

ELAN-3110-sekeresd-sp03

ELAN 3110
Children's Literature and Oral Language
Spring Semester, 2003

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1:25 p.m. – 3:20 p.m.
Mon. & Wed. Room 116, Aderhold Hall
Office Hours: by appointment

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Required Texts:

1. Short, Kathy G. (1997). *Literature as a Way of Knowing*. Los Angeles, CA: The Galef Institute.
2. Russell, David L. (2001). *Literature for Children: A Short Introduction*. New York: Longman.
3. Naylor, Phyllis Reynolds. (1991/2000). *Shiloh*. New York : Atheneum. (At Off-Campus Bookstore).
4. Rowling, J.K. (1998). *Harry Potter and the Sorcerer's Stone*. New York: Scholastic.
5. Children's literature. If you wish to buy books, check out used book sites on the web (www.half.com or www.abebooks.com or a new one I just heard about www.fetchbook.info) or used bookstores in town to save money. The Curriculum Materials Center on the second floor of Aderhold and the Athens-Clarke County Regional Library on Baxter Street are excellent. We'll also do Scholastic book orders.
6. Articles to be copied in OIT.

Course objectives:

- Survey literature for grades Pre-K through 5
- Become familiar with criteria and resources for selecting quality literature
- Understand and participate in responses to literature
- Become familiar with methods for supporting responses to literature
- Begin to understand oral language and development
- Explore language diversity (dialect and additional languages) and classroom implications
- Become familiar with methods for supporting oral language in the classroom

How the class operates:

Most importantly, this is OUR classroom. What occurs within the parameters of this course is the equal responsibility of each member of the class. It is not only your own learning you are responsible for, but everyone else's as well. This truth affects your preparation, your participation, the way you state ideas, listen to and discuss others' ideas, and the products you create. I view myself as particularly, but not solely, responsible for providing resources and guiding questions, planning a class agenda, maintaining a pace and depth of work to maximize learning, and assessing and evaluating your work.

As there will be little lecture, *preparation, participation* and *promptness* are crucial.

I expect:

1. that you will have read all assignments and prepared all responses prior to class.
2. that you will contribute to our discussions through listening and commenting.

3. you to check your email regularly.
4. you to be on time and present to every class unless you have an emergency or a serious illness.
5. you to practice academic honesty.

Assignments:

I believe that work that merits an A is excellent work, truly pushing the boundaries of the assignment and using it to thoroughly investigate questions and attempt answers. B work is good, completed with thoroughness and thoughtfulness. If you are doing C work, you are just completing assignments. When I evaluate your assignments and projects, I will look for the following:

1. Have you fulfilled the purposes of the assignment? Does your work evidence your learning in this area?
2. Have you examined the resources and thoroughly supported your work? Have you synthesized the discussions and readings and applied them?
3. Are your thoughts and ideas apparent? Have you invested your work with creative thought and expression?
4. Is the work presented well? Is it organized clearly, showing your grasp of the ideas you are expressing?
5. Have you edited your work so that your presentation is professional and accurate?

Ongoing assignments: due dates on calendar

1. **Group email conversations. 30 points.** Each week while we are meeting at Aderhold, you will read and post responses to the professional readings for the next week. This is an important part of your work in this class. This is where you question, discuss interesting or troubling topics, and make connections amongst all that you're studying. These are not about "liking" ideas; instead, you might discuss the value of the ideas or the problems with them. Using examples from your experiences or reading to illustrate your points is useful. These conversations form the basis for our class discussions. You will post 8 times over the semester.

--Even though this is over email, it should be a considered, edited writing. A note: compose your writing, then cut and paste to WebCT.

--Be responsible for having read all responses before class. I strongly encourage you to respond to posts and challenge each others' thinking!

--Post by Fridays, read/respond by Sundays

2. **Children's literature responses.**

- A. **Picture books. 14 points.** This is a record of the picture books you find for the genre or topic that we are studying.

--Picture Book Log: Keep a log of the books you read. The log should have at least 22 books listed. I will give you a form that you can copy, or you can create your own that has the same info on it. You can type or handwrite these.

--QCC Connection: For 6 of the books during the semester, match the books to QCC objectives (one for each grade K-5), and suggest ways to use the book to help meet the objective. Please type these.

- B. **Chapter books. 14 points.** These are responses to the literature that we read in class.

The emphasis in your responses is to be you as a reader, not a teacher. You can respond to ideas, style, characterization, illustrations, setting, format, etc. The first 3 are assigned, but then use the response options list to choose ways to respond or invent your own—you may do a group response, too. Responses that are performed do not have to have a component that can be turned in. Please use each response type only once (for example, if you write a poem in response to one book, don't write another poem for another book). The point of these is to interact with the book in a productive way, not simply create a piece of artwork.

