

## LLED 5314/7314 Informational Children's Literature Grades P-8 Fall 2011

**Class:** Tuesdays, 5:00-7:45pm

**Meeting Room:** 317 Aderhold Hall

**Instructor:** Dr. Jennifer M. Graff

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**Consultation Hours:** By appointment

*\*\*Email is the most efficient method of communication. Please use [jgraff@uga.edu](mailto:jgraff@uga.edu) as the primary email address.*

### *Course Overview*

As described in the UGA Course Offerings, this course focuses on the ways in which “informational literature can be selected and integrated into language arts and content area curricula appropriate for preK-8 grade classrooms.” In order to honor that description, we will need to read quite a bit of informational/nonfiction children’s literature as well as scholarly writing focused on informational/nonfiction texts within educational settings. Thus, you will need to ensure you have consistent and reliable access to environments that house such materials (e.g. UGA libraries, public or school libraries).

### *Course Objectives*

After taking this course, students are expected to be able to

- define, identify, evaluate, and select various categories of informational/nonfiction literature for youth in grades P-8 with the anticipation of including such texts in school curricula or as recreational reading possibilities.
- communicate understanding of the benefits of informational/nonfiction literature for youth in grades P-8 through multimedia formats.
- generate literacy-based instructional plans which include informational/nonfiction literature.
- identify ways in which educators can connect youth with informational/nonfiction literature.
- conduct an independent inquiry related to informational/nonfiction literature.
- read and respond to scholarly readings and complete other course-based activities at least at the level indicated by individual enrollment.

### *Integral Facets of the Course*

#### **Reliable Computer and Internet Accessibility**

All assignments will be submitted electronically unless otherwise requested in class, via email, eLC, or within the assignment description handouts. Therefore, it is imperative that you have consistent and reliable access to a personal computer and the Internet. If you do not own a personal computer, there are computer labs in Aderhold Hall, as well as at other campus locations. **If this aspect of the course will be problematic, please see me between the first and second class meeting.**

#### **Academic Honesty Policy**

All academic work must meet the standards contained in UGA’s “A Culture of Honesty” policy ([http://www.uga.edu/honesty/ahpd/culture\\_honesty.htm](http://www.uga.edu/honesty/ahpd/culture_honesty.htm)). Each student is responsible to inform

themselves about those standards before performing any academic work. Note that plagiarism is taken seriously in this class.

### **Cell Phone /Mobile Device Policy**

Please be sure to have your cell phones or other mobile communication devices that act as phones turned off during class. If you need to keep such devices on for emergency purposes, please be sure to keep it on a *silent* or *vibrate* setting.

### **Response to my UGA Email Address Inquiry Policy**

While I will try to respond to your email inquiries as quickly as possible, there are times when I may not have automatic or reliable access to the Internet or times when I am not at a computer due to other work commitments. I do not own or possess an I-Phone or any other electronic device that enables me to access emails whenever and wherever. Generally speaking, you should hear from me within 48 hours after you have sent an email to my UGA account between Monday and Friday. You should hear from me by Monday if you send me an email on the weekend. If there will be an extended delay in responding to you (e.g. I am out of the country for work and will have limited access to the Internet), I will alert you in advance of this situation. Similarly, if I request your response to an email I have sent between Monday and Friday, I expect a response within 48 hours. If I send an email on the weekend, I expect a response by Monday. Please see me during the first week of classes if you feel this cannot occur so we can discuss the situation.

### **Students with Disabilities/Who Require Accommodations:**

Students requesting classroom accommodations should first provide UGA's Disability Resource Center [<http://www.dissvcs.uga.edu/>] with all necessary documentation and then schedule an appointment to speak with me. If accommodations are needed but are not covered through the Disability Resource Center, schedule an appointment with me as soon as possible to discuss the circumstances.

### **UGA Inclement Weather Policy**

Please be aware of the UGA Inclement Weather Policy regarding possible closings of the university ([http://www.uga.edu/iws/faculty\\_resources/UGA\\_Inclement\\_Weather\\_Policy.pdf](http://www.uga.edu/iws/faculty_resources/UGA_Inclement_Weather_Policy.pdf)). This policy stipulates that there will be one of three announcements in the event of inclement weather: UGA is open, UGA is closed, or UGA will delay opening until a specific time. If, according to this policy, UGA is "open" during the time scheduled for LLED 53/7314, class will be held. However, please use your best judgment regarding coming to class. Try to inform me prior to class that you will not be attendance.

