

T & L 544
Advanced Children's Literature
Fall 2009 Thursdays 5:45-8:45 Room VUC 122

Deanna Day
dday-wiff@vancouver.wsu.edu
360-546-9667



Office Hours VUC 340
5:00 to 5:45 Thursdays
or easily arranged.

Conceptual Framework for the College of Education: The College of Education contributes to the theory and practice of the broad field of education, and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments and future generations.

Teaching and Learning Mission Statement: The Department of Teaching and Learning seeks to advance knowledge and ethical practice in the field of education; we do so through collaboration among universities, schools, families, and local, regional and global communities in a manner that reflects the ideals of democracy, social justice, and ecological sustainability.

Course Description: This course will immerse you in literature for children and adolescents, written/illustrated by authors and illustrators about people who live during various time periods and among different cultures. We'll take time to look at ourselves as readers, to consider the reading interests of children, and to establish a repertoire of book titles to match their interests. During this semester you will read voraciously, become familiar with books, authors, and illustrators in all genres, and deepen your knowledge about the wealth of professional resources about children's literature. In addition, we will explore trends, issues, and research in children's literature. We will discuss ways to invite children and adolescents into books, reading, and discussion while participating with creative responses to literature. We will become familiar with a variety of ways to organize and maintain literature circles in our classrooms.

Course Goals/Objectives: As a result of participating in this course you will become familiar with the following course goals. Imbedded in these goals are the theoretical underpinnings for this course:

1. Develop a familiarity with quality literature for children, including knowledge of genre, outstanding authors and widely acclaimed books (Kiefer, Hickman & Hepler, 2006; Temple, Martinez & Yokota, 2006).
2. Learn to select literature for children according to literary quality, authenticity and appropriateness (Hancock, 2008; Lynch-Brown & Tomlinson, 2005).
3. Understand a view of curriculum as supported by literature and developed through literature (Cullinan, 1992; Kasten, Kristo & McClure, 2005; Short, 1997).
4. Be familiar with professional resources and publications related to children's literature.
5. Develop an awareness and understanding of issues reflected in children's literature (i.e. censorship, racism, sexism, postmodern texts) and the ways they present themselves in classrooms as literature (Fox & Short, 2003; Harris, 1997; Kohl, 1995; Lehr, 1995).
6. Encouraging child involvement in such a way as to facilitate growth in meaning making and literary awareness (Short, 1997; Wolf, 2004).
7. Understand principals and practices of literature circles and learn to implement such studies by participating in them and implementing them in a classroom setting (Langer, 1995; Peterson & Eeds, 1990; Short & Pierce, 1990).
8. Learn to converse with children about literature in ways that foster dialogue and meaning construction (Peterson & Eeds, 1990; Rosenblatt, 1938; Vygotsky, 1978).

One of the primary learning intents of this course is to facilitate your exploration of literature for children in a way that is personally meaningful for you. Another is to assist your investigation in relation to reader response theory or literature circles. I will provide a basic framework for the course and strategies for using literature, but what you learn

and how much you learn will depend on the choices you make during each class period and in your independent reading and learning projects.

Methods of Teaching: This is a hybrid course that is primarily asynchronous. We will use angel course management system, email, and face-to-face for interactions and communication. The majority of the classes will be in person and two classes will be online. It is critical that you have access to a computer with Microsoft Office Software and good internet service to participate in our class. The goal of a hybrid class is to create the habit of thinking and making connections all of the time rather than simply showing up and fulfilling requirements.

Washington K-12 Reading Teacher Competencies Aligned With This Course:

- 1.0 Common Core—Foundational Knowledge
 - 1.2.8 Demonstrate knowledge of literary terminology and concepts
 - 1.3.3 Demonstrate knowledge of the importance of including families as partners in the literacy development of their children.
 - 1.4 Know current state standards (GLEs) in reading, writing, and communication.
 - 2.2.6 Explain the purpose of ongoing and long-term monitoring of student progress.
- 3.0 Common Core—Instructional Strategies and Curriculum Materials
 - 3.1 Demonstrate knowledge of a wide-range of instructional strategies.
 - 3.1.3 Demonstrate knowledge of a wide range of strategies used to comprehend, analyze, interpret, and evaluate a variety of literary and expository texts.
 - 3.2 Demonstrate knowledge of how to select and use a wide-range of curricular materials.
 - 3.2.1 Demonstrate knowledge of a wide range of curriculum materials to ensure effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.
 - 3.2.4 Demonstrate knowledge of the range of genre in classic and contemporary children’s and young adult literature.
 - 3.2.5 Demonstrate knowledge of the purpose and use of various text types
- 4.0 Common Core—Creating a Literate Environment
 - 4.2 Demonstrate understanding that creating a literate environment fosters interest and growth in all aspects of literacy including student choice in selection of reading materials.
 - 4.3 Demonstrate understanding of the research base that grounds practice in creating a literate environment.
 - 4.6 Demonstrate knowledge of the various ways to use text forms and features to teach reading.
 - 4.7 Demonstrate the process of and purpose for modeling think-alouds and read-alouds.
- 5.0 Common Core—Professional Development
 - 5.1 Understand the importance of respecting socio-economic, cultural, linguistic, and ethnic diversity in the teaching process.
 - 5.2 Understand the importance of keeping current in the knowledge of the field of literacy.
 - 5.3 Understand the importance of collegiality through observation and discussion.
- 6.0 Common Core—Instructional Methodology
 - 6.5 Select appropriate materials and demonstrate the ability to plan and implement effective reading instruction for all learners.
 - 6.5.1 Select print, nonprint, and technology-based information representing multiple levels, broad interests, and cultural and linguistic backgrounds.
 - 6.5.8 Use students’ interests, reading levels, and backgrounds as foundations for planning and implementing reading and writing instruction.
 - 6.5.9 Teach students how to read literary, informational, functional, task-specific and technology-based texts at appropriate levels for a variety of purposes.
 - 6.5.10 Teach elements of literature and features of non-fiction text.
 - 6.6 Provide students with the opportunity to become independent learners and to self advocate when appropriate.
 - 6.6.2 Provide opportunities for students to self-select reading materials.
 - 6.6.5 Model reading and writing as valued life-long activities and motivate learners to be life-long readers.

