

EDTD 6228

Literature and Writing Across the Curriculum Fall 2008 • Monday 5:30 p.m.-8:45 p.m. • University Hall 356 Department of Teacher Education, Augusta State University

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Office Hours: 8/8-10/11 M: 11:30 -5:30, T&TH: 2-4
After 10/13 T&TH: 2-4, W: 9-3

HOURS: 3

PREREQUISITES: Admission to graduate program.

Required Text: All of the following novels will be used for this course, but may be checked out from local libraries.

Baseball Card Adventures by Dan Gutman – Select any one of the titles in the series.

Bronx Masquerade by Nikki Grimes

Lunch Money by Andrew Clements

The Invention of Hugo Cabret by Brian Selznik

Out of the Dust by Karen Hesse or *Love That Dog* by Sharon Creech (Select one or the other)

Esperanza Rising by Pam Munoz Ryan or *Watson's Go to Birmingham* by Christopher Paul Curtis (Select one or the other)

Also, use of LiveText will be required; therefore, a current account should be activated.

COURSE DESCRIPTION: This course is designed to familiarize students with a variety of current literature writing for young adolescents. Students will design strategies for utilizing literature in the classroom as a basis for sound language arts instruction and as a means to integrate reading and literature throughout the curriculum and across various content areas. Issues of student motivation, meeting adolescent needs, reading instruction, response to literature, connections to writing and assessment will be addressed.

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS ADDRESSED IN THIS COURSE:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

CONCEPTUAL FRAMEWORK PRINCIPALS ADDRESSED:

Student will:

1. understand the central concepts, tools of inquiry, and structures of the discipline (s) and be able to create learning experiences that make these aspects of subject matter meaningful for learners.
2. understand how students differ in their approaches to learning and be able to create instructional opportunities that are adapted to diverse learners.

3. use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
4. plan instruction based on knowledge of subject matter, the learners, the community, and curriculum goals.
5. understand and use authentic assessment to evaluate and ensure the continuous intellectual social and physical development of the learner.

SPECIFIC COURSE OBJECTIVES:

Students will:

Demonstrate knowledge of a wide range of authors, genres, themes and topics in children's and young adult literature (NCTE 3.5.1.1, NCTE 3.5.1.2, NCTE 3.5.1.3, NCTE 3.5.1.5, NBPTS/EA II, IRA 4.2).

Utilize writing and literature as vehicles to enable students to make connections/applications across content boundaries (NCATE/NMSA 5.1, 5.4, 5.5; PSC I; NB II, IV, VII; NCTE 2.2.21, 2.2.2, 2.4; CF 3,5).

Examine Language Arts as an integrated concept, embracing writing, reading, speaking, listening, and the overarching concept of literacy. (NCATE/NMSA 5.3; PSC I; NB II, IV, VII; NCTE 2.5; CF 1)

Demonstrate knowledge of multicultural and international books for young people (NCTE 3.5.1.1, NCTE 3.5.1.2, NCTE 3.5.1.3, NCTE 3.5.1.4).

Demonstrate knowledge of the history of children's and young adult literature as well as current and future trends in the field (NCTE 3.5.1, NBPTS/EA II).

Demonstrate knowledge of literacy theory and criticism and will demonstrate knowledge of how to respond to and interpret children's young adult literature in different ways (NCTE 3.5.1.6, NCTE 3.3.1).

Demonstrate knowledge of research and instructional resources (print and electronic in the field of children's and adolescent literature (NCTE 4.1, NBPTS/ENL VII, NBPTS/EA II, IRA 4.20).

Demonstrate knowledge of self as reader (NCTE 3.2.2).

Be able to select, critically evaluate and use a wide variety of books representing multiple levels for linguistically and culturally diverse learners (NBPTS/ADOLYA VI, IRA 4.2).

Be able to write thoughtful reviews of selected books for young people (NCTE 3.2.2, NCTE 3.2.3).

Be able to give motivational book talks suitable for young people and will be able to read aloud effectively (NCTE 2.7).

