

**EED 330A**  
**K-6 Children's Literature & Language Arts Methods**  
**WEC**

**Fall 2003**  
**Saturday, 1:15-4:45**

**Instructor:** Marilyn L. Erickson

**Phone:** 763-784-4879 home  
763-792-5754 work

**e-mail:** mlericks@ties2.net (home)  
[merickson@isd12.org](mailto:merickson@isd12.org) (work)

**Class meeting room:**

**Credits:**

**Prerequisites:** Admission to the Education Department

**Course Description:** *Examination and preparation of materials and resources for children's literature and language arts at the kindergarten and elementary levels.*

This is an active curriculum and methods course which features listening, reading, writing and speaking as integral communication skills. This course will consist of both theory and practice in which components of a comprehensive writing program are modeled, demonstrated and practiced in a workshop environment. In addition, this course will acquaint students with children's literature at various levels. Strategies for using children's literature as an integral part of language arts instruction will be modeled and practiced. Students in this course will participate in a variety of activities that will enhance their understanding of literacy teaching and learning with elementary students.

**Education Department Mission Statement:**

*The Augsburg College Education Department commits itself to developing future educational leaders who foster student learning and well-being by being knowledgeable in content, being competent in pedagogy, being ethical in practice, building relationships, embracing diversity, reflecting critically, and collaborating effectively.*

**Mission Themes (MT) assessed in this course:** Being competent in pedagogy.

**Applicable Standards of Effective Practice:**

- Standard 1 – Subject Matter: A teacher must understand the central concepts, tools of inquiry, and structures of the discipline taught and be able to create learning experiences that make these aspects of subject matter meaningful for students.(MT – Knowledgeable in content)
- Standard 2 – Student Learning: A teacher must understand how students learn and develop and must provide learning opportunities that support a student's

intellectual, social, and personal development. (MT – Knowledgeable in content)

- Standard 3 – Diverse Learning: A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. (MT – Embracing diversity)
  - 3C – The teacher must know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.
- Standard 4 – Instructional Strategies: A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. (MT – Competent in Pedagogy)
- Standard 5 – Learning Environment: A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- Standard 6 – Communication: A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (MT – Competent in pedagogy)
- Standard 8 – Assessment: A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.
- Standard 9 – Reflection and Professional Development: A teacher must be a reflective practitioner who continually evaluates choices and action on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. (MT – Reflecting critically)

### **Course Objectives:**

The students in this course will:

- Demonstrate and exhibit understanding of the writing process, developmental phases of writing, and related literacy topics, (1,2 & 6)
- Demonstrate knowledge of a variety of writing theories and develop a personal philosophy of writing, (1,4,7,& 9)
- Demonstrate knowledge and implementation of a comprehensive writing curriculum including modeled writing, independent writing, guided writing, shared writing, and an in-depth understanding of the writing process (1,4, & 7)
- Demonstrate use of a variety of instructional writing strategies and assessments that address the needs of learners from diverse ethnic, cultural, and socioeconomic backgrounds and students with exceptional needs, (2,3,4,7,& 8)
- Develop themselves as critical, reflective readers and practitioners (9)
- Become familiar with a wide variety of children's and young adolescent literature,
- Develop strategies for using children's literature to teach within an integrated curriculum.

- and explore ways to use literature to enhance a multicultural curriculum.

**Technology Requirements:**

- create a database using Filemaker Pro or Access or other accessible database tool.
- Gather a substantial list of age-appropriate web sites for use in children’s literature/language arts. Evaluate the sites for age-appropriateness and educative value, using state and/or national standards.

**Field Experience Requirement:** This course does not require a field experience.

**Required Texts:**

*Essentials of Children’s Literature*, Fourth Edition. Allyn & Bacon.

Carl M. Tomlinson & Carol Lynch-Brown, 2002.

*Language Arts: Process, Product, & Assessment*. Third Edition. Brown & Benchmark

Pamela J. Farris. 2001.

