# Course Syllabus

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>LAE 3414</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>Formal Admission to the Teacher Education Program</td>
</tr>
<tr>
<td>Pre-Requisites:</td>
<td>LAE 3314</td>
</tr>
<tr>
<td>Course Credit:</td>
<td>3</td>
</tr>
<tr>
<td>College:</td>
<td>Education</td>
</tr>
<tr>
<td>Department:</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Children’s Literature</td>
</tr>
<tr>
<td>Course Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Term and Year:</td>
<td>Fall &amp; Spring (sometimes Summer)</td>
</tr>
<tr>
<td>Place and Time:</td>
<td>Tuesday/Thursday 3:30-4:45</td>
</tr>
<tr>
<td>Office Location:</td>
<td>307A Gore Education Center</td>
</tr>
<tr>
<td>Telephone:</td>
<td>(850) 599-3750</td>
</tr>
<tr>
<td>e-mail:</td>
<td><a href="mailto:gail.bauman@famu.edu">gail.bauman@famu.edu</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>Monday By Appointment</td>
</tr>
<tr>
<td></td>
<td>Tuesday 10:45-12:30 1:45-3:30</td>
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<tr>
<td></td>
<td>Wednesday By Appointment</td>
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<tr>
<td></td>
<td>Thursday 10:45-12:30 1:45-3:30</td>
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<td></td>
<td>Friday By Appointment</td>
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<td></td>
<td>Saturday</td>
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</table>

## Course Description:

LAE 3414 - Children's Literature in the Elementary School is a course designed to acquaint preservice teachers with the fundamental concepts and processes for using Children's Literature in the Elementary School. The content of this course is developed through an awareness and appreciation for integrating various types of Children's Literature into the curriculum. Preservice Teachers gain a survey knowledge of Children's Literature and learn how to incorporate literature within the total Language Arts Program, including its use with LEP students. This course includes a study of various literary genres appropriate for use in the classroom. This course will place an emphasis on meaningful teaching and learning. The Preservice Teacher will learn techniques for reading aloud and strategies for incorporating literature into the essential fabric of their teaching. This course also addresses ESOL Standards and the accommodations necessary to meet the linguistic needs of LEP students in the classroom.
Course Purposes

The purpose of this course is to acquaint preservice teachers with the fundamental concepts and processes for using Children's Literature in the Elementary School. The content of this course is developed through an awareness and appreciation for integrating various types of Children's Literature into the curriculum. Preservice Teachers gain a survey knowledge of Children's Literature and learn how to incorporate literature within the total Language Arts Program, including its use with LEP students. This course includes a study of various literary genres appropriate for use in the classroom. This course will place an emphasis on meaningful teaching and learning. The Preservice Teacher will learn techniques for reading aloud and strategies for incorporating literature into the essential fabric of their teaching. This course also addresses ESOL Standards and the accommodations necessary to meet the linguistic needs of LEP students in the classroom.

FAMU Professional Education Unit Conceptual Framework

THE CONCEPTUAL FRAMEWORK

The Conceptual Framework (CF) in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.

Attachments

Conceptual_Framework_OutcomesFINAL103007.doc

DIVERSITY

- CF 1
  - Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th>Understand diverse backgrounds of individuals.</th>
<th>F: 5,6,7</th>
<th>I: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 (K)</td>
<td>Acquire the skills &amp; dispositions to understand &amp; support diverse student learning.</td>
<td>F: 5,7</td>
<td>I: 3,8</td>
</tr>
<tr>
<td>CF:</td>
<td>Accept and foster diversity.</td>
<td>F: 5,6</td>
<td>I: 3,8</td>
</tr>
<tr>
<td>1.3 (S,D)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1.5 (K, S) Establish a comfortable environment in which all students can learn. F: 5, 7, 9, 10  I:  5

**TECHNOLOGY**

•CF 2

•Through this focal area, the FAMU professional education candidate will:

| CF: 2.1 (S) | Use of available technology and software to support student learning. | F: 4,12 | I: 6 |
| CF: 2.3 (K) | Know fundamental concepts in technology. | F: 12 | I: 1,6 |
| CF: 2.4 (K) | Understand fundamental concepts in technology. | F: 2,12 | I: 6 |
| CF: 2.5 (S) | Use fundamental concepts in technology. | F: 12 | I: 6 |

