

**ELAN 3110: Children's Literature and Oral Language
Spring 2006**

Thursday (8:00-12:15)
114 Aderhold

Office hours:
After class or by appt.

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Required Texts

Russell, David L. (2005). *Literature for children: A short introduction*. NY:Longman.

Short, Kathy G. (1997). *Literature as a way of knowing*. Los Angeles, CA: Stenhouse.

Children's books & juvenile literature: Buy it, borrow it, find it, whatever it takes. Start locating books at the beginning of the semester. I can definitely help if needed.

Charlotte's Web

The Watson's Go to Birmingham--1953

The Diary of Anne Frank

One of the following: *Locomotion or Love That Dog*

One of the following: *Because of Winn Dixie, Holes, The Great Gilly Hopkins, Maniac Magee, or The Island of the Blue Dolphins*

One of the following: *The Giver, Tuck Everlasting, or Among the Hidden*

Additional Course Readings

Additional readings are available through Bel-Jean Copy Center.

Course Overview

ELAN 3110, "Children's Literature and Oral Language," is the first in a two-course sequence of instruction in children's language and literacy development for Early Childhood Education majors at UGA. The focus of this course is on children's literature that could be used in the elementary classroom, criteria that determines quality literature, and what experiences around this literature might look like. During the course, we will also focus on oral language development and cultural awareness.

There is also a two-course READ sequence (READ 3420 and 3430), as noted by your READ instructor. I urge you to consider the ELAN and READ courses as complimentary and intertwined because the components of reading, writing, oral language, and children's literature that are covered across these courses are all aspects of a child's literacy development.

Course Goals:

1. Students will gain a better understanding of themselves as readers.
2. Students will explore children's literature across multiple genres.
3. Students will become familiar with criteria and resources for selecting quality children's literature.
4. Students will explore language diversity and classroom implications.
5. Students will develop an awareness of cultures different from their own.

Class Guidelines: (to be developed during first class session & amended throughout semester as needed)

Course Requirements:

Responses to Readings (10 @ 2 pts. each = 20 pts.)—due weekly

There will be assigned readings for each class period. After completing the readings, you will need to write a 1-2 page, double-spaced response. Your response should include the following:

- connections made between this text and others you have read
- questions you have about the text or aspects that are unclear
- areas of the text that you do not agree with or are troubled by.

You will bring your response with you to class and use this in small and large group discussion. I will then collect the responses and return them to you during our next class period.

Reading Autobiography (5 pts.)—due January 26

This is a short paper (2-4 pages, double spaced, typed) about who you are as a reader and what role children's literature has played in this development. Organize your autobiography chronologically or categorically. Think about and respond to questions such as:

- What is your earliest memory around books or reading?
- When or how did you learn to read?
- What did you read as a child and how did you make your choices what to read?
- Who influenced your reading (positively or negatively) and how?
- How do you use reading?

You can certainly include other information outside of the scope of these questions. The "Dialogue" box on pg. 9 of your Short text has some questions to consider. This is meant to be a thoughtful interpretation of who you are as a reader and how this developed.

Poetry Anthology Project (15 pts.)—due February 9

1. Choose a poet and write a 1-2 page biography. Include information that would be helpful for elementary teachers to have when introducing a poet and his/her work in the classroom, such as a brief history of the poet, any interesting facts about this person, websites for poems by your poet. (10 pts.)
2. Bring in copies of two poems (one that rhymes, one that does not) to contribute to a classroom poetry anthology. We will assemble the poems together during the class session. (5 pts.)

Children's Literature Conference (10 pts.)—due April 27 (5 pts. for attending + 5 pts for response)

The Children's Literature Conference will be on April 21-22 at the Georgia Center for Continuing Education. As a UGA student, you are able to attend the conference at no charge. You can access additional information at www.coe.uga.edu/gcba. You will need to choose at least one session to attend and write a brief paper addressing why this particular session was chosen, what you learned by attending, how you plan to use the information you gained, and how/if what you heard connects with what you have read and learned at UGA.

**Field Reports from schools—February 13-March 10 (4 @ 5 pts. each= 20 pts.)
Due as completed, no later than March 23**

While in the schools, you will have four reports to complete for this class.

