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EDEC 315: Children's Literature syllabus

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University of Northern Colorado

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UNIVERSITY OF
NORTHERN COLORADO

EDEC 315
Children's Literature
3 Credit Hours
Fall 2020

Instructor: Dr. Amanda Rutter, Ed.D.
Office: McKee 277 Office Hours: 9:30-10:45am on Tuesday/Thursday or by appointment
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Appointments: You can schedule an appointment with me at: <https://calendly.com/amanda-rutter-unco>

Course Description

This course will examine the field of children's literature and provide early childhood students with the skills, knowledge, and attitudes to select high-quality children's books to read to and be read by young children (birth through third-grade).

Prerequisites/Co-requisites

GPA 2.50.

Course Goals and Objectives

- Be able to set up a classroom environment that supports literacy instruction and meets the developmental needs of young learners.
- Be able to teach to the language arts content standards set by the school district, the state, and professional organizations in language arts and social studies.
- Be able to understand the various learning styles and social growth pertaining to this age group.
- Be able to apply developmentally appropriate practices in teaching language arts.
- Be able to select developmentally appropriate literature, both fiction and informational for use in the classroom.
- Be able to select literature that reflects and embraces diversity.
- Be able to develop and implement literacy instruction using the content areas of language arts and other content areas.
- Be able to support novice readers in becoming active members of the literate community.
- Be able to work with children from diverse cultural and socio-economic backgrounds.

Professional Standards Met

Refer to the matrix table at the end of the syllabus.

Instructional Method

Online: This course is 100% online and will be hosted using Canvas.

Canvas: Canvas is an online course management system. You can access Canvas at: www.unco.edu/canvas
Assistance with Canvas can be found at <http://www.unco.edu/canvas/student-support/index.aspx> or call the help desk at (970) 351-4357.

Content of the Course

Refer to the course calendar.

Course Requirements

Communication:

- Communication is key! Faculty are happy to help you and want you to succeed. Please promptly communicate with us so that we can best assist you.
- You are practicing to be a professional. Please communicate as such. Please address UNC faculty and staff appropriately by their title and not their first name. Thank you kindly.
- **It is UNCO policy that faculty and staff only communicate with students via Bearmail** (or Canvas) to protect your academic records - FERPA

Written Work Formatting & Guidelines:

- We will use APA format for formal written work.
 - This is because APA format is the format for scholarly education work.
- As such, written paper assignments must be typed in 12 point readable font, double-spaced, with 1" margins, and other APA formatting.
- You can learn about APA format at:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Missing Due Dates/Assignments: Missing Due Dates/Assignments: All assignments are due on the dates listed in the syllabus. Extensions on due dates will not be granted unless there are extenuating circumstances. No extra credit is available for this course. Late work will be accepted all semester, with the exclusion of the last 2 weeks of the course and finals week. All late work unless specified by the professor and will receive a 5% daily point deduction.

Grading Criteria and Grading Scale

By taking this class you are agreeing to meet these expectations:

- To do your best work (your best reading, writing, and thinking) and apply yourself to learning of course materials
- To treat all students and your instructor with respect
- To engage in the assigned weekly classroom work
- To check your Bearmail email several days per week and respond as necessary
- To submit all assignments on time (and if you miss a deadline take responsibility for that and not make excuses)
- To ask questions if you're confused or need help
- To turn in work that is entirely your own and not plagiarized

This course is lettered A-F on a plus/minus scale. There are a total of 300 points for this course. Grades will be based on points earned through:

		A	93 ~ 100 % (279+)	A-	90 ~ 92 % (270-278)
B+	87 ~ 89 % (261-269)	B	83 ~ 86 % (249-260)	B-	80 ~ 82 % (240-248)
C+	77 ~ 79 % (231-239)	C	73 ~ 76 % (219-230)	C-	70 ~ 72 % (210-218)
D+	67 ~ 69 % (201-209)	D	63 ~ 66 % (189-200)	D-	60 ~ 62 % (180-188)

Below 59 % is F (below 179 points)

Note:

- All assignments must be completed (with or without point value) to earn a passing grade in this course. The professor reserves the right to issue a failing grade for not completing all coursework.
- All assignments must be submitted in .doc, .docx, .pdf, .ppt, or .pptx file format. Mac file formats (.pages) will not be accepted and will earn a 0.
- Blank assignment files or corrupted assignment files submitted will earn a 0.
- It is your responsibility to double-check your assignment upload that:
 - The assignment is fully completed
 - Follow the directions and the grading rubric
 - The file is correct
 - The file is in the correct format
 - The file is not corrupted

Required Textbook & Materials

There is **no required text** to purchase for this course. We will use an Open Education Resource textbook for this class. This means that the textbook is free to download and access and has different copyright laws than typical written material. Please download the textbook for this class at:

https://scholarcommons.usf.edu/childrens_lit_textbook/ (download the whole PDF).

Additional links to assigned readings and additional resource materials will be posted in the Canvas shell and found under the Modules for each week.

UNC University Policies

Attendance: The University of Northern Colorado views class attendance as a student responsibility. Students are expected to attend class and to complete all course requirements. Students are expected to follow the attendance policy established by the instructor in each class. Each instructor determines the relationship between class attendance, the objectives of the class and your grade. Attendance during the first two class sessions is required. The instructor has the option to drop you from class if you do not attend the first two hours during which the class meets, in order to allow other students to enroll. Only the instructor can approve your request to be absent from class. You are responsible for requesting such approval when an absence is unavoidable.

Academic Integrity: You are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Office of Community Standards and Conflict Resolution.

Plagiarism: Students are to create and submit authentic, personally created work for all of their coursework at UNC. Students can learn about plagiarism and how to properly cite sources at: <http://libguides.unco.edu/plagiarism>

Honor Code: All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate. www.unco.edu/dos/communityStandards/honor_code

Equity and Inclusion Statement: The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions

will heighten your awareness to each other's individual and intersecting identities. If you would like to report an incident or learn more about identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance

Title IX: The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. Please be aware all UNC faculty and most staff members are "responsible employees," which means that if you tell a faculty member about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in the Office of Institutional Equity and Compliance (OIEC) will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary. If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore your options now, or in the future. UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-35-4040 or www.unco.edu/asap
UNC Counseling Center: 970-351-2496 or www.unco.edu/counseling
UNC Psychological Services: 970-351-1645 or www.unco.edu/cebs/psych_clinic
If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexual-misconduct or contact the Office of Institutional Equity and Compliance (970-351-4899). OIEC is located on the third floor of the University Center in room 3060.

Disability Resources: It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Resource Center (DRC) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more here: www.unco.edu/disability-resource-center

Food Insecurity and Basic Needs

Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A, and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information. Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is also urged to contact Student Outreach and Support (SOS) for assistance. SOS can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, illness or injury. SOS can be reached at sos@unco.edu or via phone at 970-351-2796.

Grade of Incomplete: An "I" indicates that the course objectives are not yet fulfilled. It is the responsibility of the student to request, if needed, the assignment of an incomplete grade. The instructor's decision to authorize or not authorize an incomplete grade is final. The student must have completed 75% of the class with a C or better, and must complete the rest of the work with the same instructor. Arrangement for the completion of the course must be made with the instructor prior to the assignment of the "I" grade. This agreement must be written on a Contract for Incomplete Grade Form. The instructor may allow up to one full semester for the student to complete missing requirements. "I" grades not changed by the end of the following semester will automatically become failing grades (F).

Assignments

Class Attendance and Participation

(30 points, 10% of grade)

