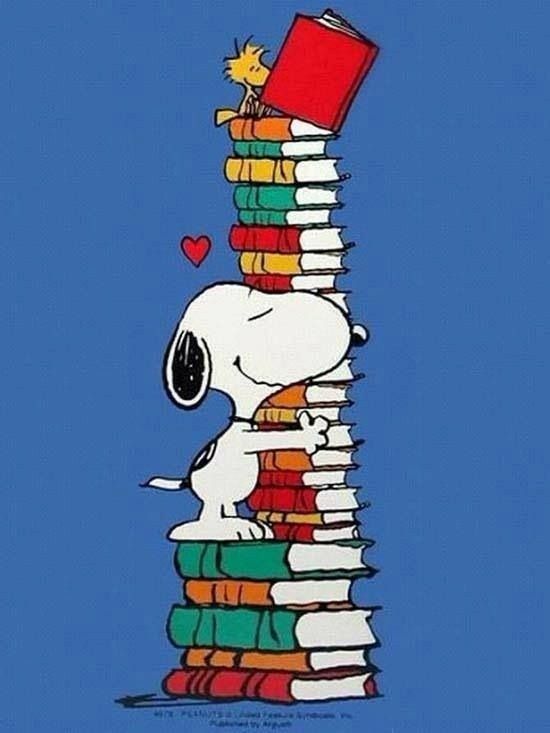
**EDU 319: Children’s Literature**

**Block 2/Fall 2018: College Hall, Room 303**

**Diane Peters**

**Office:  College Hall, Room 106**

**Email:**[**DPeters@cornellcollege.edu**](mailto:DPeters@cornellcollege.edu)



**Welcome to Children’s Literature**

Email: dpeters@cornellcollege.edu

Phone: 319-360-0369 (cell)

Office Location: College Hall, Room 106

Office Hours: before/after class each day and happily by appointment

(I will check email Monday through Friday no later than 10 pm to respond to questions about the course).

|  |  |
| --- | --- |
| **Jen Rouse, Consulting Librarian**  **305 Cole Library Phone: 4466**  **Email:** [**jrouse@cornellcollege.edu**](mailto:jrouse@cornellcollege.edu) | **Rich Berg, Academic Technologist**  **Cole Library (319) 895-4125**  **Box: 1658**  [**RBerg@cornellcollege.edu**](mailto:RBerg@cornellcollege.edu) |

**Required Texts:**

Short, Kathy G., Lynch-Brown, Carol & Tomlinson, Carl M. (2017). *Essentials of Children’s Literature*. New York, New York: Pearson.

Developmental Studies Center. (1996). *Ways we want our class to be*. Oakland, California: Developmental Studies Center.

**Additional Texts Used in Class:**

Bamford, Rosemary A. & Kristo, Janice V. (2003). *Making Facts Come Alive*. Norwood, Massachusetts: Christopher-Gordon Publishers, Inc.

Burkins, Jan & Yaris, Kim. (2006). *Who’s Doing the Work?.*  Portland, Maine: Stenhouse Publishers.

Keifer, Barbara Z. & Tyson, Cynthia A. (2010). *Charlotte Huck’s Children’s Literature*. New York, New York: McGraw-Hill Companies, Inc.

Russell, David L. (2015). *Literature for Children- A Short Introduction*. Upper Saddle River, New Jersey: Pearson Education, Inc.

Wong, Harry K. & Wong, Rosemary T. (1998). *The First Days of School.* Mountain View, California: Harry K. Wong Publications, Inc.

**Article On-Line:**

***Organizing Literacy Classrooms for Effective Literacy Instruction***

[**http://web.uvic.ca/~gtreloar/20%20Latest%20Research%20Articles/Organizing%20Literacy%20Classrooms%20for%20Effective%20Instruction.pdf**](http://web.uvic.ca/~gtreloar/20%20Latest%20Research%20Articles/Organizing%20Literacy%20Classrooms%20for%20Effective%20Instruction.pdf)

**Online Resources:**

* American Library Association: <http://www.ala.org>
* Iowa Core Literacy Standards :

<http://educateiowa.gov/index.php?option=com_content&view=article&id=2328&Itemid=4340>

* International Reading Association: [http://www.reading.org](http://www.reading.org/)
* National Council of Teachers of English: [http://www.ncte.org](http://www.ncte.org/)
* Public Broadcasting System for Teachers: <http://www.pbs.org/teachers>
* Cornell College Education Department: <http://www.cornellcollege.edu/education>.
* **Praxis II Information**: <http://www.cornellcollege.edu/education/teacher-education-specifics/praxis-ii.shtml>

**Course Description**

This course includes a comparative study of literary texts for children, including instructional planning and the use of literature with elementary students. The topic of classroom management is also addressed throughout this course. This course includes thirty hours of observation-practicum in an elementary school.

