



Department of Early Childhood, Elementary and Special Education College of Education Morehead State University, Morehead, KY40351-1689 FALL 2011

EDEE 327 Literature and Materials for Young Readers

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CATALOG DESCRIPTION: Literature and Materials for Young Readers. (3-0-3); I, II. *Prerequisite: EDEE* 305. A survey of children's literature from oral tradition through contemporary times, including all types of literature and media appropriate for Early Elementary P-5. Emphasis is on criteria for evaluation, selection, and use of books and materials as related to the developmental needs and interests of children

PROGRAM REQUIREMENTS: Required for P-5 and IECE

FIELD EXPERIENCES (2 hours): All candidates will complete 4 half-hour sessions, reading to young children. These sessions are written and submitted as 4 assignments throughout the course and in FOLIO 180*

Field experience is an integral part of this course. Students are required to complete all Failure to do so will result in an "I" for the course.

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework: "Stewardship of Place: Creating a Celebration of Literature for Young Readers"

In this course, candidates will have an opportunity to become familiar with the materials and practices that have been determined to be most effective in helping children enjoy literature and learn to read. Within this framework, there are numerous structures that help the pre-service teacher to evaluate, select, and effectively share the wealth of literature available to young readers and to increase respect and

understanding of diverse cultures and to honor the culture of Appalachia and its relationship to children's literature.

This class operates as a community of learners that allows freedom within a framework: specific genres are presented yet students may choose to read materials within that genre; Issues and concerns raised by the professional community are addressed within the context of an open discussion where their voices are heard and their views are valued; these pre-service teachers will be involved in all aspects of the construction process: examining existing materials in a variety of genres and formats, observing actual construction through field experiences, practicing particular skills through peer teaching and feedback, and building their own knowledge and experience base through planning, implementing and evaluating their own teaching.

As with all aspects of the **organic nature of learning**, changes will be made as necessary along the way as unknown obstacles or new information is encountered.

The Eight Genres:

1 Picture Books

2 Poetry

3 Fantasy #1: Traditional Fantasy—Folktales and Fairy Tales

4 Fantasy #2 Modern Fantasy

5 Contemporary Realistic Fiction

6 Historical Fiction

7 Non-fiction # 1: Informational Books

8 Non-fiction # 2: Biography

Conceptual Framework Outcomes (CFO's)

assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty first century skills need to make an optimal contribution to "whole" student learning in education settings: "Learning By Doing"
- 2) Are competent in the collection and use of data to inform decision making and to demonstrate accountability for student learning using "authentic assessment" measures.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLO's): By the end of this course, the candidate will be able to:

- 1) Experience each of the 8 genre within the context of activities, puppet presentations, drama, art, music and creative writing projects.
- 2) Create authentic projects with each genre of literature and identify practices by theoretical base.
- 3) Recognize and assess individual and group differences in order to provide developmentally appropriate instruction, e. g. differently able, different genders, and multicultural populations.

- 4) Use Kentucky's learning goals, academic expectations, and demonstrators and other appropriate curriculum guidelines in order to design, plan and implement learning activities and assess learners
- 5) Relate the influence of a variety of texts, materials and online resources to the growing child, emphasizing environmental variations with the sub-cultural context in each of the eight genre.
- 6) Use technology and resource tools, e.g. utilization of Bb, companion website, and webliographies of children's literature.
- 7) Demonstrate disposition for teaching related to scholarship, effective communication, passion about learning, enthusiasm about teaching, self-reflective, hardworking, resourceful, sensitive to human differences, works well with others.

