

**Murray State University
COMMON SYLLABUS**

Revised Fall 2015

**DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION
COURSE PREFIX: ELE COURSE NUMBER: 615 CREDIT HOURS: 3**

I. COURSE TITLE: Poetry for Children

II. COURSE DESCRIPTION AND PREREQUISITE(S): An in-depth study of poetry written for children.

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 (KTS), the International Literacy Association's (ILA) Standards for Reading Professionals, and the Interstate Teacher Assessment and Support Consortium standards (InTASC) addressed by that objective. Upon successful completion of this class, students will be able to

- A. demonstrate knowledge of characteristics of good poetry (KTS 1; ILA 1, 2; InTASC 1, 4, 5);
- B. evaluate culturally diverse children's poetry (KTS 1; ILA 2, 3, 4; InTASC 2, 4, 5);
- C. design appropriate techniques for teaching children to enjoy reading and writing poetry (KTS 2, 3; ILA 1, 2, 5; InTASC 4, 5, 7, 8);
- D. evaluate online and print materials on the teaching of poetry (KTS 1, 6; ILA 1, 2, 3, 5, 6; InTASC 6, 9, 10);
- E. use the writing process to write and publish their own poetry (KTS 1; ILA 2, 5; InTASC 1, 3, 4, 5, 7, 8);
- F. demonstrate knowledge of a variety of well-known children's poets and their works. (KTS 1; ILA 1; InTASC 1, 3, 4, 7, 8);
- G. use new technologies to access, read, write, and respond to poetry (KTS 6, InTASC 7, 8); and
- H. identify characteristics of good children's poetry, and employ teaching techniques that help students learn to enjoy reading and writing poetry (KTS 1, 2, 3, 4, 5, 7, 9; ILA 1, 2, 3, 5; InTASC 3, 4, 5, 7, 8).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course through several activities. In Assignment 7, students read a variety of articles of teaching poetry and respond to each, reflecting on its value in the classroom (Obj. C, F, H).

The EPSB Theme of Literacy/Reading is addressed throughout the course (Obj. A, E, G). The EPSB Theme of Diversity is addressed in this course through Assignment 6, in which students read and respond to poetry reflecting diversity and Closing the Achievement Gap (Obj. B). The theme of assessment is explored through evaluating a variety of ideas and suggestions for teaching poetry to create their own collection of poetry activities for use in their own classrooms (Obj. B, D, H). In Assignment 9, students evaluate online poetry resources, reflecting on their value for use in the classroom (Obj. D). College and

Career Readiness are addressed in the creation of the evaluation of online poetry resources that addresses assessed needs and Common Core Standards (Obj. B, D).

IV. COURSE OUTLINE:

- A. Defining Poetry
 - a. Contrasting poetry and prose
 - b. Contrasting poetry and verse
- B. Characteristics of Good Poetry for Children
 - a. Compactness
 - b. Sounds (rhythm and sound patterns)
 - c. Insight
 - d. Images
 - e. Emotional intensity
- C. Major Children's Poets
- D. Diversity in Children's Poetry
- E. Forms of Poetry
- F. Poetry in the Classroom
 - a. Encouraging children to read and enjoy poetry
 - b. Encouraging children to write poetry
 - c. The Poetry Workshop
 - d. Poetry across the curriculum
- G. Online resources for poets, teachers, and children

V. INSTRUCTIONAL ACTIVITIES: Students will complete a variety of online assignments, including:

- A. writing reflective papers
- B. creating materials for the classroom
- C. creating their own poetry collection
- D. creating a presentation on the work of one poet
- E. evaluating poetry
- F. collecting and evaluating poetry activities for the classroom
- G. designing poetry activities
- H. evaluating online poetry resources
- I. summarizing, evaluating, and/or adapting ideas for teaching children to write poetry

VI. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES: NONE. Students are required to apply ideas from the class to their teaching.

VII. TEXTS AND RESOURCES:

Collom, J. & Noethe, S. (2013). *Poetry Everywhere: Teaching Poetry Writing in School and in the Community*. New York: Teachers and Writers Collaborative

A number of readings will be made available online through Waterfield Library's electronic reserve, and others are available via electronic databases available through the Waterfield Library website. All students are expected to use these resources.

Computers equipped with software such as PowerPoint, Reader, and Kidspiration are available in the COEHS computer lab. Lab workers are available to help students. In addition, e-mail accounts are available to all students. Students are responsible for maintaining a current e-mail address listing on the CANVAS page.

This course is offered online through CANVAS. Students are also required to have a *LiveText Student Edition account*. LiveText is used to document the student's mastery of the ILA Standards for Reading Professionals and is required of all MA in Education Reading & Writing students.

VIII. EVALUATIONS AND GRADING PROCEDURES:

The key signature assignments for this course are the poetry collection and poet study.

Assignment 2: Reflection paper	5 pts.
Assignment 3: Posters	5 pts
Assignment 4: Poetry collection	20 pts
Assignment 5: Poet Study	10 pts
Assignment 6: Review of poetry reflecting diversity	15 pts
Assignment 7: Teaching Poetry: Reading Response Journal	15 pts
Assignment 8: Collection of Poetry Activities	20 pts
Assignment 9: Review of Routman book	5 pts
Assignment 10: Evaluation of online resources	<u>5 pts</u>
	100 pts possible

The content of your written work should always reflect your careful and thoughtful consideration of the ideas we are exploring in the various readings and activities that we use – and you should refer to these where this serves to support your ideas. This does not mean you need to write pages for these assignments, but it does mean you should carefully craft what you write - be clear, concise, and support what you say. Your work should be typed, double-spaced, and presented in an edited format.

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

IX. ATTENDANCE POLICY: Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletins.

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.

Students with Disabilities

In addition, Murray State University does not discriminate on the basis of sex in its educational programs and activities and is required by the Title IX and 34 CFR part 106 not to discriminate in such manner. The prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. This non-discrimination in education programs and activities extends to employment and admissions and to the recruitment, financial aid, academic programs, student services, athletics, and housing.

For more information, contact the Title IX Coordinator and Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).