

College of Education
School of Teaching and Curriculum Leadership
Oklahoma State University
CIED 4023.002: Children's Literature in the Elementary and Middle School
Thursday 12:30 – 3:20 pm Spring 2012
Willard: 326

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Prerequisites and Concurrent Enrollment Recommendations: CIED 4233

Oklahoma State University Professional Education Council Mission and Conceptual Framework: The Professional Education Unit (PEU) prepares and develops professional educators who facilitate lifelong learning and enrich quality of life for people in public schools and other educational settings. OSU's Professional Education programs are based upon the L.E.A.D.S. conceptual framework: **Leadership; Ethics and Professionalism; Academics and Professional Roles**, including Content Knowledge, Integration, Human Growth and Development, Learning Environment, Technology, Teaching/Professional Practice and Assessment; **Diversity; and Service Orientation/Community Outreach**. These core values are an expansion of the earlier conceptual framework based upon Professionalism, Integration and Diversity.

Knowledge Bases: The content of CIED 4023 is guided by national, state, and program standards, including (1) the OSU Professional Education Unit's philosophy and goal statement, which promote integration, use of technology, sensitivity to diversity, professionalism and life-long learning; (2) the Reading/Literacy Program philosophy and goals; (3) the *International Reading Association's* (IRA) standards for Reading Professionals, which specify the knowledge reading professionals should have and the actions they should take as reading educators; and (4) OK Common Core Standards for Language Arts.

Catalog Description: Critical, analytical and instructional skills for teaching with culturally diverse literature for elementary and middle school learners. Integration of literature across the curriculum to develop critical thinking, social literacy, and inquiry skills.

Course objectives: The objectives of this course follow the International Reading Association Standards for Reading Professionals as they apply to elementary and middle level classroom teachers. The most relevant of these standards are listed below, along with brief explanations of how they are reflected in this course. Through participating in this course, you should be able to:

1. Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections (Standard 1.1); *in particular, we will address central theories that inform our understandings of how readers engage with a text, including but not limited to reader response theory and critical literacy and, more generally, a constructivist view of learning.*
2. Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components (Standard 1.2); *in particular, we will address the constantly changing landscape of children's literature and the role that such literature has played and continues to play in effective literacy instruction for diverse learners.*
3. Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement (Standard 1.3), use foundational knowledge to design or

- implement an integrated, comprehensive, and balanced curriculum (Standard 2.1) and use appropriate and varied instructional approaches (Standard 2.2). *In particular, we will address the role of the teacher (grounded in knowledge about literature, learning, and learners) in selecting quality literature and effective engagements with such literature for diverse learners. We will engage in a variety of learning experiences that will serve as models for your own best practice (learning through doing) and you will develop and implement a literature-based lesson with learners in your placement classroom.*
4. Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources (Standard 2.3); *you will become familiar with a wide range of texts across genres and with resources for selecting high quality texts for elementary and middle school readers.*
 5. Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write (Standard 4.1); use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity (Standard 4.2) and; develop and implement strategies to advocate for equity (Standard 4.3). *In particular, we will focus on multicultural literature that illuminates multiple perspectives with the goal of expanding your understandings and strengthening your ability to select literature that both reflects and expands learners' experiences. Using a critical literacy perspective, we will explore how engagement with literature can bring about social change.*
 6. Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write (Standard 5.2); *in particular, we will address pedagogical approaches that fully engage learners in engaging thoughtfully with texts in ways that are meaningful to them and that allow them to grow as readers, writers, and thinkers.*
 7. Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors (Standard 6.2). *Effective literacy teachers must be enthusiastic, thoughtful readers and writers themselves. By reading and responding to a variety of high quality literature, engaging thoughtfully with other readers, and developing scholarly insights about literature and literacy, you will have the opportunity to grow your own literacy while you grow your knowledge of how to teach children's literature. You are expected to demonstrate awareness of and mastery of skills you will teach (NCTE/IRA Standards for English Language Arts, <http://www.ncte.org/standards>; Oklahoma Common Core Standards for English and Literacy, <http://sde.state.ok.us/curriculum/CommonCore/default.html>), and these competencies, both your ability to do and teach, will be developed through class engagements.*

Required Texts:

1. Kiefer, B. & Tyson, C. (2009). *Charlotte Huck's Children's Literature: A Brief Guide*. McGraw-Hill.
2. Peterson, M. & Eeds, M. (2007). *Grand Conversations: Literature Groups in Action*. Scholastic.
3. A variety of children's literature selected by students.
4. Professional articles as assigned.