Be able to foster thoughtful classroom discourse about literature, discourse that provides opportunities for students to listen and speak in many ways and for many purposes (NCTE 3.1.2 NBPTS/ADOL-YA-X).

Be able to conduct research on a particular author, illustrator, genre or topic/ theme in children's and/or young adult literature (NCTE 3.2.2, NCTE 3.7.1).

Be able to integrate a range of children's and young adult literature within English language arts and across the disciplines (NBOTS/EA XII).

Demonstrate a respect for the worth and contribution of all learners (NCTE 2.1, NBPTS/ENL III).

Value children's and young adult literature that enables pupils to become familiar with their own and other's cultures (NCTE 2.2).

Be committed to the celebration of diversity, practice equity and fairness, and use a variety of children's and young adult literature to promote opportunities to learn acceptance of others (NBPTS/EA V, NBPTS/ADOL-YA IV).

Demonstrate an informed stand on critical professional issues in the field of children's and young adult literature (e.g., cultural accuracy and authenticity in literature for young people, censorship, commercial-based literature programs, etc.) (NCTE 2.5, NCTE 2.6).

ASSESSMENT:

Assessment for this course is designed to measure the student's knowledge of children's and young adult literature, integrate literature into their curriculum and practice to learn to conduct strong literature discussions, and design curriculum with various types and a range of texts. Class preparation and participation will be a key factor to successfully completing course requirements. All written assignments for this course should be of professional quality (i.e., typed or word processed, double-spaced, proofread and edited). Summaries, paraphrases, and direct quotations should be cited in order to avoid plagiarism.

The course grade will be based upon points earned through the completion of the following:

Attendance/ Participation	80 points
Personal Text Set	25 points
Internet Assignments	30 points
Strategy Lesson Plans	50 points
Author Project	50 points
Book Sharings	25 points
Genre Journal	110 points
_____ Total	370 points

Assignments

1. Class Participation – Participating in all class experiences are essential for successful completion of this course. Participating includes both during small-group and large group discussions of our course textbook as well as novels and picture books. There will be an in class assignment due at the conclusion of each day. 10 points per class for a total of 80 points
2. Personal Text Set – Each student will create a personal text set revealing himself or herself as a reader. Five books should be collected and presented. Creating this text set will help you reflect upon your own history as a reader and will allow class participants to know each other better and work together more productively. We will share these text sets in class during the early part of the term in order to get to know each other better as readers. Turn in a brief description of your personal text set including the name and author of the books and why these books describe you. 25 points This will be submitted via [LiveText](#)
3. Internet Workshop: Award Winning Books, Picture Books Scavenger Hunt, and Baseball Card activity These three assignments will be completed in the computer lab during class. The completed assignments must be turned in before leaving to receive credit. 10 points each for a total of 30 points
4. Strategy Lesson Plans – Design 1 reading and 1 writing lesson that incorporate use of children's literature for language arts. One of the two lessons must also include integration of a content area. Include the GPS objectives, assessment, teaching procedures, essential question, and guided practice. Additional lesson plan requirements will be discussed in class. You will demonstrate/discuss the lesson in class. Both lesson plans should be submitted in LiveText, as well as providing a hard copy on the due date. – 25 points each
5. Genre Study –110 points. The genre journal consists of five genre journal assignments for five picture books and six novel summary assignments worth 10 points each for a total of 110 points. Use the format provided in class to complete the assignments. The template for the genre journal assignments for picture books and the novel summary are on the Pipeline website. Further details and examples of assignments will be provided in class.

6. Author Project – Choose an author or illustrator of children’s books. Research your author/illustrator by consulting reference works such as Something About the Author, Junior Authors and others; the World Wide Web, periodicals, etc. Choice must be preapproved.

Design a brochure which contains the following information

- a. Name of author/illustrator
- b. Photo of author/illustrator
- c. Basic biographical information (1-2 paragraphs)
- d. A list of awards won – most prestigious
- e. Listing of 5-10 books
- f. Interesting facts about author/illustrator 100 points

7. Book Sharing – You will provide a book sharing. Make the book sharing interesting. You will have five minutes to share the key points of the book without actually reading the entire book. A sign up sheet will be provided in class. Be sure to include how you would use this book in a classroom through a game, activity, food, etc. - 25 points .

