Instructor: Dr. Lucia Schroeder  
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Office Hours: Monday 6:00-7 PM or by appointment; Day hours M,T,W,H: 1:00-3:00 PM  
Class Meetings: The class is scheduled to meet Monday evenings from 7:00 – 9:30 p.m.  
Some Classes will be on-line discussions and assignments through WEB-CT  
Required On Campus Classes: 1/7, 1/14, 2/11 or 2/25, 3/3 or 3/17, 4/14 or 4/21  

Unit Theme: Educator as creator of effective educational environments: integrating students, subjects, strategies and societies  

Section of Mission Statement for Masters of Science in Elementary Education:  
The Department is committed to enhancing the graduate academic experience in order to create educators who can function effectively in a culturally diverse, technologically advanced, and global environment in order to engage in learning at all levels.  

Course Description: Catalog: ELE 5400 Special Topics (2 to 3 credits) A study of special issues in education designed to help educators relate research to practice. On-line for Sp 2008: ELE 5400.001 Children’s literature in reading/literacy development.  

Purpose of the Course: This course is designed to increase understanding of literature for children and the authors who write it, best practices for enabling students to read varies forms and genres of literature, and suggestions for integrating literature throughout the curriculum. The course may be used to fulfill the children's literacy requirement for the Illinois reading teacher endorsement.  

Course Goals and Objectives: Students who successfully complete this course will:  
- examine multiple genres of literature for children [including those delivered via technology] including format, readability levels, topics, visual components, and writing styles.  
- study the work and lives of authors and illustrators who provide for readers from grades k-8  
- develop skill in planning and implementing multiple methods for incorporating literature into reading with consideration given to the five areas cited in the NCLB legislation  
- apply best practice methods for enabling all children to increase their literacy achievement including multiple means of teaching and providing for responses and assessments.  
- analyze and evaluate current issues related to children’s literature including but not limited to censorship, differentiated instruction, response to intervention, literacy and bibliotherapy  
- compare and contrast children's literature of the past and present  
- encourage the desire to read among students and their teachers  

Resources:  
Note the web site and extensive appendix on children’s literature in this text.  
*Award winning books: Newbery, Caldecott, Corretta Scott King; Horn Book and other winners  
*Children’s Literature in all genres and formats from Libraries, Book Stores, Scholastic, Web, etc.  
*Journals and Periodicals:  
Reading Research Journal, The Reading Teacher, Adolescent and Adult Literacy; Language Arts; journals for ALA [American Library Association] and other media organizations. On-line resources on Children’s Literature-- Novelist K-8; Author sites, etc.  
Learning Models: Social Systems Model [learning as a community] and Independent Research

Outcomes For All Graduate ELE Classes: The assumptions for graduate courses will be drawn from and build upon the College of Education knowledge base. The Master Teacher/Curriculum Specialist will be able to: demonstrate the professional competence to analyze, propose, and defend educational policy in appropriate educational forums (e.g., oral presentations, position papers, literature reviews, research and grants); describe past and current historical, philosophical, sociological and psychological trends, issues and events in education; relate research to the world of practice; demonstrate a commitment to life long learning.

Grading:
Grades will be assigned based on the completion, quality, and applicability of projects, and scoring on an exam. Creativity, research and adaptation to classroom situations will be valued. In-class/online involvement through discussion and presentations and thoughtful responses via technology, as well as independent work will be considered in the grading process. A= 92-100%; B=84-91%; Do over = below 85%; [Semester end, incomplete work=I, C, D or F]

Major Topics: Mix and Match

Topics will be integrated, for some think microscope, ☺ for others use a telescope metaphor and for some, eyes-wide-open ☻ where you are!

😊 Topic: Introduction to Course; Literature/literacy in the 21st Century; References and research in this course; Use of WEB-CT; VIP Vocabulary: literature, literacy, text sets, NCLB; action research; pluralism

😀 Topic: Meeting the needs of ALL students through appropriate literary choices VIP Vocabulary: reading levels of students, readability of text; role of cultures in literature; “quality” multicultural works; English Language Learners; aliteracy

😐 Topic: Genres of Literature, Authors, and Forms of Literature for Children and Young Teens VIP Vocabulary: reading fluently, technology related text, non-traditional texts; characteristics and integration of genres; fact and/or fiction in one text

⊙ Topic: Integrating literacy through-out the curriculum—methods and texts VIP Vocabulary: differentiated instruction, discourse, primary sources; content area texts, writing-to-read/know; flexible grouping options

