



Department of Early Childhood, Elementary and Special Education
College of Education
Spring 2012
EDEE 327 (001) - 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), Level II: All candidates will complete a total of 2 hours of field experience, probably in more than 1 session. *Field experience is an integral part of this course. Students are required to complete all hours and accurately enter the total into their Folio 180 accounts. 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.

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

- 1) Experience each of the 8 genre within the context of discussion, writing, and other creative projects;
- 2) Recognize and assess individual and group differences in order to provide developmentally appropriate instruction, e. g. differently able, individual interests, different genders, and multicultural populations;
- 3) Use Kentucky's learning goals, academic expectations, Common Core Standards, and other appropriate curriculum guidelines in order to design, plan and implement learning activities and assess learners;
- 4) 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 genres.
- 5) Use technology and resource tools, e.g. utilization of Bb and bibliographies of children's literature;
- 6) Demonstrate disposition for teaching related to scholarship, effective communication, passion about learning, enthusiasm about teaching, self-reflection, resourcefulness, sensitivity to human differences, working effectively with others.
- 7) Reflect on his/her perceived capacity to become a critical thinking, collaborating, communicating, and creative teacher.

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

Program: P-5 EDEE 327 Literature and Materials for Young Readers					
Aligned with→ Assessment↘ (point values)	Kentucky Teacher Standards (KYS)	Kentucky Common Academic Standards for English / Language Arts	Education Professional Standards Board (EPSB)	Association for Childhood Education International Elementary Standards (ACEI)	NCATE
In-Class activities (250 points) CFO: 1, 2, 3, 4 SLO: 1, 2, 3, 4, 5, 6, 7	KTS I, II, III, IV, V, VI, VII, VIII, IX	Standards 1-10: K-5: Reading Literature; Reading Informational; Speaking and Listening; Language; Writing Standards	Diversity, Assessment, Literacy, Closing the Achievement Gap	IRA Standards 1, 2, 3, 4, 5, 6	Standard 1, Standard 2, Standard 4
Resource and Reflection Notebook (40 points) CFO: 1, 2, 3 SLO: 1, 2, 3, 4, 6	KTS I, II, V, VI, VII, VIII	Standards 1-10: K-5: Reading Literature; Reading Informational; Speaking and Listening; Language; Writing Standards	Diversity, Assessment, Literacy, Closing the Achievement Gap	IRA Standards 1, 2, 3, 4, 5	Standard 1, Standard 2, Standard 3, Standard 4
Field Experience participation and reflection (100 points) CFO: 1, 3 SLO: 2, 3, 7	1, 2, 3, 4, 7, 8	Standards 1-10: K-5: Reading Literature; Reading Informational; Speaking and Listening; Language; Writing Standards	1, 2, 3, 4	1, 2.1, 3.1, 3.2, 3.5, 4, 5.1	1, 3
Original Picture Book (200 points) CFO: 4 SLO: 3, 5	1, 6	Standards 1-10: K-5: Reading Literature; Reading Informational; Speaking and Listening; Language; Writing Standards	1, 3	1, 2.1, 2.4, 3.2	2, 4
Literature Circles (50 points) CFO: 1 SLO: 1, 4	1, 3	Standards 1-10: K-5: Reading Literature; Reading Informational; Speaking and Listening; Language;	1, 3	1, 3.4, 3.5	2, 3
Genre responses (230 points) CFO: 1 SLO: 1, 4	1, 6	Standards 1-10: K-5: Reading Literature; Reading Informational; Speaking and Listening; Language; Writing Standards	1, 3	1, 2.1, 3.1, 3.5	2
Assessment: Genre Response Activities (400 points) CFO: 1 SLO: 4	1, 6	Standards 1-10: K-5: Reading Literature; Reading Informational; Speaking and Listening; Language; Writing Standards	1, 2, 3	1, 2.1, 3.1, 3.5	1

Assignment Descriptions:

