

Course Syllabus
CEE 365: Literature for Children (K-6), Spring 2011

Department	Curriculum and Instruction	Credit Hours	3
Program	Elementary Education	Revision Date	Spring 2011
Instructor	Dr. Diane Sekeres	Ms. Angela Frick	
Office	208B Graves Hall	Faucett Vestavia Elementary School	
Telephone	205.348.1400	205. 342.2646	
Email	dsekeres@bamaed.ua.edu	alfrick@bama.ua.edu	
Office Hours	before and after class and by appt.	before and after class and by appt.	

Catalog Course Description

Prerequisite: Admission to TEP.

Corequisites: CEE 370, CEE 380, and CEE 495.

Selection and teaching of literature for elementary school children at various developmental levels, according to interests, needs, and abilities. Intensive field experience.

Conceptual Framework

The College of Education prepares future practitioners with an understanding of the nature and purposes of education, together with the ability to engage in the ongoing processes of reflection and dialogue that lie at the heart of socially responsible, theoretically-informed, and research-based, effective practice.

Knowledge Base

This course is guided by the National Council of Teachers of English and International Reading Association document: NCTA/IRA Standards for the English Language Arts; the Alabama Course of Study for the Language Arts; and effective instruction identified in the Alabama Reading Initiative publications: Essential Skills of Teachers of Reading.

Course Objectives and Student Outcomes

Program Goals

See Professional Semester II Practicum Handbook for Guidelines and Expectations.

Professional Studies, Basic Programs

Curriculum. The professional studies component of each teacher education program shall include an internship and be designed to meet the following rules.

With regard to diversity: The candidate understands how students differ in approaches to learning and creates instructional opportunities adapted to diverse learners. The candidate shall demonstrate:

Knowledge of: Characteristics of one's own culture and use of language and how they differ from other cultures;

With regard to instructional strategies: The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills. The candidate shall demonstrate:

Knowledge of: Advantages and limitations associated with various instructional strategies;

With regard to professionalism: The candidate is a reflective practitioner who engages in professional development and exhibits professional behavior. The candidate shall demonstrate:

Knowledge of: Professional literature, research, organizations and other resources including the applications of technology for continuing professional development;

Elementary Education (Grades K-6)

In addition to meeting rules .02(1) and .04, the elementary education curriculum shall include a teaching field of at least one third upper-division coursework and shall provide the teacher with the following knowledge and ability:

Knowledge of: Academic knowledge and methods to plan and provide a developmentally appropriate curriculum for elementary students in accordance with the Alabama courses of study for health education including nutrition and safety; language arts including writing and spelling; mathematics; music; physical education including movement; reading; sciences; social sciences; and visual and performing arts.

Ability to: Teach health education, language arts, mathematics, music, physical education, reading, science, social sciences, and visual and performing arts.

Specific course objectives

Students will gain an understanding of and/or demonstrate the following:

- Knowledge of children's literature representing our pluralistic society;
- Knowledge of children's literature as components of the elementary curriculum;
- Ability to use children's literature effectively across the curriculum;
- Ability to describe literary elements in literature for children and a method for analyzing these elements as a criteria for selecting and evaluating children's literature;
- Ability to describe design elements of illustrations in picture books, the transactive/symbolic potential of literary and design elements in picture books, and a method for analyzing these elements as a criteria for selecting and evaluating picture books;
- Ability to describe genres of children's literature including their characteristics, important works, authors of note; and
- Use professional tools in children's literature including reference materials, critical reviews of children's literature, and professional journals.

Required Course Texts

1. Readings from professional journals and textbooks
2. Literature from McLure Education Library, Tuscaloosa Public Library, and/or your elementary school library
3. Purchased picture books and/or chapter books

Course Methods

The class will be conducted in an interactive manner, including: Browsing of literature, short lecture, peer teaching, small and large group discussions of readings, small and large group presentations, and self-reflections. This course will focus on four strands: 1) Extensive and intensive interactions with children's literature; 2) Exploration into teaching and learning strategies for using children's literature to help students recognize, question, and interpret ideas from a variety of perspectives; 3) Investigating the planning and development of literature-based classrooms; and 4) Gaining insight into evaluation in literature-based classrooms.