*The love of learning, the sequestered nooks, and the sweet serenity of books.
Longfellow*

Required Reading:

1. **Professional Articles:** All articles are available in angel.
2. **Professional Book:** Depending on the grade level you teach purchase **one** professional book: **For K-5 teachers**—Noe, K.L.S. & Johnson, N.J. (1999). *Getting started with literature circles*. Norwood, MA: Christopher Gordon **or for 6-12 teachers**--Hill, B.C., Noe, K.L.S., & King, J.A. (2003). *Literature circles in middle school: One teacher’s journey*. Norwood, MA: Christopher Gordon.

3. **Fantasy or Science Fiction Book:** Please borrow or purchase the following book: *The Graveyard Book* (Gaiman, 2008) **or** *The Hunger Games* (Collins, 2008). Sign up for book in class before purchasing.
4. **Picture Book:** Please borrow or purchase **one** book from the following titles: *The House in the Night* (Swanson, 2008) **or** *A Couple of Boys Have the Best Week Ever* (Frazee, 2008) **or** *How I Learned Geography* (Shulevitz, 2008) **or** *A River of Words: The Story of William Carlos Williams* (Bryant, 2008). Sign up for book in class before purchasing.

Suggested Reading: If you do not own a children's literature text I suggest that you purchase one. These are some of the best children's literature texts:

- Darigan, D.L., Tunnell, M.O., & Jacobs, J.S. (2002). *Children's literature: Engaging teachers and children in good books*. Upper Saddle River, NJ: Merrill.
- Hancock, M.R. (2004). *A celebration of literature and response: Children, books, and teachers in K-8 classrooms*. Upper Saddle River, NJ: Pearson. 2nd Edition
- Norton, D.E. (2007). *Through the eyes of a child: An introduction to children's literature*. Upper Saddle River, NJ: Merrill. 7th Edition
- Temple, C., Martinez, M., & Yokota, J. (2006). *Children's books in children's hands*. Upper Saddle River, NJ: Pearson Education. 3rd Edition

Professional Literacy Organizations: To stay current in the field of literacy you should join a professional organization (especially if you plan on being a literacy leader in your school or district):

- National Council of Teachers of English NCTE (Journal: *Language Arts*)
- International Reading Association IRA (Journal: *Reading Teacher* or *Journal of Adolescent and Adult Literacy*)
- Washington Organization of Reading Development WORD (State reading organization, newsletter)

Course Expectations:

Participation: While participation styles may vary, preparation for and active participation in class and small group discussions are essential to the learning process. Reading, writing and sharing in small groups or with the whole class helps create and sustain our community of learners. To fully participate in this course the following participation must occur:

1. **Professional Book and Articles:** Full participation will require critically reading the required readings and engaging in discussions on angel and in class. Careful reading of all assignments must be completed before class (highlight, use post-it notes, or take notes). Be prepared to share your thoughts on the readings and ask questions in our angel discussions. Please bring the professional book and articles to assist you in the discussions during class.
2. **Literature Circles:** Each week we will read children's books around our genre theme such as historical fiction, poetry or biography and participate in literature circles. I will provide the majority of these books for the literature circles but you need to purchase or borrow three titles (see required reading). For example, the week we study fantasy everyone will read *The Graveyard Book* or *Hunger Games*. To prepare for the literature circles you will need to do a strategy such as sticky notes, main idea belt, or sketch to stretch. Directions for each strategy will be discussed in class the week before. Please bring the children's book and strategy to each literature circle to help you fully participate in these literature discussions. It is impossible to talk about a book if you do not have it with you.
3. **Reading and Sharing Children's Literature:** Since this is a children's literature course you are expected to read, read, read children's literature or young adult literature. Each week during announcements it is projected that 2 or more students will share a children's book(s) they have read and give a brief 1-3 minute book talk(s). Everyone should share at least 5 different books throughout the semester. For ideas on how to give a book talk go to <http://teacher.scholastic.com/products/tradebooks/booktalks.htm>
4. **Join a Children's Literature Blog:** To help you learn as much as possible about new children's and young adult books, please join a children's literature blog within the first weeks of class. You could follow a blog written by a classroom teacher who uses lots of children's literature, an author or illustrator of children's literature, or even an editor of children's literature. Possible blogs are listed in the back.

Attendance: Plan to attend all classes because attendance is essential. Because each class builds on your knowledge for the next class, each student will be allowed **one** absence for any emergency situation, school function or work situation, illness, doctor appointment, etc. More than **one** absence will lower your final grade. In case of absence make arrangements for a classmate to pick up materials for you and obtain information that you missed. Arriving late and leaving early is disruptive to the learning of others. Habitual tardiness or leaving early (more than 2 times) will lower your final grade. Absences cannot be made up because of the high amount of participation, small group activities and whole group discussions.

Studying: Your success will directly relate to the planning of your study schedule. Graduate classes in general require 3 hours of preparation outside of class for each hour spent in the classroom. Because this is a three-credit class multiplied by 3 hours of prep, you should expect 9 hours of weekly studying devoted to this graduate class. Some weeks you may need to read and study more than 9 hours, where as other weeks it may be less. Create a routine schedule when you will read and write for this course.

Papers and Projects: All written assignments should be type written (12 point font) and carefully edited for spelling and grammar. Use American Psychological Association (APA) for all citations. Please strive to turn in a hard copy of all of your assignments (Angel assignments are exempted). Assignments are due on or before the specified due date at the beginning of class. Late assignments will **lower** your final grade. Assignments more than two weeks late will not be accepted.

*A good book is the best of friends, the same today and forever.
Martin Farquhar Tupper*

Learning Projects:

Literacy Memory: One way to understand our feelings about literature and reading is to reflect upon our own personal histories and experiences with print. As we examine our feelings towards literacy, we become better able to understand ourselves as learners. Richard Peck, author of numerous award-winning books for children, claims, “The literature of our childhood becomes our lifelong luggage.” What memories do you have of stories, literature, reading, or literacy—your “lifelong luggage?” Think back to when reading and/or thinking about books changed you. Were you read to as a child? Did your family tell stories? How did you learn to read? Describe your literacy memories in an autobiographical piece such as a picture book, collage, sculpture, quilt, poem, mobile, painting, article, or other. Aim to share three pieces of literature that had a strong impact on your life prior to college and consider each book’s appeal. Make sure you include a written explanation. Everyone will share their literacy memories in a small group and display them for browsing on **September 3**.