**Course Objectives**

\*This course supports the Educational Priorities and Outcomes of Cornell College and the InTASC Model Core Teaching Standards as noted following each objective.

**At the conclusion of this course you will be able to demonstrate your ability to**:

* Identify, discuss and explain the different genres in children’s literature (InTASC #4).
* Develop meaningful and creative literature experiences for diverse learners in reading and writing (InTASC #2).
* Incorporate literacy learning strategies that support dyslexic learners InTASC #2).
* Model the reading and writing of varied genres, including fiction, non-fiction, technology, media-based information, and non-print material with expression and comfort (InTASC #7).
* Motivate your students through appropriate texts to meet their needs and interests with particular attention to your students varied cultures, linguistic backgrounds, and perspectives (InTASC #3)
* Become familiar with effective methods of integrating the reading of children’s literature throughout the curriculum (InTASC #4).
* Design research-based reading strategies across the curriculum - interactive read aloud, shared reading - that are appropriate for learners at various stages of reading and writing development (InTASC #5).
* Create a positive learning environment and begin to develop your classroom management skills using children’s literature (InTASC #5).
* Integrate technology in your teaching and students’ literacy learning for a variety of learners (InTASC #2).
* ePortfolio: Design and set-up your ePortfolio template on Chalk and Wire.
* Successfully complete your practicum experience, 30+ hours.
* Carefully evaluate your work on the assignments for this class.

**Cornell College Educational Priorities and Outcomes**

Our daily interactions, both written and oral, with peers, colleagues, students and mentor teachers will reflect and build on the goals of the College’s *Educational Priorities and Outcomes*: knowledge, inquiry, vocation and communication.

It is crucial that Cornell graduates who become teachers hold humanistic dispositions articulated in the document, noted below, which connects to the following *Educational Priorities and Outcomes*: ethical behavior.

<http://www.cornellcollege.edu/education/pdf/Dispositions%20Humanistic%20and%20Pre-Service%20Teacher%20combined.pdf>

Cornell College graduates from the teacher preparation program are to also exhibit the following intellectual habits of mind:

* The ability to write analytically, clearly, and with correct grammar/mechanics.
* The ability to speak clearly, thoughtfully, and with sensitivity to audience.
* The ability to read empathically and critically – to both understand an author and engage in a questioning conversation with the author.
* The ability and willingness to take intellectual risks, to test out and explore new ideas.
* The ability to see matters through multiple interpretive lenses.

**SCHEDULE**

Generally,this class will meet in the morning (see calendar at the end of the syllabus for specific dates). The second week of class you will be assigned to an elementary classroom for the entire school day, Monday, October 1st through Friday, October 5th.   Please look at the course calendar carefully each day for class time and location as this could possibly change.  Any changes from what the syllabus has listed will be discussed in class and recorded in an email.

During your weeklong (5 days) practicum experience you will do the following:

* **Write a lesson plan for a read-aloud lesson, teach it, get feedback from your mentor teacher, and write a reflection about the lesson (yes, the reflection must also include feedback from your mentor teacher and/or myself). You will upload your lesson plan and reflection to Moodle.**
* **Work on your Classroom Management Plan**

You may contact me during office hours by phone (319) 360-0369 or email (I will check email Monday through Friday no later than 10 pm to respond to questions about the course).

Approx. hours of in-class time: 38 hours

Approx. hours of practicum: 30 hours

**Total hours of class**: **68 hours**

**OTHER HELPFUL INFORMATION**

**Documented Disabilities and Accommodations:**

Cornell College makes reasonable accommodations for persons with disabilities.  Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the bloc format.  For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.

**Academic Honesty:**

Part of your professionalism is your academic honesty.  If you use a classmate’s or an author’s ideas or words in your own written work (including online sources), **you must provide a citation through an appropriate APA reference.**

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading “Academic Honesty."

Note:  Plagiarism can result in an F for the assignment and denial of admission to the Teacher Preparation Program.  For students already admitted, academic dishonesty is in violation of the teaching dispositions expected by our department and can result in removal from the program.

