



Course Syllabus

COURSE NUMBER COMM 5340:02	INSTRUCTOR Dr. Carol Hoyt	E-MAIL ADDRESS crhoyt@webster.edu	
COURSE TITLE Language Arts Seminar:	TERM Spring I	CREDIT HOURS 3 Credit Hours	
SITE St. Louis: Webster Groves Campus			

1. Course Description: (provide details of student focus, rationale, scope, and prerequisites)

Students explore oral interpretation, reader's theatre, creative drama (improvisation, storytelling, movement, music) writing, and film/ video as they discover ways to bring literature for young people to life. Participants incorporate interdisciplinary, thematic, approaches to literature to enrich curriculum K-12.

2. Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.

The objectives of this course are to help students:

- ◆ Extend their own knowledge of fictional and non-fictional literature that is thematically linked to their grade level curriculum.
- ◆ Understand state and national visual and performing arts standards and develop strategies to apply these standards in classrooms.
- ◆ Develop a "tool kit" of visual and performing arts activities that can enrich literacy and learning.
- ◆ Develop age-appropriate thematic curriculum that integrates various content areas.

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Session One: Monday, January 13: Voices of Heroes in Literature

- ◆ Introduction to the Course
- ◆ Examining literary genres
- ◆ A focus on the theme of heroes in literature for children and young adults.
- ◆ Arts Focus: Readers' Theatre
- ◆ A Readers' Theatre Showcase

Assignments for Session 2:

- ◆ Please read several Aesop's fables prior to coming to class
- ◆ Preparation for sharing groups: Bring a book about heroism appropriate for the age/grade level you teach (or hope to teach). Be prepared to share how you might use the book in your classroom.

Session Two: Friday, September 24th (or an alternative time identified by the class (see * below Course Schedule): Animals are people too!: Personification from Carle to Orwell

- ◆ Sharing Group #1
- ◆ A discussion of personification in literature
- ◆ Aesop's fables
- ◆ Arts Focus: Puppetry

Assignment for Session 3:

- ◆ Begin reading Sees Behind Trees and Rain is Not my Indian Name for Session 4.
- ◆ Please bring a book about communities appropriate for the age/grade level you teach (or hope to teach). Be prepared to share how you might use the book in your classroom.

Session Three: Monday, January 27th: In Our Own Backyards: Connecting to Communities in Literature and at Home.

- ◆ Sharing Group #2
- ◆ Art Focus: Photography and Creative Drama: A workshop on early St. Louis History with Lynn Rubright
- ◆ Looking at community through the eyes of Reggio Children
- ◆ Communities Assignment

Assignment for Session 4:

- ◆ Finish reading Sees Behind Trees and Rain is Not my Indian Name
- ◆ Please read handouts provided by instructor in preparation for Sharing Group #3

Session Four: Monday, February 3: Through Indian Eyes: Using Literature to Confront Stereotypes

- ◆ Sharing Group #3

- ◆ Discuss images of native people in literature, film, popular culture, and classroom curriculum.
- ◆ Discuss portrayals of native children and young people in Sees Behind Trees and Rain is Not my Indian Name
- ◆ Art Focus: Children's Art as a reflection of community: Excerpts from A Rainbow at Night

Assignment for Session 5:

- ◆ Please read Salamander Rain
- ◆ Start reading Summerland
- ◆ Complete your assignment from A Rainbow at Night

Session Five; Monday, February 10: The ABCs of Ecology: A workshop with St. Louis author/illustrator Kristin Joy Pratt-Serafini

- ◆ Art Focus: Creating Books with Children
- ◆ Using the ABC/Journal Format as a frame for exploring content.
- ◆ Share work from A Rainbow at Night project

Assignment for Session 6:

- ◆ Finish reading Summerland
- ◆ Prepare to share Communities project

Session Six: Monday, February 17th: Voyages to Other Worlds: When the Past Confronts the Future: Fantasy literature for Children and Young People

- ◆ Share Communities project
- ◆ Discussion of motifs in Summerland and other Fantasy Literature
- ◆ Art Focus: Learning Centers for connecting with Fantasy Literature

Assignment for Session 7:

- ◆ Please bring an age-appropriate selection of fantasy literature that you use, or might use in your own classroom.
- ◆ Please read Letters from Rifka

Session Seven: Monday, February 24th: Coming to America: The Immigrant Experience

- ◆ Sharing Session #4
- ◆ Historical Fiction linked to Ellis Island
- ◆ Art Focus: Simulation and Oral Interpretation
- ◆ Informational Books about Ellis Island and Angel Island
- ◆ Poetry linked to Angel Island
- ◆ Music and the immigrant experience

Assignment for Session 8: Prepare to share final project unit plan

Session Eight: Monday, March 3rd: Final Projects Celebration

- ◆ Presentation of final unit plans.

