**Wayland Baptist University**

**Lubbock Campus**

**Division of Education**

**EDLI 5307 Syllabus**

**Mission: Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.**

**Course number and Title:** EDLI 5307 Literature in the Elementary and Middle School Classroom

**Term and Dates:** Winter 2017; November 13, 2017 to February 17, 2018

**Instructor:** Dr. Christy Reed

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**Catalog Description:** Knowledge of narrative and expository children’s books and programs and how they are used to develop comprehension and fluency in reading. A field based component is an integral part of the course. Successful completion of field experience hours is required for course credit.

**Field experience: 5 hours.**

**Prerequisite knowledge/skills and course numbers:** None

**Required Resource Materials:**

Temple, C., Martinez, M., & Yokota, J. (2015). *Children’s Books in Children’s Hands (5th ed.)*. Columbus, OH:

 Pearson.

A wide variety of children’s books from local public libraries or your personal collection.

**Course Outcome Competencies:**

**Alignment with TExES EC-6 Core Subjects (291)**

**Domain 1: English Language Arts and Reading**

**Competency 001: Oral Language: The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides students with varied opportunities to develop listening and speaking skills.**

The beginning teacher:

D. Designs a variety of one-on-one and group activities (e.g., meaningful and purposeful conversations, dramatic play, language play, telling stories, singing songs, creating rhymes, playing games, having discussions, questioning, sharing information) to build on students’ current oral language skills.

E. Selects and uses instructional materials and strategies that promote students’ oral language development; respond to students’ individual needs, strengths and interests; reflect cultural diversity; and build on students’ cultural, linguistic and home backgrounds to enhance their oral language development, in accordance with the STR.

F. Understands relationships between oral language and literacy development and provides instruction that interrelates oral and written language to promote students’ reading and writing proficiencies.

G. Selects and uses instructional strategies, materials, activities, and models to strengthen students’ oral vocabulary and narrative skills in spoken language and teaches students to connect spoken and printed language.

H. Selects and uses instructional strategies, materials, activities and models to teach students skills for speaking to various audiences for various purposes and for adapting spoken language for various audiences, purposes, and occasions.

I. Selects and uses instructional strategies, materials, activities and models to teach students listening skills for various purposes (e.g., critical listening to evaluate a speaker’s message, listening to enjoy and appreciate spoken language) and provides students with opportunities to engage in active, purposeful listening in a variety of contexts.

**Competency 004: Literacy Development: The teacher understands that literacy develops over time, progressing from emergent to proficient stages, and uses a variety of approaches to support the development of students’ literacy.**

A. Understands and promotes students’ development of literary response and analysis, including teaching students the elements of literary analysis (e.g., story elements, features of different literary genres) and providing students with opportunities to apply comprehension skills to literature.

E. Understands that literacy development occurs in multiple contexts through reading, writing, and the use of oral language.

F. Selects and uses instructional strategies, materials, and activities that focus on functions of print and concepts of print, including concepts involving book handling, parts of a book, orientation, directionality, and the relationships between written and spoken words, in accordance with the STR.

G. Demonstrates familiarity with literature and provides multiple opportunities for students to listen to, respond to and independently read literature in various genres and to interact with others about literature.

H. Selects and uses appropriate instructional strategies to inform students about authors, authors’ purposes for writing and author’s point-of-view in a variety of texts.

I. Selects and uses appropriate technology to teach students strategies for selecting books for independent reading.

J. Understands how to foster collaboration with families and with other professionals to promote all students’ literacy.

**competency 005: Word analysis and identification skills: the teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary, and contextual analysis) and provides many opportunities for students to practice and improve word identification skills.**

G. Understands how to foster collaboration with families and with other professionals to promote all students’ word analysis and decoding skills.

**Competency 006: fluency reading: The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.**

B. Understands that fluency involves rate, accuracy, prosody and intonation and knows the norms for reading fluency that have been established by the Texas Essential Knowledge and Skills (TEKS) for various age and grade levels, in accordance with the STR.

E. Selects and uses instructional strategies, materials and activities to develop and improve fluency (e.g., reading independent-level materials, reading orally from familiar texts, repeated reading, partner reading, silent reading for increasingly longer periods, self-correction), in accordance with the STR.

F. Knows how to teach students strategies for selecting books for independent reading, in accordance with the STR.

G. Provides students with opportunities to engage in silent reading and extended reading of a wide range of materials, including expository texts and various literary genres.