Assignment Descriptions:

Program: P-5 [EDEE 327] [Literature and Materials for Young Readers]	
Assessment	Description	
8 Genre Studies in the Context of "Life Skills"	Read the number of books assigned by designated categories and be prepared to present them in the classroom. Follow the appropriate response formats for materials read and present appropriate and creative activities assigned by the instructor:	
	Written: 2 Books for each Genre studied checked out from the LRC; reviewed; Textbook pages read for each genre included within review of each book; all publication data and I.S.B.N. # included, submit to Blackboard; 1-2 pages double-spaced.	
	Activity: With each genre using ONE book: choice of presentation—(art work, shadow box, puppets, activity, game, song, drama, etc.) presented in class.	
4 Field Experiences	Complete four 30 minute participation sessions with a child or small groups of children using appropriate motivation and follow-up experiences reading children's literature of the eight genres. Write a summary/reflection of each and include all publication information, photographs if possible as well as responses of the children. Be specific: "quote" their comments. Submit to Blackboard.	
Resource Notebook	Build your Materials NOTEBOOK in a 3-ring binder:	
	***In this binder you will have 8 sections, one for each genre category, including class notes, Readings for each genre, and the Powerpoint presentations used in class and readings for each genre, and a section for Field Experience and your Original Picture Book preparation. All work submitted to Blackboard should be copied and placed in your Notebook.	
Puppet Theatre productio	Each student will choose a favorite Children's BOOK to dramatize using puppets, music, sound, presenting this to the class and/or to a a group of children. Students may work together in groups, however, assessment of excellence and participation will be individual, and a written record of work performed turned into instructor.	
Author Study	A favorite children's book author will be researched including any web presence, awards, biographical data and a compendium of the	

	author's publications. Excellence will be determined by quality and depth of work: 3-5 double-spaced pages.
Original Picture Book	Each student will write and illustrate a book that will be commercially bound. Kits and criteria for evaluation will be distributed in class. A public presentation of this will be conducted at the "Finals Celebration" on the last class session.
"Life Skills" Diversity Compendium	Create a compendium of at least 10 children's books dealing with multiculturalism, special needs, and gender equity: to be a section in the Course Notebook. List each of the LIFESKILLS studied and possible use to help students learn each.

Grading Scale (Evaluation Plan of Assignments includes Rubrics with each assignment)

Grades in this course will be earned as follows:

A = CLEARLY OUTSTANDING--over and beyond the required coursework and quality

B = EXCELLENT--above expectations

C = SATISFACTORY--expected

E = Not SATISFACTORY

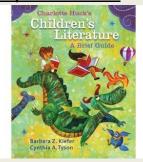
CLASS PARTICIPATION IS ESSENTIAL IN THIS COURSE!

Attendance Policy: Attendance at all class sessions is expected. The class meets only ONE day per week and it is vital to be present. The nature of the class is based in the required activities in class.

Those with perfect or excellent attendance will be at a definite advantage when grades are tallied! This is an "Active Class" in which Project Learning is the focus and working together as a "Community of Learners" is essential---everyone's presence matters!

Student Diversity: Individual differences in learning styles, cultural and ethnic backgrounds, and personal physical abilities are acknowledged. Students with particular needs should make them known to instructor immediately.

Required Textbooks:



Kiefer, B & Charlotte Huck's children's 9780073403830
Tyson, C. literature : a brief guide

2. Blackboard class site http://online.moreheadstate.edu will be utilized.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at http://www.moreheadstate.edu/advising/index.aspx?id=8311 (also, described at Eagle Handbook pp 39-40, 2009-2010 http://www.moreheadstate.edu/files/units/dsl/eaglehandbook/2009-10%20Handbook%2080309.pdf?n=7091)

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at www.moreheadstate.edu/emergency.

TEP Applicant: If you are applying TEP this semester, please go Educational Service Unit and check the application deadline. http://www.moreheadstate.edu/esu/index.aspx?id=1106

Other Evaluation and Operational Guidelines

- MEMBERSHIPS IN PROFESSIONAL ORGANIZATION: Candidates are encouraged to join the Kentucky Association for the Education of Young Children (KAECE), affiliation of the National Association for the Education of Young Children (NAEYC) and the Southern Early Childhood Association (SECA). Students are also encouraged to attend conferences.
- PROFESSIONAL COLLABORATION AND COOPERATION: Students are expected to
 collaborate and cooperate with peers and professionals in the field. Students are expected to
 contribute time, efforts, and insights to projects and activities.