****You will need to add at least one assignment from this class to your M.Ed. or MAT Portfolio. Email the instructor when you have done so.

Guidelines for grades:

A – 100 – 93% Outstanding scholarship – Performance that significantly exceeds the requirements and qualitative expectations of the course. Superior mastery of subject matter. Initiative and self-direction leading to significant study and related activity beyond course requirements.

B – 92 – 84 % Good scholarship – Performance that fully meets the requirements and qualitative expectations of the course. Solid mastery of subject matter.

C – 83-75 % Marginal scholarship – Performance that falls somewhat short of the requirements and qualitative expectations of course. Limited mastery of subject matter.

D – 74 – 70% Substandard work – Performance that fall short of the requirements and qualitative expectations of the course. Little demonstration of mastery of subject matter.

F – 69-0 % Failing work – Performance shows no attempt to fulfill course requirements. Expectations fall extremely short of course requirements.

Required Novel/Chapter Book Readings: Required readings include a number of novels and picture books written specifically for children and young adults. Many of these books may be found in your school media center or local public libraries. Some additional professional journal articles may also be assigned.

Other course information

All assigned reading is expected to be done in advance of the class session. Class participation/group discussion is expected and can not be done to the fullest if the assigned reading has not been done.

Assignments are due at the beginning of class.. Ten points will be deducted per day for late assignments, including those that are received after class on the due date. Late assignments will be penalized 10 points per day. They will be penalized 5 points if they are turned in on the day they are due, after the class has met. Because of the condensed nature of this course, no assignment will be accepted more than 1 day after it is due.

Although you may find ideas for some of your assignments in commercial books, teacher’s editions, or the Internet, the completed projects should be your own creations. Do not simply copy units or lessons from these sources or from students that have recently taken this class (See academic honesty statement below.)

Check your ASU email account on a regular basis. This will be the primary form of class communication during the five-week lab time.

Please put cell phones and beepers on silent mode during class. Laptop computers are not to be used during class time without advance permission of the instructor. With all technology, please use common courtesy and respect your classmates and instructor.

Course Policies

ATTENDANCE POLICY: Attendance in class is expected. You should come prepared to discuss the materials assigned and to participate in class discussions. Much of the learning will arise from the interactions within the classroom environment in large and small discussion groups. According to the attendance policy in the Augusta State University Catalog, “A student must not be absent from laboratory periods, announced quizzes and tests, or final examinations unless the reasons for the absences are acceptable to the concerned professors.” This policy also addresses multiple absences: “If student has been absent for more than the equivalent of 10% of class time, regardless of cause, then the professor may withdraw the student from the class for excessive absences.” Tardiness and early exits interrupt the class and should be avoided; they may be counted as absences at the instructor’s discretion.

ACADEMIC HONESTY: “In an academic community, honesty and integrity must prevail if the work done and the honors awarded are to receive their respect. The erosion of honesty is the academic community’s ultimate loss. The responsibility for the practice and preservation of honesty must be equally assumed by all of its members” (Augusta State University Catalog). Exclusions to academic honesty are listed in detail, and each is a serious offense. The most common offense, plagiarism, is the presentation as original work of ideas, words or thoughts belonging to someone else. **You must provide a citation for any specific words, ideas, images, etc. taken from another source.** Any project or paper containing incidents of plagiarism will, at a minimum, receive no credit or grade. Also, unless specifically noted as a group project, all assignments are to be original and done on your own. (Although you may find ideas for some of your assignments in commercial books, teacher’s editions, or the Internet, the completed projects should be your own creations. Do not simply copy units or lessons from these sources or from students that have recently taken this class.)

DISABILITY/OTHER-ABILITY: If you have special needs and wish to receive accommodations in class, please contact the Office of Disability Services in Bellevue Hall.

Student grievances should follow the policy as outlined in the ASU catalog. This means grievances must first be brought to the attention of the instructor.