**Diversity**

My intention is that students from all diverse backgrounds and perspectives be well-served by this course and that students’ diversity be viewed as a resource and benefit to our collective learning. I also intend that diversity of K-8 students and notions of sociopolitical equality are central issues in the course.  There are times when we will disagree, but we will not intentionally humiliate, intimidate, or embarrass each other, but rather listen to and entertain perspectives that differ from our own. Please remember that I am always interested in making the course a safe place for everyone to learn and grow. Please do not hesitate to set up a time to meet with me after class if you have concerns.

**Helpful references:**

Cornell College, Education Department website.

***Writing Studio:***The Writing Studio is housed on the first floor of Cole Library.  Please familiarize yourself with this wonderful service provided by the Center for Teaching and Learning.  Professional writing teachers and peer tutors will support you in aspects of your writing process by providing consultation and feedback at various stages of your draft.  Appointments can be scheduled by phone (x4462) or walk-ins accepted during regular hours.

**OVERVIEW OF EXPECTATIONS**

**This is a professional development course and the following expectations are consistent with what is expected of practicing teachers:**

1. Attendance and punctuality, as well as preparation and professionalism are key to your success in this course, but alone do not constitute an A.

2. All assignments are to be completed on time (see specific deadlines listed on course calendar).

3. Bring course texts with you to class each day in order to participate fully in our discussions.

4. Cell phones should be turned off or silenced and put away for class time unless being used for professional purposes such as recording dates, referencing readings, searching for relevant information.

5. If you prefer using a personal laptop, tablet, or phone instead of a notebook, make sure your activities on the computer are limited to what is relevant to the course.  If you are tempted to check email, Facebook or other sites for personal reasons, I strongly discourage you from bringing a computer (of any size) to class.  Points will be deducted in cases where cell phones and computers are used unprofessionally.

**ATTENDANCE, PREPAREDNESS, ACTIVE PARTICIPATION AND PROFESSIONALISM**

Your daily attendance, punctuality, preparation and participation are course requirements. In-class discussion, demonstrations and collaborative activities are central vehicles for student learning and they can't be made up or compensated for by borrowing notes or working independently when you miss class.

**Active Participation:** Active participation includes actively listening to and making relevant contributions to discussions of course topics. *Contributing daily to large and small group discussions* *is a course requirement*. Appropriate participation means sticking with the topic, listening to and building upon points brought up by other group members, referring specifically to course reading in your contributions (**you should always have course readings with you in class**), adjusting the amount you talk so everyone has a chance to contribute meaningfully, and helping to sustain relevant conversation for the allotted time.  Teaching is scholarly work!  It is your responsibility to bring questions and insights you have from the assignments to class each day so we can engage in a professional dialogue.

**Attendance and Punctuality**: **If you absolutely must miss class, email me *before class*.** Take responsibility for finding out from classmates what you missed and for following up with me if you have further questions AFTER consulting a classmate. Attendance and punctuality will be taken into account in the grading process even when absences are for very good reasons. The exception is if you are involved in an extracurricular on campus.  In that case, please let me know in advance so I can determine if the absence is excused.  Because we will cover a lot of territory in every class session it is important that you arrive and are ready to begin on time. **More than one absence will lower your grade by one step (e.g., B to B-).** Please don’t ask if it’s “all right” for you to miss class. You have to make that decision yourself. Lastly, if you miss any practicum days, you must make them up during block break. If you have a fever, you are not to go to your practicum or attend class.

**Preparation**:  Complete reading assignments before the start of the class day during which they will be discussed. Be ready to talk and write about your reactions to course concepts and classroom applications of what you’ve read.  Bring assigned reading and notes to class daily.

**Professionalism:** Please be conscious of how you talk and write about teachers, children, and ideas. Confidentiality is essential in discussing schools, classrooms, teachers, and children. ***As a pre-service or in-service teacher, it is unprofessional to make unsubstantiated statements about children and families.***  It is important also to critique and express disagreement with ideas and practices in constructive ways that respect opposing opinions.  A classroom community where risk-taking is valued involves the respect of all participants.  I expect you to practice using professional vocabulary and terminology introduced in the course text and discussions as you grow in your scholarly identity as an elementary school teacher.