Discussion Board: Reflecting is an important element in learning. Your writing/discussing provides an opportunity for you to reflect on your learning, question what you are learning, explore relationships between what you are learning and your past experiences, and discover gaps in your knowledge. We often get so involved in teaching or in reading what others have said that we do not stop to make our own connections and sense of what we are doing and reading. The purpose of discussing our readings online is to encourage connections and reflections in your learning and open up a dialogue between class members. Please do not use these discussions to “prove” that you read an article or learned a particular concept. This also is not a place for notes, summaries, or retellings. Instead it is a place for you to ponder on the ideas, questions, and connections that you are making related to the teaching of reading, literature circles and children’s literature.

Twenty-four hours before each class session (due Wednesdays by 5:45pm) respond to the weekly readings on the Angel Discussion Board (<http://lms.wsu.edu>). **Your response needs to include what you are learning, connecting with, and questioning.** Your thoughtful response could include telling personal reactions, critiquing an aspect, discussing how it relates to your teaching, sharing what you have tried, expressing what you most learned and facing your challenges. Share quotes (golden lines), key ideas, or inspiration from the course readings followed with your response to these. Ask questions about issues or concerns that you really wonder about. Your response should be at least one single space page in length using 12 point font.

After reading the responses on our discussion board, comment in a professional manner as a critical friend, to **at least one or more** responses (due Thursdays by 5:45pm). Use these sentence starters: 1) I particularly liked..., 2) Did you think about..., 3) You might want to look at..., 4) I wondered about..., or 5) I’ve seen others successful with similar activities when... Your comment(s) should be at least one paragraph in length and include ideas for navigating difficulties, comparing/contrasting teaching situations, suggesting resources that may be helpful, or probing thinking via thought provoking questions.

Angel Discussion Board Checklist and Assessment (total of 10 responses and 10 comments over the course of semester)

1. In each thoughtful response, did you address what you *learned, connected with and questioned?* (1 response each week for a total of 10 responses).
2. Did you comment on at least one or more of the other students’ responses giving them feedback and ideas? (1 comment each week for a total of 10 comments).
3. Did you demonstrate quality and effort through a clear reflective response and critical friend comment(s)?
4. Is your response at least one page in length? Did you use 12 point font? Are your comments at least one

paragraph in length?

5. Did you complete your response(s) and comment(s) on time?

A room without books is like a body without soul.
Cicero

Reading Record: The reading of children's books is one of the primary focuses of this course. This is your opportunity to read some outstanding children's literature or young adult literature and think about how you could use them in your classroom. It is expected that you will read 40 books in a combination of 32 picture books and 8 chapter books. Chapter books should have more than 100 pages. Please only read books that you have never read before, are of high quality and have a recent publication date (2005-2010). Any children's book that you read for our literature circles, browsing or inquiry project can be applied to your reading record. Make sure you read at least **three** books from each genre. Keep a record of all of the books you read on goodreads.com. After you join goodreads add Deanna and other classmates as friends. For each book that you read—record in the notes section the genre, copyright date, and your opinions and/or thoughts about the book. Your reading record is due with your final self-reflection on **December 17**.

Reading Record Checklist and Assessment:

1. Did you read at least 40 books—combination of 32 picture books and 8 chapter books?
2. Did you read books you have never read before, high quality books, and books with a recent publication date (2005-2010)?
3. Did you read books from all literary genres—at least 3 books from each genre?
4. Did you input your reading record onto goodreads? Did you include the genre, copyright date and your opinions/thoughts about the books you read?

Novels...teach you the secret, that the best of life is conversation.
Ralph Waldo Emerson

Issue Sharing: One of the course goals is for us to explore current trends and issues in children's literature. Everyone will choose a different trend or issue to research (e.g., family, aging, death, gender, special needs, abuse, war/peace, mental depression, race relations, graphic novels, celebrity books, etc). On the second night of class a suggested list of topics and a sign-up sheet will be passed around. In this mini exploration you need to find at least 2 professional journal articles on your topic to read. As a way to share your learning with our class, prepare a page for our class wiki and a 5-10 minute hands-on presentation. Please discuss on your wiki page: the most important points on this issue, the children's books around this issue, your opinions and personal connections about the issue, tips or suggestions for teachers to teach/discuss this issue in K-12 classrooms, and references. For your hands-on presentation, plan a question to engage our class in a brief discussion and/or something else about the issue (Note: this may need to be done via angel for the weeks we are online). Sign-up for issue sharing on the second night of class.

Issue Sharing Checklist and Assessment:

1. Did you choose a current trend or issue in children's literature?
2. Did you prepare a page for our class wiki communicating important points about the issue/trend, descriptions, lists of children's books, personal opinions and connections, tips or suggestions for K-12 teachers to teach/discuss this issue in their classrooms, and references?
3. Did you include book covers, citations of journal articles, hyperlinks to websites, pluggins to youtube videos, etc?
4. Did you engage our class in a 5-10 minute hands-on activity about your trend or issue?

Outside of a dog a book is man's best friend. Inside a dog it's too dark to read.
Groucho Marx

Transcript Analysis: In a small group of 2-3 students analyze one literature circle discussion (A small group of children discussing a book in a class room setting). One of the group members will provide the digital recording for the group to transcribe and analyze. As a group listen to the entire recording and choose a significant portion of the discussion to transcribe. You only need to transcribe a total of 5 minutes or 5 pages. Usually the first 1-3 minutes of a discussion are not the best part of the discussion. Next, as a group analyze what is happening in the discussion. Use the categories discussed in class or categories from our course readings. Time will be given in class to work on the analysis. Each person in the group will write a brief 1-page reflection of this experience due on **November 12**. Include in this reflection: 1) a history of what the group learned about the transcript (what the transcript is telling you),

2) recommendations for the students participating in the discussion, 3) the next steps for the teacher, and 4) what you learned about literature circles. Please include the transcript and analysis with the reflection. Small groups will share their analysis with other groups on this same date.

Transcript Analysis Checklist and Assessment:

1. Did you transcribe a small group literature circle in a classroom setting—only 5 minutes or 5 pages?
2. Did you analyze (code) the transcript?
3. Did you write a 1 page reflection sharing the learning you gained from this analysis—what does the transcript tell you, what are your recommendations for the students, and what are the next steps for the teacher? Include transcript/codes with reflective paper.