◉ Topic: Special Concerns: censorship, age appropriate text, assessment of literacy acquisition, other concerns shared by class members, RtI, ELL VIP Vocabulary: censorship, banned books, bibliotherapy, high interest-easy readability; accuracy of technology delivered sources
Performance Assessments to Show Mastery of Goals
*Enjoy new literature and old favorites along with learning to know colleagues and new resources  [Study, sharing, involvement in discussions ]
*Become familiar with about 100 literary texts - Text sets, book baits, and discussions  
*Meet/get to know ~24+ authors  [first and last name, writing style, topics, age range, etc.]
  Author Cards or alternate assignment
*Increase expertise in incorporating literature into all areas of classroom teaching/learning  
  Text Sets, Study of Text book
*Grow as a creator of literary works - Story telling and writing of a short picture book;  
  [Illustrations optional]
*Share your expertise with parents and colleagues near and far--Final project, writing.

Extended Responses & Reflections Summary
Class Involvement, Reading/Study/Discussion--online & in class  100 points
Text Sets:  5 at 15 pts each= 75 points
Book Bait  15 points
Author Reports  25 points
Teacher as Author  75 points
Author “Cards” or Original Literacy Teaching Game  25 points
Story Telling  25 points
Author Lists [working list]  10 points
Final Exam/Project  50 points
400 points

Extended Responses & Reflections [Assignments]

In-class & Online Involvement–Sharing, Discussions, Books from Text Sets
☺ Each off campus class session, one or more discussion questions will be posted on the Web-CT discussion board [Some based on readings from text book]. Please post your responses & read and respond to your class-mates responses on or close to class nights. Multiple responses and questions required.

Text Sets:
[See p.15 * for description] For this class, please adapt as follows:
  ___ Give Text Set a descriptive title
  ___ 5 -10 titles [minimum 5 for chapter books or 8 for picture/short books]
  ___ Use format from p.25/42*, etc, please add full first name to lists; and an indication of approximate leveling within set, i.e. * easier, [ ] no note for middle, # for more difficult
  ___ ONLY use books you or a colleague have read and critiqued
  ___ add comments regarding special features or considerations/cautions
  ___ Preserve set in a format that is usable to you. Share key ideas for 2-5 books with class.
  Create a text set for each of these topics; share text sets online or during class
  ▪ inclusive of multiple cultures
  ▪ selected content area
  ▪ poetry
  ▪ bibliotherapy
differentiated instruction by reading levels & assessment for a non-fiction topic

Book Bait:
Select a new-to-you book from the list provided in class, read it, share it with the class.

Author Reports
Report to the class on two author/poets with whom you were not previously familiar. Include a brief biography, a list of his/her books, a short passage from one or two books to illustrate his/her writing style and content. Share in early February. [May be presented as though to your elementary students; or as teacher to teacher. Creativity appreciated!] Option: Submit as Power Point to Dr. Schroeder for WebCt sharing.

Teacher as Author [Due April 1, or sooner]
Create the text for a short children’s book. Use the writing workshop process chapter 14* and analysis of other writers/classmates/teacher for guidance. Submit draft(s) as needed—early draft, revised, “final copy” [more submissions welcomed]. Final draft due April 1 [or if you wish to illustrate it and have it published submit sooner. For details check with Dr. Schroeder. Use of a currently published text for a pattern is acceptable, copying is not!]

Author Cards / Original Literacy Teaching Game
Select two or more authors who have written multiple books. Prepare author /book cards to be used in a game similar to “Old Maid”. Share these cards with classmates so each person has 6 sets of 4 cards [total of 24 cards, plus one extra]. Details will be shared in class. If you wish to make a whole set of your own, or prepare a different type of book/author game, that is OK, also.

Story Telling
Plan ahead and be prepared to tell a story as though to students at a grade level of your choice at the second to last in class session. [Alternative: Video tape your self actually doing it with a class.]

Annotated Author Lists
Develop three annotated lists
- One, of authors you want to include [or want to avoid] at “your” grade level ~ 15 authors
- One list of authors whom you want to remember if you change grade levels or if asked to recommend books for someone else of any age ~15 authors
- Short [or long] list of illustrators or illustrator authors that would appeal to your students

Final Exam/Project [50 points]
Create a brochure to share with parents with suggestions for storytelling and reading good literature with their children. This should be in final copy form so it could be copied and sent home, or place on a web site. Select age of children. AND take a final exam written by Dr. Schroeder.