**VALUES**

•CF 3

•Through this focal area, the FAMU professional education candidate will:

| CF: 3.3 (S,D) | Show respect for varied (groups) talents and perspectives. | F: 5,6 | I: 3 |
| CF: 3.4(D) | Be committed to individual excellence. | F: 3,9 | I: 5,9 |
| CF: 3.5(D) | Recognize the importance of peer Relationships in establishing a climate for learning. | F: 7,2 | I: 5,10 |
# CRITICAL THINKING

**• CF4**

**• Through this focal area, the FAMU professional education candidate will:**

<table>
<thead>
<tr>
<th>CF: 4.1 (K)</th>
<th>Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance.</th>
<th>F: 4,7</th>
<th>I: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 4.2 (S)</td>
<td>Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance.</td>
<td>F: 2,7</td>
<td>I: 4</td>
</tr>
<tr>
<td>CF: 4.3 (D)</td>
<td>Value critical thinking and self-directed learning as habits of mind.</td>
<td>F: 4</td>
<td>I: 1,4</td>
</tr>
<tr>
<td>CF: 4.4 (K)</td>
<td>Acquire performance assessment techniques and strategies that measure higher order thinking skills of student.</td>
<td>F: 1,4</td>
<td>I: 1,8</td>
</tr>
<tr>
<td>CF: 4.5 (S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>F: 8</td>
<td>I: 4</td>
</tr>
</tbody>
</table>

# PROFESSIONALISM

**• CF 5**

**• Through this focal area, the FAMU professional education candidate will:**

<table>
<thead>
<tr>
<th>CF: 5.1 (K)</th>
<th>Know the content</th>
<th>F: 8</th>
<th>I: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 5.2 (S)</td>
<td>Use the appropriate pedagogy to provide all students with the opportunity to learn.</td>
<td>F: 7,9</td>
<td>I: 7</td>
</tr>
<tr>
<td>CF: 5.4 (K,S)</td>
<td>Use major concepts, principles, theories &amp; research related to the development of children and adults.</td>
<td>F: 7</td>
<td>I: 2</td>
</tr>
<tr>
<td>CF: 5.5 (S)</td>
<td>Construct learning opportunities that support student development &amp; acquisition of knowledge &amp; motivation.</td>
<td>F: 7</td>
<td>I: 5</td>
</tr>
<tr>
<td>CF:</td>
<td>Display effective verbal &amp; non-verbal communication techniques to foster valuable interaction in the classroom.</td>
<td>F: 2</td>
<td>I: 6</td>
</tr>
</tbody>
</table>
URBAN/RURAL EDUCATION

• CF6

• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th>Understand the conditions of both rural and urban students and families.</th>
<th>F: 5, 11</th>
<th>I: 2,3</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.3 (K)</td>
<td></td>
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</tbody>
</table>
ACADEMIC LEARNING COMPACT

Within this framework, outcomes are grounded in the Florida Educator Accomplished Practices.

Subject Matter: Graduates will have a basic understanding of the subjects they teach and how a subject is linked to other disciplines and content can be applied to real world integrated settings.

Communication: Graduates will acquire and use effective communication techniques with students and all other stakeholders.

Critical Thinking: Graduates will acquire and use appropriate techniques and strategies, which promote and enhance critical, creative and evaluative thinking capabilities of students.

Diversity: Graduates will use teaching and learning strategies that reflect each student’s culture, language differences, learning styles, special needs and socio-economic background.

Role of the Teacher: Graduates will work with various educational professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.

Technology: Graduates will use effective technological techniques to access electronic resources and support student learning and instructional management.

Planning – The student recognizes the importance of setting high expectations and providing comprehensible instruction for all students.

Overall Goals of the Course

In keeping with the Florida Accomplished Practices, State and National Standards, the recommendations of professional organizations, the Conceptual Framework of the College of Education and the Department of Elementary Education, this course is intended to stimulate an interest in and an understanding of language learning as it relates to the cognitive, moral and social development of the child as well as language which is culturally and ethnically diverse including speakers of other languages (ESOL).
The Preservice Teacher will:
1. Develop an awareness and appreciation for Children's Literature including literature appropriate for LEP students
2. Understand the importance of Children's Literature in the total Language Arts Program
3. Understand and value the importance of reading aloud to children
4. Gain knowledge of how to plan literature lessons
5. Obtain knowledge of various types of children's poetry and its many uses in the classroom
6. Gain knowledge of the various genres of children's literature
7. Develop skill in selecting and using Children's Literature in the classroom
8. Develop knowledge & awareness of Elements of Fiction used to evaluate children's books
9. Develop an enjoyment and a love of literature
10. Gain skill and proficiency in using technology to enhance instruction
11. Obtain knowledge of methods that provide for the language needs of students who are Limited English Proficient (LEP) and meet ESOL Guidelines
12. Gain knowledge of adapting curriculum and methods for children with special needs including students who are Limited English Proficient (LEP)

