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: EDU 303.

III. COURSE OBJECTIVES: Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to, those behaviors aligned with the Kentucky Education Reform Act (KERA), Kentucky Core Academic Standards (KCAS), the Characteristics of Highly Effective Teaching and Learning (CHETL), and Assessment Literacy. Following each objective, enclosed in parentheses, are numbers which reference the Kentucky’s Teacher Standards for Preparation and Certification (KTS), the International Reading Association Standards for Literacy Professionals (IRA), and the CHETL standards addressed by that objective. As a result of participation in this class students will:

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/ CHETL 5);
B. read and select literature for emergent and early readers (KTS 1/ IRA 1/ CHETL 5);
C. use proper criteria for evaluating literature for children (KTS 1/ IRA 1,2/ CHETL 5);
D. read and select nursery rhymes, poems, finger plays, chants, and predictable books for developing phonemic awareness in young children (KTS 1/ IRA 1/ CHETL 5);
E. be able to match appropriate literature with children’s developmental stages (KTS 1/ IRA 1,2/ CHETL 5);
F. utilize children’s books for developing fluency, comprehension, vocabulary, and phonics in young children (KTS 1/ IRA 1/ CHETL 5);
G. be able to trace the historical development of children’s literature (KTS 1/ IRA 1/ CHETL 5);
H. reflect on societal influences on children’s literature (KTS 1/ IRA 1/ CHETL 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/ CHETL 5);
J. be able to utilize children’s books for enhancing creative writing skills in young children KTS 1/ IRA 1,2/ CHETL 5;
K. utilize various sources of information about children’s books for early and developing readers (KTS 1,6/ IRA 6/ CHETL 5);
L. demonstrate appropriate techniques for using literature with struggling readers in classroom settings (KTS 4/ IRA 2,3,5/ CHETL 4);
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/ CHETL 3,4).
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/ CHETL 5).
O. develop students’ writing proficiency across a variety of writing forms using 6+1 writing traits (KTS 1, 2, 4, 5/ IRA 2, 4, /CHETL 3-5)

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course as students design practicum activities and reflect on their value. The EPSB Theme of Literacy/Reading is reflected in this class, which emphasizes children’s literature for early and developing readers as a motivational tool for developing children’s literacy. The Themes of Diversity and Closing the Achievement Gap are addressed in the course lecture and assignment dealing with Literature for Diverse Populations.

ACEI Standard 2.3 Reading, Writing and Oral Language is addressed as students learn how to use children’s literature to develop written and oral language, and ACEI Standard 3.2 Adaptation to Diverse Students as students learn how and why to use multicultural children’s literature to promote tolerance and create a safe environment for all.

Characteristics of Highly Effective Teaching and Learning addressed in this class include:

1. C cultivates cross cultural understanding and the value of diversity. Students read multicultural literature and write a paper on the value of multicultural literature in promoting tolerance in the classroom.

4. A. designs learning opportunities that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of the learning. Through class readings and other activities students learn the importance of allowing students choice in reading and writing.

5. F. accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately. Through extensive reading and other activities students become knowledgeable about quality children’s literature and ways to use children’s literature in the classroom.

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
F. Literature Representing Diverse Populations
G. Sources and Information about Children’s Books and Media
H. 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.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
Students will participate in and document eighteen hours of field experiences (practicum) at a local Elementary School’s Extended School Program. 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.**

VII. TEXTS AND RESOURCES:

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 College of Education 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 College of Education 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/](http://grammar.ccc.commnet.edu/grammar/) or the Purdue OWL [http://owl.english.purdue.edu/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:
Exam 1                           100
Final Exam                        100
Practicum*                        100
Daily Assignments                 50
Phonemic Awareness, Phonics, Vocabulary, Writing, Fluency, and
Comprehension Modified TPA Plan   150
Literature Circle Modified TPA Plan 50
Multicultural Literature Modified TPA Plan  50
Rhymes, Poems, Chant, Song, and Finger Play Collection for Developing
Phonemic Awareness                       25
Predictable and Picture Book Critique for Young Children     25
Nonfiction Books Critique for Early and Developing Readers     25
Multicultural Children’s Literature Paper                   25
TOTAL:                                                          700

*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 STATEMENT:**

**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 the Executive Director.
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.

