

UTTC Teacher Education

Syllabus

ENG 238 Children's Literature

Course Information

Year / Term: Spring 2017

Class Location/Room: Education B02

Class Time: M/W/F 11:00-11:50

Office Hours: By appointment/arrangement

Instructor Information

Instructor: Lezlie Mc Elwee

Phone: 701-255-3285 ext. 1752, cell 701-400-6782

Email: lmcElwee@uttc.edu

Office Location: Education Building 123

Required Textbooks:

Temple, C., Martinez, M., & Yokota, J. (2010). *Children's Books in Children's Hands* 4th edition. Upper Saddle River, NJ. Pearson. ISBN-13: 978-0137048779

Course Description: This course will serve as an introduction to children's and adolescent literature, with an emphasis on the integration of literature across the curriculum and on literature response activities. Learners will read a wide range of books and become familiar with a variety of genres, including traditional Native American stories. They will use evaluation criteria to determine the quality of various books and will practice identifying literary elements and devices authors use.

During the spring 2017 semester, UTTC will be assessing the first Institutional Learner Outcome, Written Communications, in some of the courses. One of the assignments for this course will be used to assess students' writing abilities. All students' names and identifying information will be removed from any work samples. A writing rubric will be used to score the writing assignments. It will be provided in class.

Student Learning Outcomes:

Candidates will demonstrate the following knowledge and skills:	Assessment
1. Examine various genres of children's literature.	Genre presentations and scoring guides Chapter Quizzes
2. Explore and interact with the various genres studied.	Theme Study Presentation and rubric
3. Match age-appropriate and interest levels with the various genres studied.	Genre presentations Class assignment/Chapter Quizzes
4. Develop an understanding of how children understand and interact to literature at different levels.	Class assignments Chapter Quizzes
5. Create author and theme studies with children's literature.	Author and Theme Study Presentation and rubrics
6. Collaborate all information learned about Children's Literature in a binder for a future resource.	Children's Literature binders and rubrics.

STANDARDS & OUTCOMES

Objectives of the Course and How They Reflect Specific Components of North Dakota Teacher Standards and other Organizational Standards (Such as INTASC):

UTTC Teacher Education Unit Program Outcome Assessment

Outcome 1: To provide the content knowledge necessary for effective teaching and learning (Core Beliefs 3 and 5; Relevance, Responsibility; INTASC Standards 1 and 7;

Outcome 2: To develop the skills in teaching methodology that allow for the establishment and maintenance of an environment conducive to the learning of all students (Core Beliefs 2 and 3; Relatedness, Respect; INTASC Standards 1, 2, 4, 5, 6 and 8);

North Dakota ESPB Teacher Standards Related to Course Objectives

- Curriculum
 - 2b. English Language Arts
 - 2f. The Arts
 - 2i. Connections Across the Curriculum
- Instruction
 - 3a. Integrating and Applying Knowledge for Instruction
 - 3b. Adaptation to Diverse Students
 - 3d. Active Engagement in Learning

Elementary Education Five-Year Course Assessment Schedule (Standards Assessed Spring 2017)

State Standard & Program Outcome	Assessment/Assignment	Required Artifacts for Portfolio
50015.2 Curriculum 2f. The Arts	Children's Literature Binder	Genre presentation forms from Children's Literature Binders

United Tribes Technical College Teacher Education Conceptual Framework



The Teacher Education unit seeks to improve the quality of education in America by producing reflective professional educators who have demonstrated competency in the knowledge, skills and dispositions necessary for effective teaching through a coherent program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, as well as the philosophy of the department's conceptual framework, Teacher Education has established candidate outcomes that are assessed throughout the Teacher Education program(s)

The Teacher Education program is based on shared core beliefs that incorporate the 4Rs - Relatedness, Relevance, Respect, and Responsibility.

Relatedness is evidenced by believing and behaving as if you are a relative to another person or thing. It is demonstrated and reinforced through collaborations with children and families.

Relevance is meaningful and authentic learning experiences tied directly to state and national standards. Candidates learn and experience reflective practice through hands-on practice in the classroom under mentor and instructor guidance. They are provided the opportunity to study concepts that are meaningful and relevant to one's life and interests.

Respect is an important traditional Native value. Respect is demonstrated through candidate contributions and their respect of others' contributions. The disposition of respect is demonstrated through courtesy, kindness, and acceptance of individuals and their contributions.

Responsibility is a core value of Native cultures as well as the culture of teaching. Candidates are expected to demonstrate accountability for their actions and decisions as they engage in their general education and teacher education curriculum.