Program: P-5 EDEE 327 Literature and Materials for Young Readers		
Assessment (point value)	Description	
Field Experience participation and reflection (100 points)	Complete 4 participation sessions (30 minutes each for a total time: 2 hours) with a child or small group of children using appropriate motivation and follow-up experiences. One session will be the Traditional Literature lesson you create. Write a summary/reflection of each and include photographs if possible. Submit to Bb. Template for planning and reflection are in "Course Documents" on Bb.	
4 C's – (creative teaching, , critical thinking, communication, and collaboration) Creative teaching reflection (50 points)	Reflect on Teacher Creativity: Write a 1-page reflection paper that describes your capacity to become a creative teacher using your personal definition of "Creative Teacher", based on the readings and discussion questions in the handout.	
Genre responses (230 points)	Read the number of books within designated genres / categories and respond according to requested formats. Bring materials to classes and share with peers.	
Character Presentation-Biography Project (50 points –counts as 1 genre response activity)	Perform a book or write a brief "biography" to share in class. What time in history is particularly interesting? Research that time, what life was like, and place yourself there- telling a story...it could be a story from family, a book, or about a particular time. The FACTS must be accurate. <i>Demonstrate Communication and Critical Thinking.</i>	
Puppet Theatre production (50 points –counts as 1 genre response activity)	Choose a favorite Children's picture book to dramatize using puppets, music, sound, presenting this to the class. Students <i>may</i> work together in groups, however, assessment of excellence and participation will be individual. Peer assessment using Oral Presentation/Performance Event rubric. <i>Demonstrate Communication/ Collaboration.</i>	
Poetry Picnic (50 points –counts as 1 genre response activity)	Choose a favorite poem which represents you as a person/teacher, to read aloud from along with your "I Am From" Poem, while sharing a picnic. <i>Demonstrate Critical Thinking and Communication.</i>	
Collaboration Activity (50 points –counts as 1 genre response activity)	Choose one of the Modern Fantasy books you reviewed and collaborate with classmates to demonstrate understanding of the text. <i>Demonstrate Collaboration and Communication.</i>	
Class Recipe Book (50 points –counts as 1 genre response activity)	Type a favorite recipe using non-fiction text structure. These will be compiled into a "Class Food Favorite Cookbook" Favorite dishes will be brought to EDEE award ceremony on the last day of class.	
Folks, Fables, Myths of teaching (50 points –counts as 1 genre response activity)	Using the quick lesson plan outline given in class, create a lesson to teach a folktale, fable, or myth to an elementary child. Upload to Bb for all to share. <i>Demonstrate Critical Teaching.</i>	
Historical Fiction Presentation (50 points –counts as 1 genre response activity)	Choose a historical fiction readers theater and collaborate with classmates for a class performance. <i>Demonstrate Collaboration and Communication.</i>	
Literature Circles Project (50 points –counts as 1 genre response activity)	Collaboratively plan and present a project related to your literature circle book. <i>Demonstrate Creative Teaching, Communication, Critical Thinking, and Collaboration.</i>	
Author Study (50 points)	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.	

Notebook (40 points)	Build your Materials NOTEBOOK in a 3-ring binder: In this binder you will have 8 sections, one for each genre category, a section for field experience, your journal and your Original Picture Book. Please include class notes, readings for each genre, and the PowerPoint presentation for each genre. All work should be copied and placed in your Notebook.
In-Class activities. (300 points)	These activities will include 4 C's, literature circle discussions, independent reading, article responses/discussions, collaborative planning activity completion, a final exam and other related events. Attendance is mandatory for credit of these activities. (10 points per class) Scoring guide / checklist will be distributed in class and be available on Bb.
Original Picture Book (200 points)	Write and illustrate an original book to 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" during the final exam time.

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

Grades in this course will be earned as follows:

- A=90-100%
- B=80-89%
- C=70-79%
- D=60-69%
- E=59% or below

CLASS PARTICIPATION IS ESSENTIAL IN THIS COURSE!

Attendance Policy:

Attendance at all class sessions is expected. Illness, death in the family, and participation in authorized university-related trips will constitute excused absences; however, the instructor must be notified before class of the absence and a written excuse must be presented to the instructor when the student returns to class. It is the responsibility of the student to secure information presented in class and to make up any experiences missed.

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., & Tyson, C. (2010). *Charlotte Huck's children's literature: A brief guide*. New York: McGraw-Hill.

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>

Genre responses:

Below you will find the required number of titles within each category / genre. Please read and/or listen to these books and respond using the response format. You have choices within each category / genre in terms of titles and available formats.