Please make sure the title and author appear somewhere on your response. There are 13 responses throughout the semester.

Projects: due dates on calendar

1. Reading autobiography. 10 points. This is a short paper about who you are as a reader (2 to 4 pages, double-spaced, typed). Organize your autobiography chronologically or categorically. Think about and write about questions like these (don't limit yourself to these, please):

- When or how did you learn to read?
- What did you read as a child?
- Where did and do you read?
- How did you/do you choose books?
- Who influenced your reading (positively or negatively) and how?
- How do you use reading?

This is not a report on your reading life but a thoughtful interpretation of who you are as a reader today and how you came to be so. You will use this as a basis for your final reflection, so write with that in mind. Reference all citations.

2. Field assignments. 10 points each. Choose two of the four projects focusing on oral language development to complete while you are in the field. For each of the two projects you complete, write a 2-4 page paper, double-spaced and typed, in which you describe the situation, give a short summary of any focal book used (include title and author!), and detail what you experienced and discovered through the assignment. Refer to professional literature where appropriate to support your conclusions. Reference all citations. Note: do not use student names in your write-up, but do describe your student(s).

- A. Read aloud.** Read a short book or chapter aloud to your students. Generate a discussion about the book with your students. It might be helpful to have another intern or the teacher take notes about the progress of the discussion. You're listening for how reading the book and discussing it impacted the students' language. For example, did they reuse words from the book, or directly discuss concepts raised in the book? Did they suggest further plot or character development? Did they relate the book to other readings or experiences?
- B. Student book interview.** Have a student read a wordless book to you. Listen to her interpretations of the story, and probe. Pay attention to the language she uses to discuss the story. Does she need new words to describe things?
- C. Teacher interview.** Ask the teacher about how s/he promotes oral language development in the classroom. In your paper, refer to a few lessons you have observed your mentor teach as examples of these objectives.
- D. Lesson observation.** Observe and describe in detail an oral language lesson or a lesson with an oral language component that your mentor teacher delivers in any setting with any number of students. Critique the lesson for strengths and weaknesses.

3. Reflection. 12 points. This final project draws from your reading autobiography, your journals, and your class discussions. 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 have a recap of your reading autobiography and include examples in support of your growth from your professional reading, your field experience, your email conversations, and the products you have created in class. Reference all citations.

Note:

Participation is not an additional percentage of your grade, but comes alongside it. I will not take points from your participation grade for one absence, but for each additional absence, you will lose 1 point from your final grade. Speaking up in class, while difficult for some people, is necessary, both so that I hear your thinking, and so that you practice discussing books and ideas.

Tentative Course Calendar:

DATE	TOPIC	READING	ASSIGNMENTS DUE
1/13	Introductions Syllabus	None	None
1/15	Literature in the classroom Literature circles	1- Short, Ch. 1 2- OIT: Keene & Zimmermann 3- OIT: Daniels NOTE: pay attention to notes to READ, SKIM, or SKIP	1- Reread and bring in favorite picture book or chapter book, or write short paragraph describing book
1/20	NO CLASS	MARTIN LUTHER KING JR	HOLIDAY
1/22	Responding to literature Literature circles	1- Short, Ch. 4 2- Russell, Ch. 5 1- <i>Shiloh</i> , Ch. 1-5	1- Turn in literature circle response to Chapters 1-5 of <i>Shiloh</i> . 2- Post on 1/27 readings by 1/24
1/27	Wordless Books	1- Russell, Ch. 6 2- OIT: Whalen 3- OIT: Cassady 4- <i>Shiloh</i> , Ch. 6-10	1- Read and bring in 2-3 wordless books 2- Bring in Picture Book Log (PBL) 3- Turn in literature circle response to Chapters 6-10 of <i>Shiloh</i>
1/29	Picture Books	1- Russell, Ch. 7 2- <i>Shiloh</i> , Ch. 11-15	1- Read and bring in 2-3 picture books with striking artwork—try for exemplars of styles or different treatments of same story 2- Bring in PBL 3- Turn in literature circle response to Chapters 11-15 of <i>Shiloh</i> 4- Turn in QCC Connection 1 5- Post on 2/3 readings by 1/31
2/3	Language Diversity	1- Russell, Ch. 3 2- OIT: Delpit	1- Turn in reading autobiography
2/5	Literature and Language Acquisition	1- Short-3 2- OIT: Glazer (long!)	1- Read and bring in 2-3 picture books suitable for older children 2- Bring in PBL 3- Post on 2/10 readings by 2/7
2/10	Controversy and censorship in literature	1- OIT Vandergrift 2- Visit Vandergrift's website and investigate the links there to censorship sites 3- OIT: MacCann 4- OIT: Stewig 5- <i>Harry Potter</i>	1- Read and bring in one picture book from a banned-book list 2- Bring in PBL 3- Turn in QCC Connection 2 4- Turn in <i>Harry Potter</i> response