H. Uses strategies to encourage reading for pleasure and lifelong learning.

J. Understands how to foster collaboration with families and with other professionals to promote all students’ reading fluency.

**Competency 007: Reading Comprehension and applications: The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension, and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.**

A. Understands reading comprehension as an active process of constructing meaning, in accordance with the STR.

B. Understands factors affecting students’ reading comprehension (e.g., oral language development, word analysis skills, prior knowledge, language background/experience, previous reading experiences, fluency, vocabulary development, ability to monitor understanding, characteristics of specific texts), in accordance with the STR.

C. Understands levels of reading comprehension and knows how to model and teach skills for literal comprehension (e.g., identifying stated main idea, recalling details, identifying point-of-view), inferential comprehension (e.g., inferring cause-and-effect relationships, moral lessons and themes, making predictions), and evaluative comprehension (e.g., analyzing character development and use of language, detecting faulty reasoning, explaining point-of-view).

D. Provides instruction in comprehension skills that support students’ transition from “learning to read” to “reading to learn” (e.g., recognizing different types of texts, understanding text structure, using textual features such as headings and glossaries, appreciating the different purposes for reading) to become self-directed, critical readers.

E. Uses various instructional strategies to enhance students’ reading comprehension (e.g., linking text content to students’ lives and prior knowledge, connecting related ideas across different texts, comparing different versions of the same story, explaining the meaning of common idioms, adages and foreign words and phrases in written English, engaging students in guided and independent reading, guiding students to generate questions and apply knowledge of text topics).

F. Knows and teaches strategies that facilitate comprehension of different types of text (e.g., literary, expository, multistep directions, procedural) before, during, and after reading (e.g., previewing, making predictions, questioning, self-monitoring, rereading, mapping, using reading journals, discussing texts).

G. Knows and teaches strategies that facilitate making connections between and across multiple texts (e.g., summarizing and paraphrasing, locating and distinguishing between facts and opinions, and determining whether the text supports or opposes an issue).

H. Understands metacognitive skills, including self-evaluation and self-monitoring skills, and teaches students to use those skills to enhance their own reading comprehension, in accordance with the STR.

I. Knows how to provide students with direct, explicit instruction and reinforcing activities to promote the use of strategies to improve their reading comprehension (e.g., previewing, self-monitoring, visualizing, recognizing sensory details, re-telling), in accordance with the STR.

J. Selects and uses instructional strategies, materials and activities to guide students’ understanding of their own culture and the cultures of others through reading, in according with the STR.

K. Teaches elements of literary analysis, such as story elements and figurative language, and features of various literary genres, including fables, myths, folktales, legends, drama and poetry.

L. Understands the continuum of reading comprehension skills in the state standards and grade-level expectations for those skills.

M. Knows the difference between guided and independent practice in reading and provides students with frequent opportunities for both.

N. Understands how to foster collaboration with families and with other professionals to promote all students’ reading comprehension.

**competency 008: Vocabulary development: The teacher knows the importance of vocabulary development and applies that knowledge to teach reading, listening, speaking and writing.**

C. Selects and uses a wide range of instructional materials, strategies and opportunities with rich contextual support for vocabulary development, in accordance with the STR (e.g., literature, expository texts, content-specific texts, magazines, newspapers, trade books, technology).

D. Recognizes the importance of selecting, teaching and modeling a wide range of general and specialized vocabularies.

F. Provides multiple opportunities to listen to, read and respond to various types of literature and expository texts to promote students’ vocabulary development.

**Competency 009: Reading, inquiry and research: The teacher understands the importance of research and inquiry skills to students’ academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.**

A. Selects and uses instructional strategies to help students comprehend abstract content and ideas in written materials (e.g., manipulatives, examples, graphic organizers).

1. Knows grade-level expectations for study and inquiry skills in the Texas Essential Knowledge and Skills (TEKS) (e.g., in kindergarten, use pictures in conjunction with writing to document research; in fifth-sixth grades, refine research through use of secondary questions).

G. Understands how to foster collaboration with peers, families and with other professionals to promote all students’ ability to develop effective research and comprehension skills in the content areas.

**Competency 011: Written Communication: The teacher understands that writing to communicate is a developmental process and provides instruction that promotes Students’ competence in written communication.**

A. Teaches purposeful, meaningful writing in connection with listening, reading and speaking.

B. Knows how to promote students’ development of an extensive reading and writing vocabulary by providing students with many opportunities to read and write.