The Murray State University College of Education has identified the following dispositions expected of COE students. The Murray State University candidate will become an educator who is:

- **Inclusive** – Is an advocate for an inclusive community of people with varied characteristics, ideas, and worldviews.
- **Responsible** – Considers consequences and makes decisions in a rational and thoughtful manner for the welfare of others; acts with integrity to pursue an objective with thoroughness and consistency.
- **Enthusiastic** – Is eager and passionately interested in tasks that relate to beliefs about education.
- **Caring** – Demonstrates regard for the learning and wellbeing of every student.
- **Confident** – Exhibits certainty about possessing the ability, judgment, and internal resources needed to succeed as a teacher.
- **Ethical** – Conforms to accepted professional standards of conduct by making decisions based on standards and principles established by the education profession.

The following professional related behaviors are expected in ELE 305:

- **Attending all class meetings and practicum sessions.** *Only absences due to University sanctioned events are excused. Failure to attend a practicum session may result in failure of the course.*
- **Arriving punctually at all class meetings and practicum sessions.** *Tardiness at practicum sessions may result in failure of the practicum, and therefore failure of the course.*
- **Arriving prepared at all class meetings and practicum sessions.** *Students are expected to study all assigned readings and come to class prepared to write about them or discuss them. Students must arrive at the practicum fully prepared to teach. Students who arrive at the practicum unprepared may fail the practicum.*
- **Participating and demonstrating effort in class discussion and activities.** *Students are expected to stay on task during group work, to contribute in a fair manner, and to use all the time allotted for group activities. Students who do not participate or stay on task during group work will lose participation points.*
- **Using standard written and spoken English in all class meetings and assignments and practicum sessions.** *Students with problems with written or spoken English are expected to take measures to improve (e.g. visit the MSU Writing Center, do online activities at a writing website, seek tutoring, consult a writing handbook.) Great websites for help with writing include the Purdue OWL [http://owl.english.purdue.edu/owl](http://owl.english.purdue.edu/owl) and the Guide to Grammar and Writing [http://grammar.ccc.commnet.edu/grammar/](http://grammar.ccc.commnet.edu/grammar/).
- Refraining from disturbing others by talking while others are talking in class.
- Using courteous, appropriate, and professional modes of communication.
- Keeping cell phones and other electronic devices out of sight.
- Dressing appropriately in practicum settings.
- Maintaining confidentiality about all aspects of the practicum.

Students who exhibit unprofessional behaviors may have a negative flag added to their Teacher Education file, have their course grade lowered, or fail the course.

**Field Experience Guidelines for ELE 305**

1. You must complete 18 hours of required field experiences for this class.

2. You are expected to be punctual, prepared, and appropriately dressed, and to act with professionalism at all times. You MUST maintain confidentiality by NOT talking about the teachers or students with anyone else. Unprofessional behavior may result in failure of the practicum and of the course.

3. If a child reveals information that would possibly indicate abuse or neglect any time you are in a school, it is your responsibility to immediately report it to the teacher and the principal. Please make yourself familiar with the Kentucky Code of Ethics.

4. You MUST provide a documentation form AND a reflection for each visit. Reflections must be submitted through CANVAS by the day after the visit.

**YOUR JOB:** Work with young children on reading. Bring books you think they will enjoy reading and sharing; help them use reading strategies; prepare modified TPA lessons on phonemic awareness, phonics, vocabulary, writing, fluency, and comprehension.

**Teaching suggestions:**

*Struggling readers:* Remember that the best way for struggling readers to learn sight words is in the context of real, meaningful reading and writing. Use flash cards ONLY to assess students’ knowledge of the words; to help them learn the words, have students read and write poems and stories using their sight words. Create small books containing the sight words using the Language Experience Approach. Have students cut apart sentences and put back in order.

*Modeling: I Do, We Do, You Do*: To help students read books successfully, you read a section first, then you and the child read it together, then the child reads it alone. (The section might be a page, or even a sentence, depending on how much support the child needs.)

*Sharing Books:* Always take books with you that you think the child will LOVE and invite the child to read them! Help the child use strategies by responding in ways you have learned about in REA 306. If you need to, you might do echo reading or take turns.

*Prepare brief lessons* on phonemic awareness, phonics, vocabulary, writing, fluency, and comprehension using ideas from REA 306 class and the teaching activities in Appendix B in the REA 306 textbook.