



READ 3323

Literacy in the Classroom The University of Texas at Tyler School of Education

Course:	READ 3323-001 (50063)
Semester & Year:	Summer 1 2020
Location:	Undergraduate - Online
Instructor Information:	Dr. Gina M. Doepker Associate Professor of Literacy Education
Office:	HPR 265
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Office Hours:	Zoom Virtual Office: Mondays 10:00-12:00 or by appointment

Course Description: Catalog description: *READ 3323 Children's Literature in the Classroom* "Study of features, history, selection, and use of Children's Literature. Designed for teachers in preparation in the Pre-K through elementary levels." <https://catalogs.uttyler.edu/2018-2019/Catalog/Courses/READ-Reading-Education/3000/READ-3323>

Knowledge Base(s) and Rationale: Children's Literature is a required course for everyone in teacher preparation programs, i.e., students preparing to teach EC-6. You're encouraged to take Read 3323 early in your program because its content provides very practical, useful support to everything you do in all your other teacher preparation coursework and clinical experiences. Most importantly, what you learn about children's literature and the books you read and hear about will help you throughout your teaching career, regardless of your job's content area or grade level. In addition, you'll also be able to use what you learn in READ 3323 in your personal life, as you share books with your own families or as you participate in community volunteer work.

This undergraduate level course builds upon the knowledge base and experiences gained in prior undergraduate coursework and toward which you will build in field experiences that address language and literacy issues. The course addresses Children's Literature and its effective educational use, selection, and history.

Course content incorporates the following standards for the preparation of reading professionals:

- *International Literacy Association (ILA, 2017)*;
- *Texas State Board for Educator Certification Standards (TSBECS, 2016)*
- *Texas Educator Standards (TES Title 19: Chapter 149, Subchapter AA, Rule: 149.1001)*,

- *Texas Essential Knowledge and Skills (TEKS)*
- *English Language Proficiency Standards (ELPS 74.4),*
- *Texas Prekindergarten Guidelines (TPG 2015),*
- *International Society for Technology in Education Standards for Educators (ISTE)*

Student Learning Outcomes (SLO)

Upon successful completion of the requirements of this course, students will have an opportunity to:

1. Define children’s literature and its qualities; acquire knowledge of the different genres and forms of children’s literature, including the history and development of each type.
2. Appreciate and understand representative samplings of different genres/forms; review contemporary societal issues in children’s literature; and, analyze contexts of children’s literature.
3. Develop awareness of differentiation of book selection for diverse student populations including make recommendations to specific students or to classes of students regarding quality children’s literature for use in lesson planning in order to stimulate interest, increase motivation, tap prior knowledge, and activate engagement of students.
4. Apply knowledge gained to make judgements about children’s books for literary and academic (e.g. disciplinary) value including reading level and grade level.

Standards Matrix:

Student Learning Outcome	Activities	Assessment	Standards Alignment
1. Define children’s literature and its qualities; acquire knowledge of the different genres and forms of children’s literature, including the history and development of each type	Genre Study	Creative Reading Response Children’s Lit Blog Discussions	*TES 3Ai; 3Aiii *InTASC 2e; 2g; 3n; 3o; 3p; 4j; 5c; 5i; 5j; 5k *TEKS b1A, b1F. b1G *PreK Guidelines IIIA1 *ISTE 1a; 1c *ELPS c1A; c1F *TxCCRS A2; A3; A6; A8; B1
2. Appreciate and understand representative samplings of different genres/forms; review contemporary societal issues in	Genre Study	Creative Reading Response Children’s Lit Blog Discussions	*TES 3Biii *InTASC 1a; 3b; 4b; 5d; 9e; 9f *TEKS b4A; b4B; b5A-D; b7 *PreK Guidelines IID2; IID3