1. Reading program analysis—Gather information about the reading program used in your school. You may find it helpful to ask questions of your mentor teacher as well as the literacy coach or reading specialist about the program currently being implemented. Prepare a 2-3 page report, including a brief description of the program, addressing the following:
 - How is children’s literature incorporated into the program?
 - How does the information you gained and your observations relate to what you know so far about children’s language and literacy development? (Does what you saw match up with what you’ve heard, read, and been told?)
 - From what you’ve seen, what are the strengths and weaknesses of the program?
2. Integrate the use of children’s literature into your three- to five-day consecutive lesson plans for your Early Childhood class and give me a copy. Describe, in 2-3 pages, how one of the lessons went, how the literature was helpful, and what (if anything) you would change next time or do differently.
3. Create two different read aloud experiences—one to the whole class, the other with an individual child. In 2-3 pages, compare and contrast these experiences: describe the conversations that occurred, the child(ren)’s response to the book and you, and your own feelings about the experience. Also include your rationale for selecting the book(s) you read aloud.
4. Consider the following questions and write your response as a cultural report from your field experience:
 - How does what I am observing in the school setting compare with my own school experience?
 - What do I perceive as potential challenges and successes in my own classroom based on these observations?
 - What are my thoughts and intentions on the use of children’s literature within the elementary classroom? Why?

Children Literature & Genre Collection (20 pts.)

Possible 10 pts. for presentation (individual) + possible 10 pts. for the collection (group)

Various genres of children’s literature will be discussed throughout the semester. The class will be divided into 5 small groups, one for each genre being discussed. With the members of your group, you will find examples of your genre that are appropriate for children between PreK-5th grades and examples of books that could be used across curriculum. At least four of the books selected in each genre should be poetry. You should also be mindful of the cultural diversity present (or absent) in the books you choose. Your collection should include one related website and at least 25 books. Provide an annotated reference for each book as each group’s work will serve as one section of the final Genre Collection. Things to include in the annotation are: title, author, the main point of the book, the curriculum area it connects with, the age(s) of student the book could be used with, and any information that may be useful as this will be a reference for you later in your teaching career.

On the class meeting day that your genre is the topic of discussion, your group will give a presentation (30-45 minutes) during which each member will be expected to give a book talk. Some questions to be addressed by each individual are: “Why did you choose this book?” “Are there other books this could relate to?” “What do you see as the strengths and weaknesses of the book?” Someone in each group will need to be responsible for creating a compilation list of all titles, including the annotations, and have this ready to give to class members.

Some resources for finding children’s literature are The Curriculum Materials Center (CMC) on the 2nd floor of Aderhold, the Athens Regional Library on Baxter Street, the school library where you complete your field work. If you are interested in purchasing children’s literature, check out used book sites on the web (www.half.com; www.abebooks.com or www.fetchbook.info). I will also have Scholastic books orders available which is a great source of good books, cheap!

Final Reflection (10 pts.)—due by 5:00 pm on designated “Final” date

This final project (4-6 pgs. double-spaced) should draw from the readings you have completed and discussed, as well as the experiences you have had throughout the semester. You should reflect on what you have read, what you have observed, and what you have written to describe your growth over the semester as a reader and as a future teacher of reading. Your reflection should include examples in support of your growth from at least five of the professional readings, your field experiences, and written reflections throughout the semester. Use references/quotes from professional readings and articles in this final reflection and reference all citations using APA style.

The criteria I will utilize in evaluating all assignments are:

- Evidence of thought and reflection
- Inclusion of details as outlined in course requirements
- Promptness
- Grammatically correct
- Relevance to self as learner and teacher

Assignments	Possible Points
Responses to Readings	20
Reading Autobiography	5
Field Reports (School)	20
Poetry Anthology Project	15
Children’s Lit. Conference	10
Genre Collection	20
Final Reflection	10
Total points possible:	100

Final Grading Scale

A=90-100 total points; B=80-89 points; C=70-79 points; D=60-69 points; F=59 or less

Final Evaluation of Course and Instructor (5 bonus pts.)

This will help me in my own learning and should be turned in as a separate writing at the final class session. To receive the bonus points, the following areas and questions should be addressed:

What did you like best/least about the course as a whole?