SPECIFIC BEHAVIORAL OBJECTIVES
The Preservice Teacher will:
1. Demonstrate an awareness and appreciation for Children's Literature
2. Recognize the importance of Children's Literature in the total Language Arts Program
3. Demonstrate that they understand and value the importance of reading aloud to children
4. Develop literature lessons to demonstrate knowledge of planning
5. Demonstrate knowledge of various types of children's poetry and its many uses in the classroom.
6. Recognize the various genres of children's literature
7. Demonstrate skill in selecting and using Children's Literature in the classroom
8. Identify and use the Elements of Fiction to evaluate children's books
9. Demonstrate an enjoyment and a love of literature
10. Display skill and proficiency in using technology to enhance instruction
11. Exhibit knowledge of methods that provide for the language needs of students who are Limited English Proficient (LEP) and meet ESOL Guidelines
12. Show knowledge of adapting curriculum and methods for children with special needs including students who are Limited English Proficient (LEP)
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral INTASC Objectives</th>
<th>ESOL Standards</th>
<th>IRA Standards</th>
<th>FEAP s</th>
<th>FTCE SAE</th>
<th>PEU Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children’s Literature Book Reviews</td>
<td>BO 2; BO 4; BO 8; BO 9</td>
<td>I: 3, 8</td>
<td>ESOL 3</td>
<td>IRA 1.1-1.5; 1.7</td>
<td>4.1; 4.2</td>
<td>CF 4.2; 4.3; 4.5 CF 1.2; 1.3 CF 5.6</td>
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<tr>
<td>Lesson Plan</td>
<td>BO 1; BO 4; BO 5; BO 11; BO 12</td>
<td>I: 2, 5, 7 ESOL 4; 5; 24.1</td>
<td>IRA 5.6; 7.2; 12.2</td>
<td>10.1; 10.2</td>
<td>L.A.B 2.3.4</td>
<td>CF 1.2; 1.3 CF 5.2; 5.4; 5.5</td>
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<tr>
<td>Poster Session</td>
<td>BO 2</td>
<td>I: 6</td>
<td>ESOL 9</td>
<td>IRA 5.7</td>
<td>8.1</td>
<td>CF 1.2; 1.5</td>
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<tr>
<td>Poetry File</td>
<td>BO 2</td>
<td>I: 5</td>
<td>ESOL 9</td>
<td>IRA 5.6; 8.1</td>
<td>4.1</td>
<td>CF 1.2; 1.5</td>
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<tr>
<td>Power Point Presentation</td>
<td>BO 3; BO 10</td>
<td>I: 1, 3, 5, 6, 7, 9, 10 ESOL 15</td>
<td>IRA 5.7</td>
<td>8.2</td>
<td>CF 2.1; 2.2; 2.3 CF 3.3; 3.4; 3.5</td>
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<tr>
<td>Reader’s Workshop</td>
<td>BO 5</td>
<td>I: 1, 4, 6 ESOL 11, 13</td>
<td>IRA 1.1; 2.8; 6.3; 6.4; 7.4; 13.3</td>
<td>4.2</td>
<td>CF 1.5; 3.5; 5.6 CF 4.2; 4.3; 4.5</td>
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<tr>
<td>Exams</td>
<td>BO 1, 2, 3, 4, 5, 6</td>
<td>I: 1 ESOL 3, 4, 5, 9, 11, 13, 15, 24</td>
<td>All of the above</td>
<td>8.1; 8.2</td>
<td>All of the above</td>
<td>CF 5.1</td>
</tr>
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</table>

**Interstate New Teacher Assessment and Support Consortium (INTASC) Standards**

**INTASC.1**

STANDARD: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**INTASC.1.D**

D: The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.

**INTASC.1.E**

D: The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.

**INTASC.1.F**

D: The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.

**INTASC.1.J**

P: The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.

**INTASC.1.L**
P: The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

INTASC.1.M
P: The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

INTASC.2
STANDARD: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

INTASC.2.B
K: The teacher understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.

INTASC.2.E
D: The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

INTASC.2.H
P: The teacher accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

INTASC.3
STANDARD: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

INTASC.3.C
K: The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.

INTASC.3.D
K: The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.

INTASC.3.F
D: The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

INTASC.3.G
D: The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of 'individually configured excellence.'