- You are expected to attend every virtual lecture each week and complete all interactive components.
 - Interactive components include discussions and technology such as Flipgrid, Padlet, surveys, polls, etc.
- Attendance and participation will be tracked each week from Sunday to Sunday.
 - **Missing any component of the lecture and interactions, and discussions will count as an absence.**
- You are allowed two absences without penalty. Each additional absence will be penalized as follows:
 - For each absence over two, a student's final grade will be reduced by 10 percentage points.
 - For example, if a student earns 90% as a final percentage total (equivalent to an A-) but misses four classes, that student's total points will be reduced by 10 percentage points to 80% and he or she will receive a B- as a final grade.
 - There is NO make-up or alternative for missed classes. So make your choices wisely.
- **Exceptions**
 - **Major illness/emergency:** Serious events do sometimes require extended absence from class. For the purposes of this class, a "major medical or personal emergency" is defined as an event that requires a student to be absent for 4 or more consecutive classes. These situations are evaluated on an individual basis with regard to their impact on a student's grade and must be verified by documentation that supports the student's need for extended absence from class. Make-up for graded assignments missed due to major emergencies will be decided upon at the discretion of the instructor.
 - **University activities:** Many students participate in events that are officially sponsored by the University. Students who will miss a class to participate in a regularly scheduled, University-approved curricular or extracurricular activity must present a class absence form signed by the sponsoring agency or university department and should provide it to the faculty member as soon as possible and at least one week in advance of the planned absence. Students are responsible for all assignments and class activities that take place on these dates.
- Participation points will be reduced when you email me asking for help finding readily available information in:
 - Electronic communication from me
 - Syllabus
 - Canvas course shell
 - Lecture PPT's or other materials
 - It is a student's responsibility to take the initiative, time, and care to read all class materials carefully
- Points will not be reduced for clarifying questions

Weekly Reading Quizzes

(30 points, 10% of grade)

- Every week, we will be reading articles posted in Canvas that relate to course topics. These readings add important extension information to what is covered in lectures. Please see the assignment list at the end of this syllabus to discover what articles are to be read each week.

Weekly Discussions

(30 points, 10% of grade)

- We will be using www.packback.co for our course discussions.
 - For more information such as how to register, refer to the Packback Information PDF document in Canvas under the module for Week 1.
 - Packback costs \$25.00 for the semester.

- Every Thursday you will respond to the posed task/question(s) outlined in Packback.
 - **You will post an initial response to the posed question, and pose your own question, as well as respond to at least two classmates**
 - **All posts are due Sunday by midnight.**
 - But I recommend posting your initial post earlier so that your classmates have a post to respond to.

READ Act & 5 Pillars Fact Sheet – PARTNER PROJECT

(30 points each, 10% of grade)

- In partners, create a 1 or 2-page fact sheet/flyer for your future teaching practice to recall the READ Act and the 5 pillars of reading
 - READ Act
 - Briefly describe
 - Link to CDE
 - 5 pillars of reading
 - List each and briefly describe with examples
- Make it creative! Not just words on a page
 - Color
 - Graphics

<i>Needs Improvement</i>	<i>Evaluation Criteria</i>	<i>Done Well</i>
	/10 points – Cheat sheet addresses the READ Act with an accurate brief description in students own words. Description is clear and dispels any misconceptions.	
	/10 points – Cheat sheet addresses the 5 pillars with accurate brief descriptions. Descriptions are clear and dispel any misconceptions or confusion between the 5 pillars.	
	/5 points – Cheat sheet is visually appealing and creative. Grabs readers attention.	
	/5 points – Cheat sheet is written in a clear, concise, manner that is easy-to-read, fluid, and free from grammatical, spelling, and format errors.	

Book Critiques

(6 points each, 60 points total 20% of grade)

- You will read and evaluate 10 books total over the semester from a variety of genres from lists provided in class. The books will be distributed as follows:
 - 1 picture book
 - 1 poetry book
 - 1 modern fantasy book
 - 1 realistic fiction book
 - 1 historical or historical fiction book
 - 1 biography
 - 1 multicultural
 - 1 informational text
 - 1 beginning chapter book or collection for grade 1-3 students
 - 1 book of your choice from any of the genres above
- Each book critique will have a log entry containing the following information
 - Full bibliographic information (title, author, publisher, date of publication, illustrator if there is one) genre designation, target audience age, and picture of book cover
 - Brief summary of the book (synopsis).
 - Evaluation of why this is a good book (refer to the appropriate rubric for each genre). Give multiple examples from the book that supports your rationale.
 - How could the book be used to teach young children? – What concepts/skills could you teach (that tie to CDE/CoLDG standards), vocabulary, language and literacy skills, other skills, etc.)
- **These are due as we progress through the different genres**

