



Course Syllabus

COMM 5340

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COURSE NUMBER AND SECTION

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INSTRUCTOR

Literature Across the Curriculum

Summer, 2003

3

COURSE TITLE

TERM

CREDIT HOURS

WEBG Sverdrup
6/16/03 - 6/27/03
1:00 - 4:30 P.M.
SITE

1. Course Description: (provide details of student focus, rationale, scope, and prerequisites)
This course will explore good books for children, preschool through twelfth grade. Participants will be exposed to the range of children's and adolescent literature available and discover ways to involve young people with this literature. Extensive and intensive readings of children's and adolescent literature will be required. Students will also be involved in multiple intelligence and creative book projects where they have the opportunity to practice effective current children's literature theory.
2. Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.
The goal of this course is to help teachers become more knowledgeable about current theory, research and best practice in teaching literature to young people and to help them apply their knowledge by designing integrated enrichment programs that emphasize literature across the curriculum. Assessing best practice in integrating cultural diversity, reflection, and individualized learning styles into the children's literature curriculum will also be stressed.

By the end of this course students will:

- A. value the wide range of selections of literature in the various genres (MoSTEP Standard 1; NCTE/IRA Standards 1 and 2)
- B. reflect upon and evaluate children's books (MoSTEP Standard 8; NCTE/IRA Standards 3 and 6)
- C. demonstrate the ability to prepare and present literature that demonstrates a knowledge of cultural diversity and social issues (MoSTEP Standards 2 & 3; NCTE/IRA Standards 4, 7, 8, 9, and 12)
- D. utilize the multiple intelligences and the integration process in developing strategies that demonstrate an understanding of theme-based programs (MoSTEP Standard 3; NCTE/IRA Standard 5)

- E. incorporate technology, oral reading methods, and other visual and kinesthetic tools that enhance the use of literature in the classroom (MoSTEP Standard 6 and 11-technology; NCTE/IRA Standards 5 and 8)
 - F. create an original children's book (MoSTEP Standard 1; NCTE/IRA Standard 12)
3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams. (See class schedule calendar)

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards is included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

4. Resources:

Text(s):

Jacobs, J.S. & Tunnell, M.O. (2000). Children's Literature, Briefly. Upper Saddle, NJ: Merrill.

Novel(s):

Draper, s. (1994). *Tears of a Tiger*. New York: Aladdin.

Hesse, K. (1992). *Letters from Rifka*. New York: Puffin.

McKissack, P. (1992). *The Dark Thirty: Tales of the Supernatural*. New York: Dell Yearling.

Naylor, P. (1998). *Sang Spell*. New York: Aladdin.

Shyer, M. (1978). *Welcome Home, Jellybean*. New York: Aladdin.

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)
- A. Knowledge Development
 - 1. Students will read the assigned text and other reference materials and demonstrate their acquired knowledge through personalized class discussions and presentations featuring personality preferences
 - 2. Students will relate this knowledge to observations and practices in their own classrooms through an integrated lesson plan that uses multiple intelligences, class discussion, cooperative groups, and reflections
 - B. Instructional Process
 - 1. Students will present chapters from the text that incorporate literature into the curriculum
 - 2. Students will design and present a lesson plan that will incorporate multiple intelligences and literature across the curriculum
 - 3. Students will collaboratively create a children's literature book and demonstrate how it could be used to teach literature across the curriculum
 - 4. Students will review the highlights of the course in a final exam using one upper level children's literature book in a book club setting
 - C. Learners and Learning
 - 1. Students will introduce themselves to their classmates through items and literature
 - 2. This class will introduce integrating literature into the classroom.

- D. Context and Foundations of Education
 - 1. Students will be given lectures from the instructor that focus on current educational trends in literature, such as children’s literature and the middle school, literature and cultural diversity, and literature and the multiple intelligences (EIGHT MULTIPLE INTELLIGENCES ACCORDING TO GARDNER: MUSICAL, BODILY-KINESTHETIC, LOGICAL, MATHEMATICAL, LINGUISTIC, INTERPERSONAL, AND INTRAPERSONAL +8th: NATURALIST)
 - 2. Students will participate in strategic planning that incorporates cooperative learning strategies and literature into the curriculum
- E. Interpersonal Relationships and Professional Relationships
 - 1. Students will be introduced to professional literature and associations available for professional development
 - 2. Students will work collaboratively with other teachers in the class to organize and guide literature discussion.