TENTATIVE CALENDAR FALL 2010

EDEE 327 Literature and Materials for Young Readers Dr. Mattie M. Decker Section 001: M 1:50-4:30

301E Ginger Hall

WK	DAY	DATE	TOPIC	ASSIGNMENT
1	M	August 22	Introduction	2 Books/1 Puppet to check out from LRC
			Overview of Genre in ALL 8 Children's Literature	Choose a favorite Children's book author
			Begin "Picture Books" Genre # 1	to review for next week.
			*What are Caldecott Books? Other Awards for children's literature	Blackboard: Discussion Board post
			books?	Introductions;
			RESOURCE NOTEBOOK: Begin!	
2	M	August 29	Genre # 1 Picture Books – in class presentations	 Presentations in class: Activities with Picture Book Genre.
			What makes a great Picture Book?	Blackboard: Post review of 2 books +
			Thinking about, beginning to design	Author chosen.
			YOUR original book!	READINGS: Post summary/reflection of Journal Article on Picture Books
3	M	Sept. 5	LABOR DAY - no classes	ENJOY!
4	M	Sept. 12	Genre # 2 Poetry – Poetry Anthology	Choose 2 Poetry books
			Types of Poetry; Poetry for young children and older;	 in LRC to review Memorize 1 poem to
			TEXT: pp.	present in class next week; illustrate with an
				activity or other means Create an Anthology of
				10 Favorite Poems with complete bibliographic
				information and rationale of why you
5	3.4	G , 10	In-class presentations and Personal	chose them. Bind and decorate.
5	M	Sept. 19		PRESENTATIONS &

			Poetry Anthologies; Discuss Readings.	In class writing/ Poetry
7	M	Sept. 26 Oct. 3	Genre #3 Fantasy I: Traditional Literature Introduction to Fantasy—Folktales and Fairy Tales, Myth, Fable, Epic, Tall Tales, etc. Discussion on Cinderella tales around the world;	 Choose 2 books to read/review Create an activity to present in class Research 'Cinderella' themes throughout all countries of the world
			READINGS: Text and Articles. GROUPS plan Mid-term Puppet Presentation of favorite book.	 Present book/activity Work on Original Picture Book and show progress in class.
8	M	Oct. 10	MID-TERM ASSESSMENT (Meet in LRC Camden-Carroll Library)	 Written Paper Author Study 3-5 pages due to BB. Puppet Presentation Performance Event in LRC at 1:50 RESOURCE NOTEBOOK complete up to Genre # 3
9	M	Oct. 17	Genre # 4 " MODERN Fantasy Readings: Text and Articles.	 Choose 2 books to read/review Create an activity to present in class Article Summary/ on Modern Fantasy

10	M	Oct. 24	Group Discussion and Presentations of Activities for MODERN Fantasy COMPLETE PICTURE BOOKS! (due next week: Oct. 31st)	* Written Reviews to Blackboard; Written Article summary posted.
10	M	Oct. 24 (Continued)	BEGIN: Genre # 5 Contemporary Realistic Fiction continued	* Choose one Contemporary Realistic Fiction novel for Literature Circles! Roles*Choose One Picture Book to review.
11	M	Oct. 31st Class meets in LRC	***Original Books DUE ***(to Jennifer Little's Office Camden-Carroll Library) Genre # 5 ContinuedDiscuss "BIBLIOTHERAPY" and Readings	Literature Circles; Bibliotherapy: Create a collection of books with appropriate circumstances.
12	M	Nov. 7 (Press Date)	Genre # 6 Historical Fiction Elements within this genre; research involved; accuracy.	*Choose 2 books to review. *READINGS and * Write and Original HF!
13	M	Nov. 14	Genre # 6 Historical Fiction Continued Elements within this genre; research involved; accuracy.	"The Moonlight School"- * Share original historical fictionvisit Coffee Tree Books!
14	M	Nov. 21	Genre # 7 Biography	*Choose 2 Biographies to critique and create activities. * READINGS summary/reflection
14	M	Nov. 28	Biography PRESENTATIONS	Come dressed and stay in character to present your Biography! (LRC)
15	M	Dec. 5	Genre # 8 Informational Books READINGS to discuss in Final	Choose 2 books to review and create activities appropriate to young

