

ELAN 3110 - CHILDREN'S LITERATURE & ORAL LANGUAGE

ELAN 3110

MON 12:30-4:15

114/115 Aderhold

Webct.uga.edu

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GOALS

wide reading among genres of literature for children in grades PK-5
explore ways of responding to literature
explore oral language - dialect, ELL/ESL, and strategies (discussion and informal drama) for developing oral language for all students

PROFESSIONAL TEXTS

Essentials of Children's Literature (Tomlinson & Lynch-Brown)
other readings will be available online or as handouts

ACADEMIC HONESTY

Academic honesty is expected at all times. If you have questions, it is your responsibility to seek clarification. Please ask me and/or refer to UGA policies about academic honesty.

TECHNOLOGY REQUIREMENTS

Today's teachers must be able to use technology. You ll need to use word processing and WebCT for this course.

PROFESSIONAL ATTITUDE & CONDUCT

attend class in order to help socially construct understandings for the course
set all cell phones and beepers to vibrate rather than ring
be prompt - don't keep the class waiting at the start or after break
be prepared - read in advance, bring books with you, bring hard copies of your responses
actively engage in class discussions & activities
listen when others speak (avoid side talk when I & others are speaking)
respect others' thoughts, ideas, opinions & differences
understand that it's intellectually healthy to disagree with others' thoughts, ideas, and opinions
be open to new ideas

REQUIREMENTS, ASSIGNMENTS & GRADING

You can earn up to 100 points toward your final grade in this course. If you earn 90 + points, you will receive an A. If you earn 80-89 points, you will receive a B. If you earn 70-79 points, you will receive a C - and so forth.

You will be given a "Grading Summary Sheet" to help you keep track of your work in the course. Turn this in during our last class. No final grade will be given without this sheet.

1) Attendance & Participation

Attendance is expected. Much of the learning in this course is socially constructed. You contribute to the learning of others and you learn from others through your attendance.

5 points will be deducted from your final grade for each absence. Excused absences will be dealt with on an individual basis. A rule of thumb if you are asking in advance if you should attend class, then you need to attend.

I reserve the right to lower your final grade by as much as 5 points for poor participation and to raise it by as much as 5 points for excellent participation.

2) Read & Respond to Children's Books (50 points)

You will receive 5 points for each satisfactory response posted to WebCT **before** the start of our class. You may receive 1 point for work posted **after** the start of class.

1. traditional literature
2. poetry
3. picture books
4. realistic fiction (boys)
5. realistic fiction (girls)
6. culturally diverse books
7. modern fantasy & science fiction
8. historical fiction
9. biography
10. nonfiction

3) Quizzes (20 points)

You will take two quizzes (10 multiple choice questions per quiz). The multiple choice questions will be taken directly from the textbook.

The first quiz will have questions from CH 1, 2, 3, 4, 5, 11, 12 & Appendices.

The second quiz will have questions from CH 4, 6, 7, 8, 9, 10.

4) Field Report (30 points)

What did you learn about children reading and responding to children's literature during your field experience? Write a report (single-space, double-space between paragraphs). Post your work to the BB & give me a hard copy in class (staple pages). Do not use last names of others in your report. Refer to children by their first names. Refer to other adults by initials - for example: Ms. S or Miss K or Mr. W. Use the following format:

Your Name

School and Grade Level

Read Aloud - Describe the read aloud experiences in this field placement? How often did read aloud take place? What books were read aloud (give titles, authors/ illustrators)? What happened during read aloud? What did the kids do/say? What did the adults (you, the teacher, a parapro) do/say? How does this experience inform you about read aloud experiences in the future?

Content Area Reading - How was children's literature used in learning about science, social studies or other content areas? How does this experience inform your use of children's literature in the content areas in the future?

Literature Circles and/or Independent Reading - What were the lit circle (small group) or independent reading activities in this field experience? What did you observe? What books were read (give titles, authors/illustrators)? How did kids respond? How did the adults participate? How does this experience inform your plans for literature circles and/or independent reading in the future?

Other - Report and reflect on any other experiences with children's literature during this field assignment. For example:

Read Aloud Ask the teacher if you may read aloud to the class daily, if possible. Be prepared to suggest books you might read aloud. Do not read aloud a book you have not read. Work with the teacher to set expectations and climate for read aloud. Ideally, all children should listen during read aloud and not engage in other activities. You want to avoid having children do other things during read aloud.

Get to Know the School Library Visit the school library and introduce yourself to the library media specialist. Ask a few children to take you on a tour of the library so you can get a child's view of the library is organized and how it works.

Get to Know Individual Readers Observe a few children very closely. Try the *Checklist for Student Involvement with Literature* to help you observe.

Accelerated Reader (AR) If your school uses AR, ask if you may take some tests. (You'll need to be admitted to the test system to do this the library media specialist often can admit you.) Take the tests that the children in your class take and/or take tests for some of the books you've read in our course. **Help Children Select Books** Many children don't enjoy reading because they don't know how to select books. Work with individual children on selecting books. Help children select books they are able to read and will enjoy reading.

Classroom Library Ideally, each classroom has both a permanent and a temporary library. A *temporary* library is stocked with books borrowed from libraries. If your classroom doesn't have a temporary library, ask the teacher if you might help create one. For example, you might select books to support content area studies during your field experience. Be sure children do not take home books that you borrow from libraries!

Silent Reading Time If your classroom doesn't have a silent reading time, ask the teacher if s/he is interested in trying out a silent reading time (DEAR Drop Everything And Read). Do **not** try a silent reading time unless 2 dictates can be strictly followed: 1) **everyone reads** [that means all children and adults in the room no exceptions] and 2) **nothing but reading** [no one does anything but read no exceptions]. Other tips: a) help children select books before silent reading time, b) begin with small time increments start with as few as 5 minutes and work up to longer times.

Assess the Classroom Environment Try the *Checklist for Promoting Literature in the Classroom Environment*. Volunteer to support the teacher in maintaining the classroom and/or making changes.

Assess Teaching Activities Try the *Checklist for Promoting Literature through Teaching Activities*. Volunteer to support the teacher in maintaining activities and/or making changes.