**Professor Preview of Assignment:**I will not preview assignments outside of class.  However, if/when you have any questions regarding the assignments, class readings, or how your work will be assessed please ask them in class. I prefer to answer all questions in class so that all may benefit.  Note that all assignments in this course have a rubric, which will guide your thinking as you work through each assignment.  I expect assignments to be turned in according to the deadlines on the calendar.  The pacing of assignments is intended to allow you to build on your learning each week.  **I will not accept late assignments unless arrangements have been made ahead of time and I consider your request to be reasonable.**

**Grade Concerns:  If you have questions about the grade you receive for any assignment, you are required to follow these guidelines:**

1. In writing, clearly articulate and support the strengths and weaknesses of your paper, one-by-one.

2. The tone of this document must be professional.

3. Once your document has been written, turn it into me, and at that time we will make an appointment to discuss your points in detail.

Prepare your written paper within 2 days after an assignment has been returned to you.

**Grading Procedures:**I will respond to your work each week as assignments are submitted.  You will also evaluate your own performance because I believe your learning depends in large part on ongoing reflective self-evaluation.  I will consider your self-evaluative comments in the grading process.

**ASSIGNMENTS AND REQUIREMENTS:**

Book Share/Book Talk/Book Walk Course Requirement

ePortfolio – Chalk and Wire - CMP Course Requirement

Reading/Discussion Preparation Course Requirement

Text Set, Presentation & Supporting Essay (First Days of School) 50

Technology Integration: 5 Apps (5 points each) 25

Classroom Management Plan 100

Microteaching-Interactive Read Aloud Lesson in Practicum Classroom

* Lesson Plan 25
* Reflection 25

Self-Evaluation – Practicum Evaluation 25

**Total Points: 250**

**Grading Scale:**

235 – 250 A

225 – 234 A-

218 – 224 B+

207 – 217 B

200 – 206 B-

193 --199 C+

183 --192 C

175--182 C-

Don’t Go Here!

\*\*\*More than one absence will lower your grade by one step: (i.e. B lowered to B-).  Please be sure to communicate with me immediately if you are going to be absent.  Our schedule is tentative, and reading due and assignments may need to be adjusted during the block.  If you do miss class, you are responsible for finding out what you missed from one of your peers and if any changes have been made to the scheduled readings/assignments.

**OVERVIEW OF ASSIGNMENTS**

**Reading/Discussion:**

* How will your peers and I know you have read the assigned material and have come prepared for class discussion each day?
  + We will develop ideas and the criteria together.

**Book Share/Book Talk/Book Walk: (Handout - see page 283 in Charlotte Huck’s Children’s Literature text for ideas): October 9th and 10th**

* On October 9th or 10th each one of you will bring a children’s book to share with the class.You will also discuss the relevance of the book to you as a human, prospective teacher and to the potential children you will teach. You may choose to read the book or do a book talk or a book walk. Be sure to discuss, cogently, how you might use the book for diverse learners, to motivate all learners, and identify two reading strategies you could use, and anything else you deem important to share. You will have 15 minutes (I will cut you off even if you have not completed your book share, talk, or walk). This is a class expectation; therefore, if you do not participate…you will receive an F for the course. If you come unprepared your final points will be reduced by 10.

**Microteaching - Interactive Read Aloud & Lesson Plan & Reflection**

* **Practicum Classroom: THIS ASSIGNMENT IS REQUIRED BY THE STATE OF IOWA and the Teacher Education Program at Cornell College! Practicum Dates: October 1- 5, 2018. Lesson Plan and Reflection due: Friday, October 5, 2018 by 10:00 p.m.**
  + Interactive read aloud is a powerful teaching/learning strategy with solid educational research behind it. It (and its many variations) is an excellent way to engage all readers and to develop metacognitive thinking. When considering a framework for best literary and literacy methods within a classroom, daily interactive read-alouds from a variety of genres must be a foundational teaching/learning practice. You will prepare an interactive read-aloud lesson using a children’s trade book during your week in your practicum classroom. Talk to your teacher for ideas and suggestions. A lesson plan and reflection will be written for this assignment.
  + Provide your practicum teacher with your formal lesson plan BEFORE you do the read aloud lesson and revise it based on that discussion. AFTER the lesson, talk with your teacher about things you did well and things you need to work on. Then, write a reflection based on your thoughts and your teacher’s comments.
  + Read-Aloud Overview on pages 278-282 in the Huck text and chapter 2 in *Who’s Doing the Work?* You will also find examples on the internet and YouTube.
  + **Upload your lesson plan and reflection to Moodle on Friday, October 5th by 10:00 p.m**. – see Moodle for assignment and rubric.