OPTIONAL - *50 Literacy Strategies – Step by Step*. Prentice-Hall

Gail E. Tompkins, 1998

<b>Assessment Tool</b>	<b>Activities/Documents</b>	<b>Program Standards</b>
Teacher observations/anecdotal record keeping based on assignment expectations	Class Participation	MSEP: 4.A,J; 5.E,G,L,M;6E,G,I,K; 8.A
Teacher observations/anecdotal record keeping/continuums based on assignment expectations	Responses to assigned readings	MSEP: 4.A,J; 5.E,G,L,M; 6.E,G,I; K; 8.A,I
Rubric assessment based on assignment expectations	Author Investigation & Book Log	MSEP:1.G; 3.O,P; 6.E
Teacher evaluation, student evaluation, peer evaluation based on assignment expectations	Literature Circle participation/presentation	MSEP:1G; 3.P; 5.E,G,L,M; 6.E,G, I; 8.A,G,H,I,J
Teacher evaluation based on assignment expectations	Journal critique/response	MSEP: 1.G; K.6; 9D
Teacher evaluation, peer evaluation based on assignment expectations	Personal Narrative	MSEP: 3.P; 4.A,L; 4.G,L,M;6.E,G, I;8.A,G,H,I,J,K,L
Teacher evaluation based on assignment expectations	Mini-lesson lesson plan	MSEP: 2.D;G; 3.A, C,E,H,K.L,M Q; 4.A, D,G, H,;5.K; 7.C,F
Teacher evaluation	Final Exams	MSEP

**Assignment/Assessment Descriptions and Grading:** To be handed out in class

Please note: An additional assignment will be given based on available time with department computers. This assignment will deal with children’s authors and creating a database of information. The details for this assignment will be given when the date is firm.

## **Bibliography:**

### **Policies:**

Attendance: Most of the class sessions involve demonstrations, discussions, and/or activities which cannot be made up, so it is strongly recommended you attend all class sessions to insure you do not miss any important material. If you will miss a class session, please speak with the instructor ahead of time. Students may with the permission of the instructor make-up unavoidable absences (emergencies) by engaging in equivalent learning activities which the student must design and document for the instructor. Other avoidable absences may not be made up. Attendance qualifies you for class participation points, so it has a direct bearing on your grade for this course.

Late Work: Course assignments handed-in on time may be re-done for additional credit if they are deficient in some way. This does not include the Final Exam day. Late assignments cannot be re-done for extra credit and will only receive half credit. NO work will be accepted after the last day of regularly scheduled classes.

Special Needs: Students with diagnosed learning needs may have legal rights to course modifications. If you have been identified as having a physical or learning disability, please let me know what special considerations need to be made. All students have the right to use the Augsburg College Counseling Center and Student Development staff services, as well as to receive tutoring assistance with this policy.

Honesty Policy: The Augsburg college policy on academic honesty applies to this course. You will be required to acknowledge your compliance with this policy.

Technology Expectations: As an education department, we expect these entry-level technology skills from our preservice teachers:

- Read and answer e-mail regularly and in a timely fashion, using your Augsburg College email address.
- When required, attach documents to email.
- Make active use of online course resources (e.g. Blackboard).
- Access and use online file space (e.g. AugNet/Netware space).
- Use word processing for assignments. We require that they be done in Microsoft Word and that they are run through Spell Check.
- Have the ability to access and navigate the Internet.

Students who do not possess these skills should contact personnel in the student computing lab in Lindell Library for help in developing these skills. Students will receive training in Augsburg specific software such as Blackboard and AugNet in college orientation programs and/or in beginning coursework. Augsburg computer labs all have Microsoft Word for those students who do not have access to this software elsewhere.

