

State University of New York at Potsdam
Fall 2009
GRDG 640 Literature-Based Literacy Instruction
Monday 4:30-7pm Satterlee Hall 104

Instructor: Carolyn S. Stone
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Office Hours: MWF 11 am-noon, and M 4-4:30

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Course Description

Selected examples of children's and young adult literature are utilized in demonstrating methods of developing literacy using a literature-based approach. Special emphasis is placed on the use of such materials for enriching classroom literacy programs, individualizing student literacy development, and designing literacy intervention programs. This course involves extensive reading of literature, developing of strategies for teaching reading, writing, speaking, and listening through the use of literature, and focusing curricula development to represent the multiple levels, broad interests, and diverse cultural and linguistic backgrounds of all learners.

Required Text

Gallagher, K. (2009). *Readicide: how schools are killing reading and what you can do about it*. Portland, Maine: Stenhouse Publishers.

In addition, you will purchase or borrow multiple children's and/or young adult texts for reading and responding. It is also recommended that you become a student member of the International Reading Association (IRA). Brochures for signing up will be given on the first night of class.

Course Objectives

The objectives of GRDG 640 support the conceptual framework for teacher education at SUNY Potsdam. *A TRADITION OF EXCELLENCE: PREPARING CREATIVE AND REFLECTIVE PRACTITIONERS*

As a "well-educated citizen", you will research, read, and participate in the discussion of content and issues relevant to child and young adult literature. You will develop meaningful lessons to help your present and future students to fully experience literature and its integral role in literacy education.

As a "reflective practitioner", you will examine and choose ways that would enhance an effective literature program within the framework of local, state, national, and international standards. These strategies should promote inquiry, critical thinking, and problem solving skills in the classroom.

As a "principled educator", you will demonstrate your ability to work with fellow students to be mutually productive, to attain a high level of competence, and to do so while maintaining professional integrity. You will demonstrate a willingness to try new ideas, be flexible, and creative.

International Reading Association (IRA) Standards Addressed: 2.2,2.3,4.1,4.2,4.3,4.4,5.1

General Policies

Plagiarism: Any student who submits another person's work or ideas in his/her name will be subject to a failing grade in the course and any disciplinary action pursuant to the SUNY Potsdam *Code of Conduct*.

Attendance: There is an attendance policy for this class. You are expected to be present for every class, on time, and ready to participate. Attendance will be taken and frequent absences, tardiness, and/or early departure will result in a loss of points from the participation grade.

Cell Phones: Cell phones may be on during class **only** in cases of emergency. If this is the case, please explain and announce to the class and instructor before class begins.

Assignments: Assignments must be turned in on the due dates. Late assignments will result in a loss of points from the participation grade. No assignments will be accepted via email. Evaluation of all written assignments will be based upon spelling, grammar, and mechanics, as well as content. Please refer to *The Brief Handbook* or other writing tool as a reference when proofing your written work. All assignments must be typed or word-processed (double-spaced, 12 point font) and written in APA format. Students are encouraged to visit the College Writing Center, Carson 106, cwc@potsdam.edu, x3059, for assistance and support for writing assignments.

Course Requirements

Professionalism and Class Participation (*Principled Educator*)

Students are expected to be present on time for every class meeting. Active participation in all classroom discussions and activities is required.

Book Talks and Review Cards (*Well-Educated Citizen, Reflective Practitioner*)

You will choose a favorite piece of literature (level-appropriate) and bring it to four class meetings to share. You will tell the class what the book is about, why you chose it to be a favorite, what grade level/ELP level it is appropriate for, and one or two teaching ideas for the book. Book reviews must be of books other than your Literature Circle books.

In addition, you will review other books and complete a book review card for each. The card should include:

Title, author, publisher and date, # of pages, brief summary, your evaluation (1-10 scale), ELP level, grade level, and one or two teaching ideas

It is recommended that you keep a list of “someday” books to be used in your classroom in the future, as you listen to others’ book talks. The instructor will check your “someday” book list once.

Total Review Cards:

***Picture*-2 novels & 2 picture books for class, 11 more picture books (15)**

***Novel*-2 novels & 2 picture books for class, 2 more novels (6)**

Combo-2 novels & 2 picture books for class, 6 more picture books & 1 more novel (11)

Readicide Reading and Discussion

Students will read the assigned sections of the text, *Readicide* by Kelly Gallagher. In addition, students will prepare 4 statements or questions from the reading to serve as discussion points for an in-class grand conversation.

Research Forum (Well-Educated Citizen)

Working in a small group, you will choose a research article from a present or past IRA practitioner journal and share it with the class. Using Power Point, your group will present highlights from the article and cite it properly using APA format. You will be encouraged to choose topics of interest and use in the Literacy Specialist field. The grade will be based upon the oral presentation and answering of questions from the class. Presentation time: 15 minutes.

Literature Circles (Well-Educated Citizen, Reflective Practitioner)

Students will participate in cooperative groups for reading and responding to selections of children's or young adult literature. Students will be responsible for completing a series of tasks that include the following.

- Reading the selection and keeping a response journal while reading that includes at least 4 responses per book. Each response should be ½ typed page, or one full handwritten page.
- Preparing a *Readicide* “One-Pager” (p. 127-134) to share with the group. This can be typed or handwritten.
- Participating in the group discussion.

Adopt a Classroom/Literature Review

(Well-Educated Citizen, Reflective Practitioner, Principled Educator)

As a first and second step of a *TaskStream* core assignment, students will work in pairs and adopt an appropriate level classroom from any local public school. Correspondence and collaboration will be necessary with the classroom teacher and administration. With the target classroom in mind, and the particulars associated with the diverse student population, a theme appropriate to the class will be chosen and a literature review will be written.

The 5-page review will be comprised of a discussion of texts to be used within a thematic unit. Include the following:

- A list of references from which texts were selected (ie. ALA, IRA, Booklinks, published reviews, etc.) In other words, where and how did you search for your texts?

- The context of the chosen classroom (ie. Gender breakdown, Title I/Special Ed. serviced students, SES information, cultural/ethnic/dialectical attributes of students)
- Description of and rationale for the theme being addressed (Why did you choose the theme and how did you come to the decision?)
- Summaries of at least 10 texts with citations (basically this is the same information as used for the Book Review cards, **omitting** your evaluation and teaching ideas)
- 15 minute presentation to the class

Thematic Literature Unit

(Well-Educated Citizen, Reflective Practitioner, Principled Educator)

Students will work in pairs to design a thematic literature unit as a final step in the *TaskStream* core assignment. Based upon the study of a particular classroom of learners, and the research conducted for the literature review, at least five lesson plans will be written at the appropriate developmental level.

- The lessons will utilize children's and/or young adult texts in ways that reflect current research in literacy education practices.
- The lessons should include all literacy components (reading, writing, listening, and speaking), reflect, and cite New York State ELA Standards.
- The unit should incorporate the use of technology in instruction, various non-print materials, and represent the diverse levels, interests, and backgrounds of classroom students.
- At least one lesson should reflect integration with another subject area (science, math, social studies, art, music, etc.) and state appropriate learning standards where applicable.
- Group members will present one activity from their unit for class members to participate in. (30 min. presentation time)

Assessment

Participation	10 points
Research Forum	10 points
Book Talks/ Book Cards/ <i>Readicide</i>	20 points
Literature Circles	15 points
Adopt a Classroom/ Literature Review	20 points
Thematic Literature Unit	25 points

Grading Scale

95-100-----	4.0
91-94-----	3.7
87-90-----	3.3
86-89-----	3.0
82-85-----	2.7
77-81-----	2.3
74-76-----	2.0

Total 100 points