**Text Set for “First Days of School” – Supporting All Readers: Due Monday, October 15, 2018 by 9:00 a.m. on Moodle**

**ALL TEXT SETS ARE DUE ON 10/15 EVEN IF PRESENTING ON THE 10/16.**

* A “Text Set” of books is a collection of books, which can be grouped together because they have something in common. This commonality could be a theme, author, the subject matter, the genre, the way the author deals with “issues” or any other reason that you can find for placing them together. Don’t think they are just for young children though, as they can be read, enjoyed and interrogated by 4 year olds right through to 94 year olds especially if the books you have chosen are multi-faceted, multi-layered, polysemic (many meanings) texts. Text sets are supported in the reading comprehension literature as well as the literary literature. In order to learn and understand concepts of specific topics, students need to have a wide range of reading materials and genres that are appropriate in reading level and that will engage and motivate all students.
  + You will research and gather a variety of texts that reflect and support a common theme or topic, etc. – in this case for the “First Days of School” -- from a grade level of your choice (talk with your mentor teacher and you may want to create a text set appropriate for the children you have come to know in your practicum classroom = audience).
  + You will create your own text set and present it to your peers in the college classroom. When presenting you may bring some or all of the actual books in your text set. However, you must have images of the ALL the texts on a PowerPoint or Prezi presentation.
  + You will also write a rationale for your text-set in addition to discussing each of the genres you have included. See assignment and rubric for more details.

**Integration of Technology**: **Due (with Text-Set) Monday, October 15th, 2018**

* + Find 5 Apps that encourage reading and writing and/or reading and writing across the curriculum. Be prepared to present the Apps (computer or tablet based) to your peers and discuss how they might be used in the elementary classroom. You must be sure the Apps keep students focused on the objective(s) that support reading, writing, social studies, science or mathematics. See assignment and rubric for more details regarding this assignment.
  + YOU WILL PRESENT YOUR TEXT SET AND 5 APPS TOGETHER ON Monday, October 15th and Tuesday, October 16th.

**Classroom Management Plan (CMP): This BENCHMARK ASSIGNMENT meets INTASC # 3: Learning Environments: Due Wednesday, October 17, 2018 to Chalk & Wire by 10:00 p.m.**

The teacher works with others to create environments that support individual and collaborative learning, and encourage positive social interaction, active engagement in learning, and self-motivation.

The goal of the classroom management plan is to develop an understanding of how to foster student involvement and cooperation in learning and how to establish a productive learning environment. In order to do that you must be able to articulate your own philosophical beliefs regarding management and motivation of student behavior, learning, and the physical classroom environment to proactively teach and manage diverse learners. Lastly, your plan must show how you will establish and maintain a positive and supportive academic atmosphere, an environment of mutual respect, courtesy and consideration for others and, to motivate students to learn even when learning is difficult. Also, and perhaps most importantly, you must state how your beliefs are reflected in your Text Set – For the “First Days of School”. See handout and rubric on Moodle.

**ePortfolio – Chalk and Wire**

* Upload the benchmark assignment to your e-Portfolio on Chalk and Wire by the last day of class (by 10:00 PM). If you do not complete this important task, you will receive an F for the course! No excuses! Make sure I can access your portfolio – this is **your** responsibility! I will not chase you down – thanks! Rich Berg can guide you!

**Self- Evaluation – Practicum Experience – Due October 17, 2018 Upload to Moodle by 10:00 PM**

* Use the Practicum Evaluation Form for this self-evaluation. Comments must be made after each section identifying an area or areas that need(s) improvement and how you might go about improving. Also, provide a summary of what has been learned from your practicum experience.
* Lastly, set at least 3 goals you will work on during your next practicum or during student teaching. See Moodle for rubric, etc.

**Daily Schedule (always tentative)**

**Week 1** Lesson Planning, Text-Set & 5 Apps and Classroom Management

**Monday, September 24 9:00 a.m. – 12:00 p.m.**

* Review Syllabus/expectations and assignments:
* Discussion based on the reading(s) – together we’ll decide the criteria for coming to class prepared
* Preview our texts for this class
* Text Set – for the “First Days of School” – variety of genres and texts
* Technology: 5 Apps – useful technology for students & teachers
* Books share/Book Talk/Book Walk – Be sure to discuss, cogently, how you might use the book for diverse learners, to motivate all learners, and identify two reading strategies you could use, and anything else you deem important to share **(see *Essentials of Children’s Literature* text for book talk ideas. Where else could you find information for this assignment?)**.
  + **Book Share** – read the entire book and discuss its relevance, etc. (15 minutes)
  + **Book Talk** – think of a book talk like a movie trailer. The purpose of a book talk is to "sell" the book. You want to give enough of the plot to interest the listeners but you are not giving a summary of the book. You don't want to give away the important parts of the book. You certainly never want to give away the ending. You want to highlight the interesting points. You may want to read certain passages to your listeners. The main purpose of a book talk is to grab the audience's interest and make them want to read the book. It's always a good idea to end the book talk with a cliffhanger. Book talks are also very useful in the elementary classroom. The book talker presents the book talks orally and always has the book as a visual prop.
  + **Book Walk** – “Reading” the whole book by JUST looking at the pictures. In doing so, students can predict what the story is about prior to reading.