Category / Genre	Number of required titles	Point value	Project
Picture books	10 titles; minimum of 5 should be Caldecott Winners or Honor books; may be in various formats: print, audio/cd, video/DVD, etc.	50	Puppet Theatre Production
Traditional literature	1 folktale; 1 fable; 1 myth; may be in various formats: print, audio/cd, video/DVD, storytelling, etc.	30	Teaching folk tales, myths, fables
Modern Fantasy	2 picture books and 1 children’s graphic novel; may be in various formats: print, audio/cd, video/DVD, etc.	30	Collaboration Activity
Historical fiction-	2 picture books or 1 children’s novel; may be in various formats: print, audio/cd, video/DVD, etc.	20	Reader’s Theater Presentation
Biography	2 biographies	20	Character Presentation
Contemporary realistic fiction	3 picture books; 1 children’s novel; may be in various formats: print, audio/cd, video/DVD, etc.	30	Literature circle presentation
Poetry	3 poems in single book form; 2 anthologies of poetry; may be in various formats: print, audio/cd, video/DVD, etc	30	Poetry Picnic “I Am From” original poem
Non-fiction / Informational	2 informational / topical; may be in various formats: print, audio/cd, video/DVD, etc.	20	Class Recipe Book

EDEE 327 (001) – Literature and Materials for Young Readers
Tentative Calendar
Spring 2012

Week	Date	Focus	Assignment / What's Due
1	Jan 23	<ul style="list-style-type: none"> • Introduction to course, Bb & syllabus • Community building activities – “Literacy Heart” • Introduce 4 C’s - creative teaching, communication, critical thinking, collaboration • Introduction to Genre # 1 Picture Book • Awards in children’s literature • Library LRC visit 	<ul style="list-style-type: none"> • Create and display Literacy Heart
2	Jan 30	<ul style="list-style-type: none"> • 4 C’s - communication – Oral presentation • Picture books – illustrations, text, and making the connections for young learners- Original Book KITS • Literature Circle - Vocabulary 	<ul style="list-style-type: none"> • Picture Book Assignment #1 & 2-Picture Book Reviews • Reflection on Teacher Creativity
3	Feb 6	<ul style="list-style-type: none"> • 4 C’s –critical thinking • Introduce Poetry • Literature Circles Discussion Question – in class 	<ul style="list-style-type: none"> • Puppet Presentation using Communication skills. Peer assessed using Oral presentation/Performance Event rubric
4	Feb 13	<ul style="list-style-type: none"> • “I Am From” • Literature Circles 	<ul style="list-style-type: none"> • Poetry Book reviews & assignment
5	Feb 20	<ul style="list-style-type: none"> • Introduce Traditional Literature- fantasy 	<ul style="list-style-type: none"> • Poetry Picnic - Share favorite poem and your original “I Am From” poem incorporating Critical Thinking and communication.
6	Feb 27	<ul style="list-style-type: none"> • 4 C’s –collaboration • Introduce Modern Fantasy • LC - Connection – in class 	<ul style="list-style-type: none"> • Book reviews for Traditional Literature • Lesson Plan for teaching Traditional Literature
7	March 5	<ul style="list-style-type: none"> • Introduce Contemporary Realistic Fiction • LC - Vocabulary – in class 	<ul style="list-style-type: none"> • Book reviews for Modern Fantasy • Collaborative demonstration of Modern Fantasy text
8	March 12	<ul style="list-style-type: none"> • Contemporary Realistic Fiction • Reflection on the writing /illustrating process 	<ul style="list-style-type: none"> • Original book preview • Book reviews for Contemporary Realistic Fiction • Notebooks are due
Mid-term			
9	March 26	<ul style="list-style-type: none"> • Introduce Historical Fiction • Set up small group literature circles- in class 	<ul style="list-style-type: none"> • <u>Original books due!!!!</u> •
10	April 2	<ul style="list-style-type: none"> • Historical Fiction 	<ul style="list-style-type: none"> • Book reviews for Historical Fiction • Discuss Literature Circle books
11	April 9	<ul style="list-style-type: none"> • Introduce Biography 	<ul style="list-style-type: none"> • Using Communication & Collaboration to present a group Historical Fiction Readers Theater • Discuss Literature Circle books • Author Study Due
12	April 16	<ul style="list-style-type: none"> • Biography 	<ul style="list-style-type: none"> • Book reviews for Biography • Character Presentation using Critical Thinking & Communication • Discuss Literature Circle books

13	April 23	<ul style="list-style-type: none"> • Introduce informational materials • Notebook review 	<ul style="list-style-type: none"> • Discuss Literature Circle books • How-to recipe
14	April 30	<ul style="list-style-type: none"> • Non-fiction / informational materials • 4 C's –Putting it all together - creative teaching, communication, critical thinking, and collaboration 	<ul style="list-style-type: none"> • Book Reviews for Informational • Present Literature Circle projects demonstrating all of the 4 C's. • Notebooks Due
15	May 7	<ul style="list-style-type: none"> • Final Exam • Finals Celebration - Share original books • <u>Presentation of EDEE AWARD and Honor Books</u> 	<ul style="list-style-type: none"> • Favorite recipe for taste testing ☺