Experiences in this class are based on the following beliefs about learning:(adapted from Dr. Kathy Short)

- **Learning is an active process.**
 - We will immerse ourselves in reading and responding in a variety of ways.
- **Learning is a social process of collaboration with others.**
 - We will explore our thinking about our reading through dialogue in small groups. Opportunities for informal interaction and sharing about literature will also occur in both small and whole group experiences.
- **Learning occurs when we make connections to our own experiences.**
 - We will respond to literature by making personal connections to our reading and then by exploring and critically examining those responses in literature circles with other readers.
- **Choices allow learners to connect to their experiences and feel ownership in the curriculum.**
 - We will have choices in what we read, how we respond, and the specific focus of projects and small group activities.
- **Learning occurs in a multicultural world that honors many ways of knowing.**

- We will explore literature from a multicultural perspective, expanding our understanding of the cultural pluralism in children’s lives and in literature.
- **Learning is reflective as well as active.**
 - We will have many opportunities to reflect on what we are learning through writing, art, talking, reflections and self-evaluations.
- **Learning is a process of inquiry.**
 - As learners, we search out questions we care about and we develop strategies for exploring those questions and for sharing our learning and understanding with others.

Statement of principles on multicultural education: The term “multicultural education” expresses the essential mission of my pedagogy. Multicultural education is not just “about” certain subjects; it does not merely offer “perspectives” on education: It is an orientation to my purpose in education – and ultimately an orientation to life, one that values diversity of viewpoints and experiences and sees people as valuable contributors to the experience of school and society. Life in universities is a self-consciously multicultural experience, from the varieties of personal, social, and cultural backgrounds represented in it to the full spectrum of ideas and disciplinary traditions that compose the community of scholars. My recognition of this central tenet leads me to commit myself to the following general principles.

Learners bring a variety of linguistic and cognitive strengths from their families, communities and nations into the classroom; these strengths are resources to be appreciated as such by educators.

Education must expand on the linguistic and cognitive strengths that learners already possess and bring with them to the classroom, rather than ignore or try to replace them with others.

Respect and appreciation for cultural and community knowledge means that universities serve the interest of education when they allow for an exchange of views, rather than rely exclusively on a transmission model of instruction.

I recognize the existence of a variety of communities – each with its own voice and interests – both within and outside the university; a broad education offers the opportunity to hear and study as many of these voices as possible. Such an accommodation must include those communities, which have traditionally been excluded or underrepresented in the university. (Derived from the mission statement of the Department of Language, Reading and Culture, University of Arizona)

Major Assignments and Exams

CREDIT/NO CREDIT

1. Analytical lens application (homework for Session 2): Working in small groups, select a picture book to read, discuss, and then analyze according to analytical lenses. Address insights on the chart provided: What did looking at the book through each lens illuminate about the text? (One chart per group)

2. Reading Records (Please use the forms on D2L.)

Ages & Stages: For each book you read, record the title & date read under the appropriate category. You should have at least three in each category. Sample chart:

Early primary	Middle Elementary	Later Elementary	Middle School

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Genre: Record the books you selected for critical review. Sample chart:

Traditional Literature	Modern Fantasy	Poetry	Contemporary Realistic Fiction	Historical Fiction	Nonfiction

Scholarly explorations: Keep track of your scholarly reading, both assigned selections and texts you explore while completing assignments. Sample chart:

Date	Material read	2 – 3 central points (bullets okay)

GRADED ASSIGNMENTS

1. Literature Study Group Participation (10 pts)

You will participate in two literature study group sessions in which you will apply your learning from the Peterson & Eeds text to develop your understanding of literary criticism, literary elements, meaningful engagement with texts (beyond the surface), and effective pedagogy for teaching children to read real books. These sessions will be held during class time (please see schedule), but you will be expected to prepare thoroughly outside of class. You will write a 1-2 page reflection paper after going through the process.