			Forum.	children. These can be "how-to" books.
16	M	Week of Dec. 12th (see schedule for Finals)	FINAL: Celebration of Original Books/Presentation EDEE AWARDS and Honor Books-	Complete Course Evaluation online (Blackboard Survey)

Association for Childhood Education International Elementary Standards

http://www.acei.org/2007ACEIStandardsSuggestedScoringGuide.pdf

STANDARD 1: DEVELOPMENT, LEARNING AND MOTIVATION

1.0 Development and learning—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development and acquisition of knowledge.

STANDARD 2: CURRICULUM

Standard 2.1 Reading, Writing and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas.

- 2.2 Science—Candidates know and understand fundamental concepts of physical, life, and earth/space sciences as delineated in the National Science Education Standards. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding of personal and social applications, and to convey the nature of science.
- 2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In so doing, they consistently engage problem solving, reasoning and proof, communication, connections, and representation.
- 2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.
- 2.5 The arts—Candidates know, understand, and use—as appropriate to their own knowledge and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and visual arts as primary media for communication, inquiry, and engagement among elementary students.
- 2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

 2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

STANDARD 3: INSTRUCTION

- 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connection across the curriculum, curricular goals, and community.3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and
- 3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.
- 3.3 Development of critical thinking and problem solving.—Candidates understand and use a variety of teaching strategies that encourage elementary students' development and use of critical thinking and problem solving.
- 3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self- motivation, and positive social interaction and to create supportive learning environments
- 3.5 Communication to foster learning—Candidates use their knowledge and understanding of effective verbal,

nonverbal, and media communication techniques to foster activity inquiry, collaboration, and supportive interaction in the elementary classroom.

STANDARD 4: ASSESSMENT

4. Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

STANDARD 5: PROFESSIONALISM

- 5.1 Professional growth, reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.
- 5.2 Collaboration with families —Candidates know the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.

NCATE/ EPSB Accreditation Alignment of CFO's and SLO's:

Program: P-5 [EDEE305] [Theories & Practices in Early Elementary]				
Aligned with → Assessment → (point values)	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)	Association for Childhood Education International Elementary Standards (ACEI)
Weekly READINGS and SummariesCFO: 1 SLO: 4	1, 2, , 4, 5	2, 6	2 NCATE: 1	1, 2.1, 3.1, 3.2, 3.4, 3.5, 4, 5.2
[Reading Practices: CFO: 3, 5 SLO: 6, 7	2, 3, 4	6	2, 4 NCATE: 1, 3	1, 2.1, 3.2, 3.5, 4, 5.1
[Field Experience Observation reflection, CFO: 1, 3 SLO: 2, 3, 7	2, 8		1, 4 NCATE: 1	1, 2.1, 3.2, 3.5, 4, 5.1
Author presentation, CFO: 1 SLO: 1,2	1		4 NCATE:1	1
[Teacher Standard File Box, CFO: 1 SLO: 6	1,2, 3, 4, 5, 6, 7,8, 9, 10	2, 6	NCATE:1	1.0, 5.1
Course notebook, CFO: 2, 5 SLO: 5, 6	1, 3	2, 6	4	1, 5.1

			NCATE:1	
[Original Picture		6	1	1, 2.1, 2.4, 3.2
Book)				
CFO: 4				
SLO: 3, 5			NCATE: 4	
[Midterm project,	1, 2, 5, 6	6	1,2, 4	1, 2.1, 3.2, 3.5, 4,
Puppet Show				5.1, 5.2
CFO: 1, 4				
SLO: 1,3,4			NCATE: 1, 4	