2/12	History of children's literature Roles of children's literature Literature study	2- Russell, Ch. 1: skim 3- Short, Ch. 2 4- Russell, Ch. 4: read through pg. 65; skim remainder 1-	1- 2- Post on 2/17 readings by 2/14
2/17	Series Books	1- OIT: Ross 2- OIT: Armstrong 3- Your series book choice	1- Read and bring in 2-3 picture books written in series, or 2-3 examples of books from different picture book series 2- Bring in PBL 3- Turn in series book response
2/18 – 3/14	IN FIELD		
3/17 – 3/21	SPRING BREAK		
3/24	Debriefing; sharing field experiences Poet-tea	1- Russell, Ch. 9 2- Your poetry book choice	1- Turn in both field activity write-ups 2- Turn in poetry book response 3- Bring in poem to read or recite
3/26	Folklore	1- Russell, Ch. 8 2- OIT: Yolen 3- OIT: Lester	1- Read and bring in 2-3 folklore picture books 2- Bring in PBL 3- Turn in QCC Connection 3 4- Post on 3/31 readings by 3/28
3/31	Multicultural Literature	1- OIT: Norton 2- OIT: Yenika-Agbaw 3- OIT: Reese 4- Your multicultural book choice	1- Read and bring in 2-3 picture books that depict a variety of cultures 2- Bring in PBL 3- Turn in multicultural book response
4/2	Fantasy and Science Fiction	1- Russell, Ch. 10 2- Your fantasy or science fiction book choice	1- Read and bring in 2-3 fantasy and/or science fiction picture books 2- Bring in PBL 3- Turn in QCC Connection 4 4- Turn in fantasy or science fiction book response 5- Post on 4/7 readings by 4/4
4/7	Social Justice Issues	1- OIT Michaelove 2- OIT: Kohl	1- Read and bring in 1-2 picture books on social justice issues 2- Bring in PBL

4/9	Contemporary Realistic Fiction I	<ol style="list-style-type: none"> 1- Russell, Ch. 11 (read from beginning of chapter through p. 218) 2- Your first contemporary realistic fiction book choice 	<ol style="list-style-type: none"> 1- Read and bring in 1-2 contemporary realistic fiction picture books 2- Bring in PBL 3- Turn in contemporary realistic fiction book response 4- No post for 4/14
4/14	Contemporary Realistic Fiction II	<ol style="list-style-type: none"> 1- Your second contemporary realistic fiction book choice 	<ol style="list-style-type: none"> 1- Read and bring in 1-2 contemporary realistic fiction picture books 2- Bring in PBL 3- Turn in contemporary realistic fiction book response
4/16	Historical Fiction in content areas Historical Fiction 18 th century or before	<ol style="list-style-type: none"> 1- Russell, Ch. 11 (read from p. 219 through the end of the chapter) 2- Your first historical fiction book choice 	<ol style="list-style-type: none"> 1- Read and bring in 1-2 early historical fiction picture books 2- Bring in PBL 3- Turn in your first historical fiction book reponse 4- Turn in QCC Connection 5 5- Post on 4/21 readings by 4/18
4/21	Historical Fiction 19 th and 20 th centuries	<ol style="list-style-type: none"> 1- OIT: Fresch 2- OIT: MacLeod 3- Your second historical fiction book choice 	<ol style="list-style-type: none"> 4- Read and bring in 1-2 later historical fiction picture books 5- Bring in PBL 6- Turn in your second historical fiction book reponse
4/23	Biography	<ol style="list-style-type: none"> 1- Russell, Ch. 12 2- Your biography book choice 1) Read and bring in 2-3 picture books on topic 	<ol style="list-style-type: none"> 1- Read and bring in 1-2 picture book biographies 2- Bring in PBL 3- Turn in biography book response (final response) 4- Turn in QCC Connection 6 5- Post on 4/28 readings by 4/25
4/28	Nonfiction: science and health Final day celebration	<ol style="list-style-type: none"> 1- OIT: Parker 2- OIT: Milton 3- OIT: Landry, Singh, & Darroch 	<ol style="list-style-type: none"> 1- Read and bring in 1-2 science and/or health picture books 2- Bring in PBL
4/30		NO CLASS—COMP TIME	
5/1		NO CLASS—CAME 2/17 INSTEAD	
5/7			<ol style="list-style-type: none"> 1- Turn in reflection to my MAILBOX in 125 ADERHOLD by 5:00 p.m.