List of books to choose from: each group reads a pair of books:

1	<i>The Killer's Tears</i>	<i>Lizzy Bright and the Buckminster Boy</i>
2	<i>When My Name was Keoko</i>	<i>So Far from the Bamboo Grove</i>
3	<i>Homeless Bird</i>	<i>Keeping Corner</i>
4	<i>Weedflower</i>	<i>Under the Blood-red Sun</i>
5	<i>Esperanza Rising</i>	<i>The Circuit</i>

6	<i>Crow Girl</i>	<i>The Friends</i>
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2. Thoughtful Responses (10 pts)

Learning in this course is supported equally by assigned readings and class engagements. It is vital that you participate thoughtfully in both. Each week, before you come to class, you should submit a “thoughtful response” to the assigned text(s) in the designated drop box on D2L AND submit a hard copy at the beginning of class. Your response should include the following elements: 1) Summary (What is this text about?), 2) Significance (What is important here, and why is it important?), 3) Connections (Identify central ideas across multiple texts and make connections with what you have been learning in class and in school settings), and 4) Questions (Now that you have read, what questions do you have that will support your further learning? How will you explore the answers to those questions?). Your responses should indicate thorough, thoughtful engagement with the text, not just provide evidence that you read it. Total of ten TRs throughout the semester.

3. Extensive Reading/Critical Annotations (75 pts)

The Huck text provides an excellent overview of genres in children’s literature. You are responsible for reading each chapter on genre and applying the criteria for evaluation in analyzing books from that genre. You should read 5 books (3 or more will be provided in class as read aloud) for each genre, 4 picture books (appropriate for any level) and a chapter book. Select carefully to ensure that you are reading quality literature (use textbook and online resources provided). If you are on the presentation team for a genre, you will read 7 instead of 5 books in that genre. For each book, carefully construct a critical response with the following elements:

- Complete bibliographic information (APA Style)
- A brief, effective synopsis (what is this book about)
- Critical commentary that reflects your ability to apply analytical lenses and your knowledge of text features and elements.

Annotations do not need to be long, but they do need to be carefully and thoughtfully crafted. You are certainly free to explore various reviewer comments, but we encourage you to craft your response first so that your personal insights come through clearly. If you do read reviewer comments, you **MUST** cite ALL sources explored (including links so that we may access those sources easily). Close reflection of insights from other reviewers that are not clearly cited and that you have not addressed with your own response, will be viewed as plagiarism.

Please submit all annotations for each genre in the session after that genre’s presentation and lesson plan, but note the 5 you want scored for this assignment. (The others will count toward the genre presentation project score.)

Each annotation will be scored on a scale of 1 – 25 points, and you will receive a genre grade averaging the two scores. Your final point total (up to 150) will be divided by 2 to determine your final points (out of 75). It is expected that the quality of your annotations will grow as you respond to feedback. You will have the opportunity to rewrite up to four scored annotations; however, you must make an appointment to discuss your submission within 2 days of receiving your grade and you have one week after this appointment to resubmit the annotation.

You will write a reflection on your group's genre presentation and lesson plan delivery as well as a comprehensive reflection when you turn in your complete annotation folder to me at the end of the semester.