children's literature; and, analyze contexts of children's literature			*ISTE 4a; 4b *ELPS c2A; c2D *TxCCRS D1; D2
3. Develop awareness of differentiation of book selection for diverse student populations including make recommendations to specific students or to classes of students regarding quality children's literature for use in lesson planning in order to stimulate interest, increase motivation, tap prior knowledge, and activate engagement of students.	Genre Study	Bookshelf/Database Project Flipgrid Poetry Project Discussions	*TES 1Ci; 2Aii; 2Bii. 2Biii; 3Ci; 3Cii; 4Ai; 4Aii; 4Aiii; 6Ai; 6Bi *InTASC 1b; 1c; 1f; 1i; 2b; 2d; 4b; 8e *TEKS b5A-D; b8A-B; b9; *PreK Guidelines III E3 *ISTE 3a; 3b; 5a *ELPS c2E; c2F *TxCCRS C1; C2; C3; C4
4. Apply knowledge gained to make judgements about children's books for literary and academic (e.g. disciplinary) value including reading level and grade level.	Genre Study	Bookshelf/Database Project Read Aloud Project Children's Lit Blog	*TES 1Aiii; 4Bii; 4Di; 5Ai; 5Aii; 6Ai; 6Bi *InTASC 1c; 4f; 4g; 5q; 5r 7e; 7f; 7g; 9e; 9f *TEKS b6A-D; b10A-D; b11A-B *PreK Guidelines III D4 *ISTE 4a; 4d; 7a; 7b; 7c *ELPS c4F; c4G *TxCCRS A1; A5; A7; B3; C4

COURSE EVALUATION AND REQUIREMENT DESCRIPTION

Performance Assessments

Grading is based on the total number of points accumulated by each student at the end of the semester for all evaluations including exams, assignments, and class activities. The assignments and projects outlined below are designed to contribute in a different, and yet complementary way in achieving the stated course objectives.

1. CREATIVE READING RESPONSES (20 points – 4 @ 5 pts each)

Create a READING RESPONSE that includes the main topics of the chapters read. You can get as creative as you would like with this assignment. For example, you can write a summary of the main points in the chapters, OR you could create a Prezi presentation, PowerPoint presentation, video monologue, movie trailer, etc... The possibilities are endless. Just create a reading response that will help you to remember the chapters' information.

2. CHILDREN'S LITERATURE BLOGS (15 points – 3 @ 5 pts each)

This is a blog that you will use in this class in order to:

- learn how to use blogging as an online instructional method
- respond to the individual blog prompts
- comment to your peers regarding the children's books that they are reading

Kidblog Tutorials

- [Kidblog Tour](#)
- [Kidblog Creating a Post](#)

In your children's literature blog response each week you will:

- tell which book that you chose to read for the week
- discuss what was particularly engaging (use quotes from the book)
- discuss any connections that you had to the book
- discuss any emotions that you felt while reading the book
- discuss if you would recommend this book for your future students to read (why/why not)
- discuss your thoughts, opinions, and/or attitudes towards the particular genre
- Make sure to comment to your peers' blog posts.

3. ONLINE DISCUSSIONS (20 points – 4 @ 5pts each)

You will engage deeply with class texts. Active engagement entails completing assigned readings on time, asking critical questions, and exploring implications and applications of knowledge gained for your own professional work. Each Canvas discussion post should be between 100 and 250 words of well-developed and coherent connection to and thinking about a given topic.

4. PICTURE BOOK READ ALOUD PROJECT - (10 points)

Select an award winning picture book. Videotape yourself reading it aloud to a child. Due to COVID-19 Social Distancing requirements the options for the read aloud include:

- Sit directly next to the child (only appropriate for family members)
- Sit at least six feet away from the child. Make sure they can see the pictures as you turn the pages.
- Do the read aloud over Zoom and record.
- Do the read aloud through a glass window or door.

Try to get the child actively engaged in the read aloud. After the read aloud, write a reflection on how you did. Answer the following questions:

- Project Information:

- Describe the child. Name, Age, Gender, Relationship to You? (*You must receive written permission to videotape this child. Permission forms are available in the Canvas course module.*)
- Describe the book. APA Book Citation
- Contextual Information:
 - Describe where the read aloud took place?
 - Describe when the read aloud took place? Date/Time?
 - Describe if there were any external distractions during the read aloud.
 - Describe how you and the child were positioned during the read aloud.
 - Describe how long the read aloud took.
- Project Reflection:
 - Why did you choose this book to read aloud?
 - Describe the read aloud. What did you do? What did the child do?
 - How did you try to get the child actively engaged in the read aloud (i.e. used character voices, used props, asked questions, make predictions, make connections)?
 - How did the child respond to the read aloud?
 - Were you surprised by the child's response? Why/Why not?
 - On a scale of 1-3 (1 = negative experience, 2 = neutral experience, 3 = positive experience) rate your performance during the read aloud. Why did you give yourself this rating?
 - If you could do the read aloud again would you do anything differently? Why/Why not?
- Project Presentation:
 - Upload the video and reflection in Canvas.

