading in your own future classroom in ways that mostly are consistent with research principles.	Little or no explanation of how you will use literature to foster achievement and promote a love of reading in your own future classroom; inconsistent with research principles.

COURSE POLICIES:

Attendance Policy

- Attendance and participation are required and affect your final grade.
- Attendance means you are physically present and actively participating.
- If you are not in class or not participating, you are absent.
- Students are responsible for learning the course content, even when absent.

Absence Policy: It is the students’ responsibility to find the information and make up the work.

- 25 % final penalty for 3 absences; 20% penalty for 3 late arrivals, or 3 early departures.
- Students are administratively withdrawn, with a ceiling grade of C-, for more than 3 absences.
- If absent for any reason, students arrange to get notes and assignments before the next class.
- In-class literature circle responses and activities cannot be made up.

Participation Policy: Professional Dispositions observed and assessed every class meeting.

- Be prepared and display a respectful, and courteous attitude toward everyone, every time.

- Participate in meaningful ways in whole-class and small-group discussions.
- Check calendar, complete readings, bring books to class. Be prepared to write and discuss.

Cell phone Policy: use/texting in class without approval results in **25-point final grade deduction**.

Late Assignment Policy: Assignments are **DUE** at the beginning of class.

- 15% penalty for each day after due date; will not be accepted after 48 hours from due date.

Plagiarism Policy: Plagiarism results in zero for assignment and an *unacceptable* rating in the UAS. If twice, you fail the course; will be referred reported to Dean of Students and to the Associate Dean in SOE for recommended withdrawal from SOE.

Grading Scale: Grades are not posted or emailed. E-services will post grades May 28.

100-94 = A	89-87 = B+	79-77 = C+	69-67 = D+	59-0=F
93-90 = A-	86-84 = B	76-73 = C	66-63 = D	
	83-80 = B-	72-70 = C-	62-60 = D-	

ASSIGNMENTS

Instructor may revise to meet students' needs: Students will be notified in advance.

REQUIRED FORMAT FOR ALL ASSIGNMENTS

- **Font:** Times New Roman, Tahoma, or Ariel, 12- point
- **Staple** pages in upper left corner
- **NO** folders, **NO** plastic sleeves, **NO** cover sheets, please
- **Citations:** APA Style

REQUIRED STANDARDS OF QUALITY FOR WORK TO BE ACCEPTED

- Scholarly, thoughtful, and complete work, free of mechanical errors, is expected.
- Read and work independently, in and out of class, on the Genre Project throughout the course.
- Follow directions and edit your work, using procedures and rubrics in the syllabus and class.

Grades on all assignments are based on scholarly performance and demonstrated evidence of knowledge and skills. Everyone is measured with fairness according to proficiency standards and rubrics. Grades are not based on good intentions or good excuses.

ASSIGNMENT ONE: Literature Circle in-class Meetings & Journal 10% of final grade

A. Literature-Circle Meetings: Scholarly and Professional Collaboration & Writing

- Groups meet during class, but you are expected to prepare thoroughly outside of class.
- Thoughtful, literary discussions and active participation.
- Show that you are prepared; show knowledge of text features and genre elements.
- **Demonstrate professional etiquette, courtesy and respect to everyone, every time.**

B. Book-Talks: Oral, 2-3-minute persuasive book-talks, (see calendar), for **children. 40 pts**

Rehearse and organize your talks outside class. Bring your assigned book.

Scoring for Book-Talks: Must meet **all** criteria listed below weekly:

- Shows careful preparation; stays within time limit of about 2-3 minutes (25)
- Brings a copy of the book, and any other assigned props (5)
- Information about the book and authors/illustrators are appropriate and accurate. (5)
- Persuasive: Creates interest in reading the book, without giving away the ending. (5)
- Listen actively and courteously to Book-Talks given by others to receive any credit.

C. Literature Journal: Bring your Journal to every class. 60 pts

- Check Homework Calendar and Class Notes for any assigned writing or outside work.
- Keep Journal organized, up-to-date and scholarly throughout the semester.
- Record your book-talks, listener's list, and written responses in your journal weekly.

Each Journal entry has at least three (3) sections for each class meeting:

- 1:** Book-Talk Chart: *Date, Genre, Title, & Author, Illustrator* for your book-talks
- 2:** Listener's List: *Genre, Title, & Author, Illustrator* for others' book-talks in group.
- 3:** Reader Response: Write to assigned *Writing Prompts* (some in class, some outside class).

Scoring for Literature Journal:

- Clarifies literary elements, authors' purposes, and themes (in-class prompts) (15)
- Ideas and word choice precisely address the topic, purpose or prompt (15)
- Demonstrates knowledge and understanding of the readings (15)
- Applies thoughtful engagement with children's books, textbook, and teaching. (15)

ASSIGNMENT TWO: Multi-media Author/Illustrator Research Project 10% of Final Grade

- Use online databases and professional websites to research your assigned author/ illustrator.
- Design an informative and motivating display about the person and three of their books.
- Display should be appealing and appropriate for children in a classroom literacy station.
- A menu of choices for creating the display will be provided.