## ***Texts***

### **Required Scholarly Texts**

1. Bamford, R. A., & Kristo, J. V. (2003). *Making facts come alive: Choosing and using nonfiction literature K-8* (2<sup>nd</sup> Ed.). Norwood, MA: Christopher-Gordon Publishers, Inc.
2. Kristo, J. V., & Bamford, R. A. (2004). *Nonfiction in focus*. New York, New York: Scholastic.
3. Zarnowski, M., Kerper, R. M., & Jensen, J. M. (Eds.). (2001). *The best in children's nonfiction*. Urbana, IL: National Council of Teachers of English

Additional articles and book chapters, either self-selected or assigned, can be accessed either through UGA's Galileo system or eLearning Commons (<https://www.elc.uga.edu/webct/entryPageIns.doweбct>)

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## Required Children's Literature

1. **Self-selected informational/nonfiction literature on designated weeks.** These self-selected books should be
  - new to you,
  - contemporary (published between 1995 and 2011 [preferably between 2000-2011] unless otherwise designated in the syllabus, or announced in class, via email or eLC), and
  - of award-winning or high-quality status as best determined by official reviews and independent determinations. Feel free to check Horn Book reviews, School Library Journal reviews, and/or a collection of reviews in the Children's Literature Comprehensive Database (CLCD; accessible via UGA's library system), among other sources.

If the book you wish to read was published prior to 1995, you must contact me prior to making your final selection. **Please do not contact me the day/night before class about this.** Bring all texts to class every week.

2. **Nonfiction Award Winning Literature Circle Books.** We will select our literature circle books during our second class meeting. You will select two of these books. **Please select books of which you are unfamiliar.** Your eight (8) options will be presented in our first class meeting and posted on eLC.

## Supplemental/Recommended Texts

Below are a few scholarly texts that would be beneficial to read; however, given the time limitations and focus on this course, these texts are recommended rather than required. We may refer to or read excerpts from these texts in class on occasion.

1. Dorfman, L. R., & Cappelli, R. (2009). *Nonfiction mentor texts*. Portland, ME: Stenhouse Publishers.
2. Harvey, S. (1998). *Nonfiction matters*. Portland, ME: Stenhouse Publishers
3. Harvey, S., & Goudvis, A. (2007). *Strategies that work*. Portland, ME: Stenhouse Publishers.
4. Heard, G., & McDonough, J. (2009). *A place for wonder*. Portland, ME: Stenhouse Publishers.
5. Hoyt, L., Mooney, M., & Parkes, B. (Eds.). (2003). *Exploring informational texts: From theory to practice*. Portsmouth, NH: Heinemann.
6. Moss, B. (2003). *Exploring the literature of fact*. New York, New York: The Guilford Press.
7. Portalupi, J., & Fletcher, R. (2001). *Nonfiction craft lessons*. Portland, ME: Stenhouse Publishers

## *Course Assignments Overview*

### 1. Class Attendance and Participation (45 points total)

Class attendance and participation are important elements in the learning process in this class. Because in-class material is typically implemented through class activities and discussions, attendance and participation are crucial for a more comprehensive understanding of course

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material and to honor your academic commitment. Absences would potentially diminish the quality of this class for you and the other class members. Therefore, full attendance and punctuality are required for all scheduled classes. Full attendance means being present in class with all necessary class materials, class assignments ready for submission, and active participation in all course assignments or activities.

Active participation includes but is not limited to:

- providing evidence that you have read the assigned readings and completed any out-of-class assignments
- responding thoughtfully and reflectively to the readings
- inquiring as a student, educator, as well as a local and global citizen or any other identity related to the course at hand
- participating in class-based activities
- demonstrating you are listening to the ideas and contributions of others
- working cooperatively in small groups

If you use class time for work unrelated to our class (e.g. text messaging, using Facebook, MySpace, Gmail, Twitter or other unrelated online activities), completing or grading your students' work or your own work for other classes, and/or anything else that is not a part of this specific course, then you are considered not in full attendance.

If you are late more than twice during the semester or you do not meet the aforementioned requirements for being in attendance on more than one occasion, 2 points will be deducted from your overall earned points total for each tardy or instance of partial attendance and/or participation.