<http://www.ehow.com/how_7327710_teach-book-walk-grade-two.html>

* Microteaching & Reflection - Interactive Read Aloud lesson in Practicum Classroom - What do you

think an interactive read aloud is and its purpose?

* CMP – Classroom Management Paper
* Self-Evaluation -- Practicum Evaluation
* Sign-up for book share/book talk or book walk
* **School Placements – Review of school locations**
* Begin lesson planning.
* TUTORIAL – Objective Writing
* [**http://teachonline.asu.edu/objectives-builder/**](http://teachonline.asu.edu/objectives-builder/)

How to Prepare for tomorrow:

Read and prepare for discussion:

* Read and prepare for discussion: Short, Lynch-Brown, Tomlinson – chapters 2, 5 & 14
* Read and prepare for discussion: Burkins & Yarris chapter 2
* Read Charlotte Huck, pp. 279-282 (handout)
* Bring a picture book to class and be able to discuss it in terms of chapter 5 (in Short, et al.) and chapter 2 (handout, Burkins and Yarris)
* Watch the objective writing tutorial AGAIN and bring questions:

TUTORIAL – Objective Writing

[**http://teachonline.asu.edu/objectives-builder/**](http://teachonline.asu.edu/objectives-builder/)

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**Tuesday, September 25**

**Discuss:**

* + - Short, et al. – Chapters 2, 5 & 14
    - Share and discuss your picture book in terms of Chapter 5.
    - **Discuss and Practice:** Bring your computers or tablets – Discuss Charlotte Huck handout as it will help you write your read aloud lesson plan
    - Discuss the “First Days of the Year” text set.
    - TUTORIAL – Objective Writing

[**http://teachonline.asu.edu/objectives-builder/**](http://teachonline.asu.edu/objectives-builder/)

* + - How to write objectives (for your interactive read aloud lesson)
    - How to write a lesson plan (for your interactive read aloud lesson)
    - Iowa Core - Literacy Standards: <http://educateiowa.gov/index.php?option=com_content&view=article&id=2328&Itemid=4340>
    - Importance of Independent Reading (Power point presentation)

How to Prepare for Tomorrow:

* Read and prepare for discussion: Short, et al. – Chapters 6, 7 & 8
* Bring one children’s book from each genre (traditional literature, modern fantasy and poetry) to share in class
* Prepare one poem to read aloud in class.
* Find a video about how to do a read aloud -- share what you have learned.

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**Wednesday, September 26**

**Discuss:**

* Short, et al. – Chapters 6, 7, & 8 - Share and discuss your traditional literature, modern fantasy and poetry books in terms of chapters 6, 7 & 8.
* Read your prepared poem aloud to class.
* Questions: Objective and Lesson planning, Text Set/Apps, CMP, Practicum etc.
* Share what you have learned from your video about how to do a read aloud.
* Share questions about assignments and how to collect data for your classroom management plan.
* Management vs. Discipline (Power point presentation)

How to Prepare for Tomorrow:

* Literature for Children by David L. Russell: Read Chapter 7, “Poetry” (handout)
* Short, et al. – Chapters 9 & 10
* Bring one children’s book from each genre (realistic fiction and historical fiction) to share with class

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**Thursday, September 27**

**Discuss:**

* Short, et al. – Chapters 9 & 10 - Share and discuss your contemporary realistic fiction and historical fiction books in terms of chapters 9 & 10.
* Share book examples.
* Paired books – Informational and Fiction
* Assignments – what questions do you have?
* Bring your computers! Email your practicum teacher for the purpose of briefly introducing yourself. In doing so, include a reminder about your arrival on Monday. Lastly, organize your lunches and how you will get back and forth from your practicum school.
* ***Final discussions about how to prepare for practicum and expectations.***

How to Prepare for Tomorrow:

\*Short, et al. Chapter 11

\*Organizing the Classroom for Effective Literacy Instruction:

[**http://web.uvic.ca/~gtreloar/20%20Latest%20Research%20Articles/Organizing%20Literacy%20Classrooms%20for%20Effective%20Instruction.pdf**](http://web.uvic.ca/~gtreloar/20%20Latest%20Research%20Articles/Organizing%20Literacy%20Classrooms%20for%20Effective%20Instruction.pdf)

\*Making Facts Come Alive by Rosemary A. Bamford and Janice V. Kristo –

Chapter 11 (handout)

\*Bring one non-fiction picture book (Pre-Kdg. – 2nd grade) to share in class.