INTASC.3.I
D: The teacher is sensitive to community and cultural norms.

INTASC.3.K
P: The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.

INTASC.3.L
P: The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.

INTASC.3.Q
P: The teacher creates a learning community in which individual differences are respected.

INTASC.4
STANDARD: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

INTASC.4.B
K: The teacher understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).

INTASC.4.C
K: The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audiovisual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

INTASC.4.D
D: The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.

INTASC.4.I
P: The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.

INTASC.5.L
P: The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.

INTASC.6
STANDARD: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

INTASC.6.A
K: The teacher understands communication theory, language development, and the role of language in learning.

INTASC.6.B
K: The teacher understands how cultural and gender differences can affect communication in the classroom.

INTASC.6.E
D: The teacher recognizes the power of language for fostering self-expression, identity development, and learning.

INTASC.6.G
D: The teacher is a thoughtful and responsive listener.

INTASC.6.H
D: The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

INTASC.6.I
P: The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).

INTASC.6.J
P: The teacher supports and expands learner expression in speaking, writing, and other media.

INTASC.6.K
P: The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.

INTASC.6.L
P: The teacher communicates in ways that demonstrate a sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).

INTASC.7
STANDARD: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

INTASC.7.H
P: The teacher plans for learning opportunities that recognize and address variation in learning styles and performance modes.

INTASC.7.I
P: The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.

INTASC.10.D
D: The teacher values and appreciates the importance of all aspects of a child's experience.
Professional Organization/Learned Society Standards

ACEI.1
Development, Learning and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

ACEI.2.a
...Central concepts, tools of inquiry, and structures of content--Candidates know, understand, and use the central concepts, tools of inquiry, and structures of content for students across the K-6 grades and can create meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels

ACEI.2.b
...English language arts--Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas

ACEI.3.a
...Integrating and applying knowledge for instruction--Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community

ACEI.3.b
...Adaptation to diverse students--Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students

ACEI.3.c
...Development of critical thinking, problem solving, performance skills--Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills

ACEI.3.d
...Active engagement in learning--Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments

ACEI.3.e
...Communication to foster collaboration--Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom

ACEI.5.a
...Practices and behaviors of developing career teachers--Candidates understand and apply practices and behaviors that are characteristic of developing career teachers
FLORIDA ESOL GUIDELINES

FL-ESOL.3
STANDARD: Identify, expose, and reexamine cultural stereotypes relating to LEP and non-LEP students.

FL-ESOL.3.4
> Identify culture-specific, nonverbal communications (e.g., gesture, facial expressions, and eye contact).

FL-ESOL.4.2
> Adapt items from school curricula to cultural and linguistic differences.Â¬Â

FL-ESOL.5
STANDARD: Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes.

FL-ESOL.5.2
> Compare language acquisition of different age groups (e.g., elementary, secondary, and adult).Â¬Â

FL-ESOL.5.4
> Apply ESOL strategies to specific learning styles.Â¬Â

FL-ESOL.6
STANDARD: Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students.

FL-ESOL.7
STANDARD: Locate and acquire relevant resources in ESOL methodologies.

FL-ESOL.8
STANDARD: Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communication skills (BICS), and (2) cognitive academic language proficiency (CALP) as they apply to the ESOL curriculum.

FL-ESOL.8.2
> Select appropriate ESOL content according to students= levels of proficiency in listening.Â¬Â

FL-ESOL.8.3
> Select appropriate ESOL content according to students= levels of proficiency in speaking.Â¬Â

FL-ESOL.8.4
> Select appropriate ESOL content according to students= levels of proficiency in reading.Â¬Â

FL-ESOL.8.5
> Select appropriate ESOL content according to students= levels of proficiency in writing.Â¬Â

FL-ESOL.9
STANDARD: Develop experiential and interactive literacy activities for LEP students, using current information on linguistic and cognitive processes.
FL-ESOL.11
STANDARD: Apply essential strategies for developing and integrating the four language skills of listening comprehension, oral communication, reading and writing.

FL-ESOL.11.1
> Identify essential skills for teaching listening.

FL-ESOL.11.2
> Identify essential skills for teaching speaking.

FL-ESOL.11.3
> Identify essential skills for teaching reading.

FL-ESOL.11.4
> Identify essential skills for teaching writing.

FL-ESOL.11.5
> Apply multi-sensory ESOL strategies for instructional purposes.

FL-ESOL.12
STANDARD: Apply content-based ESOL approaches to instruction.

FL-ESOL.12.1
> Identify content-specific vocabulary.