POLICIES

Course Attendance Policy (Edit for your own purposes)

Attendance and completion of assigned readings is the equivalent of participation since your ideas and your work with classmates contribute to everyone's understanding and achievement. Significant tardiness will be considered an absence. If you arrive late, you may be considered absent for that class period. Your assignments that are due the date you are absent or tardy, will be subject to the late assignment policy (see **Policy for Late Submission**). In addition, if you have more than 4 hours of unexcused absences for a 1 credit course; 8 hours of unexcused absences for a 2 credit course; or 12 hours of unexcused absences for a 3 credit course, you will automatically fail the course.

Policy for Late Submission (Edit for your own purposes)

Each candidate is responsible for obtaining the necessary information required in the event of an absence. It is the candidate's responsibility to contact one of your peers to obtain information concerning assignments, handouts, and any changes or announcements.

The assignments and course requirements (homework) must be completed by the due date and will be collected at the beginning of the class period. If an assignment is not handed in at the beginning of the class period, it is considered late. **Late work will not receive full credit if it is accepted at all.** All late work (if prior arrangements have been approved by the instructor) must be personally handed to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

Student Behavior in the Classroom

UTTC students will conduct themselves in the classroom during class time in a responsible and respectful manner. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to classroom topics. Faculty are expected to maintain professional management of classroom activities prior to, during and after class times. As such, if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

Cell Phones (Edit for your own purposes)

Out of respect for the other candidates, instructor, and yourself it is advised that cell phones are turned off during class times. If the candidate is expecting an important phone call (case worker, housing, clinic), the instructor must be informed ahead of time and the cell phone set to a silent ring. If such a phone call is received the candidate should answer the call by quietly removing him or herself from the classroom. This also includes texting during class; it is not acceptable. Cell phone use interferes with learning and teaching. Teacher candidates will be staffed if they are unable to meet the expectations of this policy.

Accommodation of Disabilities

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Office of Disabilities Services coordinates reasonable

support services, accommodations, and appropriate referrals aimed at removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services office located in the Education Building Room 123B (first floor). The DSS department can also be reached at 701.255.3285 ext. 1516.

Programmatic Procedures

In an effort to monitor the quality of the courses and programs of the Teacher Education unit at United Tribes Technical College, work produced by candidates in this class may be randomly sampled for external review. This means that the instructor of this course may be asked to provide samples of student and/or candidate work for programmatic assessment purposes. All names and identifying information will be removed from any work samples provided for external review. In addition, the process of external review will in no way affect a grade or performance in this course.

Plagiarism and Academic Integrity

Plagiarism is the term for taking credit for work that is not your own. This means you cannot take material from articles, books or websites you find in the library and present it as your own work, you cannot let your friends prepare your assignments, and you cannot copy an assignment from a student who took the same course another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are the evidence you provide of your learning, your original ideas.

Providing work that is not your own or that is not unique to the assignment is inappropriate because it is a form of dishonesty. The consequences of plagiarism are severe: you will be given an F on the specific assignment, or the entire course, at the instructor's discretion. If you need advice on how to appropriately cite the work of others, please ask. Briefly as long as you acknowledge that an idea is not your own, but give the original source, and so long as the assignment contains sufficient original work in addition to whatever is quoted from others, you are generally not going to get into trouble.

Other violations of academic integrity are also inappropriate though they do not generally have the same severe consequences as plagiarism. One example would be lying about the reason for an absence, or signing someone else's name to a sign-in sheet when they were not present. Please keep in mind that students generally ask their instructors for recommendations, whether for jobs or for scholarships.

Background Checks

All Teacher Education candidates go through a background check through the state of ND. Because you will be working with children, prior offenses, serious or against children, will be cause for dismissal from the Teacher Education program. In addition, if you are under the influence of illegal drugs or alcohol while in class or working with children, a staffing will be called with the counseling department and you may be suspended from college indefinitely.

Extra-curricular Activities

Academic achievement is a top priority in Teacher Education. If you are involved in extracurricular activities, you must be keeping up with your studies or instructors will not approve travel. Our job is to ensure that you have every opportunity for academic success by attending classes and completing assignments.

Class Cancellation Policy

In every situation, the decision to cancel classes is taken very seriously. The reputation of the College and the integrity of the academic program rely on every class being conducted according to the schedule. On the course schedule for this syllabus, the dates you will not have class are identified. These are circumstances that your instructor is aware of at the beginning of the semester when the campus is closed or the instructor and/or students have other commitments.

On rare occasions, there are unexpected emergencies that require class to be cancelled. If you want your instructor to contact you prior to class to let you know of a cancellation, be sure the instructor has your current phone number. Otherwise, if your instructor is not able to come to class, one of the other Teacher Education instructors will cover to make sure you get the educational experience you deserve.