Excessive absences (6 hours or more for a 3 credit course) will result in a full grade reduction. If you have concerns regarding regularly attending class, please schedule an appointment to speak with me as soon as possible. I will not discuss excessive absenteeism after the fact unless it involves an extreme emergency (e.g. hospital stay, etc.) and documentation will be requested.

## 2. **Specific Assignments (45 points total)**

There will be four specific weeks (August 30, Sept. 20, Oct. 4, & Oct. 18 as designated by in the Course Schedule by ☼☼☼) where you will be formally submitting your work to eLC for evaluation (points toward your final grade). The assignment descriptions and rubrics are housed on eLC. For the weeks where you are not formally submitting work, you are still responsible for preparing ahead of time and bringing in all necessary materials.

*Note: If I determine through our class discussions or by other means that you are not reading the assigned texts or completing the required work with those readings on a weekly basis, I will alter our course assignments to help ensure that everyone is reading and completing the assigned texts.*

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**3. Individual or Partner-Based Inquiry Project ( FINAL PROJECT DUE BY DEC. 6--70 points total)**

For this assignment you will either independently or with a partner engage in a research inquiry of some aspect related to nonfiction literature (e.g. critical content analysis of Orbis Pictus award winners and honorees over the past decade, literature review of how to implement nonfiction into writing workshop, the creation of two text sets of at least 20 texts (at least 12 nonfiction books) for each text set, development of a thematic unit [3 week minimum] for a content area that emphasizes nonfiction texts). Depending on our class size, either individual or partnered presentations of your findings in class will occur across the last two classes of the semester. More information about this assignment will be posted to eLC.

**4. Mini-ethnography of Nonfiction Literature in the Community and Classrooms (DUE NOV.1--40 points total.)**

For this assignment you are to investigate the ways in which nonfiction is accessible and/or inaccessible for youth in grades P-8 in your local community. This mini-ethnography will occur throughout the semester and will include activities such as individual interviews with teachers, observations of their classrooms, visits to various community locales and conversations with employees at those locales. You will analyze the information you collected, integrate such information with the readings from this class, and then create an action plan you will use to support students' access and use of nonfiction literature. More information about this assignment will be posted to eLC.

### *Extra Credit Assignments*

**1. Read Aloud /Sharing Informational Texts (worth up to 5 points total)**

Each person has an opportunity to earn up to 5 additional points by reading aloud or sharing with the class particular aspects of self-selected informational/nonfiction children's literature. Either option will necessitate facilitating a brief discussion related to what you have shared. Prior to your read-aloud, be sure to read Ch. 11 in *Making Facts Come Alive*. If you would like to participate in this assignment, please see me by the second week of class so we can determine what week you will be reading aloud and I can make any necessary class accommodations. More information about this opportunity will be posted to eLC.

**2. The Voices of Nonfiction Authors/Illustrators (DUE NOV. 8--worth up to 5 points total)**

You are to respond to the essays written by award-winning nonfiction children's literature authors in Zarnowski, Kerper, and Jensen's (2001) *The Best of Children's Nonfiction* (pp. 51-98). Your response, which can be in any format, should speak to how the essays have informed your understanding of and approaches to nonfiction children's literature. Include additional readings/texts if/when appropriate. More information about this opportunity can be found on eLC.

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## ***Assignment Submission Requirements***

1. All assignments should be submitted on time. **Unless otherwise noted in class, via email, or on eLC, all eLC submissions should be posted by 9PM on the days they are due.** Any assignment that submitted within one day after the due date will lose half of the allotted points. **Any assignment submitted late by more than one day will garner 0 points.**
2. Unless otherwise noted in the syllabus or in assignment description handouts, all typed work in traditional narrative form must be in 12 point Times New Roman font, have 1” margins, be paginated, and should include both your name and the title of the assignment within the document itself.
3. All citations and references must be in APA (6th Ed.) reference format.
4. Any work submitted as an attachment must be named the following way [Last name first initial\_53/7314\_assignment name\_due date]. So if I were to submit my mini-ethnography as a Word document, I would name my file [graffj\_53/7314\_miniethnog\_11.01.11]. I strongly suggest you always keep back-up copies of your work and of emails sent to me for security purposes.