\*Bring one non-fiction book for older students (3rd grade and above) to share in class.

\*Find and pair two fiction books with a topic related to your non-fiction books-

bring to class!

**Friday, September 2**8

**Discuss:**

* Short, et al. – Chapter 11
  + Share and discuss your non-fiction books in terms of both chapters 11.
  + Share paired books in class.
* Organizing the Classroom for Effective Literacy Instruction:

[**http://web.uvic.ca/~gtreloar/20%20Latest%20Research%20Articles/Organizing%20Literacy%20Classrooms%20for%20Effective%20Instruction.pdf**](http://web.uvic.ca/~gtreloar/20%20Latest%20Research%20Articles/Organizing%20Literacy%20Classrooms%20for%20Effective%20Instruction.pdf)

* Bring a children’s book and we’ll practice reading aloud
* **Practicum experience and any questions about the CMP. Remember, you will be working on your CMP during your practicum week.**
* Questions: Objective and Lesson planning, Text Set/Apps, CMP, Practicum etc.
* Make a plan for the weekend – there is not even one minute to waste! Hint: spend the weekend in the library -- CMP. Your CMP is due **Wednesday, October 17th**. Upload to Moodle. No late work will be accepted without prior permission.

**Week 2**  **Learning in Your Practicum Classroom**

**October 9 – 13**

* *Read Part 1 of Ways We Want Our Class to Be, Developmental Studies Center, pages 5 – 43 during this week of practicum*

Monday, October 1 – Friday, October 5 Things to remember:

**Read Aloud Lesson:**

* Plan and do interactive read aloud/think aloud or shared reading lesson (discuss ideas with your teacher and submit lesson plan to her/him BEFORE you do your lesson.
* You will upload both the lesson plan and reflection to Moodle by 10:00 p.m. on Friday, October 5th.
  + Look at a teacher’s manual – reading/language arts – review how objectives are written.

**Classroom Management Plan**

* Do observations for your classroom management paper and interview your teacher – YOU MUST GET A LOT DONE THIS WEEK as it is due Wednesday, October 17th by 10:00 p.m.
* Go to the library in the evenings – get books for Classroom Management Plan for reading and planning purposes!
* Read: Classroom Management for Effective Literacy Instruction

<http://web.uvic.ca/~gtreloar/20%20Latest%20Research%20Articles/Organizing%20Literacy%20Classrooms%20for%20Effective%20Instruction.pdf>

* **THANK YOU NOTE** to your teacher!
* **Mentor teacher’s evaluation in your hand or have teacher send it to me via email**

THIS WEEKEND…WORK ON YOUR TEXT-SET AND 5 APPS IN ADDITION TO YOUR CMP!!!!

WE WILL WORKSHOP YOUR TEXT-SET NEXT WEEK!!!

How to Prepare for Monday:

* Read Burkins & Yarls, Who’s Doing the Work? – Chapter 1 (handout)

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**Week 3**

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**Monday, October 8**

Discuss

* Debrief Practicum Experience
* Who’s Doing the Work? - Chapter 1
* Ways…pages 5– 43
* Workshop CMP
* What questions do you have about up-coming assignments and great ideas!
* Begin to jot down ideas for your reflection on this practicum experience.

How to Prepare for Tomorrow:

\*Short, et al. Chapter 3

\*Russell, Chapter 9 (handout)

\*Ways We Want Our Class to Be, pages 45 – 79

\*Prepare your Book Share/Book Talk/Book Walk if you are presenting

**Tuesday, October 9**

* + - **Book Share/Book Talk/Book Walk: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ & \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Discuss:**

* + - * Ways We Want Our Classroom To Be - pages 45 – 79
      * Short, et al. Chapter 3
      * Workshop CMP

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**Wednesday, October 10**

* **Book Share/Book Talk/Book Walk: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ &\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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* Ways We Want Our Class to Be: pages 81 – 113
* Workshop text-set – bring drafts. How does your text-set reflect your beliefs about classroom management?
* Final Workshop CMP

How to Prepare for Tomorrow:

* Short, et al. Chapter 13
* BRING 2 CHILDREN’S BOOKS THAT FALL INTO TWO DIFFERENT GENRES
* Prepare questions for our classroom guest – Cindy Kunde, teacher librarian

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**Thursday, October 11**

Classroom Visit by Teacher Librarian – Cindy Kunde

**Discuss:**

* Short, et al. Chapter 13
* CMP presentations – questions?