A. Individual Research: You will be assigned an author/illustrator in class to research & read.

1. Research database called "*Something About the Author Online*" for biographical details.
http://galenet.galegroup.com/servlet/SATA_Online
2. Research the person's own website (if not found, see their publisher's site) for biography and books.
Conduct research to find out the following:
 - Accurate biographical facts interesting to children: childhood, school, young adult, careers
 - Experiences and people that influenced their life and their writing.
 - Find out about the genre, style, media and elements they use
 - Some experiences or situations that are common for children and to which they can relate.

B. Read three (3) books by the person you were assigned to study:

1. Look for point-of-view, style, unique features, and age range of intended readers
2. Find places where the life-influences that you read about in your research are in their books.

C. Display for Classroom: Use technology to create a typed, accurate, attractive display.

- Display is appealing, accurate and appropriate for children in the classroom (15)
- Biographical facts accurately include childhood, schooling, training, and careers (30)
- Explains who and what influenced their life and writing (30)
- + Must include the website addresses you used for your research.
- Displays at least 3 books by author and describes their style and point of view

D. Presentation to Teachers:

1. Share orally interesting, accurate, appropriate biographical details about the person.
 2. Explain the experiences and people that influenced the person's life and works.
 3. Give a book-talk and discuss style, media, elements, unique literary features in the book.
 4. Show-case your Display and at least 3 of the person's books.
- Speaks clearly, professionally, and motivates the audience to read the books (10)
 - Demonstrates organization and preparation for presentation. (5)
 - All information is persuasive, accurate and child-appropriate (5)
 - Must stay within the time limit of 15-18 minutes.

Failure to show courtesy and respect to ALL others at ALL times results in a ceiling grade of D
ASSIGNMENT THREE: Literary Analyses and Annotated Bibliography 30% of Final Grade

- This Genre Project is a major, ongoing project for the entire semester.
- Students are expected to work on this project in and outside class all semester.
- The entire project is uploaded to the University Assessment System. <http://soe.uhcl.edu/UAS>

Genre and Literary Analyses (8): One essay for each of the 8 genres

- Define, describe, and explain genres fully in organized, scholarly essays.
- Explain in detail literary terms, concepts, elements accurately, using textbook and class notes.
- Define any book awards, honors, lists, relevant to each genre.
- Discuss any advice or cautions for teachers; ways to use books in each genre in the classroom.
- Relate one of your chosen books to the features of the genre, as an example.
- Describe personal and academic benefits for children when they read/hear books in each genre.

Annotated Bibliography: Citations and Summaries for 25 books from required awards lists.

Choosing and Reading your Books:

- Use the Required Reading List to select books in each genre (see Blackboard and class notes).
- Books you select must be rich with potential for teaching and learning in the classroom.
- **Read** classroom-appropriate, award/honor books in each genre, copyright range: 1998-2014.
- Choose only those books that meet the requirements (see Required Reading List in Blackboard)

Typing your Annotated Bibliography

- Organize your bibliography by genre, in the order that we study genre in class (see calendar).
- Type the name of the Genre:
- Type correct APA citations for each book, using required layout and format (see Blackboard).
- Following each citation, type a professional Book Summary.
 - Type well-written, organized paragraphs, with main ideas and key elements of entire book.
 - Accurately, ethically summarize entire books, in your own words.
 - **NOT** reviews, **NOT** recommendations, **NOT** your opinion about the book.

- Type at least one Award or Honor the book received, and the year the award was granted.

Scoring Rubric for Genre and Literary Analyses with Annotated Bibliography (assignment 3)
30% of Final Grade

This ongoing project will be uploaded at end of semester as ONE Word Document to the University Assessment System (UAS). The project must meet these standards of quality to be accepted:

- Scholarly writing: correct spelling, grammar, punctuation and sentence structure
- Well organized, professional appearance
- Must be typed in the required format to be acceptable.

Book Choices must meet requirements in the syllabus and Required Reading List.

- Collection of books has broad interests and needs, range of ages and diverse cultures
- Books have merit for teaching and learning; quality writing & illustrations
- Shows your knowledge of classroom-appropriate books, including current trends
- All books were published between 1999 and 2015.

Eight Genre and Literary Analyses

<u>Genres (8):</u>	Points
_____ Defines, describes, and explains each genre accurately and thoroughly	(10)
_____ Includes key literary terms, concepts and features of each genre with depth	(10)
_____ Describes relevant book awards and honors unique to each genre	(5)
_____ Describes 2 ways teachers apply books to the curriculum, with tips & cautions	(10)
_____ Explains benefits and ways children can respond to books in each genre	(10)
<u>Book Connections (8):</u>	
_____ Connects one relevant award/honor children’s book to literary features of its genre	(10)
_____ Written from a professional teacher point-of-view	(5)
Annotated Bibliography	
<u>Citations:</u> Accurate APA Style	(10)
<u>Summaries:</u>	
_____ Typed <u>in your own words</u> accurately and ethically	(10)
_____ Scholarly writing that summarizes the beginning, middle, and end of books	(10)
_____ Main ideas and literary elements are synthesized	(5)
_____ Does <u>NOT</u> include reviews, personal opinion, nor does <u>not</u> begin, “ <i>This book is about...</i> ”	
<u>Awards:</u>	
_____ Lists at least one award or honor per book and the year the award/honor was granted.	(5)