### **Note if assignments are submitted to my UGA email account**

When you submit something to me via my UGA email account between Monday and Friday, you will receive an e-mail receipt notification within 1 day/24 hours. If you send something to me on Saturday or Sunday, the email receipt notification will be sent by the end of the day on Monday. If you do not receive an e-mail receipt confirmation from me within 1 day/24 hours (weekdays) or by the end of the day on Monday (weekends) then I did not receive your document, even if you did send it to me. If this happens, forward your original email to me, double-checking the email addresses. If you send a new email with the attachment and it is past the due date, I will follow our late assignment submission policy and you will not be able to earn full points.

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## ***TENTATIVE COURSE SCHEDULE***

<b>First Day, August 16 : Identifying ourselves for the moment and solidifying the course framework</b>			
1. Review and Discuss Syllabus 2. Complete personal information request 3. Discussion of nonfiction 4. Read-Aloud			
<b>Theme 1: Informational Literature: Exploring and Evaluating Factual Information</b>			
Date	Topic	Readings	Assignments Due
August 23	What is Informational Literature and how does it relate to learning in educational settings?	1. Nell Duke RRQ article (see eLC) 2. <i>Nonfiction in Focus</i> Ch. 1 3. <i>Making Facts Come Alive</i> Ch. 1 4. Common Core Standards Document <a href="http://www.corestandards.org/about-the-standards/key-points-in-english-language-arts">http://www.corestandards.org/about-the-standards/key-points-in-english-language-arts</a>	See eLC for the assignment description.
August 30	Classifying Informational Literature	1. Revisit <i>Making Facts Come Alive</i> Ch. 1 2. <i>A Place for Wonder</i> (pp.86-94) 3. Self-Selected Literature	☼☼☼ (10 pts.) See eLC for the assignment description.  Read-Aloud #1:
Sept. 6	Evaluating Nonfiction Part I: Accuracy, Organization & Writing Style	1. <i>Making Facts Come Alive</i> : Ch. 2 & 5 2. <i>Best in Children's Nonfiction</i> Ch. 2 & 4 3. Select one nonfiction/informational book to which you can apply the information in the readings and analyze the quality of the book in terms of accuracy, organization, and writing style. Note: If you choose a beginner level text (e.g. Guided Reading Level A-E) with minimal written text then you need to select 2-3 of those, depending on the length/density of written text.	See eLC for the assignment description.  <b>*IN CLASS, decide social action topics for Oct. 18.</b>  Read-Aloud #2:
Sept. 13	Evaluating Nonfiction Part II: Visual Design	1. <i>Making Facts Come Alive</i> : Ch. 3-4 2. <i>Best in Children's Nonfiction</i> Ch. 3 3. Select two nonfiction/informational books to which you can apply the information in the readings and analyze the books based on visual design criteria.	See eLC for the assignment description.  <b>**Deadline to submit your independent inquiry project idea. Submit by 9pm.</b>  Read-Aloud #3:
Date	Topic	Readings	Assignments Due
Sept. 20	Nonfiction/Informational Literature Awards:	<b>Award-Winning Nonfiction Literature Circle</b> 1. <i>Best in Children's Nonfiction</i> Ch. 1	☼☼☼ (10 pts.) See eLC for the assignment description.