Read in order to live.
Gustave Flaubert

Inquiry Project: An inquiry project is on going, an ever-changing process that requires close scrutiny and extensive research and practice. Choose an issue, topic, or theme that you want to explore and learn more about related to literature circles. The project will involve developing a plan for implementing and exploring literature circles (at least 2-3 rounds using children's or young adolescent literature), engaging in your inquiry with children, young adolescents or adults, and sharing the results of your inquiry with our class. The definition of two rounds of literature circles is using two different children's books and having two different discussions with the same students. A proposal for this inquiry is due on **September 24**. In this one page **proposal** describe your question, topic or theme, why it is important to you, what you will do, the children's books you will use, the professional articles you will read, how you will keep track of what you are learning/observing, and a timeline (including the 2-3 literature circle rounds) of how you will complete this project. We will form small groups to support individuals involved in related inquiries.

Some suggestions for literature circle inquiry projects include:

1. If you have never tried small group literature circles, organize them in your classroom and document the results. Or try literature circles in your neighborhood, community, or professional organization.
2. Try a new way of organizing literature circles such as genre study, author study, theme study, paired books, text sets, shared books sets, etc.
3. Try different discussion strategies with students (free writes, graffiti, sketch to stretch, multimodal, etc).
4. Do a case study of one student responding to literature within literature circles or a specific small group over time.
5. Analyze a series of literature circle transcripts over a period of time.
6. Explore questions such as—What is the teacher's role in literature circles? What happens to discussions when the teacher is not present? How does student choice affect literature circles? What is the role of projects or extensions from books? How can aesthetic response be facilitated? What are the best ways to organize literature circles?
7. Other—please come talk to me if you have another idea to do with literature circles.

After you have chosen your topic around literature circles, begin researching this topic using multiple sources (at least eight to ten sources on literature circles so that you can make comparisons, verify facts and note inconsistencies and errors). Plan how you will implement 2-3 rounds of literature circles (Round 1 could be picture books or using your district reading anthology. Round 2 could be a selection of books around a theme using picture books or novels). During your inquiry, keep track of your process of research and learning in a teaching journal including field notes on discussions, observations of discussions, collect samples of children's responses, or audio or videotape discussions, etc. Everyone will individually write an I-search paper (approximately 10 pages in length) about your inquiry including a description of your questions, issues or ideas, why it was important to you, what you did in your research, and what you found out through your readings and data collection due on **December 3**. Please organize your paper into a binder. You will share your project on **December 10** in a 18-20 minute presentation.

I-Search Format for Inquiry Paper (Ken Macrorie)

Introduction—Background information that led to my interest in this question or inquiry. What was my question(s)? What did I already know? What did I want to find out? This background information includes professional literature and experiences that influenced your initial questions and inquiry. This section could also include how your question changed over time and why.

What I did—How did I go about my inquiry? What did I do to research my question? What kinds of experiences did I engage children in? What kind of readings (research articles) did I read (literature review)? What data did I collect? How did I examine that data? (*This is a large section of your paper*)

What did I learn/discover through my inquiry? This is the major section in which you describe what you learned. Share what happened in the literature circles with the group of children. Discuss student examples (work, transcripts, tables, etc..) to prove what you learned/discovered. Describe and give your interpretation of what you found. Cite research that you read about your topic and how it relates/contradicts to your inquiry. *(This is the largest section of your paper) (The two middle sections can be combined if needed)*

What are the implications of my inquiry? How has this inquiry affected how you think about teaching and learning? What are some implications for other teachers as well as your own teaching? Where will you go from here? What are your new questions about literature circles? How will you continue this inquiry?

Inquiry Project Checklist and Assessment:

1. Did you complete 2-3 rounds of literature circles using children's literature (2 or 3 different books and 2 or 3 different discussions with the same participants)?
 2. Did you follow the I-search model to write your paper (approximately 10 pages in length)?
 3. Did you cite at least 8-10 references throughout your paper (following APA guidelines)? Did you cite sources from our class readings?
 4. Did you share your opinions and thoughts throughout the paper?
 5. Did you share student work, thoughts, or opinions in your paper? These could be in the form of photographs, quotes from students, tables or graphs, portions of transcripts, or student reflections. Discuss these in the body of your paper vs. putting them in the appendices or back of notebook.
 6. Is your inquiry paper organized in a notebook with these possible sections: paper, references, articles you read, teaching journal, field notes, lesson plans, transcripts, research records, etc?
 7. Did you follow APA guidelines when writing your paper (page numbers, running head, references, double space, 12 point font, 1 inch margins, etc)?
 8. Did you use spell check and grammar check?
 9. Did you exchange your paper with a peer for feedback and suggestions?
 10. Did you turn in your paper/binder on time?
 11. Did you present your inquiry in a rehearsed 18-20 minute presentation? Think about what makes an interesting and engaging presentation. Share what you learned, what you would do differently next time, and where you will go from here? Share student work, visuals, video, and powerpoint. Keep presentation to the point.
 12. How did you go above and beyond what was expected for this project and presentation?
- Note: It is not necessary to turn in audiotapes and student work with your paper/notebook. Student work should be shared within the body of your paper. Share audiotapes, videotapes, original student work during your presentation.

*Reading is to the mind what exercise is to the body.
Sir Richard Steele*

Academic Integrity: Academic integrity is the cornerstone of the university and will be strongly enforced in this course. Any student found in violation of the academic integrity policy will be given an "F" for the course and will be referred to the Office of Student Conduct. For additional information about WSU's Academic Integrity policy/procedures please contact (360) 546-9573.

Disability Accommodation: Accommodations may be available if you need them in order to fully participate in this class because of a disability. Accommodations may take some time to implement so it is critical that you contact Disability Services as soon as possible. All accommodations must be approved through Disability Services, located in the Student Resource Center on the Lower Level of Student Services Center (360) 546-9138.