1.	Literature Bags.....	05 percent
2.	Library Article Review.....	Pass/Fail
3.	Original Caldecott illustration	Pass/Fail
4.	Lesson Plan/Reflection Assignment.....	20 percent
5.	Chapter Presentations.....	25 percent
6.	Original Class Book/Illustrated	30 percent
7.	Literature Circles.....	10 percent
8.	Final exam □ group books.....	10 percent

Grading Scale:

A	92-100%
B	84- 91 %
C	76- 83 %
D	68- 75 %
F	60- 67 %

EVALUATION CRITERIA:

Active class discussion and cooperative participation is expected. We will be discussing the paperbacks assigned as noted on the class calendar. All work must meet a minimum standard, which is C level work. To achieve full points for each assignment (B or A grade) there must be superior work, involving higher levels of critical thinking, references to educational or psychological theory or specific children's and adolescent books, and an indication of how the information will benefit the student's manner as a practicing teacher. Please know that your instructor is here to help you. If there is something you do not understand, or if you need help with the course work, I am available by phone or by appointment.

Attendance and Participation:

You are expected to attend each class on time. Absences are recorded. Regular attendance is necessary to insure success in the course and is part of your commitment to the profession. To receive an A in this class, you need to attend every session.

DETAILED DESCRIPTION OF ASSIGNMENTS

1. Literature Bag

Using a personalized children's or adolescent literature book, along with 2-4 items that describe you an/or are important to you, including a children's or adolescent book and author/illustrator you find special, introduce yourself to the class. Your introduction should take about **five to ten minutes** max and should include a description, several paragraphs or

the entire reading, if brief, of your chosen book followed by a short activity or description of an activity you could do with the book.

2. Library Article Review

Find an article on reserve (413/513) on multiple intelligences, personality preferences or other relevant information for this course and prepare a review.

3. Original Caldecott Illustration

You will bring your favorite Caldecott award winning book to share with the class and use your spatial intelligence to draw the Caldecott or design your own original picture.

4. Multiple Intelligence Lesson Plan

Make sure you underline or italicize book title, label all areas, and include a National Goal and a State objective in addition to your own goals (standards for national goals may be found under NCTE.org; state standards may be found under at <http://www.dese.state.mo.us/>).

Heading: At the top of the page record the following: Your Name, Date, Grade Level, Subject, Materials. (1 pt.)

Content & Rationale: includes information about the book: title, author, illustrator, publisher, copyright date, number of pages, grade level. Include a short summary and response. Explain why (purpose) this lesson should be taught. (4 pts.)

Objectives: Long Term Goal & Short Term Objectives: Overall big picture with specific expectations, outcomes, national and state goals. (3 pts.)

Procedure: The actual lesson procedure. Includes *Anticipatory Set*-How do you get the students interested? *Steps* -following anticipatory set(1,2,3), and *closure*- how will you wrap the lesson up? An activity may be included here. Label direct & indirect learning examples. (5 pts.)

Evaluation: Formative-What are the students learning while you are teaching? (the process) (1 pt.)

Summative- What have the students learned? (the product) (1 pts.)

Reflection: How do you think the lesson will go? Why? Questions? If taught, how did it go? What things would you do differently? What worked well? (1 pt.)

Multiple Intelligences Extensions: Include 8 MI extensions that incorporate literature across the curriculum. (4 pts.)

5. Chapter Presentations

Students will work in groups to present chapters from the text using power point.

6. Literature Circles

Choosing 1 of the 5 books required, students will lead a literature circle discussion. Each person will be assigned one of the assigned books to "lead". Form groups for a literature circle. Your job as leader will be to provide the following:

- Background information about book and author (2 pts.)
- Description of the setting (1 pt.)
- Characterization (1 pt.)
- Brief summary of the plot (1 pt.)
- Style (1 pt.)
- Facilitating a literature discussion (literature circle) with groups (2 pts.)
- Closure (2 pts.)

7. Children's Literature Original Book Project

Students will create and illustrate their own children's books. Students may choose to work individually or with a partner. The book is designed to be a work in progress. The points are divided up: 20% for the written story and 10% for illustrations.

8. Final Project (Exam)

Students will form groups, choose a book, and participate in a Literature Circle.

Students should provide a self-addressed envelope (appropriate size and postage) to the instructor so project/; paper (exam) can be returned

***Syllabus for Summer: Literature Across Curriculum**

Dianne Koehnecke, Ph.D.