5. FLIPGRID POETRY CAFÉ - (10 points)

Poetry is meant to be read aloud and enjoyed. Select an award winning children's poet from a list provided in the module. Research this poet and find at least one book of their poetry. **Create a one page handout that showcases the life and work of the poet. Submit the handout in Canvas in advance of the Flipgrid Poetry Café.**

During the FLIPGRID POETRY CAFÉ be prepared to masterfully read aloud at least two poems (10 MINUTES MAX). Prior to recording the poetry café poems you will meet with the course instructor through Zoom to practice reciting the poems. Bonus points will be awarded to anyone that memorizes their poem. The POETRY CAFÉ is an opportunity to be exposed to many different poets and see how you can make poetry meaningful and exciting for your future students. You will not be college students during your Flipgrid video recordings. You will be transformed into poets, so you will be expected to act and dress appropriately. (Make sure to respond to all the different poetry readings with some positive feedback)

6. CLASSROOM BOOKSHELF/DATABASE PROJECT (25 points)

You need to familiarize yourself with the children's section of the library and make friends with your librarian! You will choose 25 children's books from various genres/forms to create a simulated/virtual future classroom bookshelf – the beginnings of your own classroom library over which you will create an annotated bibliography. These books will coincide with the different genres/forms that we will study throughout the semester. Entries for each book should

include: book picture and book title, the author/illustrator, copyright date (2010-2020), genre/form, reading level, TEKS standards for classroom use, and book summary (in your own words). This is an opportunity for you to start thinking about your classroom library collection of children’s literature and explore their potential use as a future teacher. You will also complete a project reflection. Submit your complete annotated bibliography and reflection in Canvas.

Projects & Grading Criteria

Class Projects	Points
4 Creative Reading Responses	(20 points – 5 pts each)
3 Children’s Literature Blogs	(15 points – 5 pts each)
4 Discussions	(20 points – 5 pts each)
Read-aloud Project	(10 points)
Flipgrid Poetry Project	(10 points)
Classroom Bookshelf Project	(25 points)

Note: Course grade is calculated on total percentage of overall grade.

Performance standards			
Points	Percent	Grade	Standard
90-100	90%	A	Superior
80-89	80%	B	Above Average
70-79	70%	C	Average
60-69	60%	D	Below Average
00-59	59% or below = “F”	F	Mediocre

Last day to Withdraw from Course: Tuesday, June 23rd.

Required Texts, Materials, & Supplies:

1. Tunnell, M. O.; Jacobs, J.S.; Young, T. A.; and Bryan, G. (2016). *Children’s Literature, Briefly, 6th Edition*. Boston: Pearson.
 ISBN-10: 0133846555
 ISBN-13: 978-0133846553

2. Fox, M. (2008). *Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever, 2nd Edition*. New York: Houghton Mifflin.
 ISBN-10: 0156035103
 ISBN-13: 978-0156035101

REQUIRED TRADEBOOKS: (in alphabetical order)

1. Self-selected picture books representing various genres/forms.

2. **CHOOSE ONE - Fantasy**
 - a. DiCamillo, K. (2003). *The Tale of Despereaux being the story of a mouse, a princess, some soup, and a spool of thread*. Scholastic Inc.
 - b. Babbit, N. (1975). *Tuck Everlasting*. Scholastic Inc.
 - c. White, E. B. (2001). *Charlotte’s Web*. Harper Collins.

3. **CHOOSE ONE – Realistic Fiction**
 - a. Cleary, B., (Reprint 2009). *Beezus & Ramona*. Harper Collins.
 - b. Cleary, B., (Reprint 2009). *Ramona & Her Father*. Harper Collins.
 - c. Cleary, B., (Reprint 2009). *Ramona the Brave*, Harper Collins,
 - d. Cleary, B., (Reprint 2009). *Ramona the Pest*. Harper Collins.

4. **CHOOSE ONE - Poetry**
 - a. Hesse, K. (1997). *Out of the Dust*. Scholastic Inc.
 - b. Reynolds, J. (2017). *Long Way Down*. Simon & Schuster Children’s Publishing,
 - c. Lewis, J. P. (2005). *Heroes and She-Roes: Poems of Amazing and Everyday Heroes*. Penguin.

5. **CHOOSE ONE – Sixties Trilogy: Documentary Novel/Historical Fiction**
 - a. Wiles, D. (2010). *Countdown*. Scholastic Inc.
 - b. Wiles, D. (2014). *Revolution*. Scholastic Inc.
 - c. Wiles, D. (2019). *Anthem*. Scholastic Inc.