ASSIGNMENT FOUR: Literature-based Activities File **10 % of final grade**

- Activities are literature-based, engaging, increase literacy skills, and foster a love of reading.
- Procedures: Type the directions for eight (8) Activities, one activity for each genre
 - Type the name of the genre and the name of the activity. (5)
 - Type academic skills that are strengthened when children use this activity. (10)

- Type all procedures and directions in sequential, logical steps. (10)
- **Examples of Activities:** Type examples of each of the 8 Activities, using book details
 - Types the APA citation for each book used to make the 8 examples. (10)
 - Creates one example for each of the eight activities (8 examples) (30)
 - Uses details from children’s books to make examples and complete activities. (35)

ASSIGNMENT FIVE: Read-Aloud Teaching Plan & Presentation 20 % of final grade

- Choose an award or honor-winning children’s book, suitable for reading aloud in classroom.
- Book must be rich with potential for teaching and learning, interesting to children.
- Read-Aloud plan must develop literacy skills and foster love of reading and learning.
- Read-Aloud plan must include higher-order questions that promote discussion, all stages.
- Read-Aloud plan must provide engaging opportunities for ALL students to participate

1. Typed Teaching Plan with Research-based Best Practices for Classrooms

Before Reading Stage:

- Focus: object or visual to capture attention and interest
- Background knowledge: build knowledge, explain, show, tell, teach
- Vocabulary: technique and 4-6 words, with kid-friendly definitions
- Predictions: think-aloud statements that lead children to predict
- Listening Purpose: teacher states a reason/motivation to listen and look

During Reading Stage:

- Discussion: teacher guides with interactive discussion, with think-alouds and modeling.
- Engagement: brief techniques that engage students, talking, moving, thinking
- Higher-order questions: guide discussion; list page numbers when you will ask them.

After Reading Stage:

- Review, Recall, Summarize: teacher guides discussion; as children recall, summarize
- Reader Response Activities: teacher guides, students make connections
 - Graphic Organizer: teacher and students work together to develop
 - Writing Activity: purposeful, connects book to students’ lives; (not crafts, not copied)

2. Oral Presentation for Teachers: Book Overview, Visual Focus, Plan highlights

- Display a copy of the book and a visual focus during your Book-Talk.
- Show careful preparation: be organized, fluent, and stay within time limit (15-18 min.)
- Maintain professional poise, enthusiasm, and attention to group audience
- Show courtesy and respect to ALL others at ALL times during ALL other presentations

Scoring Rubric for the Read-Aloud Lesson Plan and Presentation

20% of final grade

1. Typed Read-Aloud Teaching Plan Scoring Rubric

Criteria	Proficiency Standards	Points
Book Choice	Appropriate, award or honor book; interesting, current	+ -
Student Engagement	Students actively engaged in every stage; interactive discussion Activities increase literacy skills and love of reading	+ -
Formatting	Type and bold the three stages and the components of each stage.	+ -
Mechanics	Points deducted for grammar, punctuation, structure errors	-
High-order Questioning	All three stages must have questions that stimulate discussion,	+ -

	make connections, and support deep, critical thinking	
BEFORE READING		
Focus	A visual or object, related to book or topic	5
Background Knowledge	Explain, teach, show information Prepare students for reading & learning to follow.	15
Vocabulary	4 to 6 meaningful words, with kid-friendly definitions Vocabulary building Technique teacher will use	5 5
Listening Purpose	Teacher uses think-alouds “ <i>I wonder....Listen to find out....</i> ”	5
DURING READING		
Guided Discussion	Briefly discuss & explain; Use “ <i>think-alouds</i> ” Ask high-order questions; include page numbers Active student engagement technique	10 5 5
AFTER READING		
Discussion	Teacher-led: guide students to summarize, recall, review Use engaging techniques & discussion prompts	10 5
Writing Activity	Meaningful; NOT worksheet; NOT test, not from Internet Relates to children’s lives & learning and the book or concept or message in the book	10
Graphic Organizer	Teacher & students together or students in groups --Show example, using a few details from the book	10

2. Oral Presentation to Teachers Scoring Rubric

10 or 0 pts

- Gives Book-Talk and highlights of read-aloud lesson plan
- Shows careful preparation and organization
- Fluent and professional speaking to teachers
- Stays within time limit of 15 minutes
- Maintain professional poise; courtesy & respect to ALL others, at ALL times.

ASSIGNMENT SIX: School-to-Home Connection

5 points of final grade

Type attractive, informative, respectful newsletter about book used in your Read-Aloud Plan.

Create an appealing headline banner.

1. Share briefly interesting facts about the book, author, and illustrator. (50)
2. *Fun-Fact* and Literacy Activity related to book, appropriate & practical for parents. (40)
3. Include 2 websites or titles for parent resources. (10)