<i>Needs Improvement</i>	<i>Evaluation Criteria</i>	<i>Done Well</i>
	/1 points - Full bibliography for book critiqued is included.	
	/1 points - Brief summary of book is well-written and intrigues the reader to want to explore the book.	
	/2 points - Evaluation of the book is well-written and provides several specific examples from the text to support the writers conclusions.	
	/1 points - Chart of how the book could be used to teach young children is logical and connects to Colorado Academic Standards and/or Colorado Early Learning and Development Guidelines.	
	/1 points - Entire critique is written in a clear, concise, manner that is easy-to-read, fluid, and free from grammatical, spelling, and format errors.	

Literacy Strategy Presentation - GROUP PROJECT

(60 points, 20% of grade)

- In groups of 3 or 4, you will pick a literacy strategy that you want to explore. You will collectively create a PowerPoint presentation that will be shared with the class as an additional reading for the week that covers:
 - What the strategy is - explain
 - Why and how it helps to foster literacy skills in young children
 - Based in the science of reading and scientifically based reading research
 - Need citations!
 - How teachers should utilize and implement the strategy
 - Including classroom examples for the ECE age range (birth to age 8, most will be K-3)
 - List how this strategy supports a particular genre **or genres** of literature
 - Video demonstration of the strategy for the ECE age range
 - Recommended books to use with the strategy
 - Interactive component where classmates have to provide responses
 - Examples include a Flipgrid, Padlet, word cloud, SurveyMonkey, Google form, etc.

<i>Needs Improvement</i>	<i>Evaluation Criteria</i>	<i>Done Well</i>
	/10 points - Literacy strategy is accurately and thoroughly explained. Explanation is clear and helps dispel any misconceptions about the strategy.	
	/10 points - Presentation thoroughly explains how and why the strategy helps foster literacy skills in young children. Explanation is based on research and appropriately cited.	
	/10 points - Presentation provides good classroom examples of how teachers utilize and implement the strategy. Presentation includes recommended books to implement the strategy.	
	/10 points - Presentation includes a short video demonstration of the strategy being implemented in an ECE age range classroom.	
	/10 points - Presentation includes an interactive component where classmates can provide their responses to the material presented.	
	/10 points - Presentation is written in a clear, concise, manner that is easy-to-read, fluid, and free from grammatical, spelling, and format errors.	

Lesson Plan Presentation - GROUP PROJECT

(60 points, 20% of grade)

- In groups of 2 or 3, design a literature lesson plan as a PPT presentation based on a children's book.
- Presentation should include:
 - Title of lesson
 - Learning Context
 - Grade and Number of Students the Lesson is Planned For
 - Colorado Academic Standards or CO Early Learning Guidelines lesson is targeting
 - Statement of Purpose of the lesson (brief summary of intent of lesson)
 - List of Appropriate (DAP) Instructional Strategies to Meet the Standards

- List of technology that could be used to enhance the lesson
- Lesson Objective (stated in “The students will...” language)
- List of Vocabulary to be taught
- Book and other materials needed for lesson
- Skills and/or concepts to be targeted
- I Do
- We Do
- You Do
- Lesson plan closure
- Follow the guidance in the template when making your presentation (even though you do not need to submit the template)
- Write your lesson plan as if a substitute teacher is reading it. (Hint: a sub will need to know exactly what to do to carry out the lesson you envision in your head).

