



EDRD 650 Teaching Reading Through an Emphasis on Literature  
College of Education, University of South Carolina  
Room 214 Wardlaw Hall, Tuesdays 4:30 – 7:15

**PLEASE TURN OFF CELL PHONES AND PAGERS DURING CLASS.**

**Instructor:** Pamela Jewett, Ph.D.  
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**Hours:** Mondays and Tuesdays, 1:00 p.m. – 4:00 p.m. or by appointment

**I. Descriptive Information:** 3 credit hours

- A. The focus of the class** is on the role of literature in literacy development and on methods that support children as they learn to read using literature as the medium of instruction and interpretation. This course is about children's and young adult literature and how it can enrich, extend, and enliven the curriculum in classroom settings.
- B. Theoretical Perspectives for this Class:** I believe that children's literature is a powerful way for children to see themselves in the world and that reading is a transactional, socio-cultural practice that is never neutral. With those beliefs in mind, we will be viewing children's literature in the reading curriculum from three theoretical perspectives -- transactional literary theory, socio-cultural theory, and critical literacy theory, and we will explore these concepts as they inform our reading of children's and young adult literature and as they inform our teaching practice.
- C. Intended Audience:** Primary, elementary, middle, and high school teachers or educational specialists.

**II. Core (multi-course) Objectives: Across the M.Ed. in Language and Literacy, the professional teacher leader will:**

- Recognize that reading should be taught as a process.
- Understand, respect, and value cultural, linguistic, and ethnic diversity.
- Recognize the importance of literacy for personal and social growth.
- Recognize that literacy can be a means for transmitting moral and cultural values.
- Perceive reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by written language, and the context of the reading situation.
- Understand that goals, instruction, and assessment should be aligned.
- Recognize how differences among learners influence their literacy development.
- Pursue knowledge of literacy by reading professional journals and publications, and participating in conferences and other professional activities.

- Reflect on one's practice to improve instruction and other services to students.
- Participate in local, state, national, and international professional organizations whose mission is the improvement of literacy.

### III. Course Goals and Topics:

General goals reflecting the knowledge base for the course are for participants to understand:

- Reading as an active, critical, and transactional process that occurs between the reader and the text in particular contexts;
- Reading as a socio-cultural practice
- Reading strategies that reflect a transactional, critical, and socio-cultural view of reading
- Ways of assessing students' literacy development within literature-based classrooms that are congruent with transactional, critical, and socio-cultural views of literacy.

Upon completion of this class, students should be able to:

- Articulate the value of using literature to teach reading;
- Articulate a plan for a literature-based literacy program that reflects transactional, critical, and socio-cultural views of literacy;
- Utilize literature, including multicultural literature in literacy programs;
- Make use of a range of reading strategies that are consistent with a socio-cultural, critical and transactional theory of literacy development;
- Evaluate literature in terms of its quality and its appropriateness for particular students and for particular purposes.

### IV. Required Texts:

**Textbook:** Galda, L., Cullinen, B., and Sipe, L. (2010) *Literature and the child*, 7<sup>th</sup> ed. Belmont, CA: Wadsworth.

**Articles** - Available on Blackboard.

**Children's and Young Adult Text Sets:** You will choose one book from each text set below to read in the month listed. **You do not need to purchase these books.** You should be able to find most of them at your school or public library.

#### Text Set #1 - January - Literacy

Tomas and the Library Lady (Mora)  
 Papa's Mark (Battle-Lavert)  
 Wednesday Surprise (Bunting)

#### Text Set #3 - March - Names

My Name is Yoon (Keats)  
 My Name is Maria Isabel (Ada)  
 The Name Jar (Choi)

#### Text Set 2 – February

##### Young Adult Novels

Savage (Almond)  
 The Absolutely True Dairy of a Part-time Indian (Alexie)  
 Wanting Mor (Khan)  
 The Shepherd's Grand-daughter (Carter)

#### Text Set #4 - April

##### International Children's Literature

Best Beekeeper of Lalibela (Kessler)  
 Brothers in Hope (Williams)  
 Selvakumar Knew Better (Kroll)  
 Saturday Sancocho (Torres)

### V. Academic expectations and requirements:

**A. Attendance:**

Students are expected to attend all on-campus meetings. Unsatisfactory class attendance will have an impact on your final grade. I will follow attendance guidelines provided by the University of South Carolina, i.e. missing more than 10% of class time may result in being dropped from the class.