Emergency Notification System: WSU has made an **emergency notification system** available for faculty, students and staff. Please register at myWSU with emergency contact information (cell, email, text, etc). You may have been prompted to complete emergency contact information when registering for classes on RONet. In the event of a **Building Evacuation**, a map at each classroom entrance shows the evacuation point for each building. Please refer to it. Finally, in case of **class cancellation campus-wide**, please check local media, the WSU Vancouver web page and/or <http://www.flashalert.net/>. Individual class cancellations may be made at the discretion of the instructor. Each individual is expected to make the best decision for their personal circumstances, taking safety into account. Safety plan website - <http://safetyplan.vancouver.wsu.edu/>

Important Dates and Deadlines: www.registrar.wsu.edu/Registrar/Apps/AcadCal.ASPX

Evaluation: All activities and projects will be evaluated on thoroughness, clarity of presentation, timeliness, professional appearance (which includes grammatical and spelling correctness), and creativity (where appropriate) using the assessment checklists. Self-evaluation and reflection are essential components to learning and this course. Part of your angel responses should reflect your work and progress in this course. At midterm you will write a reflection of your learning and participation for this course due on **October 15**. At the end of the semester, you will write an overall self-reflection of your learning throughout the class, participation, and projects due on **December 17**. Focus questions will be provided for both the midterm and final reflections.

Your grade will be based on both your and my evaluation of your growth and learning, the quality of your assignments, your thoughtful attention to the issues explored in class discussions, your attendance, participation, and preparation for each class. Grades will be lowered 1/2 a letter grade for more than one absence, habitual tardiness or leaving early (2 or more times), or each late assignment. Please email me or talk to me before/after class concerning my responses to your papers and your grade for this course.

Grade Descriptions

A	Exceptional	Goes beyond requirements and expectations of the assignments and the course. Work is consistently exemplary. Has a positive attitude.	Completes all assignments on time
A-	Excellent	Excellent work.	Completes all assignments 2-3 late assignments or 2 absences
B+	Very good	Very good work.	Completes all assignments 2-3 late assignments or 3 absences
B	Good	Fully accomplished all objectives for the course assignments, a complete understanding of the concepts, processes, theories, approaches of the course assignments. Good work.	Completes the majority of the assignments 2-3 late assignments or 4 absences
B-	Substantial accomplishment		
C+	Satisfactory		
C	Minimal satisfactory	Partial accomplishment, minimal requirements of the course assignments accomplished, lack of evidence of thorough understanding or evidence exists for a superficial understanding of the concepts, processes, theories, approaches of the course assignments.	

Upcoming Conferences or Workshops:

October 9-10, 2009—WORD Conference in Spokane, WA. The Art of Student Engagement. Keynote speakers include Tony Stead, Jeffrey Wilhelm, etc. <http://wordreading.org>

February 17-20, 2010—20th West IRA Regional Conference in Portland, OR. www.oregonread.org

Literacy Dates to Remember:

September 26-October 3 Banned Book Week
 October 16 Release date for movie--Where the Wild Things Are
 October 18-24 Teen Read Week
 October 20 National Day of Writing

Professional Journals on Children's and Young Adolescent Literature:

The Horn Book Magazine	Book Links
School Library Journal	The Dragon Lode
The Journal of Children's Literature	ALAN Review
Signal	The Reading Teacher
Language Arts	Journal of Adolescent and Adult Literacy

Tentative Class Schedule

Announcements/Book talks
 Discussions/Literature Circles
 Presentations/Demonstrations
 Browsing/Activities/Simulations
 Inquiry Groups/Transcript Analysis Groups
 Sharing/Reflection

The following schedule is **tentative** and changes may be introduced as needed.

Date	Class Topic	Required Readings	Assignment Due
8/27	Introduction Old Favorites		Information Sheet
9/3 Week 2	Overview of Children’s Literature Quality Children’s Literature Award Winning Books Issue Share: read alouds	Syllabus Noe/Johnson Intro, Chapters 1-4 OR Hill/Noe/King Intro, Chapters 1-3 Literature Circle Book —(Choices will be given in class. Sign up in class.)	Literacy Memory Strategy Post-it notes. Join goodreads.com
9/10 Week 3	Literature Circles Transactional Theory Crystal Bullock	Noe/ Johnson Chapters 5-8 OR Hill/Noe/King Chapters 4-6	#1 Angel Response and Comment Discuss professional book. This response may be longer than 1 page. Join a children’s literature blog
9/17 Week 4	Multicultural Issue Share	Article —Martinez-Roldan, C.M., & Lopez-Robertson, J.M. (1999/2000). Initiating literature circles in a first-grade bilingual classroom. <i>The Reading Teacher</i> , 53(4), 270. Article —Short, K., Kaufman, G., Kaser, S., Kahn, L.H., & Crawford, K.M. (1999). “Teacher-watching”: Examining teacher talk in literature circles. <i>Language Arts</i> , 76(5), 377. Literature Circle Book —(Choices will be given in class. Sign up in class.)	#2 Angel Response and Comment In this response and the following responses discuss the professional articles that you read. The response should be single space and at least one page in length using 12 point font. Strategy Journal
9/24 Week 5	Censorship vs. Selection Teacher roles in literature circles Issue Share	Article —Winkler, L.K. (2005). Celebrate democracy! Teach about censorship. <i>English Journal</i> , 94(5), 48. Article —Shall, J., & Kauffmann, G. (2003). Exploring literature with gay and lesbian characters in the elementary school. <i>Journal of Children’s Literature</i> , 29(1), 36.	#3 Angel Response and Comment Inquiry Proposal
10/1 Week 6	Historical Fiction Student roles vs. natural discussion Issue Share	Article —Roser, N.L., & Keehn, S. (2002). Fostering thought, talk and inquiry: Linking literature and social studies. <i>The Reading Teacher</i> , 55(5), 416. Article --	#4 Angel Response and Comment
10/8 Week 7 Online	Fantasy and Science Fiction Closed/open ended questions Issue Share	Article —Thomas, M. (2003). Teaching fantasy: Overcoming the stigma of fluff. <i>English Journal</i> , 92(5), 60. Chapter —Maloch, B., Roser, N., Martinez, M., Harmon, J., Burke, A., Duncan, D., Russell, K., Zapata, A., & Gonzalez, M. (2008). An investigation of learning to read and write fantasy. <i>57th Yearbook of the National Reading Conference</i> . (pp. 256-270). Oak Creek, WI: NRC. Literature Circle Book —(See choices on p.	#5 Angel Response and Comment Literature circle on goodreads Strategy Story quilt

