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Classroom – Please refer to Records & Registration on the Inside Augsburg page (http://augnet.augsburg.edu) for the latest information on room assignments for your classes.
Time – 1:00-5:00 PM

Course Description: This course focuses on the study of literature for children and young adolescents. It includes wide reading across the genres represented in children’s literature, learning to evaluate the quality of the literature read, exploring children’s response to literature, and using children’s literature in teaching and learning.

Required Texts:

MN Standards for an Elementary License requires:
- Knowing children’s and young adolescents’ literature representing a variety of genre. (B.7) This means having a foundation of books that you have read, enjoyed, can share with children, and can use in your teaching.
- Knowing how to select, evaluate, and respond to literature from a range of genres, eras, perspectives, and cultures. (C.8.b) This means understanding why a book is good – or not – and why it might appeal – or not – to specific students. It also means understanding your own response to literature.
- Knowing how to analyze ... literary text structures and elements of literature…. (C.8.c) This means understanding text structure and literary elements in literature for children.
- Displaying positive dispositions toward the act of reading, and a wide range of children’s and young adolescents’ literature. (part of G.2) This means demonstrating a positive attitude towards reading and children’s literature, finding the pleasure in literature that a teacher needs in order to create pleasurable experiences for children with books.
- Seeing beyond books to other forms of text and literary expression that children read, experience and enjoy. These might include graphic novels, web based books, magazines, and other resources not typically included as children’s literature.

These standards are assessed within this course.

Portions of the following Standards for Elementary License will be addressed in this course but formally assessed in later courses.
- Selecting… a wide-range of engaging texts, representing various genres and cultures…(D.3)
Knowing…how to use students’ interests…and backgrounds [to] …provide authentic reasons to read… (F.1)
Supporting students…in selecting…materials that match students’ reading levels, interests, cultural and linguistic backgrounds. (F.2)

Abbreviated Assignment Descriptions.

**Reading Log.** Students will read and evaluate 17 books and 3 “beyond book resources from a variety of genres for at least two age/ability levels. The 17 books will be distributed as follows:
- 2 traditional literature – 1 picture book; 1 chapter book or collection for older students
- 2 modern fantasy – 1 picture book; 1 chapter book
- 2 realistic fiction – 1 picture book; 1 chapter book
- 2 historical fiction – 1 picture book; 1 chapter book
- 2 biographies or autobiographies – 1 picture book; 1 chapter book
- 2 information texts – 1 picture book; 1 chapter book with pictures and/or illustrations
- 2 poetry books – 1 picture book focused on a single poem; 1 collection or anthology of poetry for use with a range of students
- 1 play book – either a single play or a collection of them for use with a range of students
- 1 transitional book – see pages 100, 111-112 in the Essentials text for a list of possibilities
- 1 graphic novel

Each book will have a log entry containing the following information:
- Full bibliographic information (title, author, publisher, date of publication, illustrator if there is one) and genre designation
- Brief summary of content
- Evaluation of why this is a good book (use the Essentials text section on evaluation and selection for each genre). Highlight 1-3 literary elements (including illustrations if appropriate) in your evaluation. Give examples from the book that demonstrate what you mean.
- Target audience – Who is likely to enjoy this book?

The 3 “beyond book” items (magazines, web sites for kids with emphasis on reading, interactive and multi-modal stories) can reflect any genre or combination of genres. The resources should be appropriate for at least two different age/ability levels. The log entry for each should contain the following information:
- Full bibliographic information (see APA style manual for type of resource) and types of genre represented within the resource
- Brief description of resource
- Evaluation of quality of resource – why should it be put in front of kids? What will they gain from reading and exploring it? Who publishes/creates it and are they reputable? How do you know?
- Target audience – Who is likely to enjoy this resource?

Reflective piece: Along with your Reading Log, submit a 1-2 page reflection on who you are as a reader and why/how that matters to who you will become as a teacher.

Evaluation. This assignment will be evaluated on
- Its completeness – all aspects included.
- The ability to identify literary elements and link them to examples within books
- The accuracy of genre designation and target audience
- The overall quality of the collection of books
- The ability to identify high quality “beyond books” resources and tell why they are good
- The thoughtfulness and perceptiveness of the reflection.
- The clarity and mechanical accuracy of your writing.
**Author-Illustrator Study.** Students will select an author and/or illustrator and several of his or her books to study. The author/illustrator should be selected from those who create literature for a diverse world (Essentials text, chapter 11). Please get prior approval from instructor for author/illustrator selected.

Your project will be divided into three sections:

Section 1. Explain how and why you chose this author/illustrator. The audience for this section is your instructor.
- What about this person’s work appealed to you as a teacher? How do you anticipate using his or her work in a classroom?
- What about this person’s work appealed to you personally? What makes you want to pick it up and read/view it?
- How do you think children will respond to this person’s work? Will it appeal broadly; will it appeal to a narrow but important audience; will children want to read/view it over and over; will they need the help of an adult to appreciate and enjoy it?

Section 2. Provide a one-page biography about your author/illustrator. Help us understand who this person is and what influences his/her creations. Include web sites and other resources that a teacher can reference when reading and using the works of this author/illustrator. This should be written in your own words and not cut and pasted from another source. Cite sources referenced using APA style. Use citations in the body of the text as well as at the end of it. The audience for this section is your instructor and your classmates.

Section 3. On the backside of section 2, reference four or more of the author/illustrator’s books. Introduce the works by commenting on common themes, styles of writing, elements of illustration or other elements that are characteristic of this author/illustrator. Then list each book, providing full bibliographic information (APA style) and a summary of content. Finally, discuss how you will use this author/illustrator’s work in the classroom (be specific about the age group). The audience for this section is also your instructor and your classmates. Limit this to one page.