Course Policies

UNIVERSITY POLICIES:

- Academic Misconduct. "All acts of dishonesty in any work constitute academic misconduct. The Academic Misconduct Policy will be followed in the event of academic misconduct." Please refer to <http://registrar.ua.edu/policies/> for the revised Codes of Conduct.
- Equal Treatment. The instructors and students in this course will act with integrity and strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, race, physical ability, and religious preferences.
- Accommodations. If you are registered with the Office of Disability Services, please make an appointment with the instructor as soon as possible to discuss any course accommodations that may be necessary. If you have a disability but have not contacted the Office of Disability Services, please call 348-4285 to register for services.
- Plagiarism. Plagiarism is the act of representing the words, data, works, ideas, computer program or output, or anything not generated by the student, as one's own. Plagiarism may be inadvertent or purposeful; however, plagiarism is not a question of intent. All suspected incidences of plagiarism must be reported by the course instructor. Plagiarism is considered a serious act of academic misconduct and may result in a student receiving an "F" in the course and being suspended from the University. For more information, see <http://facultysenate.ua.edu/handbook/append-c.html> It should be noted that there are many ideas, activities, and other educational information available through a variety of methods. It is assumed that, if the student chooses to use any of these resources, this will be referenced at the end of the lesson plan (or activity), and that it will be tailored to meet the needs of the specific group of children with whom the University student is working. Failure to reference material already used, published, discussed, etc. may be considered an act of plagiarism.
- Preventing plagiarism. The University of Alabama is committed to helping students uphold the ethical standards of academic integrity in all areas of study. Students agree that their enrollment in this course allows the instructor the right to use electronic devices to help prevent plagiarism. All course materials are subject to submission to Turnitin.com for the purpose of detecting textual similarities. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Turnitin.com will be used as a source document to help students avoid plagiarism in written documents.

PROGRAM POLICIES:

- Handbook. See Professional Semester II Practicum Handbook for Guidelines and Expectations.
- Attendance. Attendance will be closely monitored. Any absences are turned into program coordinator. If you know you will be absent, contact the instructor through email or phone message prior to your absence. Bring documentation of the reasons for your absence as soon as possible. Your medical excuse must state that you were requested to stay at home. If your absence is unexcused, or if you have excessive excused absences or tardies, you will be subject to administrative action. You will be contacted for an intervention meeting with the faculty. Please see the Practicum Handbook for more details on the attendance policy.

COURSE POLICIES:

- Assignments. All assignments are to be turned in by the specified assignment date and time. **For assignments turned in late, 10 percentage points will be deducted per day off the final grade. Late work will not be accepted without PRIOR communication with and approval of the instructor. No work will be accepted after Dec. 8. Just because you turn an assignment in on time does not necessarily mean you earn an A. Please refer to the syllabus for assignment descriptions as well as additional information given in class, and follow assignment rubrics.** Assume that every assignment is to be completed individually unless specifically assigned as group work. Assignment dates and requirements may be subject to change depending upon the needs of the students.
- Make-up Exams. If you must be absent from a scheduled exam, contact the instructor to schedule a make-up exam **PRIOR** to the date of the exam.
- Attendance. It is your responsibility to attend all class sessions. If you are absent or you know that you are going to be absent please contact me in a timely manner. In addition, you are responsible for getting the information you miss from another class member. Please note that many class activities cannot be replicated, so it is extremely important for you to attend all class sessions. Each session builds on the previous one, and you are held responsible for all information from each class session, whether you are present or not. If you are going to be absent, you are still responsible for turning in any assignment on time. Email or phone the instructor **PRIOR** to your absence if there is an emergency related to illness, serious family emergencies or approved professional obligations. Any medical excuse needs to state when you should return to class.
You are expected to be to class on time as we will start promptly at the designated time. Since class meets only once a week it is important to attend all class sessions. **Therefore, any absence (excused or not) results in the loss of participation points for the day as well as any in-class activity points, and any unexcused absence will also result in 5 percentage points off your final grade (thus if you earn 90% in the course, the grade will become 85%). You will lose participation points for being tardy: 2 points for the second tardy, 4 points for the third tardy. Coming late to class more than three times will result in 5 percentage points off your final grade.**
- Written Assignments. All materials for the course should be carefully prepared, processed, and proofread. For formal assignments, APA style should be followed. Consult the Publication Manual of the American Psychological Association (6th Ed.).