		3. Sign up in class.)	
10/15 Week 8	Realistic Fiction When literature circles aren't working and how to keep a discussion moving Issue Share Inquiry & Transcript groups	Article —Tyson, C.A. (1999). "Shut my mouth wide open": Realistic fiction and social action. <i>Theory into Practice</i> , 38(3), 155. or Glenn, W. (2008). Gossiping girls, insider boys, A-list achievement: Examining and exposing young adult novels consumed by conspicuous consumption. <i>Journal of Adolescent & Adult Literacy</i> , 52(1), 34. Article Choice — Choose an article that will help you with your inquiry project. Use any of the articles in the back of the syllabus.	#6 Angel Response and Comment Midterm Self-Reflection Artifact Bring an artifact to share w/ inquiry group
10/22 Week 9	Poetry Verse Novels Issue Share Transcript groups	Article —Sekeres, D.C., & Gregg, M. (2007). Poetry in third grade: Getting started. <i>The Reading Teacher</i> , 60(5), 466. or Lipsett, L.R. (2001). No need to "Duck, run and hide": Young adult poetry that taps into you. <i>ALAN Review</i> , 28 (3), 58. Literature Circle Book — (Choices will be given in class. Sign up in class.)	#7 Angel Response and Comment Strategy Character sketch and poem
10/29 Week 10 Online	Traditional Literature Three day discussion guide Issue Share Inquiry & Transcript groups— meet virtually	Article —Bourke, R.T. (2008/2009). First graders and fairy tales: One teacher's action research of critical literacy. <i>The Reading Teacher</i> , 62(4), 304. or Article —Chance, R. (2003). Familiar fairy tale picture books transformed into teen novels. <i>ALAN Review</i> , 30(2), 66. Literature Circle Book — (Choices will be given in class. Sign up in class.)	#8 Angel Response and Comment Artifact share about an artifact you have collected about your inquiry project on our class blog. Literature Circle on goodreads
11/5 Week 11	Information and Biographies Issue Share Inquiry groups Transcript groups	Article — Moss, B., & Hendershot, J. (2002). Exploring sixth graders' selection of nonfiction trade books. <i>The Reading Teacher</i> , 56(1), 6. Or Article —Gill, S.R. (2009). What teachers need to know about the "new" nonfiction. <i>The Reading Teacher</i> , 63(4), 260. Article Choice —Choose an article that will help you with your inquiry project. Use any of the articles in the back of the syllabus.	#9 Angel Response and Comment
11/12 Week 12	Picture Book Postmodern texts Issue Share	Article —Pantaleo, S. (2004). Young children and radical change characteristics in picture books. <i>The Reading Teacher</i> , 58(2), 178. Article — Yang, G. (2008). Graphic novels in the classroom. <i>Language Arts</i> , 85(3), 185.	#10 Angel Response and Comment Transcript Analysis
11/19 Week	No Class National Council of Teachers of English Conference	Article Choice — Choose an article that will help you with your inquiry project. Use any of the articles in the back of the syllabus.	Artifact Send rough draft of inquiry paper to a peer to review. Give feedback to a peer.

13		Write —Inquiry paper.	
11/26	Thanksgiving		
12/3 Week 14	Picture Book The art of picture books How to grade literature circles	Article — Carger, C.L. (2004). Art and literacy with bilingual children: Literature becomes significant for children through engagements in art and talk about books. <i>Language Arts</i> , 8(4), 283. Literature Circle Book —(See choices on p. 3 under picture books. Sign up in class.)	Inquiry Paper & Notebook
12/10 Week 15	Inquiry Celebrations and Presentations		Bring treat to share—sign up in class Artifact: Share one book with our class that impacted you this semester.
12/17 Week 16	Final Examination No Class		Final Self-Reflection Turn in or send via email as WORD document by 5:45pm. Reading Record on goodreads

Recommended Articles for Article Choice: Most of these articles are available through the WSU online library but some may need to be ordered through the library system or be photocopied at the library. If you find a literature circle article that is not on this list please let me know. I would be happy to add other articles to the article choice list.

- Addington, A.H. (2001). Talking about literature in university book club and seminar settings. *Research in the Teaching of English*, 36 (2), 212.
- Bean, T.W., & Harper, H.J. (2006). Exploring notions of freedom in and through young adult literature. *Journal of Adolescent & Adult Literacy*, 50 (2), 96.
- Berne, J.I., & Clark, K.F. (2006). Comprehension strategy use during peer-led discussions of text: Ninth graders tackle “The Lottery.” *Journal of Adolescent & Adult Literacy*, 49 (8), 674.
- Blum, H.T., Lipsett, L.R., & Yocom, D.J. (2002). Literature circles: A tool for self-determination in one middle school inclusive classroom. *Remedial and Special Education*, 23 (2), 99.
- Bond, T.F. (2001). Giving them free rein: Connections in student-led book groups. *The Reading Teacher*, 54 (6), 574.
- Broughton, M.A. (2002). The performance and construction of subjectivities of early adolescent girls in book club discussion groups. *Journal of Literacy Research*, 34 (1), 1.
- Bruce, H.E. (2003). Hoop dancing: Literature circles and Native American storytelling. *English Journal*, 93 (1), 54.
- Burda, K. (2000). Living and learning: A four-year journey into literature circles. *Primary Voices K-6*, 9 (1), 17.
- Burns, B. (1998). Changing the classroom climate with literature circles. *Journal of Adolescent & Adult Literacy*, 42 (2), 124.
- Clarke, L.W. (2007). “Help! What is wrong with these literature circles and how can we fix them?” *The Reading Teacher*, 61 (1), 20.
- Clarke, L.W. (2006). Power through voicing others: Girls’ positioning of boys in literature circle discussions. *Journal of Literacy Research*, 38 (1), 53.
- Davis, B.H. (2001). Novice teachers learn about literature circles through collaborative action research. *Journal of Reading Education*, 26 (3), 1.
- Day, D., & Ainley, G. (2008). From skeptic to believer: One teacher’s journey of implementing literature circles. *Reading Horizons*, 48(3), 157.
- Dyer, J., Conley, T., & Lovedahl, A. (2000). Talking about books right from the start: Literature study in first, second, and third grade. *Primary Voices K-6*, 9(1), 27.
- Evans, K.S. (2001). Will you still play with me if I stop making nice? Conflicting discourses in collaborative feminist literacy research. *Journal of Literacy Research*, 33(1), 99.
- Frank, C.R. (2001). Bears, trolls, and pagemasters: Learning about learners in bookclubs. *The Reading Teacher*, 54 (5) 448.
- George, M.A. (2004). Faculty-student book clubs create communities of readers in two urban middle schools. *Middle School Journal*, 35 (3), 21.
- Gilbert, L. (2000). Getting started: Using literature circles in the classroom. *Primary Voices K-6*, 9 (1), 9.
- Goatley, V.J. (1995). Diverse learners participating in regular education” book clubs.” *Reading Research Quarterly*, 30, 352.
- Goldberg, S.M., & Pesko, E. (2000). The teacher book club. *Educational Leadership*, 57 (8), 39.
- Grisham, D.L., & Wolsey, T.D. (2006). Recentering the middles school classroom as a vibrant learning community: Students, literacy, and technology intersect. *Journal of Adolescent & Adult Literacy*, 49 (8), 648.