**B. Utilizing Blackboard:**

Utilizing Blackboard is a required component of the course. If you are unfamiliar with this medium please refer to this website for assistance (<http://blackboard.sc.edu/>). Many assignments will be submitted via Blackboard within the “Assignments” link on our course site.

**C. Late Assignments:**

Students are expected to meet assignment deadlines, and I will accept assignments through midnight of the day they are due for full credit. Any work submitted after that time will be considered late. I will accept late work up to one week after it is due, however, late assignments will be reduced by a full grade.

**D. Academic Honesty:**

University policy regarding academic responsibility (*Student Affairs Policy STAF 6.25*) states “It is the responsibility of every student at the University of South Carolina Columbia to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this rule or who knowingly assists another to violate this rule shall be subject to discipline.” Students who commit an act of academic dishonesty may receive a 0.0 on the assignment or in the course. More information regarding this policy can be found in the Carolina Community: USC Student Handbook and Policy Guide at: <http://www.sa.sc.edu/carolinacommunity/housing.htm#Academic%20Responsibility>

**E. Policies relating to students with disabilities:**

Students with disabilities are encouraged to contact the instructor to discuss any accommodations needed to fulfill course requirements. In order to receive reasonable accommodations from the instructor, students must have certified eligibility through the Office of Student Disability Services. Any student with a documented disability should contact the Office of Student Disability Services at 777-6142 to make arrangements for appropriate accommodations.

**F. APA Guidelines:**

All written work must follow **APA 6<sup>th</sup> edition guidelines** (particularly focusing on page numbers, double-spacing, in-text citations, and references). Additionally, edit your work carefully and check for spelling/typographical and grammar errors before turning it in.

**VI. Academic Course Requirements:**

**A. Participation - Preparation and Contributing to the Growth of Others 25 points**

Preparation: While participation styles will vary, preparation for and active participation in class and small group discussions are essential to the learning process. Full participation will require careful reading of and response to the articles and books for class discussions so that we can benefit from the thinking of others and expand our understanding of the readings based on the multiple perspectives class members bring. Participation also requires that you bring all class materials as needed.

Contributing to the growth of others: In addition, critical to all learning is the ability to support the growth of others. Thus, each participant is required to spend time thoughtfully considering

how s/he supports the growth of that community and the growth of each colleague within that community. I will ask you to write a short paper (NTE 1 page) this twice during the semester.

Consider (but do not feel limited to) questions such as:

- What stance/approach/attitude are you using to promote the evolution of a community of learners in our on-line class?
- What are you doing to ensure that all voices within the learning community are being heard?
- What challenges are you facing in supporting others as learners and how are you addressing those challenges?
- How are you validating colleagues for what they know now while helping them work toward “outgrowing themselves”?
- How are you responding to colleagues who may profess an attitude or belief system that is very different from yours?
- Describe how another person in our class has supported you as a learner.

### **B. Annotated bibliographies**

**75 points**

**Bibliographies:** Since our class is organized around reading workshop i.e., read alouds, shared reading, guided reading, and independent reading you will be developing an annotated bibliography of books that you can use in each of these settings, as well as several additional categories, for the grade that you teach or plan to teach. I will provide space on Blackboard for you to build your individual bibliographies. **On-going due dates listed in class calendar.**

Example of an annotated book:

*Enzenberger, H. (2000). Lost in time. New York: Holt.*

*Robert, a 13-year old boy living in contemporary Germany, finds that when he rubs his eyes a certain way odd things happen. One night while watching television, he is transported into the scene he is watching and finds himself in Siberia in 1956.*