C. Monitors students’ writing development and provides motivational instruction that addresses individual students’ needs, strengths, and interests.

D. Understands differences between first-draft writing and writing for publication and provides instruction in various stages of writing, including prewriting, drafting, revising (including both self-revision and peer revision) and editing.

F. Understands writing for a variety of audiences, purposes and settings and provides students with opportunities to write for various audiences, purposes and settings and in various voices and styles.

H. Knows grade-level expectations in the Texas Essential Knowledge and Skills (TEKS).

I. Understands how to foster collaboration with families and with other professionals to promote students’ development of writing skills.

**Competency 012: viewing and representing: the teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various types of media, including electronic media, and provides students with opportunities to develop skills in this area.**

A. Knows grade-level expectations for viewing and representing visual images and messages as described in the Texas Essential Knowledge and Skills (TEKS).

C. Teaches students to compare and contrast print, visual, and electronic media, including the level of formality of each (e.g., email, Web-based news article, blogs).

F. Provides students with opportunities to interpret events and ideas based on information from maps, charts, graphics, video segments and technology presentations and to use media to compare ideas and points-of-view.

**Competency 013 (assessment of developing literacy) THE TEACHER UNDERSTANDS THE BASIC PRINCIPLES OF LITERACY ASSESSMENT AND USES A VARIETY OF ASSESSMENTS TO GUIDE LITERACY INSTRUCTION.**

D. Knows the state content and performance standards for reading, writing, listening and speaking that constitute the Texas Essential Knowledge and Skills (TEKS) and recognizes when a student needs additional help or intervention to bring performance up to grade level.

E. Knows how to determine students’ independent, instructional, and frustration reading levels and uses the information to select appropriate materials for individual students and to guide students’ selection of independent reading materials.

M. Selects and uses a variety of formal and informal procedures for monitoring students’ reading comprehension and adjusts instruction to meet the needs of individual students, including English-language learners.

N. Understands how to foster collaboration with families and how to communicate students’ progress and for ongoing literacy development to parents/caregivers and to other professionals through a variety of means, including the use of examples of students’ work.

**MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE OUTCOME COMPETENCIES:** (Additional assessments MAY be added, but those listed MUST be utilized.)

1. Class-to-class assignments that cover many of the course outcomes, following directions, and turning them in on time. (Outcomes 1-8)
2. Notebook compiled of your 50 books (across genre) read & responded to (Outcome 1)
3. Field experiences using children’s books (Outcomes 3, 5, 7)
4. Book Award Research Report (Outcomes 1, 2, 4)
5. Class exams (Outcomes 1-8)

**Attendance:**

Campus Attendance Policy

1. Students enrolled at the Campuses of Wayland Baptist should make effort to attend all the class meetings. All absences must be explained to the satisfaction of the instructor who will decide whether the omitted work may be made up.
2. EDLI 5307: Any student who misses 25% or more of the regularly scheduled classes will receive a grade of F for that course.
3. When a student reaches a number of absences considered by the instructor to

be excessive, the instructor will so advise the student and file an Unsatisfactory Progress Report in the office of the dean.

1. Additional attendance policies for each course, as defined by the instructor in thecourse syllabus, are part of Wayland’s attendance policy.
2. Attendance is addressed in the list of course requirements, as part of the point total for the course.

**Disability Statement:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

**The student will:**

1. Demonstrate knowledge of literature genre and children’s literature awards.
2. Demonstrate how elementary-age students’ fluency, comprehension, listening, speaking and writing abilities can be enhanced through children’s literature.
3. Complete the required **5** hours of field experience with elementary-age children and provide evidence.
4. Demonstrate proficiency in effectively reading aloud children’s books.
5. Complete successfully one or more exams directly related to course competencies and student learning outcomes.

**Course grading criteria:**

#### Participation, readings, and responses will be graded.

#### Your personal record of at least 50 children’s books read will be graded using a scoring rubric.

1. Field experience literature-based activities will be graded using the field experience reflection summary and, if possible, written feedback from the classroom teacher.
2. The research report on book awards will be graded.
3. The 2 exams will be graded and assigned a percent correct.