- Hansen, C.C. (2004). Teacher talk: Promoting literacy development through response to story. *Journal of Research in Childhood Education*, 19(2), 115.
- Heller, M.F. (2006/2007). Telling stories and talking facts: First graders' engagements in a nonfiction book club. *The Reading Teacher*, 60 (4), 358.
- Helt, M. (2003). Writing the book on online literature circles: Raising reading achievement through web-based mentoring. *Learning & Leading with Technology*, 30 (7), 28.
- Heydon, R. (2003). Literature circles as a differentiated instructional strategy for including ESL students in mainstream classrooms. *Canadian Modern Language Review*, 59 (3), 463.
- Hill, M.H. (1995). Book club goes to jail: Can book clubs replace gangs? *Journal of Adolescent & Adult Literacy*, 39, 180.
- Hollifield, T. (2000). Reflections from an inclusion teacher. *Primary Voices K-6*, 9 (1), 24.
- Holt, J., & Bell, B.H. (2000). Good books, good talk, good readers. *Primary Voices K-6*, 9 (1), 3.
- Jewell, T.A., & Pratt, D. (1999). Literature discussions in the primary grades: Children's thoughtful discourse about books and what teachers can do to make it happen. *The Reading Teacher*, 52 (8), 842.
- Katz, C.A., & Kuby, S.A. (2002). Literature circles. *Book Links*, 11 (3), 41.
- Keegan, S., & Shrake, K. (1991). Literature study groups: An alternative to ability grouping. *The Reading Teacher*, 44, 552.
- Ketch, A. (2005). Conversation: The comprehension connection. *The Reading Teacher*, 59 (1), 8.
- Kim, M. (2004). Literature discussions in adult L2 learning. *Language and Education*, 18 (2), 145.
- King, C. (2001). "I like group reading because we can share ideas": The role of talk with the literature circle. *Reading*, 35 (1), 32.
- Kong, A., & Fitch, E. (2002/2003). Using book club to engage culturally and linguistically diverse learners in reading, writing, and talking about books. *The Reading Teacher*, 56 (4), 352.
- Latendresse, C. (2004). Literature circles: Meeting reading standards, making personal connections, and appreciating other interpretations. *Middle School Journal*, 35 (3), 13.
- Lewis, C. (1997). The social drama of literature discussions in a fifth/sixth-grade classroom. *Research in the Teaching of English*, 31 (2), 163.
- Lin, C. (2004). Literature circles. *Teacher Librarian*, 31 (3), 23.
- Long, T.W. & Gove, M.K. (2003/2004). How engagement strategies and literature circles promote critical response in a fourth-grade, urban classroom. *The Reading Teacher*, 57 (4), 350.
- Maloch, B. (2004). On the road to literature discussion groups: Teacher scaffolding during preparatory experiences. *Reading Research and Instruction*, 44 (2), 1.
- Martínez-Roldán, C.M. (2005). The inquiry acts of bilingual children in literature discussions. *Language Arts*, 83 (1), 22.
- Martínez-Roldán, C.M. (2003). Building worlds and identities: A case study of the role of narratives in bilingual literature discussions. *Research in the Teaching of English*, 37 (4), 491.
- McGinley, W., Conley, K., & White, J.W. (2000). Pedagogy for a few: Book club discussion guides and the modern book industry as literature teacher. *Journal of Adolescent & Adult Literacy*, 44 (3), 204.
- McIntyre, E. (2007). Story discussion in the primary grades: Balancing authenticity and explicit teaching. *The Reading Teacher*, 60 (7), 610.
- Moller, K.J. (2002). Providing support for dialogue in literature discussions about social justice. *Language Arts*, 79 (6), 467.
- O'Donnell-Allen, C., & Hunt, B. (2001). Reading adolescents: Book clubs for YA readers. *English Journal*, 90 (3) 82.
- O'Flahavan, J.F. (1994/1995). Teacher role options in peer discussions about literature. *The Reading Teacher*, 48 (4) 354.
- Onofrey, K.A. (2006). "It is more than just laughing": Middle school students protect characters during talk. *Journal of Research in Childhood Education*, 20(3), 207.
- Peralta-Nash, C. (2003). Literature circles in a bilingual classroom: The power of language choice. *The New Advocate*, 16 (1), 57.
- Peralta-Nash, C., & Dutch, J.A. (2000). Literature circles: Creating an environment for choice. *Primary Voices K-6*, 8 (4), 29.
- Pierce, K.M. (1995). A plan for learning: Creating a place for exploratory talk. *Primary Voices K-6*, 3 (1), 16.
- Raphael, T.E. (1994). Book club: An alternative framework for reading instruction. *The Reading Teacher*, 48, 102.
- Roller, C.M., & Beed, P.L. (1994). Sometimes the conversations were grand, and sometimes... *Language Arts*, 71, 509.
- Smith, M.W., & Strickland, D.S. (2001). Complements or conflicts: Conceptions of discussion and multicultural literature in a teachers-as-readers discussion group. *Journal of Literacy Research*, 33 (1), 137.
- Spiegel, D.L. (1998). Silver bullets, babies, and bath water: Literature response groups in a balanced literacy program. *The Reading Teacher*, 52 (2) 114.
- Spiegel, D.L. (1996). The role of trust in reader-response groups. *Language Arts*, 73, 332.
- Stien, D., & Beed, P.L. (2004). Bridging the gap between fiction and nonfiction in the literature circle setting. *The Reading Teacher*, 57 (6), 510.
- Stix, A. (2000). Mixing it up: A multilevel book room and flexible literature circles. *Social Education*, 64 (4), 218.
- Stringer, S. (2004). Literature circles in the physical education classroom. *Strategies*, 17 (4), 35.
- Townsend, J.S. (1998). Silent voices: What happens to quiet students during classroom discussions? *English Journal*, 87 (2), 72.
- Twomey, S. (2007). Reading "woman": Book club pedagogies and the literary imagination. *Journal of Adolescent & Adult Literacy*, 50 (5), 398.
- Villaume, S.K., Worden, T., Williams, S., Hopkins, L., & Rosenblatt, C. (1994). Five teachers in search of a discussion. *The Reading Teacher*, 47 (6), 480.
- Wall, H. (2000). Literature discussion groups and the struggling reader: A comparison of approaches. *The Reading Corner*. <http://members.aol.com/awallhb/litcircles.html>
- Whitin, P. (2002). Leading into literature circles through the sketch-to-stretch strategy. *The Reading Teacher*, 55, 444.
- Wood, K.D., Roser, N.L., & Martinez, M. (2001). Collaborative literacy: Lessons learned from literature. *The Reading Teacher*, 55 (2), 102.