My Teaching/Learning Philosophy

I think and teach from a constructivist, critical perspective. By constructivist I mean that you and I form a learning community that constructs knowledge through interaction with text, others' ideas, and writing. By critical I mean that I think it's a good thing to look beyond the surface of a text or idea and ask how it is that those things exist and how they function in a learning situation.

My understanding of my role as instructor is to provide you with a structure and some resources to foster your learning, and to give you feedback and assess that learning. Your role I see as adding to the resources, diligently reading and thinking about the topics of discussion, and sharing that thinking through writing, discussion, and projects, giving me feedback, and assessing your learning.

I will assess your work based on the evidence of your engagement with our topics: your ability to talk about and write about what you've read, and the care and punctuality with which you complete assignments.

I am always available and readily willing to work on things with you ahead of due dates if you need that support.

This Class

When we teach children to read text, we want them to enjoy it in many ways and also be able to take information from it that is useful to them. We can also use literature as a bridge to new thinking, providing a scaffold for new learning. These connections that help children make meaning of their reading can be categorized as text-to-self, text-to-text, and text-to-world connections.

These three ideas will form the outline for our meaning-making in CEE 365, though they are not the only framework we will explore.

Text-to-self. You will explore yourself as a reader and future teacher of children's literature. How do you respond to text? How do you use children's literature to expand your reading, writing, and thinking abilities?

Text-to-text. You will explore children's literature as a component of the curriculum. What are genres? What does it mean to say that children's literature is curriculum? What do you think about the artwork in children's literature? How do you plan for and evaluate literature and its use?

Text-to-world. You will explore children's literature in the context of culture. How is it possible that you have these particular books available in your classroom? How are books a window on and a mirror of the world?

Participation and Professionalism

Our classroom should be a comfortable place of learning in the sense that we and our ideas are respected, our voices are heard, our mistakes are expected, and gracious encouragement and support is extended to others. Critique, though welcomed, should be considered and courteously presented. Consult your Professional Experiences Handbook for a more thorough discussion of professional characteristics.

The portion of your daily grade for preparation is evidenced by

- having required materials with you
- being ready to begin class promptly
- engaging in the work of the class through reading, thinking, sharing, and attentiveness

The portion of your daily grade for professionalism is evidenced by

- timely and professionally-completed assignments
- actively building a learning community with considerate interactions with classmates and instructor
- positive attitude toward learning
- using standard English grammar in speaking and writing
- conducting yourself as a representative of The University of Alabama and the teaching profession

Assignments that center in the elementary school classroom

Read aloud project:

You will be reading a book aloud each week in your classroom, tape-recording some sessions, and asking your mentor teacher to complete a rubric for two sessions. The final guided reflection constitutes your take-home final exam.

Assignments that center in the University classroom

Author Study:

You will read books by one author in a content area and prepare an author study (see directions). Your author should be chosen with your mentor teacher in order to read the book(s) in the classroom.

Content Study Groups:

This group assignment includes finding children's literature in different genres for a particular content area based on the Alabama Course of Study for your grade level. Each group member will complete two assignments to learn how to find good books. One assignment uses a database or library reference books and the other uses magazines you can find online or in the library. Finally, each group member will create a center as extensions to the books the group chose to share with the class.

Reading children's literature:

Over the course of the semester, you will be finding and reading books for your reading aloud project, author study, and content study. You will also hear about and listen to many books in class. You are expected to read and catalog at least 30 of these picture story books and information books plus the assigned chapter books. You will catalog your books through one of these means: Internet database such as LibraryThing; database you design and keep (Word or Excel file); or 3x5 cards. Your catalog will be checked periodically through the semester.