4. Genre Lesson (25 pts)

You will participate with a small group to prepare and teach a lesson about one of the genres highlighted in the Huck text: Traditional Literacy, Modern Fantasy, Poetry, Contemporary Realistic Fiction, Historical Fiction and Nonfiction. Read the chapter on your genre thoroughly and discuss it as a group. Together, decide on five exemplary examples of the genre to read and explore as a group. (Each group member should read each book and write his or her own critical annotation.) Work to understand the characteristics and criteria related to your genre through your exploration of these texts. (We suggest two chapter books appropriate for different levels, and three picture books at various levels.) From these five books decide upon just one mentor text with which you will be able to do the following:

- A. Read the text aloud in its entirety (or an excerpt that incorporates all the key genre elements and is a high quality example of both this genre and literature in general)
- B. Carry out a lesson with the class in which you utilize the text to allow students to discover, with your guidance, the elements of this genre and the importance of those elements within this genre. Your lesson should actively engage students (your classmates) for effective, inquiry-based learning. You must submit a lesson plan prior to teaching your lesson.
- C. Reinforce students' learning through some kind of visual aid/ handout to be provided at the *end* of the lesson.
- D. Write a reflection on the process: from group meetings, to decision on the books, to the presentation of the genre and lesson.

5. Critical Literacy Text Set (50 pts)

Working in small groups (3 or 4), you will explore how literature illuminates life by conducting an inquiry on a topic related to diversity in children's literature. Topics may include – but are not limited to – adoption/foster care, gender (portrayal of male and female characters), immigration, race/ethnicity or the representation of a particular racial/ethnic group in children's literature, poverty, homelessness, bullying, sexual identity, dis/abilities, creationism and evolution, war/peace, religious in/tolerance, etc. (other topics must be approved by instructor).

Criteria for selection:

Each text selected must be well-reviewed by professional sources and clearly connected to the chosen focus. You should select 6 – 8 quality texts representing at least 2 or 3 genres. At least one of these should be high quality, relevant nonfiction.

Expectation for collaboration:

Group assignments are designed to use the power of the collaborative process to deepen each learner's understandings. Segmenting a project by assigning disparate parts to individual groups members undermines this benefit. Make sure that your work process capitalizes on collaboration.

Project components:

1. Background (10 pts)
 - Read the Lewison et. al. article and chapter 2 in the Wolf text. Discuss your understandings as a team.
 - Research your selected focus and create a 2 – 3 page (double-spaced; APA form) nonfiction overview of your topic, including significance for today’s learners. Make sure you cite at least 3 pertinent and reliable sources. (Don’t forget to record your scholarly reading on the appropriate chart.) (10 pts)

2. Text set (20 pts)
 - Use resources (online bibliographies, professional reviews, your friendly CML and school librarians, etc.) to locate a variety of quality books (again, list on your scholarly reading chart). Use the four dimensions of critical literacy (Lewison, et al) as a framework to guide your analysis of each text. Read thoughtfully, discuss, and select the best books to include in your text set. You may certainly include and discuss a “bad” but well-reviewed example.
 - Once you have selected the texts for your set, do the following:
 - Fill out the critical literacy dimension chart for each book. (Remember, your collaborative dialogue provides the foundation for rich insights.)
 - Create a graphic representing your texts (see Wolf for an example).

3. Comprehensive analysis (20 pts)
 - Building on your group dialogue, write a final analysis paper (one per group, written collaboratively; at least 4 pages, preferably no more than 8) addressing through a critical literacy perspective how your focus is represented in the literature you chose. For example, if you explored how immigration is portrayed, you will discuss how, overall, these books disrupt or perpetuate the commonplace and represent (or not) multiple viewpoints. You will also discuss the overall stance/position regarding socio-political issues and how these books might call readers to action.

6. Applied Read-Aloud (10 pts)

Reading aloud is an important instructional engagement at all levels. Reading aloud supports your students’ comprehension, fluency, critical thinking, and motivation. It provides a rich context for teaching a variety of literature and literacy skills (such as literary elements, summary, etc.), and sharing quality literature in this way helps build a sense of community in your classroom. For this project, you will select a book to read to your placement class and explain your selection process (Why is this book particularly appropriate for your students?). You will read the book to your class and record that reading with audio or videotape, taking care to protect any students who do not have a release for such recording. Analyze your performance according to guidelines provided and, based on that analysis, set goals for continued growth in your **2-page reflection**. Please see assignment sheet and grading guidelines on D2L.