	<i>Orbis Pictus</i> , <i>Sibert Informational Medal</i> , <i>Boston Horn-Globe Book Awards</i>  <b>Guest Speaker:</b> Former member of the Orbis Pictus Award Committee Member	<ol style="list-style-type: none"> <li>Your 2 award-winning books selected during the 2<sup>nd</sup> week of class.</li> <li>If needed, review literature award websites that detail the history of your selected award (Orbis Pictus, Sibert Medal, and the Boston Horn-Globe Book Award)</li> </ol>	<b>Read-Aloud #4:</b>
<b>Theme 2: Informational Literature &amp; Instruction</b>			
<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments Due</b>
Sept. 27	Magazines and Internet-based resources as complements to nonfiction literature	<ol style="list-style-type: none"> <li>One new-to-you Self-Selected nonfiction book</li> <li>Two magazines focused on non-fiction topics for youth.</li> <li>Three new-to-you Internet sites that would be ancillary materials or scaffolds for nonfiction literature</li> </ol>	See eLC for the assignment description.  <b>Read-Aloud #5:</b>
Oct. 4 <b>Midterm Week</b>	Nonfiction Series Books & Guided Reading	<ol style="list-style-type: none"> <li><i>Nonfiction in Focus</i> Ch. 7</li> <li><i>Making Facts Come Alive</i> Ch. 6</li> <li>Self-selected children's literature <ul style="list-style-type: none"> <li>3 books from a nonfiction series</li> </ul> </li> </ol>	⊗⊗⊗ (10 pts.— See eLC for the assignment description).  <b>Read-Aloud #6:</b>
Oct. 11	Nonfiction as Mentor Texts for writing instruction	<ol style="list-style-type: none"> <li><i>Nonfiction in Focus</i> Ch. 6</li> <li>Revisit <i>Making Facts Come Alive</i> Ch. 2 &amp; 5 if desired/necessary</li> <li>Sanders article (see eLC)</li> <li>Select two nonfiction writing structures and find two texts which represents (in a dominant way) your two selected writing structures (1 text per writing structure)</li> <li>ESL article (see eLC)</li> </ol>	Bring in all readings and notes related to those readings.  <b>Read-Aloud #7:</b> <b>Read-Aloud #8:</b>
<b>Theme 2: Informational Literature: Literature of Inquiry</b>			
<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments Due</b>
Oct. 18	Nonfiction Literature and Social Action	<ol style="list-style-type: none"> <li><i>Making Facts Come Alive</i> Ch. 16</li> <li><i>Nonfiction in Focus</i> Ch. 8</li> <li>Self-selected scholarly article</li> <li>Self-selected children's texts <ul style="list-style-type: none"> <li>based on group's inquiry topic (2 texts per person)</li> </ul> </li> </ol>	⊗⊗⊗ (15 pts.) See eLC for the assignment description.  <b>Read-Aloud #9:</b>
<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments Due</b>
Oct. 25	Environmental, Physical, and Biological Sciences	<ol style="list-style-type: none"> <li><i>Making Facts Come Alive</i> Ch. 8</li> <li>Self-selected scholarly article</li> </ol>	See eLC for the assignment description. .

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		<p>3. Self-selected children’s book that is from the recommended NSTA book lists (preferably 2000-2011).                  NSTA Site: <a href="http://www.nsta.org/publications/ostb/default.aspx">http://www.nsta.org/publications/ostb/default.aspx</a></p>	<p><b>Read-Aloud #10:</b>  <a href="#">In-Class Decisions</a>                  --Conferences                  --Nov. 8 content area focus</p>
Nov. 1	Conference Day	This is a class that will be devoted to individual conferences concerning your independent projects.	<p><b>**Independent Inquiry Progress Report AND mini-ethnography are due by 9pm.</b></p>
Nov. 8	Mathematics & Social Studies	<p><u>If you choose MATH</u></p> <ul style="list-style-type: none"> <li>• <i>Making Facts Come Alive</i> Ch. 9</li> <li>• Self-selected children’s literature: 2 books which focus on Math</li> </ul> <p><u>If you choose Social Studies</u></p> <ul style="list-style-type: none"> <li>• <i>Making Facts Come Alive</i> Ch. 7 &amp; Zarnowski Article (Civic Literacy) (see eLC)</li> <li>• Self-selected children’s book that is from the recommended NCSS book lists (preferably 2000-2011). NCSS Website: <a href="http://www.socialstudies.org/notable">http://www.socialstudies.org/notable</a></li> </ul> <p>In class on Oct. 25 we will select who will focus on Math and who will focus on SS.</p>	<p>See eLC for the assignment description.</p> <p><b>Read-Aloud #11:</b></p> <p><b>**Extra Credit Opportunity #2 is due by 9pm on this day.</b></p>
Nov. 15	The Arts & Individual Presentations	<ol style="list-style-type: none"> <li>1. <i>Making Facts Come Alive</i> Ch. 10</li> <li>2. Self-selected scholarly article</li> <li>3. Self-selected children’s literature                         <ul style="list-style-type: none"> <li>• 2 books which focus on the Arts</li> </ul> </li> </ol>	<p>See eLC for the assignment description.</p> <p><b>Read-Aloud #12:</b>  <b>Read-Aloud #13:</b></p>
Nov. 22	<b>No Classes at UGA due to USA-Thanksgiving holiday</b>		
Nov. 29	<p><b>Last Day for this class.</b>  <b>Continuation of Individual Presentations</b>  <b>Read Aloud #14:</b>  <b>Read Aloud #15:</b></p>		
Dec. 6	<p><b>Official Last Day of Classes (on a Friday Schedule).</b>  <b>Deadline for submission of your Individual Inquiry Project (9pm)</b></p>		

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