Responses to Chapter Books:

You will be reading several children's chapter books over the course of the semester. You will formally respond as a reader to three of them: two in an individual response, and one in a group response. Individual responses will be presented to your literature circle members. One individual response should be a written response, such as a letter, a poem, or a socio-gram. The other response should be artistic, such as a poster, a song, or a sculpture. Begin your presentation with a short written description of your artistic piece, including a statement about how it represents your interaction with the book. Group responses will be presented to the whole class. Responses are due on the date when the book is discussed in class.

Reading and responding to professional articles:

You will be reading several articles from professional journals. You will write a response to three of them in class. Questions to consider as you read them will be available online.

Exams

There is no written midterm. The final is a take-home exam that is a guided reflection on the Read Aloud Project.

Grading Policy

Grading Procedures--A letter grade will be determined based on the total number of points earned using the following scale:

A+ = 487-500+	B+ = 437-446	C+ = 387-396	D+ = 337-346
A = 462-486	B = 412-436	C = 362-386	D = 312-336
A- = 447-461	B- = 397-411	C- = 347-361	D- = 300-311

Points for assignments

Assignment	Points Possible	Points earned	Due Date
Participation and professionalism	120		Weekly
Read aloud project Part 1	40		Sep 22
Read aloud project Part 2	30		Oct 20
Read aloud project Part 3	70		Nov 17
Author study	75		Science: Sep. 29; Social Studies: Oct. 13; Mathematics: Nov. 3; Language Arts: Nov. 17
Book catalog (3)	30		Sep. 22, Oct. 20, Nov. 10
Content Study Groups	50		Science: Sep. 22; Social Studies: Oct. 13; Mathematics: Nov. 3; Language Arts: Nov. 17
Responses to Chapter Books (3)	45		Due on the day the book is due
Reading and responding to professional articles (3)	45		Completed in class: Sep. 15, Oct. 6, Oct. 20
Take-home final (Read aloud project Part 4 final reflection)	45		Dec 8
Totals	550		

Course Bibliography and/or References

Fox, M. (2001). *Reading magic: Why reading aloud to our children will change their lives forever.*

Fredericks (2000). *More social studies through children's literature: An integrated approach.* Englewood, CO: Teacher Ideas Press.

Griffiths, R. and Clyne, M. (1988). *Books you can count on: Linking mathematics and literature.* Portsmouth, NH: Heinemann.

Hoven-Severson, L. (1992). *Connecting geography & literature.* Huntington Beach, CA: Teacher Created Materials, Inc.

Krey, D.M. (1998). *Children's literature in Social Studies.* Washington, D.C.: National Council for the Social Studies.

Licciardo-Musso, L. (1999). *Teaching with favorite Newbery books.* NY: Scholastic.

Novelli, J. (1998). *Using Caldecotts across the curriculum.* NY: Scholastic.

Rous (2000). *Literature and the land: Reading and writing for environmental literacy, 7-12.* Portsmouth, NH: Boynton/Cook Publishers/Heinemann

Seely, A. (1995). *Integrated thematic units.* Westminister, CA: Teacher Created Materials, Inc.

Thiessen, D. and Matthias, M. (1992). *The wonderful world of mathematics.* Reston, VA: National Council of Teachers of Mathematics.

Thompson et al. (2008). *Mathematical literacy: Helping students make meaning in the middle grades.* Portsmouth, NH: Heinemann.

- Trelease, J. (2006). *The read-aloud handbook*. New York: Penguin.
- Tunnell, M.O. and Ammon, R. (1993). *The story of ourselves: Teaching history through children's literature*. Portsmouth, NH: Heinemann.
- Walley, C.W. and Walley, K. (1995). *Integrating literature in content areas*. Westminister, CA: Teacher Created Materials, Inc.
- Walmsley, B.B. and Walmsley, S.A. (1998). *Teaching with favorite Marc Brown Books*. NY: Scholastic.
- Zarnowski, M. and Gallagher, A.F. (1993). *Children's Literature & Social Studies: Selecting and using Notable Books in the classroom*. DuBuque: Kendall/Hunt Publishing.