Professional Books on Literature Circles:

Cole, A. D. (2003). *Knee to knee, eye to eye: Circling in on comprehension*. Portsmouth, NH: Heinemann.

Cox, C., & Boyd-Batstone, P. (1997). *Crossroads: Literature and language in culturally and linguistically diverse classrooms*. Upper Saddle River, NJ: Merrill.

Daniels, H., & Steineke, N. (2004). *Mini-lessons for literature circles*. Portsmouth, NH: Heinemann.

Daniels, H. (1994). *Literature circles: Voice and choice in the student-centered classroom*. York, Maine: Stenhouse.

Day, J.P., Spiegel, D.L., McLellan, J., & Brown, V.B. (2002). *Moving forward with literature circles*. New York: Scholastic.

Hill, B.C., Noe, K.L.S., & Johnson, N.J. (2001). *Literature circles resource guide: Teaching suggestions, forms, sample book lists and database*. Norwood, MA: Christopher-Gordon.

Hill, B.C., Johnson, N.J., Noe, K.L.S. (1995). *Literature circles and response*. Norwood, MA: Christopher-Gordon.

Holland, K. E., Hungerford, R. A., & Ernst, S. B. (1993). *Journeying: Children responding to literature*. Portsmouth, NH: Heinemann.

McMahon, S.I., Raphael, T.E., Goatley, V.J., & Pardo, L.S. (1997). *The book club connection: Literacy learning and classroom talk*. Newark, DE: International Reading Association.

Peterson, R., & Eeds, M. (1990). *Grand conversations: Literature groups in action*. New York: Scholastic.

Pierce, K. M., & Gilles, C. J. (1993). *Cycles of meaning: Exploring the potential of talk in learning communities*. Portsmouth, NH: Heinemann.

Short, K. G., & Pierce, K. M. (1990). *Talking about books: Creating literate communities*. Portsmouth, NH: Heinemann.

Strube, P. (1996). *Getting the most from literature groups*. New York: Scholastic.

Professional Books on Children's Literature:

Day, F.A. (1999). *Multicultural voices in contemporary literature: A resource for teachers*. Portsmouth, NH: Heinemann.

Fox, D.L., & Short, K.G. (2004). *Stories matter: The complexity of cultural authenticity in children's literature*. Urbana, IL: National Council of Teachers of English.

Harris, V. J. (1997). *Using multiethnic literature in the K-8 classroom*. Norwood, MA: Christopher-Gordon.

Lehr, S. (1995). *Battling dragons: Issues and controversy in children's literature*. Portsmouth, NH: Heinemann.

Norton, D.E. (2005). *Multicultural children's literature: Through the eyes of many children*. Upper Saddle River, NJ: Pearson.

Websites on Children's Literature:

<http://www.internationalcomicsforum.org>

<http://www.well.com/user/ladyhawk/books.html>

http://www.writingfix.com/picture_books_and_traits.htm

<http://www.ucalgary.ca/~dkbrown/new.html>

<http://www.cynthialeitichsmith.com/index1.html>

<http://www.thefcb.org/programs.html>

http://www.ncte.org/censorship/other_orgs.shtml

<http://kidslitinformation.blogspot.com>

<http://www.hbook.com/>

<http://scils.rutgers.edu/~kvander/>

<http://www.ala.org/booklist/>

<http://www.cbcbbooks.org/>

<http://www.balkinbuddies.com/>

<http://www.windingoak.com>

<http://www.unshelved.com>

Websites on Literature Circles:

<http://home.att.net/~teaching/litcircles.htm>

<http://home.att.net/~teaching/litcircles.htm#Literature%20Circles%20with%20Roles>

<http://home.att.net/~teaching/litcircl/roles4.pdf>

<http://home.att.net/~teaching/litcircl/easyprep.pdf>

http://www.epsbooks.com/downloads/articles/Literature_Circles.pdf

Blogs about Children's Literature or Young Adult Literature:

A Year of Reading—2 elementary teachers who read a lot

Alice's CWIM blog—literary market, hot children's lit topics

American Indians in Children's Literature—Debbie Reese, professor

Becky's Book Reviews—children's books

Big A, little a—author Kelly Herold

Blue Rose Girls—collection of authors and editors

Book Buds—reviews picture books

Books for Kids Blog—retired librarian

Book Moot—reviews of children's and YA

Book Whisperer—6/7th grade teacher

Bookshelves of Doom—children's lit and YA

Brooklyn Arden—Scholastic editor Cheryl Klein

Brotherhood 2.0—author John Green

A Chair, A Fireplace & a Tea Cozy—review of children's books

Chicken Spaghetti—New York editorial staff

Children's Literature Book Club—online book club

Cynsations—author Cynthia Leitich Smith interviews authors

Educating Alice—4th grade teacher Monica Edinger

Fuse 8—Betsy Bird reviews children's literature

Jen Robinson's Book Page—reviews children's books

Kids Lit—reviews kids lit

The Longstockings—YA authors

MotherReader—a mom who reads children's literature
Oz and Ends—fantasy children's literature
Pixie Stix Kids Picks—reviews newest books for kids
Planet Esme—author Esme Raji Codell
Read Roger—editor of The Horn Book Magazine
Saints and Spinners—librarian