<i>Needs Improvement</i>	<i>Evaluation Criteria</i>	<i>Done Well</i>
	/3 points – Title of the lesson, grade level, and number of students are included.	
	/3 points – Learner Context is well-written, and appropriately describes who the lesson is for.	
	/3 – Identified appropriate Colorado Academic Standards (CAS) and/or Colorado Early Learning and Development Guidelines (CELDG). Standard(s) are fully listed.	
	/3 points – Statement of Purpose is well-written, clear/easy to understand, and appropriately describes why this lesson is valuable to children.	
	/3 points – List of strategies that could be used to meet the standards are clear, well-defined, developmentally appropriate, and logical. There is a clear connection between the standards and purpose of the lesson and possible teaching strategies.	
	/3 points – Technology that could be utilized to enhance the lesson is developmentally appropriate, and logical. There is a clear connection between the standards and purpose of the lesson and possible technology integrations.	
	/3 points – Lesson objective/learner outcomes are written at an appropriate level for grade level/age, and subject. Lesson objective/learner outcomes are expressed in measurable terms. Lesson objective/learner outcomes are aligned with appropriate standards.	
	/3 – List of vocabulary to be taught in the lesson is included. Each word is well-defined in child-friendly language. Lists all materials needed for the lesson. Chooses appropriate materials based on the outcomes and procedures. Uses and adapt literary and cultural texts and other materials reflecting learner outcomes and standards and appropriate for strengthening content connections for students.	
	/20 – I Do, You Do, We Do: These sections are clearly and well-written. These sections of the lesson plan activates prior knowledge of all learners and establishes or reinforces the purpose of the lesson. The modeling of the skill to students is developmentally appropriate and logical. The We Do and You Do includes practical application opportunities for children to practice the skill being taught. The We Do and You Do includes hands-on learning and employs appropriate and varied strategies accomplish learner outcomes within the lesson. Appropriate and logical formative and summative assessment strategies are indicated to monitor students’ progress throughout the lesson. Uses multiple methods of assessment that are age and level appropriate to measure lesson outcomes. Pacing of the lesson is appropriate. Learner outcomes and objectives can be achieved in the time-frame identified.	
	/3 points – Lesson plan closure wraps ups the lesson to reinforce learning.	
	/3 points – Lesson plan is heavily connected to a specific children’s book. The selected children’s book is connected to the entire lesson and woven into the pieces of the lesson.	
	/10 points – Lesson plan presentation contains all required components. Easy to follow and locate information; clearly labeled; professionally presentable. Presentation is written in a clear, concise, manner that is easy-to-read, fluid, and free from grammatical, spelling, and format errors.	

EDEC 315 Course Calendar Fall 2020				
Wk	Topic	Aligned Objective	Readings + Resources to Explore	Assignments & Due Dates
1 8/24	<ul style="list-style-type: none"> Syllabus History and Trends 	<ul style="list-style-type: none"> Be able to apply developmentally appropriate practices in teaching language arts. 	<ul style="list-style-type: none"> Ch. 2 in OER text 	Discussion 1 Reading Quiz 1 8/30/30
2 8/31	<ul style="list-style-type: none"> Importance of Reading Science of Reading 5 Pillars of Reading READ Act 	<ul style="list-style-type: none"> Be able to teach to the language arts content standards set by the school district, the state, and professional organizations in language arts and social studies. Be able to understand the various learning styles and social growth pertaining to this age group. Be able to apply developmentally appropriate practices in teaching language arts. 	<ul style="list-style-type: none"> Ch. 9 in OER text READ Act Overview Optional: A Closer Look at the Five Essential Components of Effective Reading Instruction 	Discussion 2 Reading Quiz 2 9/6/20
3 9/7	<ul style="list-style-type: none"> Literacy/Reading Development in Children CDE Literacy Standards 	<ul style="list-style-type: none"> Be able to teach to the language arts content standards set by the school district, the state, and professional organizations in language arts and social studies. Be able to understand the various learning styles and social growth pertaining to this age group. Be able to apply developmentally appropriate practices in teaching language arts. 	<ul style="list-style-type: none"> Ch. 6 in OER text CDE Standards – Reading, Writing, & Communication CEDLGs 	Discussion 3 Reading Quiz 3 READ Act & 5 Pillars Fact Sheet 9/13/20
4 9/14	<ul style="list-style-type: none"> What is a Good Book? Recognizing Well-Written Books Recognizing Well-Illustrated Books 	<ul style="list-style-type: none"> Be able to select developmentally appropriate literature, both fiction and informational for use in the classroom. 	<ul style="list-style-type: none"> Ch. 5 in OER text 	Discussion 4 Reading Quiz 4 9/20/20
5 9/21	<ul style="list-style-type: none"> Formats Picture Books 	<ul style="list-style-type: none"> Be able to select developmentally appropriate literature, both fiction and informational for use in the classroom. 	<ul style="list-style-type: none"> PDF – Ch. 7 from Children’s Literature Briefly, 6th edition - Modern Fantasy 	Discussion 5 Reading Quiz 5 Picture Book Critique 9/27/20
6 9/28	<ul style="list-style-type: none"> Poetry Folk Literature 	<ul style="list-style-type: none"> Be able to select developmentally appropriate literature, both fiction and informational for use in the classroom. 	<ul style="list-style-type: none"> Ch. 10 in OER text 	Discussion 6 Reading Quiz 6 Poetry Book Critique 10/4/20
7 10/5	<ul style="list-style-type: none"> Modern Fantasy 	<ul style="list-style-type: none"> Be able to select developmentally appropriate literature, both fiction and informational for use in the classroom. 	<ul style="list-style-type: none"> PDF – Ch. 10 from Children’s Literature Briefly, 6th edition - Modern Fantasy 	Discussion 7 Reading Quiz 7 Modern Fantasy Book Critique 10/11/20

