

## MURRAY STATE UNIVERSITY

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION

COURSE PREFIX: ELE

COURSE NUMBER: 305

Credit Hours: 3

- I. TITLE:** Children's Literature for Early and Developing Readers
- II. COURSE DESCRIPTION AND PREREQUISITE(S):** A critical study of the quality literature in a variety of genres for early and developing readings in grades P-5. This course is designed to help further teachers' knowledge of the importance of books and reading in the life of the young child and to develop a knowledge and appreciation of the wide variety and scope of recreational and information materials available for primary through grade 5. Field experiences required.  
**Prerequisite(s):** EDU 303.
- III. COURSE OBJECTIVES:**  
Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards, the International Literacy Association's (ILA) Standards for Reading Professionals, and the Interstate Teacher Assessment and Support Consortium (InTASC) standards addressed by that objective. Upon successful completion of this class, students will be able to:
- A.** read from and become familiar with the wide range of quality literature in a variety of genres which has been published for early and developing readers (KTS 1/ IRA 1/ InTASC 4);
  - B.** read and select literature for emergent and early readers (KTS 1/ IRA 1/ InTASC 4);
  - C.** use proper criteria for evaluating literature for children (KTS 1/ IRA 1,2/ InTASC 6, 7, 8);
  - D.** read and select nursery rhymes, poems, finger plays, chants, and predictable books for developing phonemic awareness in young children (KTS 1/ IRA 1/ InTASC 4);
  - E.** be able to match appropriate literature with children's developmental stages (KTS 1/ IRA 1,2/ InTASC 6);
  - F.** utilize children's books for developing fluency, comprehension, vocabulary, and phonics in young children (KTS 1/ IRA 1/ InTASC 1, 2, 3);
  - G.** be able to trace the historical development of children's literature (KTS 1/ IRA 1/ InTASC 4) ;
  - H.** reflect on societal influences on children's literature (KTS 1/ IRA 1/ InTASC 4, 5) ;
  - I.** read and select literature appropriate for diverse cultural settings. Select multicultural books that are useful for all children, including those who are limited English proficient or are speakers of other languages (KTS 1/ IRA 1,2,4,5/ InTASC 1, 2, 3);
  - J.** be able to utilize children's books for enhancing creative writing skills in young children (KTS 1/ IRA 1, 2/ InTASC 8);
  - K.** utilize various sources of information about children's books for early and developing readers (KTS 1,6/ IRA 6/ InTASC 4) ;

- L. demonstrate appropriate techniques for using literature with struggling readers in classroom settings (KTS 4/ IRA 2,3,5/ InTASC 2, 3);
- M. use technology to locate information on children’s literature and to create instructional materials that help students experience and respond to children’s literature (KTS 2,4/ IRA 1,2/ InTASC 7, 8);
- N. be able to write a clear, well- organized paper with a professional voice, well-developed ideas, and correctness in mechanics, in a style suitable for the field of education (IRA 6/ InTASC 9, 10); and
- O. develop students’ writing proficiency across a variety of writing forms using 6+1 writing traits (KTS 1, 2, 4, 5/ IRA 2, 4, /InTASC 7, 8).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course as students design practicum activities and reflect on their value (KTS 1, 2, 4/ IRA 1, 2, 4/ InTASC 4, 5, 7, 8). The EPSB Theme of Literacy/Reading is reflected in this class as students learn how to use children’s literature to develop written and oral language, which emphasizes children’s literature for early readers as a motivational tool for developing children’s literacy (KTS 1, 2, 4, 5/ IRA 1, 2, 6/ InTASC 4, 6, 7, 8, 9, 10). Technology is incorporated in this class to locate information on children’s literature and to create instructional materials that help students experience and respond to children’s literature (KTS 2, 4/ IRA 1, 2/ InTASC 7, 8).

The Theme of Assessment is included in the course through matching appropriate literature with children’s developmental stages (KTS 1/ IRA 1, 2/ InTASC 6, 7, 8). The Themes of Diversity and Closing the Achievement Gap are addressed as students learn how and why to use multicultural children’s literature to promote tolerance and create a safe environment for all (KTS 1, 4/ IRA 1, 2, 3, 4, 5/ InTASC 1, 2, 3). College and Career Readiness are addressed using different research approaches to children's literature—specifically, topics in a wide range of theoretical and practical fields—including genre studies and teaching in children’s literature(IRA 6/ InTASC 9, 10).

#### **IV. CONTENT OUTLINE:**

- A. History of Children’s Literature
- B. Matching Children with Books; Children’s Books for Struggling Readers and ESL Learners
- C. Children’s Literature as Models for Writing
- D. Children’s Literature in the Classroom for developing vocabulary and fluency
  - 1. Reader’s Theatre
  - 2. Literature Circles
- E. Evaluating Children’s Books
- F. Genre of Literature
  - 1. Picture/Picture Story/Illustrated Books for Early Readers
  - 2. Predictable books for early readers
  - 3. Rhymes, Poems, Finger Plays, Chants for Early Readers
  - 4. Folklore/Traditional Literature
  - 5. Fantasy and Science Fiction
  - 6. Realistic Fiction
  - 7. Historical Fiction

- 8. Nonfiction/Information for Early and Developing Readers
- 9. Biography
- 10. Poetry
- G. Literature Representing Diverse Populations
- H. Sources and Information about Children's Books and Media
- I. Awards in Children's Literature

**V. INSTRUCTIONAL ACTIVITIES:**

- A. Students will read, discuss, and evaluate a variety of quality children's books in a variety of genres for early and developing readers.
- B. Students will participate in a variety of formal and informal writing activities.
- C. Students will use a variety of technologies during in-class and assigned activities.
- D. Students will participate in an eighteen hour field experience.
- E. Students will participate in large and small group discussions and activities related to course goals and objectives, including but not limited to reading responses, performance tasks, collaborative group work, and classroom discussions on books for developing phonemic awareness, phonics, vocabularies, writing, comprehension, and fluency in young children.
- F. Analyze and evaluate children's literature for its literary elements and overall quality.
- G. Recognize the need for trade books in a classroom.
- H. Select developmentally appropriate literature.
- I. Identify and become familiar with the various genres and formats of children's literature.
- J. Become familiar with award winning authors and illustrators.
- K. Model strategies for integrating literature throughout the curriculum during tutoring.
- L. Include literature selections, which show an appreciation for cultural diversity.
- M. Successfully share books for struggling readers by reading aloud, shared reading, and guided reading during tutoring.

**VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:**

Students will participate in and document eighteen hours of field experiences (practicum) at Murray Elementary School's Extended School Programs. They will collaborate with peers, instructors, supervising teachers and others to design and implement activities that develop children's literacy. Absences, tardies, lack of preparation, or any other instances of unprofessional behavior during the practicum will result in failure of the course. **STUDENTS MUST PASS THE PRACTICUM TO PASS THE COURSE. To earn a grade in this course, students must successfully complete the required field experiences and record the hours and related components on the LiveText FEM site. Students are also expected to record field experiences in KFETS.**

**VII. TEXTS AND RESOURCES:**

Tunnell, M.O., Jacobs, J.S., Young, T.A., and Bryan, G. (2015). *Children's literature, briefly* (6<sup>th</sup> edition). Columbus, OH: Pearson.

College *LiveText*-EDU Solutions Student Membership.

If your Livetext account does not have the FEM component (Field Experience Management), you must purchase it for the course. Here are instructions: 1) Open your Livetext account; 2)

Click on 'My Account' in the upper right corner; 3) In the 'Membership Information' section, it should say active next to 'Field experience Management'; 4) If it says inactive click 'Purchase/Register.' You will be given the option to purchase your access with a credit card (\$20, which is good for the life of your Livetext account).

This course uses trade books as well as a textbook. Assigned trade books are available in the children's book collections housed in the COEHS Curriculum Materials Center (AL 341 and 313), in the Environmental Education Library, and in Waterfield Library. In addition, students will be assigned online readings as indicated on the Course Calendar. **Use of technological resources is required of all students.** Computers equipped with software such as PowerPoint, Reader, and Kidspiration are available in the COEHS Computer Labs, Alexander Hall. Lab workers are available to help students with computer programs. In addition, e-mail accounts are available to all students. A "Canvas" webpage, containing the syllabus, course calendar, assignments, handouts, and other materials, is available online. Students are responsible for checking the Canvas page for messages and reminders and for maintaining a current e-mail address listing on the Canvas page.

Students are encouraged to use a writing handbook or an online resource such as the Guide to Grammar and Writing <http://grammar.ccc.commnet.edu/grammar/> or the Purdue OWL <http://owl.english.purdue.edu/owl/>. Students are encouraged to seek assistance with writing at the MSU Writing Center in Waterfield Library.

### VIII. EVALUATION AND GRADING PROCEDURES:

The following grading scale will be used: A= 93-100%, B=85-92%, C= 77-84%, D= 69-76%, E=Failure and below 69%.

#### **Assignments:**

<b>Exam 1</b>	<b>100</b>
<b>Final Exam</b>	<b>100</b>
<b>Practicum*</b>	<b>100</b>
<b>Daily Assignments</b>	<b>50</b>
<b>Phonemic Awareness, Phonics, Vocabulary, Writing, Fluency, and Comprehension Modified TPA Plan</b>	<b>150</b>
<b>Literature Circle Modified TPA Plan</b>	<b>50</b>
<b>Multicultural Literature Modified TPA Plan</b>	<b>50</b>
<b>Rhymes, Poems, Chant, Song, and Finger Play Collection for Developing Phonemic Awareness</b>	<b>25</b>
<b>Predictable and Picture Book Critique for Young Children</b>	<b>25</b>
<b>Nonfiction Books Critique for Early and Developing Readers</b>	<b>25</b>
<b><u>Multicultural Children's Literature Paper</u></b>	<b><u>25</u></b>
<b>TOTAL:</b>	<b>700</b>

**\*STUDENTS MUST PASS THE PRACTICUM TO PASS THE CLASS.**

**Details about each assignment, criteria for grading, and due dates are included on Canvas and in the course schedule and assignment handouts. No assignments will be**

**accepted more than one class meeting late. Late assignments will be penalized by one letter grade. No extra credit assignments will be given. Students who must miss an exam for a university sanctioned event must arrange with the professor to take the exam early. Students who miss an exam due to illness must make up the exam by the date of the next class meeting attended.**

**IX. ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletins. **Attendance at all class and practicum sessions is required.** Because many class activities cannot be made up, all absences and tardies, other than those for University-sanctioned events, will result in loss of points. Three percent of the student's final grade will be deducted per absence from a class meeting; two percent will be deducted for each time a student is tardy to class. (PLEASE NOTE THAT ABSENCES OR TARDINESS DURING THE PRACTICUM ARE MORE SERIOUS AND WILL LIKELY RESULT IN FAILURE OF THE CLASS.) Excessive absences may result in failure of the course. Absences or tardies may also result in a negative flag on the student's Teacher Education file.

**X. ACADEMIC HONESTY POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

**Any violations of academic honesty will result in failure of the assignment and may result in failure of the course.**

## **XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**

### Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall. (270) 809-3155 (voice), (270) 809-3361 (TDD).

### Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. (270) 809-2018 (voice), (270) 809-5889 (TDD).

## **XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:**

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program

completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**