Date:	Assignment	Your responsibility	My responsibility
June 16	Read chapters 1, 2, & 3 Literature Bags	Background, explain course	Form Groups Present Literature Bag Read aloud
June 17	Read chapters 4 & 22 Read about MI (Lib. Reserve)	Chapter group work Discuss chapters 1, 2,& 3 Literature Bags Due	Read aloud, Discuss 4-block Library tour; Review MI Bal. Rdn.: Fountas & Penell
June 18	Chapter group work Read chapters 6 & 7 Bring library article review to discuss	Group presents 4 & 22 Bring Caldecott book; Bring art supplies; Share library article; Discuss <u>Sang Spell</u>	Read aloud Facilitate group work and Collaboration Explain Caldecott project
June 19	Chapter presentation Read chapters 5 & 8 Bring Caldecott Book Project	Present chapter 7 Bring traditional book Share Caldecott pictures Discuss <u>The Dark 30</u>	Read aloud Evaluate presentations Discuss spatial MI Caldecott award winners
June 20:	Chapter presentation Read chapter 9 & 15 Lesson Plans Due	Present chapter 8 Bring fantasy & Newbery Books; Discuss <u>Welcome Home Jellybean</u> ; Share lesson plans	Read aloud Wrap-up Review Discuss Newbery/Caldecott Original book project
June 23:	Chapter presentation Read chapter 10 & 16 Lesson Plan Due	Present chapter 15 Begin Book project Bring Realistic book Share lesson plans Discuss <u>Tears of a Tiger</u>	Read aloud Share my books-background, Writing and reading process
June 24:	Chapter presentation Read chapter 14 & 15 Final Book Club Exam	Present chapter 16 Continue book project Discuss Final Exam (lit. circles -groups/chosen book)	Read aloud Continue reviewing book Project Discuss lit. circles
June 25:	Chapter presentation Read chapters 17 & 18 May turn in original book	Present chapter 14 Continue book project Review final exam Discuss <u>Letters from Rifka</u>	Read aloud Review final; Choose Group Book for final
June 26:	Chapter presentation Read chapter 19, 20, and 21 Independent Projects-Books due	Present chapter 18 Continue book project	Read aloud Review all chapters Prepare for final
June 27:	Final Exam Independent Projects Original Books Due	Literature Circles on Chosen Book. Evaluate the Professor	Evaluate projects & Monitor exams

* "Subject to Change"

Project Due Dates: Literature Bags: 5 percent – June 17

Library Article Review- (P/F) – June 18

Caldecott Illustration (P/F) – June 20

Multiple Intelligence Lesson Plan: 20 percent – June 20 & June 23

Chapter Presentations: 25 percent – Dates on calendar

Final Exam: 10 percent – June 27

Book Project & Sharing (A book in progress with illustrations) 30 percent-See dates above

F. Supplements/ References

- Benedict, S. & Carlisle, L. (1992). Beyond words: Picture books for older readers and writers. Barksdale, NJ: International Reading Association. Carpenter, H. and Prichard, M. (1984). The Oxford companion to children's literature. New York: Oxford University Press.
- Brown, J. (2002). Audio books in the classroom: Bridging between language arts and social studies. *ALAN Review*, 29, 58-59.
- Changar, J. & Harrison, A. (1992). Storytelling activities kit. West Nyack, NY: Center for Applied Research in Education.
- Ching, S. & Pataray-Ching J. (2002). Memory as travel in Asian American children's literature: Bridging home and school. *New Advocate*, 15, 23-34.
- Galda, L. (2001). High stakes reading: Articulating the place of children's literature in the curriculum. *Texas Child Care*, 25, 32-39.
- Griffiths, R. & Clyne, M. (1991). Books you can count on: Linking mathematics and literature. Portsmouth, NH: Heinemann.
- Harste, J. & Jurewicz, E. (Producer). (1991). Visions of literacy [video series]. Portsmouth, NH: Heinemann.
- Johnson, N. (2001). Interacting with the curriculum. *Reading Teacher*, 55, 204-213.
- Kaser, S. (2001). Searching the heavens with children's literature: A design for teaching science. *Language Arts*, 78, 348-356.
- Kazemek, F. (2002). Monk, bird, "trane, and miles" jazz in the English language arts program. *ALAN Review*, 29, 45-49.
- Lipson, E.R. (1991). Parent's guide to the best books for children. New York: The New York Times.
- Lo, D. (2001). Borrowed voices: Using literature to teach global perspectives. *Clearing House*, 75, 84-87.
- Manifold, M. C. (1997). "Picture Books as a Social Studies Resource in the Elementary School Classroom." *ERIC Digest*, 4 pp.

Mills, H. & Clyde, J. (1990). Portraits of whole language classrooms. Portsmouth, NH:

Heinemann.

Munde, G. (1997). "What Are You Laughing At? Differences in Children's and Adult's

Humorous Book Selections." Children's Literature in Education, 28. 219-233.

Nodelman, P. (1992). The pleasures of children's literature. New York: Longman.

Peterson, R. & Eads, M. (1990). Grand conversations: Literature groups in action. New

York: Scholastic.

Pinsent, P. (1997). Children's Literature and the politics of equality. New York: Teachers College Press.

Russell, D.L. (1998). "'The City Spreads Its Wings': The Urban Experience in Poetry

for Children." Children's Literature in Education, 29. 31-42.

Sutherland, Z. (1997). Children and books: Reading, MA: Addison-Wesley.

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

- Projects/Papers will be returned during the last meeting period.
- Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project/paper can be returned.
- Other (explain)

NOTE: Papers will not be available for pick up from the School of Education Office.

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required.