8 10/12	<ul style="list-style-type: none"> Contemporary Realistic Fiction Historical Fiction 	<ul style="list-style-type: none"> Be able to select developmentally appropriate literature, both fiction and informational for use in the classroom. 	<ul style="list-style-type: none"> Ch. 11 in OER text Why and How I Teach With Historical Fiction 	<p>Discussion 8 Reading Quiz 8</p> <p>Realistic Fiction Book Critique</p> <p>Historical Fiction Book Critique</p> <p>10/18/20</p>
9 10/19	<ul style="list-style-type: none"> Biography Informational Books 	<ul style="list-style-type: none"> Be able to select developmentally appropriate literature, both fiction and informational for use in the classroom. 	<ul style="list-style-type: none"> Teaching the Key Traits of Expository Nonfiction with Children's Books Informational and fictional books: young children's book preferences and teachers' perspectives 	<p>Discussion 9 Reading Quiz 9</p> <p>Biography Book Critique</p> <p>10/25/20</p>
10 10/26	<ul style="list-style-type: none"> Multiculturalism and International Books 	<ul style="list-style-type: none"> Be able to select developmentally appropriate literature, both fiction and informational for use in the classroom. Be able to select literature that reflects and embraces diversity. 	<ul style="list-style-type: none"> PDF – Ch. 15 from Children's Literature Briefly, 6th edition - Multicultural and International Books Reading Your Way to a Culturally Responsive Classroom 	<p>Discussion 10 Reading Quiz 10</p> <p>Multicultural Book Critique</p> <p>11/1/20</p>
11 11/2	<ul style="list-style-type: none"> Award Winning Books Controversial Books 	<ul style="list-style-type: none"> Be able to select developmentally appropriate literature, both fiction and informational for use in the classroom. 	<ul style="list-style-type: none"> Ch. 12 in OER text 	<p>Discussion 11 Reading Quiz 11</p> <p>11/8/20</p>
12 11/9	<ul style="list-style-type: none"> Building a Classroom Library Setting up the Classroom for Literacy 	<ul style="list-style-type: none"> Be able to set up a classroom environment that supports literacy instruction and meets the developmental needs of young learners. 	<ul style="list-style-type: none"> PDF – Ch. 17 from Children's Literature Briefly, 6th edition - Teaching with Children's Books 	<p>Discussion 12 Reading Quiz 12</p> <p>All Book Critiques – 11/15/20</p>
13 11/16	<ul style="list-style-type: none"> Teaching with Children's Books Strategies 	<ul style="list-style-type: none"> Be able to teach to the language arts content standards set by the school district, the state, and professional organizations in language arts and social studies. Be able to understand the various learning styles and social growth pertaining to this age group. Be able to apply developmentally appropriate practices in teaching language arts. Be able to work with children from diverse cultural and socio-economic backgrounds. 	<ul style="list-style-type: none"> Essential Instructional Practices in Early Literacy The Essentials of Early Literacy Instruction 	<p>Discussion 13 Reading Quiz 13</p> <p>11/29/20</p>
14 11/23	<ul style="list-style-type: none"> Teaching with Children's Books Strategies ELL Considerations 	<ul style="list-style-type: none"> Be able to teach to the language arts content standards set by the school district, the state, and professional organizations in language arts and social studies. Be able to understand the various learning styles and social growth pertaining to this age group. 	<ul style="list-style-type: none"> Using Picture Books With English Language Learners Storybook Reading for Young Dual Language Learners 	<p>Discussion 14 Reading Quiz 14</p> <p>Literacy Strategy Presentation – 12/6/20</p>