6. Fleischman, P. (1997). *Seedfolks*. Harper Collins.

7. Lobel, A. (1980). *Fables*. Harper & Row.

Note: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**READ 3323-001: CLASS CONTENT AND READING ASSIGNMENTS / DUE DATES
Tentative Schedule SUMMER 2020**

Topical Outline & Schedule: The following tentative course calendar is subject to change. Adjustments to class sessions will be made as determined by progress made in accomplishing the objectives of each class session.

DATES	READINGS	ASSIGNMENT DUE
MODULE 1 WEEK 1 6/1-6/7	READ: Tunnell et al., Ch. 1, Ch. 2, Ch. 7 READ: Fox, <i>Reading Magic</i>	PROJECT: Picture Book Read Aloud Project + Reflection CHILD LIT BLOG: Welcome to Kidblog! Comment Post
MODULE 2 WEEK 2 6/8-6/14	READ: Tunnell et al., Ch. 3, Ch. 4, Ch. 5, Ch. 8, Ch. 12 READ: <i>Ramona</i> book of choice	CREATIVE READING RESPONSE: Tunnell - Choose 2 Chapters CHILD LIT BLOG: Realistic Fiction Blog DISCUSSION: Two (2) entries

		<p>“Childhood Friends”</p> <p>ZOOM MEETING: Poetry Reading Practice</p>
<p>MODULE 3 WEEK 3 6/15-6/21</p>	<p>READ: Tunnell et al., Ch. 9, Ch. 13, Ch. 14, Ch. 15</p> <p>READ: Hesse, <i>Out of the Dust</i>, OR Reynolds. <i>Long Way Down</i>, OR Lewis, <i>Heroes and She-Roes</i></p> <p>READ: Sixties Trilogy book of choice</p>	<p>PROJECT: Flipgrid Poetry Café</p> <p>CREATIVE READING RESPONSE: Tunnell – Choose 2 Chapters</p> <p>CHILD LIT BLOG: Documentary Novel/Historical Fiction</p> <p>DISCUSSION: Hesse, <i>Out of the Dust</i>, Reynolds, <i>Long Way Down</i>, Lewis, <i>Heroes and She-Roes</i></p>
<p>MODULE 4 WEEK 4 6/22-6/28</p> <p>LAST DAY TO WITHDRAW 6/23</p>	<p>READ: Tunnell et al., Ch. 10, Ch. 11</p> <p>READ: Lobel, <i>Fables</i></p> <p>READ: <i>Tuck Everlasting</i> OR <i>The Tale of Despereaux</i> OR <i>Charlotte’s Web</i></p>	<p>CREATIVE READING RESPONSE: Tunnell – 2 Chapters</p> <p>CHILD LIT BLOG: Fantasy</p> <p>DISCUSSION: Lobel, <i>Fables</i></p>
<p>MODULE 5 WEEK 5 6/29-7/3</p>	<p>READ: Tunnell et al., Ch. 6, Ch. 16, Ch. 17</p> <p>READ: Fleischman, <i>Seedfolks</i></p>	<p>PROJECT: Annotated Bibliography + Reflection</p> <p>CREATIVE READING RESPONSE: Tunnell Choose 2 Chapters</p> <p>DISCUSSION: Fleischman, <i>Seedfolks</i></p>

COURSE POLICIES:

This is an undergraduate course that is online and worth three credits. If you are in the course, then it is up to you to meet the requirements and deadlines established. If you are traveling this summer (for example) it still is expected that you will do what you must to meet course expectations.

CANVAS/EMAIL:

You will need Canvas learning management system; sound capacity; and to check your Patriot email on a daily basis for schedule change or announcements. A Canvas course has been created for this class, and all of the information, including the syllabus, course schedule, and any changes thereto, will be posted. **Students are responsible for**

accessing and reading all materials. In addition, students are **responsible** for checking **school email** as it is the primary method of communication for the course. This means students are **responsible** for 1) **immediately contacting the Information Technology services** to be certain any problem with email and/or access to Canvas is completely resolved; and, 2) contacting me if either Canvas and/or email (gdoepker@uttyler.edu) become a problem. If you experience technical problems or have a technical question about this course, you can obtain assistance by email itsupport@patriots.uttyler.edu or **phone (903)565-5555 Option 2.**

TURNING IN WORK:

Unless otherwise stated, all work will be turned in completed via Canvas (as specified in each assignment's instructions) on the date/time it is due.

LATE ASSIGNMENTS:

Late assignments without prior, written permission from the instructor or without the presence of documentable (by you), extenuating (e.g. emergency) circumstances may result in a lowering of the assignment grade.

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

[University Guidelines, Links and Policies](#)

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

[Texas Education Standards](#): The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).