### **C. Funding Sources**

**25 points**

**Funding Sources:** You will identify possible funding sources for financing the bibliography you are developing in this course. Examples of funding sources could be school sources (PTO), district sources (district grants), community sources (e.g. Target or Starbucks), service organizations (e.g. Rotary or Optimist Clubs) or national literacy sources (e.g. International Reading Association [IRA] National Council for Teachers of English [NCTE]). After you have identified a possible source, you will a) prepare an application for a grant, b) submit your funding application, and c) write a short blurb that you will share with the class that explains who you submitted your application to and what kinds of information they requested from you. **Due April 6.**

### **D. Readings**

**50 points**

**Responding to readings:** I believe that reading and reflecting on your reading is CRITICAL. Reflection is an ongoing process that will help link new learning in reading and writing to your own teaching. I will ask you to respond thoughtfully to the readings, and I will provide the format for your weekly responses. These will be listed in the course calendar.

### **E. Chapter Presentations**

**25 points**

Starting the third week of class, you and a partner/s will take responsibility for presenting ideas and concepts to the class from chapters in *Literature and the Child*. You will need to meet with me (in person or electronically) prior to your presentation so that I can support and extend your plans. You will introduce and summarize the readings, provide a demonstration, involve the class in a

learning experience, and then open up the topic to discussion. Your presentation, including demonstration and learning experiences, should not exceed 30 minutes.

**F. Exploring Issues in Children's and Young Adult Literature**                      **100 points**

I want your explorations into children's or young adult literature to be generated and driven by concerns and interests related to your teaching world. To do this, we will ask a lot of questions about children's and young adult literature throughout the semester and about how to incorporate these genres into our reading programs. We will document these questions every week. As the semester progresses, we will determine as a class which of the questions are important enough for us to explore together and how this topic would help us question our teaching practices and our understandings of children's and young adult literature in reading programs. We will also determine how we are going to conduct our examination of this topic, what the final product will look like, how we are going to act on what we discover, and on what criteria we will evaluate it. This means that we will design the final project together, create the evaluation tool (rubric), and we will share our findings with each other during our last class.

**Course guidelines for grading:** This course is a graded course using A, B, C, D, F. 94-100% is considered an A; 86-93% is considered a B; 78-85% is considered a C; 70-77% is considered a D; below 70% is considered an F. Students are required to complete all assignments thoroughly and professionally.

There are six categories of engagement in this course evaluation:

- Class participation 25 points
- Annotated Bibliographies 75 points
- Funding Sources 25 points
- Responding to Readings 50 points
- Chapter presentations 25 points
- Inquiry into children’s and y,a, literature 100 points

<b>*Class Participation 25 points</b>	<b>Student Evaluation</b>	<b>Instructor Evaluation</b>
Were willing to grow in your understanding of reading and children’s and young adult international literature in the reading program		
Were willing to facilitate other’s learning		
Were prepared to discuss readings each week and brought required materials		
Completed on-line course evaluation		
Completed and turned in this document		
<b>Annotated Bibliographies 75 points</b>	<b>Student Evaluation</b>	<b>Instructor Evaluation</b>
Created bibliographies each week related to reading workshop topic		
Posted annotations of books as required		
<b>Funding Sources - 25 points</b>		
Identified funding source		
Prepared funding application		
Submitted funding application		
Wrote short blurb about application		
<b>Responding to Readings 50 points</b>	<b>Student Evaluation</b>	<b>Instructor Evaluation</b>
Included list of key learning from each reading		
Identified key lines		
Reflected on implication of reading to teaching		
Defined question/concerns with readings		
<b>Chapter Presentations 25 points</b>	<b>Student Evaluation</b>	<b>Instructor Evaluation</b>
Introduced and summarized chapter		
Provided a demonstration related to topic of chapter		
Involved class in a learning experience		
<b>Inquiry into Children’s and Y.A. Literature 100 points</b>	<b>Student Evaluations</b>	<b>Instructor Evaluation</b>
See class-created rubric		

\*The points suggested for these assignments should take attendance into consideration. A student who missed more than 2 classes, for example, could not *always* be prepared, neither could s/he *consistently* support colleagues or *consistently* bring materials to class.

FINAL Grade for EDRD 650: \_\_\_\_\_

- 300 - 280 points = A
- 279 - 260 points = B
- 259 – 240 points = C
- 239 – 220 points = D
- < 220 = F