What is your opinion of the required readings? What were the most and least helpful/enlightening readings?

Were the topics presented in a logical order?

Was adequate time given to each topic?

Were expectations, grading system, and requirements clear?

Did anything feel like “busywork”?

What changes would you make to the course requirements?

What do you see as the major strength of the instructor?

What is your major suggestion for my improvement?

Food for thought for my teaching?

Policy & Procedures

Note: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Health related issues: Anyone who needs a class accommodation due to health related issues or physical challenges should make an appointment with the instructor as soon as possible.

UGA inclement weather policy: Please be aware of the UGA Inclement Weather Policy regarding the possible closings of the university on the main homepage at www.uga.edu

Attendance/Participation

Attendance and *active* participation are required. It is necessary for you to be in class to be able to learn from your classmates and for them to learn from you. I understand that unforeseen situations do arrive that may prevent you from being in class. If this happens, please contact me. You are expected to attend every class and to be on time unless you have an emergency or a serious illness. More than 1 absence will result in a 10-point overall deduction in your final grade.

The focus of our class meetings will be discussion of the assigned reading materials. It is essential that you have read, thought, and written about assigned readings *prior* to class. *Active* participation is defined as: 1) providing evidence that you have read the assigned materials; 2) engaging in thoughtful and reflective oral and written response to the reading; 3) demonstrating respect for the ideas of others; and 4) working productively in small groups

Academic Honesty

Our class will strictly adhere to UGA’s guidelines for academic honesty. The guidelines can be found at http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm

It is your responsibility to seek explanations concerning issues of academic honesty, including the proper attribution and quotation of source materials from books, journals, Articles, and the WWW.

ELAN 3110, Spring Semester 2006—Course Schedule

DATE	TOPIC	Readings to be discussed & Assignments due
January 12	Introductions Develop guidelines Review syllabus	
January 19	What is children’s literature? What is ‘response’ to literature? How does literature fit into the classroom?	Readings: Short: Ch. 1, 2, 4 Russell: Skim chapter 1, read ch. 4
January 26	[Discussion of <i>Charlotte’s Web</i>] Read Alouds Picture & wordless books Integrating literature with curriculum	Assignment: Reading Autobiography Readings: <i>Charlotte’s Web</i> Article: Ray Russell: Ch. 6, 7 Article: Trachtenburg
February 2	[Share picture books] Cultural diversity in literature Issues of social justice Poetry	Assignment: Bring picture book to read aloud Readings: Russell: Ch. 5 Article: Galda, (ch. 11) Article: Willis Article: Hade Russell: Ch. 9
February 9	[Poetry Share] Poetry Novel discussion Linguistic diversity <i>Students’ evaluation of course</i>	Assignment: Poetry Anthology Project Readings: <i>Locomotion or Love That Dog</i> Article: Delpit
February 13 through March 10	Fieldwork in elementary schools	Assignments: As described in syllabus
March 23	[Sharing experiences from the field] Oral tradition <i>Discuss Genre Collection Project</i> Genre 1: Biography, Informational, Procedural	Readings: Article: Cazden Article: Smith, Greenlaw, & Scott Article: Nodelman Russell: Ch. 12
March 30	Genre 1 Group Presentation [Discuss <i>Diary of Anne Frank</i>] Genre 2: Narrative—Historical Fiction	Readings: <i>Diary of Anne Frank</i> Russell: pgs. 225-231

April 6	<p>Genre 2 Group Presentation</p> <p>[Discuss <i>The Watsons go to Birmingham</i>]</p> <p>Oral Language & language acquisition</p> <p>{Linguistic diversity}</p> <p>Genre 3: Narrative—Realistic Fiction</p> <p><i>Students' evaluation of course</i></p>	<p>Readings: <i>The Watsons go to Birmingham</i></p> <p>Russell: Ch. 2 Short: Ch. 3 {Article: Delpit}</p> <p>Russell: pgs. 216-224</p>
April 13	<p>Genre 3 Group presentation</p> <p>[Discuss realistic fiction novels]</p> <p>Genre 4: Narrative—folk literature (fairy tales & folklore) and Storytelling</p>	<p>Readings: Choose one: <i>Because of Winn Dixie</i> <i>Holes</i> <i>The Great Gilly Hopkins</i> <i>Maniac Magee</i> <i>Island of the Blue Dolphins</i></p> <p>Russell: Ch. 8</p>
April 20	<p>Genre 4 Group presentation</p> <p>Genre 5: Narrative—Fantasy</p>	<p>Assignment: TBA</p> <p>Readings: Russell: Ch. 10</p>
April 21-22	Children's Literature Conference	
April 27	<p>Genre 5 Group presentation</p> <p>[Fantasy book discussion]</p>	<p>Assignment: Children's Lit. Conference report Evaluation of Course and Instructor (for bonus pts.)</p> <p>Readings: Choose one: <i>The Giver</i> <i>Tuck Everlasting</i> <i>Among the Hidden</i></p>
May ??--final	Book Banquet	<p>Assignment: Final Reflection</p>