How to Prepare for Tomorrow:

* Short, et al. Chapter 12
* Bring 3 books that represent multicultural literature

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**Friday, October 12**

* **CMP presentations**
* Discuss Short, et al. Chapter 12
* Share books that represent multicultural themes

**No other class assignments – work on Text Set presentations after CMP presentations**

How to Prepare for Monday:

* Text Set and Apps due Monday, October 15 by 9:00 a.m. – upload presentation to Moodle
* Continue work to refine CMP

**Week 4**

**Monday, October 15**

**TEXT SETS, and 5 APPS Presentations**

* UPLOAD YOUR PRESENTATION (TEXT SET AND APPS) TO MOODLE BEFORE YOU PRESENT (10 points will be deducted if not uploaded before you present!) ALL TEXT SETS & APPS PRESENTATIONS ARE DUE TODAY!

Presentations of Text Set and Apps (15 minutes for both presentations)

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How to Prepare for Tomorrow:

* Choose three award-winning picture books to bring to class.

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**Tuesday, October 16**

Presentations of Text Set and Apps (15 minutes for both presentations)

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Working with another person – use your combined set of picture books, create a three-column chart to document design decisions for each book and how those decisions relate to each book’s meaning (size, orientation, endpapers, title page, etc.); evaluate books for quality (See Short, et al. Chapter 4, Chapter 5, pp. 58-59)

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**Wednesday, October 17**

* **DUE: Self-Evaluation of your practicum experience -- upload to Moodle by 10:00 PM**
* **DUE: CMP uploaded to Chalk and Wire by 10:00 PM**

Please remember that you may not have an average GPA lower than a **B-** in the elementary methods courses to continue in the Education Department at Cornell College. Refer to the Education Department’s website. You must have a 2.7 all college GPA to student teach.

**Note:** Students considering a profession in teaching should preserve the notes, materials, and books for this course to use during the senior seminar and job preparation efforts. Nearly all states, including Iowa, require a proficiency exam before a license is granted, and a review of the content of this course will help immeasurably while preparing for such exams and subsequent job interviews.

All education students must show that they have met the **ten INTASC** (Interstate New Teacher Assessment Support Consortium) standards after student teaching in EDU 483, Senior Seminar. The ten INTASC standards are listed on the Education Department’s website along with the Iowa Teaching Standards (ones used for beginning/probationary teachers). And links to both are on this syllabus. I suggest that you organize and save all course work related to your education degree, as it will come in handy during Senior Seminar.

**FYI: You MUST complete 14 weeks of student teaching.**

PRAXIS II EXAM:

The State Library of Iowa has given us the opportunity to use the Learning Express Library. This is a platform for education and career prep opportunities. The best part is that they have Praxis tests online.

Click on this link: [http://www.statelibraryofiowa.org/services/online-resources/learningexpresslibrary](https://mail1.cornellcollege.edu/owa/redir.aspx?C=J5EHhhPTGUSVaio6OTqhfOaR_3UGENBIJ-TeMxHVqxNkrCZ8CeY7ToetmHtABiDlCy_QXsyuVnc.&URL=http%3a%2f%2fwww.statelibraryofiowa.org%2fservices%2fonline-resources%2flearningexpresslibrary)

1. Click on “Go to Learning Express Library”

2. Create an account under “New Users”

3. Click on “Jobs and Careers” in the left nav bar

4. Click on “Teaching”

5. Once you select the test you want to work with, click on “add to my center.”

6. Click on “Start this test” in the upper right and go!

This is a more direct link, but you will still have to click “login” and create an account: <http://www.learnatest.com/LEL/index.cfm/learningCenter/jobsCareers/TEACHER_CERTIFICATION_LEL/Praxis_2>

**Praxis I and II Testing Center:** [**https://www.prometric.com/en-us/Pages/home.aspx**](https://www.prometric.com/en-us/Pages/home.aspx)

**I also suggest that you use the Praxis II practice text book in Cole Library or buy one of your own at a bookstore or online.**