		<ul style="list-style-type: none"> • Be able to apply developmentally appropriate practices in teaching language arts. • Be able to work with children from diverse cultural and socio-economic backgrounds. 	<ul style="list-style-type: none"> • Matching books and readers: Selecting literature for English learners 	
15 11/30	<ul style="list-style-type: none"> • Teaching with Children's Books – Connecting Literature to Content 	<ul style="list-style-type: none"> • Be able to teach to the language arts content standards set by the school district, the state, and professional organizations in language arts and social studies. • Be able to understand the various learning styles and social growth pertaining to this age group. • Be able to apply developmentally appropriate practices in teaching language arts. • Be able to work with children from diverse cultural and socio-economic backgrounds. 	<ul style="list-style-type: none"> • Re-conceptualizing Sight Words: Building an Early Reading Vocabulary • Using the Picture Book Extra Yarn to Differentiate Common Core Math Instruction • Strategies for Developing Literacy-Focused Family-School Partnerships 	<p>Discussion 15 Reading Quiz 15</p> <p>12/11/20</p>
16	<ul style="list-style-type: none"> • Final Presentations 	<ul style="list-style-type: none"> • Be able to develop and implement literacy instruction using the content areas of language arts and other content areas. 	<p>Lesson Plan Presentation - 12/11, 8-10:30</p>	

PROFESSIONAL STANDARDS MET

Course Objectives (in the form of outcomes)	Teacher and Special Services Professional Licensure Standards (Teacher Quality Standards)	Colorado Competencies	Early Childhood Education (Ages Birth-8 Teaching Endorsement)	NAEYC	Readings & Assignments including Page # Note: some but not all of the readings are listed for each objective
COURSE OBJECTIVE #1 Be able to set up a classroom environment that supports literacy instruction and meets the developmental needs of young learners.	5.02(c) 5.03(a)	CGDL 1.2 CGDL 2.1 CGDL 3.1 CGDL 7.2	4.01(1)(a) 4.01(8)(a)	1a 1b 1c	<u>Readings:</u> <ul style="list-style-type: none"> PDF – Ch. 17 from Children’s Literature Briefly, 6th edition - Teaching with Children’s Books Matching books and readers: Selecting literature for English learners <u>Assignments:</u> <ul style="list-style-type: none"> Lecture activities/interactions Discussions Literacy Strategy Presentation Lesson Plan
COURSE OBJECTIVE #2 Be able to teach to the language arts content standards set by the school district, the state, and professional organizations in language arts and social studies.	5.01(a)			5c	<u>Readings:</u> <ul style="list-style-type: none"> PDF – Ch. 17 from Children’s Literature Briefly, 6th edition - Teaching with Children’s Books Using Picture Books With English Language Learners Storybook Reading for Young Dual Language Learners Matching books and readers: Selecting literature for English learners Re-conceptualizing Sight Words: Building an Early Reading Vocabulary Using the Picture Book Extra Yarn to Differentiate Common Core Math Instruction Strategies for Developing Literacy-Focused Family-School Partnerships <u>Assignments:</u> <ul style="list-style-type: none"> Lecture activities/interactions Discussions Literacy Strategy Presentation Lesson Plan
COURSE OBJECTIVE #3 Be able to understand the various learning styles and social growth pertaining to this age group.	5.02(c) 5.03(a)	TP 1.1 TP 2.1 TP 3.1 CGDL 1.2 CGDL 2.1 CGDL 3.1 CGDL 7.2		2a 2c 4b	<u>Readings:</u> <ul style="list-style-type: none"> Ch. 6 in OER text CDE Standards – Reading, Writing, & Communication CEDLGs <u>Assignments:</u> <ul style="list-style-type: none"> Lecture activities/interactions Discussions
COURSE OBJECTIVE #4 Be able to apply developmentally appropriate practices in teaching language arts.	5.03(a)	TP 1.1 TP 17.1 TP 19.1 CGDL 1.2, CGDL 2.1 CGDL 7.2	4.01(1)(a) 4.01(8)(i)	1a 4a 4b 4c 4d	<u>Readings:</u> <ul style="list-style-type: none"> Ch. 6 in OER text CDE Standards – Reading, Writing, & Communication CEDLGs <u>Assignments:</u> <ul style="list-style-type: none"> Lecture activities/interactions Discussions Literacy Strategy Presentation
COURSE OBJECTIVE #5 Be able to select	5.03(b) 5.03(c)	TP 1.1 TP 17.1		1a 4a	<u>Readings:</u> Ch. 5