**Course Requirements:**

I place great value on professionalism. It is important to being an effective teacher, and this semester is your opportunity to demonstrate professionalism. Professionalism will be expected during class time on campus and during your site visits. Additionally, because it is so important for teachers to effectively communicate ideas to colleagues, parents, and administrators, ***writing clear and error-free English is a priority*** at Wayland Division of Education. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both oral presentations and written assignments. **Criteria for evaluation will be based on both content and mechanics**. Integration of information from lectures, readings, discussions, and field experiences will be taken into consideration as will correct and appropriate format and construction.

**Course Requirements:**

1. Two tests – Mid-term & Final (200 pts. per test) 400 points
2. Semester Project-Record of 50 Children’s Books 250 points
3. Literature Circle 120 points
4. Discussion Board 100 points
5. Field Experience 60 points
6. Lesson Plan 30 points
7. Research report on Book Awards 20 points
8. Personal Literature Collection 10 points
9. Surveys (2 @ 5 pts.) 10 points

 **Total Possible Points: 1000 pts.**

University Grading System:

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.

A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion If the work is not completed by the appropriate date, the I is converted to the grade of F. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

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| A 900-1000B 800-899C 700-799D 600-699F below 600 | CR – for CreditNCR – No CreditI-IncompleteW- WithdrawalWP- Withdrawal Passing | WF- Withdrawal FailingX – No grade givenIP- In Progress |

 **Specific Requirements:**

1. **Field Experience Assignments:** You will have a **minimum of two** field experiences during which you will **create a lesson** (for **one** of the field experiences) that **you will teach in an elementary classroom**. You will then turn in the lesson (worth 30 points) and a write-up over the teaching experience (worth 30 points). **You must also submit the lesson plan in Blackboard.** You must type the write-up in Word, double-spaced, 12-point font. You will also write-up your field experience observations (for the remaining required hours) to turn in Week 10 of the course. Please observe in a **language arts** classroom! Please write your write-up like a journal entry including the following information: Teacher’s Name, Grade, Time and How many students? What did the teacher do? What were the students doing? Each **hour** of observation should be about a **page** in length. Your write-ups (the one for teaching and the ones for observing) are worth a total of 60 points.
2. **Semester Project-Record of 50 Children’s Books-**Throughout the semester, you will be required to read 50 children’s books. You will turn these in throughout the semester in sets of 5. Each set of 5 books is worth 25 points for a total of 250 points. You will be required to **cite the title, author, and year of publication in APA format** with a **short summary** of the book in one paragraph and your response in another paragraph. These books **must** be read by you! You will submit your books in Blackboard where they will be checked for plagiarism. **Anything that is plagiarized will receive a zero**. Do **not** get your summaries from Amazon, Barnes & Noble, or other online information.
3. **Literature Circle:** You will be placed in groups in order to participate in a literature circle. More information will be given regarding this assignment.
4. **Research Report:** Each student will be assigned a book award to research and present to the class through Blackboard. You must include the **history** of the award, **selection criteria**, and **past and recent award winners** (go back only 10 years). This should be presented in a **handout**. This is worth 20 points. (Please include **citation** information from where you obtained the information.) Submit this assignment to the appropriate discussion board tab titled **Book Award** and **also** the link on the discussion board. This will allow fellow classmates to learn about the book award as well.
5. All written work must be typed in **Microsoft Word only**. It must be edited, and corrected to acceptable, professional standards of the English language. A teacher is expected to model the language for students, and that standard must be upheld in any document sent home to parents; therefore, in preparation course work, we must practice to that standard. All citations must be typed in **current** **APA** format.

 C. The **final grade** will be based on the points received under Course

 Requirements:

 **900-1000 points = A**

 **899-800 points = B**

 **799-700 points = C**

**Plagiarism**

“Plagiarism — The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.

When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.* Examples include:

1. Quoting another person's actual words.
2. Using another person's idea, opinion, or theory, even if it is completely paraphrased in one's own words.
3. Drawing upon facts, statistics, or other illustrative materials — unless the information is common knowledge.
4. Submitting a paper purchased from a term paper service as one's own work.
5. Failing to accurately document information or wording obtained on the World Wide Web.
6. Submitting anyone else's paper as one's own work.
7. Violating federal copyright laws, including unauthorized duplication and/or distribution of copyrighted material.
8. Offering, giving, receiving or soliciting of any materials, items or services of value to gain academic advantages for yourself or another.”

Source: [http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag](https://webmail.wbu.edu/exchweb/bin/redir.asp?URL=http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm%23plag)

Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty see catalog for more information about academic dishonesty.

**Any assignment that is plagiarized will receive a zero!**