Evaluation: In this assignment you will be evaluated on
- The completeness of your assignment – all aspects present.
- The thoughtfulness and perceptiveness of your thinking in section 1.
- The informativeness of sections 2 and 3.
- The accuracy of your use of APA style in sections 2 and 3.
- The clarity and mechanical accuracy of your writing.

**Reading Buddy Assignment.** In this assignment each student will select one elementary aged student as a “reading buddy”. Using a variety of resources suggested in the Essentials text, the student will discover the interests of the reading buddy, find books that might fit those interests, present the books and together read at least one of them. The student will then reflect in writing on the experience, what was done and what was learned. Careful planning is essential. This assignment will require two to three meetings with the reading buddy, depending on books selected and age of reading buddy.

Assignment steps:
- **Find a reading buddy.** Your buddy should be an elementary age student from a field experience or work site or the child of a friend or family member. The child may or may not be an avid or capable reader.
- **In writing plan an interest inventory or discussion.** Inventories are available on-line and in a variety of texts. Or you can construct one yourself using ideas from page 27 of Essentials text. The object is to learn about the interests of your reading buddy so that you can select books that you think will appeal to him or her. Write out what you intend to do. Leave space for notes.
- **Administer the inventory and share a “surefire” book.** In one session complete the interest inventory (take notes on your conversation) and read together all or part of the “surefire” book. Learn as much as you can about the elementary student, what interests them, how they feel about...
reading, and possibly, how they read (see if you can get them involved in reading with you or reading alone to get a sense for what they can do). If they balk at reading themselves, don’t force it; read to them with the goal of enjoying your “surefire” book together.

- Reflect in writing on your reading buddy’s responses to the inventory and to the reading you did together. What did you learn about your reading buddy? What kinds of books might he or she enjoy? Does he or she seem to like to read? Does he or she have much experience with books? Based on his or her preferences and estimated skills, select two or three books that you think he or she might enjoy. Explain why these books are good potential choices.

- Prepare simple book talks (p. 284-285 Essentials text) that you will use to introduce the books to your reading buddy. Write these out and bring them as well as the books to your next meeting.

- Share your selections with your reading buddy. Using your simple book talks, introduce the books to your reading buddy and have him or her pick the book that you will read together. If the book you are sharing is a picture book that can be read quickly, share and discuss your book in one sitting. If the book you are sharing is a chapter book, start it together (you read to them, they read to you, talk about the portion you read) and plan a future time to discuss all or part of the book. If you are reading a chapter book together, be sure you have a copy for yourself and also do the reading. Short chapter books will probably work better than long ones for this assignment.

- Reflect in writing on the book conversations you have with your reading buddy. What did you learn about your reading buddy? What did you learn about selecting books for an elementary age student?

Assignment submission: What you hand in will include the following items:

- The inventory you used with the notes you took while administering it with your reading buddy.
- Your written reflections on the results of your inventory, what else you learned about your reading buddy from sharing your “surefire” book, and the book selections you made as a result, including why you think they might appeal to your reading buddy.
- Your written reflections on your final book conversation(s), including your reading buddy’s response to the book and what you learned about matching students with books.

Evaluation: This assignment will be evaluated on the following:

- The completeness of the assignment – all parts present.
- The thoughtfulness and perceptiveness of reflections.
- The reasonable of your book selections based on the responses and abilities of your reading buddy.
- The clarity and mechanical accuracy of your writing.

Literature Circles – Esperanza Rising
Read the assigned portions of Esperanza Rising prior to each discussion. Your discussion will occur in a small group and each of the group members will assume one of the roles described below. For each discussion, prepare to turn in materials concerning your role and how you facilitated it. The roles are as follows:

Discussion Director: For this role, you should prepare 8-10 thought-provoking questions reflecting all levels of Bloom’s taxonomies about issues raised in the readings. During your discussion, it is your responsibility to facilitate a discussion of the reading, and to make sure that each group member participates and shares his or her role.

Summarizer/passage picker: To perform this role, you should prepare a half-page summary of the key points in each of the assigned readings. Be sure to focus on the intent of the readings as well as pick out a few points that you found personally interesting by picking quotes from the text to share with your group.

Connector: The purpose of this role is to relate theory to personal experience. You should write one page connecting the reading to a personal experience related to a student, teacher, community member, etc.
Practitioner: This role is similar to the connector in that it involves relating ideas from your readings to practice. For this role, however, focus on ways you might apply ideas from the readings to your work as a teacher. What implications do you think the readings have for how you might design curriculum and/or interact with students?

Artful Artist: For this role, you should represent one or more ideas from the readings through an alternative form of expression (visual art, poetry, music, diagram, etc.).

After the discussion, write a brief reflection on how it was to perform your role and how it helped or hindered the conversation? What might you do differently if you were in this role again?

Evaluation:
- Participation
- Preparation for role in discussion
- Ability to reflect thoughtfully on the experience

Paideia Seminar – Seedfolk
Read Seedfolk prior to the seminar. In preparation for the discussion, write at least one question in each of the following categories. These questions are meant to promote dialogue – not debate - within the upcoming discussion.

World Connection Question (connect text to the real world):

Close-ended Question (a question that has one correct answer):

Open-ended Question (a question that causes people to explore the text and suggest multiple answers):

Universal Theme/Core Question (a question that focuses discussion on the theme of the text)

Literary Analysis Question (a question that focuses on the why, what, and how of plot or characterization or setting or style of writing):

Evaluation:
- Participation – listening and supporting as well as speaking.
- Ability to create each type of question (even if you don’t get to ask them all).
**EED 386 Syllabus for Winter 2012**

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