developmentally appropriate literature, both fiction and informational for use in the classroom.		TP 19.1 COA 1.2 COA 2.1 COA 3.1		4b 4c 4d	<u>Assignments:</u> <ul style="list-style-type: none"> • Lecture activities/interactions • Discussions • Book Critiques
COURSE OBJECTIVE #6 Be able to select literature that reflects and embraces diversity.	5.02(b)	TP 3.1 TP 13.1 TP 14.1 TP 28.1	4.01(3)(b)		<u>Readings:</u> <ul style="list-style-type: none"> • PDF – Ch. 15 from Children’s Literature Briefly, 6th edition - Multicultural and International Books • Reading Your Way to a Culturally Responsive Classroom <u>Assignments:</u> <ul style="list-style-type: none"> • Lecture activities/interactions • Discussions • Book Critiques
COURSE OBJECTIVE #7 Be able to develop and implement literacy instruction using the content areas of language arts and other content areas.	5.01(d)	TP 19.1		5a 5b 5c	<u>Readings:</u> <ul style="list-style-type: none"> • PDF – Ch. 17 from Children’s Literature Briefly, 6th edition - Teaching with Children’s Books <u>Assignments:</u> <ul style="list-style-type: none"> • Lecture activities/interactions • Discussions • Lesson Plan
COURSE OBJECTIVE #8 Be able to support novice readers in becoming active members of the literate community.	5.03(e) 5.03(f)	TP 15.1	4.01(1)(a) 4.01(6) 4.01(12)(a) 4.01(12)(b) 4.01(12)(f)	1a 4a 4b 4c 5b	<u>Readings:</u> <ul style="list-style-type: none"> • PDF – Ch. 17 from Children’s Literature Briefly, 6th edition - Teaching with Children’s Books • Using Picture Books With English Language Learners • Storybook Reading for Young Dual Language Learners • Matching books and readers: Selecting literature for English learners • Re-conceptualizing Sight Words: Building an Early Reading Vocabulary • Using the Picture Book Extra Yarn to Differentiate Common Core Math Instruction • Strategies for Developing Literacy-Focused Family-School Partnerships <u>Assignments:</u> <ul style="list-style-type: none"> • Lecture activities/interactions • Discussions • Literacy Strategy Presentation
COURSE OBJECTIVE #9 Be able to work with children from diverse cultural and socio-economic backgrounds.	5.02(b) 5.03(f)	TP 3.1 TP 13.1 TP 28.1	4.01(3)(b)	1a 1c 2b 4a 4b 4c 4d 6d	<u>Readings:</u> <ul style="list-style-type: none"> • PDF – Ch. 17 from Children’s Literature Briefly, 6th edition - Teaching with Children’s Books • Using Picture Books With English Language Learners • Storybook Reading for Young Dual Language Learners • Matching books and readers: Selecting literature for English learners <u>Assignments:</u> <ul style="list-style-type: none"> • Lecture activities/interactions • Discussions • Literacy Strategy Presentation • Lesson Plan