4. RESOURCES:

Required Text(s):

Chabon, M. (2002). Summerland. Miramax Publications

Dorris, M. (1999). Sees behind trees. Hyperion Publishers

Hesse, K. (1993). Letters from Rifka. Puffin Publishing

Pratt-Serafini, K. J. (2001) Salamander rain: A lake and pond journal. Dawn Publications

Smith, C.L (2001). Rain is not my indian name. New York: Harper Collins, publishers

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

- Attendance/Promptness: Because this course is highly participatory, attendance is essential. If you are forced to miss a class because of an emergency or illness, you will need to work with the instructor to develop an additional project that approximates the content/experiences missed. If you are forced to miss more than one class session, you should drop the class.
- Participation/Promptness: Please come prepared to participate. Please arrive promptly. Dress comfortably for movement, sitting on the floor, and working with visual arts media (paint, glue, etc.)... If movement activities are difficult for you, please let the instructor know and I will accommodate your needs. You may wish to bring a paint shirt or apron to sessions involving visual arts media.
- Sharing: Two purposes of this course are to :
 - ◆ help you identify new strategies to enhance texts that you already use and
 - ◆ Identify new texts that are appropriate for the age group with whom you work (or plan to work).

In preparing for several sessions, you are asked to locate texts or resources (that are linked to the session themes) and share information about the resources with your peers. If possible, please bring the resources with you. If you are unable to bring the resources, please be prepared to provide a detailed description of them, including bibliographic information. Also, be prepared to share ideas about instructional strategies that could "extend" the resource in your classroom.

d) **Communities Investigation:** On Week Three we will focus on the historic and cultural heritage associated with communities in our own region, as well as how communities are portrayed in literature. You will be asked to investigate a cultural institution housed within the community in which you teach and explore the ways in which children and young people perceive the communities in which they learn. The instructor will provide more details on this assignment at Session Three.

e). **Integrated Unit:** At the end of the class, you will present an integrated unit based on a text, or text set, appropriate for the developmental level(s) of the students that you teach (or hope to teach). The integrated unit should:

- ◆ Integrate content from at least two subject areas.
- ◆ Integrate at least three visual or performing arts activities.
- ◆ Describe activities for ten consecutive sessions (or their equivalent).
- ◆ Demonstrate a link to national and state standards, or their equivalents, for all content areas addressed.
- ◆ Include a detailed description of teacher roles, student roles, activities, materials, resources, and assessment strategies.
- ◆ Be developmentally appropriate for the targeted grade level.
- ◆ Describe adaptations that meet varying student needs.
- ◆ Describe new activities. You are certainly welcome to extend and expand a curricular theme that you already use. However, if you choose to do this, you should clarify which activities have been used in the past, and which activities/strategies you have developed to meet the requirements of this course.

Your unit will be presented in two forms:

Written Unit Plan: A typewritten unit plan with enough detail that another teacher could easily use the plan. The plan should include:

- ◆ A description of the Grade/ Age Level to be served.
- ◆ Curriculum Objectives and their link to national/ state standards.
 - ◆ A description of teacher roles and student roles.
 - ◆ A detailed discussion of learning activities.
- ◆ An estimated timeline for the unit.
 - ◆ Materials needed to complete learning activities, including bibliographic information
- ◆ A description of adaptations designed to meet a variety of learning styles/ preferences/ needs.
 - ◆ Formative and summative assessment activities with a clear link to stated objectives.
- ◆ (If you are revising an existing unit), a clear description of what unit elements are new and the ways in which the unit has been enhanced and adapted.

Presentation: A 10-15 minute presentation to the class in which you will share the highlights of your project, **including a one page abstract describing your project with sufficient copies to distribute to other class members.**

The abstract should include a summary of all unit elements including:

- ◆ Targeted grade level.
- ◆ Unit objectives (linked to state standards)

- ◆ A summary of unit activities.
- ◆ A summary of adaptations.
- ◆ An approximate timeline
- ◆ Types of assessment instruments to be used.

<u>Assignments</u>	<u>Percentage of Course Grade</u>
Communities Project	30%
Sharing sessions	30%
Unit Plan/Presentation	40%

- Return of Final Projects:

Final projects/papers will returned to students in the following manner:

Students should provide a self addressed stamped manila envelope to the instructor so that the project can be returned.

NOTE: Papers will not be available for pick-up in the M.A.T. .Office

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