**Tentative Course Schedule:**

<b>Class</b>	<b>Topic</b>	<b>Reading Assignments</b>
<b>*Sept. 6</b>	Lang. Arts Overview	Farris – Chap. 1 & 4 (pp102-136)
	Writing Process Overview	Farris – Chap. 8 (pp275-281)
	Child. Lit Overview	T/L-B – Chap. 1 & 2
	Child. Lit – Picture Books	T/L-B – Chap. 4

**Assignment due** – (1) Write a one-page paper that includes a summary of your experience with Lang. Arts/English instruction in K-12 & college. Discuss how your current attitude towards teaching language arts is impacted by your own experience.  
(2) Bring a favorite picture book to read aloud.

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<b>*Sept. 20</b>	Oral Language Dev.	Farris – Chap 5
	Teaching Strategies	Farris – Chap 2(pp36-50) & 3
	Writing Process - Prewriting	
	Child. Lit.	
	Multicultural books	T/L-B – Chap. 10
	Traditional Tales	T/L-B – Chap. 5

**Assignment Due:** 5 Reviews of Picture Books – ABC book, counting or concept book, toy or wordless book, picture storybook for primary grades, picture storybook for intermediate grades.

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<b>*Oct. 4</b>	Speaking & Listening	Farris – Chap. 6 & 7
	Writing Process – Rough Draft	
	Literature Circles	Farris – Chap. 4 (137-164)
	Child Lit. – Mod. Fantasy	T/L-B – Chap. 5
		Read <u>half</u> of Literature Circle selection

**Assignment Due:** 2 Reviews of Traditional Tales – 1 collection and 1 picture storybook  
Journal Critique – use Double Entry Journal format (Tompkins 39-41)  
Write a 1-2 page paper responding to one of the statements noted in your double entry journal. Reflect on the statement using personal experience, textbook information, class discussions and/or other information to present your views on this quote. A Checklist will be used to assess this assignment.



**\*Oct. 18** Lang. Dev. – writing Farris – Chap 8 (pp281-316)  
Writing Process – Conferencing/Teacher’s Role  
Child. Lit-Realistic Fiction T/L-B – Chap. 7  
Finish Literature Circle selection

**Assignment Due:** Review of 1 Modern Fantasy chapter book of “read-aloud” quality.  
Rough Draft of Personal Narrative – written on one side of paper only  
and double-spaced (skip a line).

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**\*Nov. 1** Lang. Arts – Spelling Farris – Chap 9  
Farris – Chap 11 (pp 386-417)  
Writing Process – Editing/Six Traits  
Child Lit.-Historical Fiction T/L-B – Chap. 8

**Assignment Due:** Review of 1 Realistic Fiction chapter book of “read-aloud” quality.  
Revision of Personal Narrative Rough Draft  
Literature Circle Presentation – done in class with your group  
Literature Circle Reflection Paper – Write a 1-2 page reflection paper  
based on comments and questions discussed in your lit. circle.  
Your reflection paper should be your opinions and reflect your  
thoughts, feelings, questions, concerns and connections that you  
made while reading and participating in the lit. circle.

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**\*Nov. 15** Lang. Arts – Grammar Farris – Chap. 10  
Writing Process – Publishing  
Child. Lit.-Nonfiction T/L-B – Chap. 9

**Assignment Due:** Review of 1 Historical Fiction chapter book of “read-aloud” quality.  
Personal Narrative ready to share if desired.  
Review of writing process used for Personal Narrative – use form  
handed out in class

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**\*Nov. 22** Lang. Arts-Handwriting Farris – Chap. 11 (pp412-429)  
Writing Process – Assessment  
Child. Lit. – Poetry T/L-B – Chap. 3  
Farris – Chap. 6 (212-217)

**Assignment Due:** 3 Nonfiction reviews – 1 biography or autobiography, 2 nonfiction  
sciences, math, or humanities books on the same topic, but at  
different levels of difficulty and complexity of information.  
Completed Book Log with all elements included as per checklist.

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**\*Dec. 6**

**Bring to class: 2 poetry books – 1 anthology (variety of topics and poets)  
1 collection ( same topic or same poet)**

In-class – poetry reviews

Review student work – create appropriate mini-lesson

Writing process exam