Evaluation of Student Performance (Including Grading Policy)

A	90-100%	C	70-79%
B	80-89%	D	60-69%
		Failing	Below 60%

Description of Assignments and Rubrics:

Tests/Quizzes

Teacher candidates will be assessed of their understanding of information related to the course with weekly chapter quizzes online.

Read-Alouds/Book Sharing in each genre area

Students will find a book to match each genre area. The book will be located before class and brought into the day that we discuss that genre. A brief summary of the book will be given and a short selection will be chosen for a read-aloud.

Author Study

Theme study

Children's Literature Binder

Historical Novel reading requirements

Powerpoint Presentation/Final Project

Author Study Rubric

Student: _____ Date: _____

Bulletin Board (May be digital)								
	The bulletin board is grade level appropriate.	0	1	2	3	4	5	
	The bulletin board meant to introduce children to the author	0	1	2	3	4	5	
	The bulletin board motivates children to read more of his/her books.	0	1	2	3	4	5	
	The bulletin board is eye catching, neat, attractive, and colorful.	6	7	8	9	10		
	The bulletin board includes at least on photograph of the author.	0	1	2	3	4	5	
Report								
	The report includes a cover page with title, student's name, name of course, and date.	0	1	2	3	4	5	
	The report clearly explains the life of the author.	0	1	2	3	4	5	
	The report states in deal why the author is well known-rhyming books, collaged illustrations, etc.	6	7	8	9	10		
	The report clearly summarizes at least 5 of the author's books.	0	1	2	3	4	5	
	There are few, if any, mechanical errors in grammar, punctuation, spelling, etc.	6	7	8	9	10		
	The report includes a works sited page.	0	1	2	3	4	5	
	The report is typed in century gothic font size 12 and double spaced.	0	1	2	3	4	5	
Presentation								
	Spoke at an appropriate volume and speed while explaining bulletin board.	0	1	2	3	4	5	
	Presentation is smooth and easy to follow.	0	1	2	3	4	5	
	Spoke at an appropriate volume and speed while sharing information for the report.	0	1	2	3	4	5	
Time and Effort								
	The bulletin board, report, and presentation were completed on time.	0	1	2	3	4	5	
	The project reflects considerable thought, effort, time, and work.	0	1	2	3	4	5	
	Total							/ 110
Comments:		Key:						
		5-Exceeds Expectations						
		4- Very Good						
		3- Good						
		2- Developing						
1-Limited								
0-No evidence								

Theme Study Rubric

Student: _____ Date: _____

Bulletin Board (May be digital)							
	The bulletin board is grade level appropriate.	0	1	2	3	4	5
	The bulletin board meant to introduce children to a specific theme	0	1	2	3	4	5
	The bulletin board motivates children to read books on this topic.	0	1	2	3	4	5
	The bulletin board is eye catching, neat, attractive, and colorful.	6	7	8	9	10	
	The bulletin board includes informational books and fiction books on the topic.	0	1	2	3	4	5
		6	7	8	9	10	
Books and Activities							
	Information Books	0	1	2	3	4	5
	Fictional Books	0	1	2	3	4	5
	Other—biography, poetry, etc...	6	7	8	9	10	
	AT LEAST five activities that support the theme study and use of the literature	0	1	2	3	4	5
		6	7	8	9	10	
Presentation							
	Spoke at an appropriate volume and speed while explaining bulletin board.	0	1	2	3	4	5
	Presentation is smooth and easy to follow.	0	1	2	3	4	5
	Spoke at an appropriate volume and speed while sharing information for the report.	0	1	2	3	4	5
Time and Effort							
	The bulletin board, topic study, and presentation were completed on time.	0	1	2	3	4	5
	The project reflects considerable thought, effort, time, and work.	0	1	2	3	4	5
	Total	_____ / 110					
Comments:		Key:					
		5-Exceeds Expectations					
		4- Very Good					
		3- Good					
		2- Developing					
1-Limited							
0-No evidence							

