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School of Education

**UNIVERSITY MISSION STATEMENT**

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 & NAME:**

EDLI 5307 Literature in the Elementary and Middle School Classroom

**TERM:**

Spring, 2019

**INSTRUCTOR:**

Dr. Christy Reed

**CONTACT INFORMATION:**

WBU Email: reedc@wbu.edu

**OFFICE HOURS, BUILDING & LOCATION:**

Online

**COURSE MEETING TIME & LOCATION:**

Online

**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.

**PREREQUISITE: None**

**REQUIRED TEXTBOOK AND RESOURCE MATERIAL:**

Temple, C., Martinez, M., & Yokota, J. (2019). *Children’s Books in Children’s Hands (6th ed.)*. Columbus, OH: Pearson.

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

**REQUIRED FIELD EXERIENCE HOURS: 5 hours** (minimum requirement)

**\*Successful completion of field experience hours is required for course credit.**

**COURSE OUTCOMES AND COMPETENCIES:**

**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 children 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; that respond to students’ individual needs, strengths and interests; that reflect cultural diversity; and that build on students’ cultural, linguistic and home backgrounds to enhance their oral language development.

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

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 from emergent to proficient stages and uses a variety of approaches to support develop of children’s 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. 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.

G. Selects and uses appropriate instructional strategies to inform students about authors and authors’ purposes for writing.

I. Understands how to foster collaboration with families and with other professionals to promote all children’s literacy development.

**competency 005: Word analysis and decoding**

**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: Reading fluency**

**The teacher understands the importance of fluency for reading comprehension and provides many opportunities for children to improve their fluency.**

B. Understands the connection of word identification skills and reading fluency to reading comprehension.

D. 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).

E. 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.

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

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

**Competency 007: Reading Comprehension**

**The teacher understands the importance of reading for understanding, knows the components of comprehension, and teaches children strategies for improving comprehension.**

A. Understands reading comprehension as an active process of constructing meaning.B. Knows how to provide instruction to help students increase their reading vocabulary.

C. Understands factors affecting students’ reading comprehension (oral language development, word analysis skills, prior knowledge, language background, previous reading experiences, fluency, vocabulary development, ability to monitor understanding, characteristics of specific texts.

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

E. 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 how a text is organized, using textual features such as headings and glossaries, appreciating the different purposes for reading).

F. Uses various instructional strategies to enhance students’ reading comprehension (e.g., by linking text content to students’ lives and prior knowledge, connecting related ideas across different texts, engaging students in guided and independent reading, guiding students to generate questions and apply knowledge of text topics).

G. Knows and teaches strategies that facilitate comprehension of different types of text before, during, and after reading.

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

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

K. Teaches elements of literary analysis, such as story elements and features of various literary genres.

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: 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.**

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: Writing conventions**

**the teacher understands the conventions of writing in english and provides instruction that helps students develop proficiency in applying writing conventions.**

F. Selects and uses instructional strategies, materials, and activities to help students use English writing conventions (e.g., grammar, capitalization, punctuation) in connected discourse.

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 010: Development of Written Communication**

**The teacher understands that writing to communicate is a developmental process and provides instruction that promotes children’s 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.

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.

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

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

**Competency 011: viewing and representing**

**the teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various 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. Compares and contrasts print, visual, and electronic media.

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

B. Knows the characteristics of informal and formal reading comprehension assessments (e.g., criterion-referenced state tests, curriculum-based reading assessments, informal reading inventories, norm-referenced tests).

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:**

1. Class-to-class assignments that cover many of the course outcomes, following directions, and turning them in on time. (Outcomes 1-8)
2. Compilation 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 REQUIREMENTS:**

As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

**STATEMENT ON PLAGIARISM & ACADEMIC DISHONESTY:**

Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**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 EXPECTATIONS:**

I place great value on professionalism as it is key to becoming an effective teacher, and this semester is your opportunity to demonstrate professionalism. Professionalism will be expected during your field experiences. This component will be assessed based upon my perspective and your actions. 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 discussions on Blackboard and written assignments. Criteria for evaluation will be based on **both content and mechanics**.

**COURSE REQUIREMENTS and GRADING CRITERIA:**

All assignments are due as noted on course outline unless otherwise announced in Blackboard. All assigned work must be word-processed. **Assignments not completed on time will reflect a lowered grade of 10% deduction per day minimum. Late work will not be accepted after 2 calendar days of the due date.**  **The course guide is subject to change at the instructor’s discretion. Any necessary changes will be communicated clearly to the student.**

**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.**

**Point System:**

A 900-1000

B 800-899

C 700-799

D 600-699

F Below 600

**Grade Appeal Statement**: “Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”

**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. **Personal Literature Collection:** Your first assignment is to assemble 5 books/poems to introduce yourself to the class. Please cite these texts according to APA guidelines. Then, explain how each of these books relates to you or how you connect with the texts. You will submit this on the discussion board under INTRODUCTIONS. This is worth 10 points.
6. 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.

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

**TENTATIVE SCHEDULE**

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| Week: | Activities: | Reading: | Assignment Due | Points: |
| Week 1 Nov. 12th | Introductions Discuss Chapters 1 & 2  Personal Literature Collection | **Chapter 1 Children’s Books in Children’s Hands**  **Chapter 2 Literary Elements** | **Personal Literature Collection**  **DB #1** | 20  10 |
| Week 2 Nov. 26th | Discuss Chapter 3 | **Chapter 3 Picture Books** | **DB #2** | 10 |
| Week 3 Dec. 3rd | Discuss Chapters 4 & 5 | **Chapter 4 Literature Representing Diverse Perspectives**  **Chapter 5 International Literature** | **Sets 1 & 2 Due**  **DB #3 & 4** | 50  20 |
| Week 4 Dec. 10th | **Midterm** | **Review Chapters 1-5** | **Field Exp. 1**  **Lesson Plan** | 200  30  30 |
| Week 5 Jan. 2nd | Discuss Chapter 6 | **Chapter 6 Poetry for Children** | **Sets 3 & 4 Due**  **DB #5** | 50 10 |
| Week 6 Jan. 7th | Discuss Chapter 7 | **Chapter 7 Traditional Literature** | **DB #6** | 10 |
| Week 7 Jan. 14th | Discuss Chapter 8 | **Chapter 8 Modern Fantasy and Science Fiction** | **Sets 5 & 6 Due**  **Literature Circles**  **DB #7** | 50 40  10 |
| Week 8 Jan. 21st | Discuss Chapter 9 | **Chapter 9 Contemporary Realistic Fiction** | **Sets 7 & 8 Due**  **Literature Circles**  **DB #8** | 50  40  10 |
| Week 9 Jan. 28th | Discuss Chapter 10 | **Chapter 10 Historical Fiction** | **Field Exp. 2**  **Literature Circles**  **DB #9** | 30  40  10 |
| Week 10 Feb. 4th | Discuss Chapter 11 | **Chapter 11 Nonfiction** | **Sets 9 & 10 Due**  **Literature Circles**  **DB #10** | 50  40  10 |
| Week 11 Feb. 11th | **Final Exam** | **Review Chapters 6-11** | **Final Exam** | 200 |