7. Applied Reader Response (20 pts)

For this assignment, you will have the opportunity to develop your ability to engage learners in meaningful explorations of and through literature. In chapter 10 (Huck), you will find descriptions of experiences that encourage learners to engage in critical thinking and complex explorations in response to literature. In your field placement, you will read a rich text with students and work with them to create a response in one of the following ways:

8. Supported Writing
9. Visual Arts
10. Music and Movement
11. Book Drama
12. Graphic organizers
13. Artifacts/Collections

14. Maps and Timelines
15. Jackdaws

Project components:

1. Select the text, determine how you will share it and identify the kinds of responses that might illuminate this text. (We strongly encourage you to involve your students in this process.)
2. Write a lesson plan for your engagement. Submit that plan to your instructor for feedback before you teach.
3. Teach your lesson, being sure to bring sufficient materials from which students can work. For example, if you believe a visual response is appropriate for the text, be sure to have a variety of visual arts supplies for students to utilize (or arrange well-ahead of time to use your cooperating teacher's supplies).
4. **Write a one to two page reflection** exploring your instructional choices, processes, and outcomes. Include your thoughts on why this particular response was appropriate for the text and how, specifically, the engagement supported student learning.

8. Final Examination (25 pts):

A written final examination will assess student mastery of central course concepts.

Total Points: 235

General expectations:

- Students will turn in assignments at the **beginning** of the class period on the due date.
- **Late assignments** will be accepted a maximum of **1 week** late unless there are unusually extenuating circumstances that are discussed with the instructor (prior to the due date unless unavoidable). Late assignments will not receive full credit except in the case of extenuating circumstances and as determined by the instructor.
- Class attendance is vital. Although policy allows for one absence, students demonstrating professionalism do not "take" an absence that is not warranted by communicable illness, family emergency, or other unavoidable circumstance. Please notify the instructor of the need for an absence prior to the class missed if at all possible. Exams or presentations missed will receive a grade of 0 unless 1) the student informed the instructor prior to the absence (except in the case of extreme circumstances that prevented such notification) and the condition was unavoidable (communicable illness, family emergency, etc.; the instructor may request documentation). If these conditions are met, a make-up exam or assignment will be arranged.
- All assignments should be typed, using standard 12-point font. Assignments should reflect student mastery of Standard English punctuation, usage, grammar, and spelling; writing mechanics, including clarity, organization and professional tone will be reflected in the grade. Students with consistent difficulties in these areas will be asked to seek writing support.

Assessment:

Points for each assignment are provided with the descriptions above. Grades will be determined by a percentage of the 225 points available using the following scale: A = 92- 100%; B = 81 – 91%; C=70 – 80%; D= 60 – 69%; F= below 60%. Failure to meet expectations (consistent, thorough, completed according to directions) on credit/no credit assignments will reduce your final grade by one point per assignment. Remember that the professionalism grade reflects both on-campus and on-site performance, so unprofessional behavior in this class (e.g., inattentive and/or disruptive behavior, failure to treat peers and professors with respect, tardiness or avoidable absences, failure to prepare for class, etc.) will be reflected in that grade.

<u>Letter Grade</u>	<u>Descriptive Criteria</u>	<u>Percentage</u>	<u>Points</u>
A	Excellent work that surpasses typical expectations	92%	92
B	Good work that clearly meets expectations	80%	80-91
C	Satisfactory work that usually meets expectations	70%	70-79
D	Unsatisfactory work that does not meet expectations	60%	60-69
F	Unsatisfactory work that is incomplete, does not meet expectations, or reflects little thought or care	59% or lower	Below 59

Assignments	<i>Total Points</i> 235
Participation/Professionalism	10 points
Literature Study Group Participation and Interactions	10 points
Thoughtful Reflections	10 points
Extensive Reading/Critical Annotations	75 points
Genre Lesson	25 points
Critical Literacy Text Set	50 points
Applied Reader Aloud Project	10 points
Applied Reader Response Project	20 points
Final Exam	25 points