Children's Literature Binder Rubric

Student: _____ Date: _____

Format:		0	1	2	3	4	5
	Resources are contained in a 3-ring binder with dividers labeling each section.						
	All book information sheets are neatly typed	0	1	2	3	4	5
	All lesson plans/books are developmentally appropriate for a K-8 grade classroom and contain NO WORKSHEETS	0	1	2	3	4	5
	Information on each assignment follows the format provided by the instructor.	0	1	2	3	4	5
The Binder contains the following sections with 5 or more typed <u>book summaries</u> with all information completed for each book and a <u>book log</u> for each genre. Each section labeled!							
	Picture Books	0		3	4	5	
	Traditional Literature	6	7	8	9	10	
	Poetry for Children	0	2	3	4	5	
	Contemporary Realistic Fiction	6	7	8	9	10	
	Historical Fiction	0	1	2	3	4	5
	Modern Fantasy and Science Fiction	6	7	8	9	10	
	Informational books	0	2	3	4	5	
	Biography	6	7	8	9	10	
	Diversity / Cultural Literature	0	2	3	4	5	
		6	7	8	9	10	
The Binder also includes the following labeled sections:							
	<u>Theme Study</u> - information on a specific topics and various genres of literature to support and educate the chosen topic	0	2	3	4	5	
	<u>Author Study</u> - information on particular authors (including your own report)	6	7	8	9	10	
	<u>Lesson ideas</u> - Contains at least <u>five</u> lesson ideas for teaching with children's books. Includes all organizers, handouts, etc. for each lesson.	0	2	3	4	5	
	<u>Class Notes and Handouts</u>	6	7	8	9	10	
	<u>Other materials</u> such as teaching ideas, bulletin board ideas, web sites, etc.	0	1	2	3	4	5
		0	1	2	3	4	5
Time and Effort							
	The binder reflects effort, time, neatness, care, and thought.	0	1	2	3	4	5
	The binder was completed and handed in on or before the due	0	1	2	3	4	5

date.	
Presentations for each genre level during each class period (9 Presentations)	0 1 2 3 4 5 6 7 8 9 10
	Total _____ / 160
Comments:	Key: 5-Exceeds Expectations
	4- Very Good
	3- Good
	2- Developing
	1-Limited
	0-No evidence

Tentative Class Schedule

Week	Date	Topic	Readings /Assignment
1	Jan. 9	Review Syllabus Ch. 1: Children's Books in Children's Hands	<ul style="list-style-type: none"> Ch. 1 Read Sign Syllabus signature page Page 24 Question 2
2	Jan. 16	Ch.2: Literary Elements in Works for Children	<ul style="list-style-type: none"> Ch. 2- Read "Bio bag" Project Information
3	Jan. 23	Review Ch. 2 and course assignments Ch. 3: Literary Meaning-Making and Children's Responses to Literature	<ul style="list-style-type: none"> Bio-bag presentations Ch. 3 – Read Modeled Genre Share
4	Jan. 30	Ch. 4: Literature Representing Diverse Perspectives	<ul style="list-style-type: none"> Ch. 4 – Read Author Study Project Information
5	Feb. 6	Ch. 5: Picture Books	<ul style="list-style-type: none"> Ch. 5 – Read Picture Book Share
6	Feb. 13	Ch. 6: Traditional Literature	<ul style="list-style-type: none"> Ch. 6 – Read Traditional Literature Book Share
7	Feb. 20	Ch. 7 Poetry for Children	<ul style="list-style-type: none"> Ch. 7 – Read Picture Book Presentation
8	Feb. 27	Ch. 8: Contemporary Realistic Fiction	<ul style="list-style-type: none"> Author Study Presentations Contemporary Realistic Fiction Book Share
9	Mar. 6	Ch. 8: Contemporary Realistic Fiction	<ul style="list-style-type: none"> Ch. 8 – Read
10	Mar. 20	Ch. 9: Historical fiction	<ul style="list-style-type: none"> Historical Fiction Book Share
11	Mar. 27	Ch. 9: Historical fiction	<ul style="list-style-type: none"> Ch. 9 – Read Theme Study Project Information
12	Apr. 3	Ch.10: Modern Fantasy and Science Fiction	<ul style="list-style-type: none"> Ch. 10 – Read

			<ul style="list-style-type: none"> • Fantasy or Science Fiction Book Presentation
13	Apr. 10	Ch. 11: Information books and biography	<ul style="list-style-type: none"> • Ch. 11 – Read • Information Book Presentation
14	Apr. 17	Ch. 12: Inviting Children into Literature	<ul style="list-style-type: none"> • Ch. 12 – Read • Theme Study Presentations
15	Apr. 24	Ch. 13: Encouraging Response to Literature Ch. 14: Literary and Content Units	<ul style="list-style-type: none"> • Ch. 12/13 – Read • Literature Response Activities • Children’s Literature Binder • Final overall presentation
16	May 1	Children’s Literature Binders	

SYLLABUS SIGNATURE PAGE

Course Title: Children’s Literature

Course Number: ENG 238

Credit Hours: 3

Instructor: Lezlie Mc Elwee

My signature below indicates that I have read and understand this syllabus and have been given a copy of my own to keep.

Student’s Printed Name

Student Signature

Date