Literacy Standards Inquiry Survey

The Georgia Systemic Teacher Education Project (GSTEP) Early Childhood Committee has created this inquiry survey as a way to collect information on the preparation of university students pursuing careers as elementary school teachers. A key goal of our project is to examine and enhance the preparation of new teachers to meet national and state standards in Reading/Language Arts. The results are reported to instructors and mentor teachers who use the information to continue improving teacher preparation.

How prepared do you feel to teach to the following standards? (Please circle one number)

*0=Not Prepared
1=Somewhat Prepared
2= Prepared
3= Very Prepared*

ORAL LANGUAGE AND COMMUNICATION

1.	Teach students how to use spoken language for learning.	0	1	2	3
2.	Teach students how to use written language for learning.	0	1	2	3
3.	Teach students how to use visual language for learning.	0	1	2	3
4.	Teach students to respect language diversity.	0	1	2	3
5.	Teach students whose first language is not English to develop competency in the English language arts (reading, writing and oral communication).	0	1	2	3

READING

6.	Teach students how to read by developing phonemic awareness.	0	1	2	3
7.	Teach students word identification using phonics (such as: analytic, synthetic, decoding by analogy, spelling).	0	1	2	3
8.	Teach students word identification using word parts (root words, prefixes, suffixes).	0	1	2	3
9.	Teach students word identification using context clues.	0	1	2	3
10.	Teach students to become more fluent readers (using repeated readings, choral reading, partner reading, tape-assisted reading).	0	1	2	3
11.	Teach reading comprehension (such as: providing background knowledge, using explicit strategy instruction, answering and generating questions, and using graphic and semantic organizers).	0	1	2	3
12.	Teach students comprehension monitoring strategies (such as: drawing on prior knowledge, summarizing, predicting, asking questions, and rereading).	0	1	2	3
13.	Teach reading using a variety of methods (such as: independent reading, guided reading, reading aloud, and discussions of literature).	0	1	2	3

LITERATURE

15.	Teach students to read widely to develop a greater understanding of themselves.	0	1	2	3
16.	Teach students to read widely to develop a greater understanding of others (diverse cultures, ethnicities, genders, and socioeconomic classes).	0	1	2	3
17.	Teach students how to interact with other readers and writers to participate in a variety of literate communities.	0	1	2	3
18.	Teach students to read both fiction and non-fiction to acquire information and for enjoyment.	0	1	2	3

WRITING

20.	Teach students strategies for writing (such as: prewriting, drafting, revising, editing, and publishing).	0	1	2	3
21.	Teach students about the mechanics of writing (such as: grammar, spelling, punctuation, figurative language, and genres).	0	1	2	3
22.	Teach students how to conduct research (such as: gathering and synthesizing information and using a variety of technologies).	0	1	2	3

23. What do you feel most prepared to teach in reading/language arts?

24. What do you feel least prepared to teach in reading/language arts?

25. How satisfied are you with what you learned about teaching reading/language arts during at the university and during student teaching? Other comments?

Background Information. Please provide the following background information. All analyses will focus on clusters. No attempt will be made to identify individuals.

Identify Your Cluster	A	B	C	D	E	F	G
Semester of Student Teaching	Fall	Spring					
Year of Student Teaching	2003	2004	2005	2006	2007	2008	2009
Grade Level for Student Teaching	PreK	K	1	2	3	4	5
ESOL endorsement	Yes	No					