FL-ESOL.13.5
➢ Identify culture-specific, nonverbal communications (e.g., gesture, facial expressions, and eye contact).

INTERNATIONAL READING ASSOCIATION

IRA.1.1
...demonstrate recognition that reading should be taught as a process

IRA.1.2
...demonstrate an understanding and respect for cultural, linguistic, and ethnic diversity in the teaching process

IRA.1.3
...demonstrate an understanding of the importance of literacy for personal and social growth

IRA.1.4
...illustrate that literacy can be a means for transmitting moral and cultural values

IRA.1.5
...demonstrate an understanding of reading as the process of constructing meaning through the interaction of the reader’s existing knowledge, the information suggested by the written language, and the context of the reading situation

IRA.12.2
...adapt instruction to meet the needs of different learners to accomplish different purposes

IRA.12.4
...select and evaluate instructional materials for literacy, including those that are technology-based
IRA.13.6
...model ethical professional behavior

IRA.2.12
...teach classic and contemporary children’s and young adults’ literature, and easy-reading fiction and nonfiction for adults, at appropriate levels

IRA.2.13
...illustrate the importance of giving learners opportunities in all aspects of literacy (e.g., as readers, writers, thinkers, reactors, or responders)

IRA.2.2
...demonstrate an understanding of the interrelation of language and literacy acquisition

IRA.2.5
...demonstrate an understanding of the interrelation of reading and writing, and listening and speaking

IRA.2.6
...show that students need opportunities to integrate their use of literacy through reading, writing, listening, speaking, viewing, and representing visually

IRA.2.8
...demonstrate an understanding of the role of metacognition in reading and writing, and listening and speaking

IRA.5.1
...create a literate environment that fosters interest and growth in all aspects of literacy

IRA.5.2
...use texts and trade books to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth

IRA.5.3
...model and discuss reading and writing as valuable, lifelong activities

IRA.5.5
...provide opportunities for creative and personal responses to literature, including storytelling

IRA.5.6
...promote the integration of language arts in all content areas

IRA.5.7
...use instructional and information technologies to support literacy learning

IRA.6.3
...teach students to use context to identify and define unfamiliar words

IRA.6.4
...guide students to refine their spelling knowledge through reading and writing

IRA.7.1
...provide direct instruction and model when and how to use multiple comprehension strategies, including retelling

IRA.7.2
...model questioning strategies
IRA.7.3
...teach students to connect prior knowledge with new information

IRA.7.5
...ensure that students can use various aspects of text to gain comprehension, including conventions of written English, text structure and genres, figurative language, and intertextual links

IRA.8.1
...provide opportunities to locate and use a variety of print, nonprint, and electronic reference sources

NCATE STANDARDS

NCATE.1
Candidate Knowledge -- Candidate Knowledge, Skills, and Dispositions:
Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

NCATE.1.A
> Content Knowledge: Teacher candidates know the subject matter that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards. Eighty percent or more of the unit's program completers pass the academic examinations in states that require examinations for licensure. (c.Spr 2003) [Acceptable]

NCATE.1.B
> Pedagogical Content Knowledge: Teacher candidates have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. They facilitate student learning of the subject matter through presentation of the content in clear and meaningful ways and through the integration of technology. [Acceptable]

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES

FEAP.4.2
STANDARD: Critical-thinking -- Uses appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students.

FEAP.4.PRE.a
> Sample Key Indicator: Provides opportunities for students to learn higher-order thinking skills.
FEAP.5.PRE.b
   > Sample Key Indicator: Fosters a learning environment in which all students are treated equitably.

FEAP.5.PRE.c
   > Sample Key Indicator: Recognizes the cultural, linguistic and experiential diversity of students.

FEAP.5.PRE.f
   > Sample Key Indicator: Selects appropriate culturally and linguistically sensitive materials for use in the learning process.

FEAP.5.PRE.i
   > Sample Key Indicator: Selects and introduces materials and resources that are multicultural.

FEAP.8.2
   STANDARD: Knowledge of Subject Matter -- Demonstrates knowledge and understanding of the subject matter.

FEAP.8.PRE.b
   > Sample Key Indicator: Increases subject matter knowledge in order to integrate the learning activities.

FEAP.9.PRE.h
   > Sample Key Indicator: Respects any student’s right to use a home language other than English for academic and social purposes.

FEAP.10.2
   STANDARD: Planning -- Plans, implements, and evaluates effective instruction in a variety of learning environment.

FEAP.10.PRE.a
   > Sample Key Indicator: Identifies student performance outcomes for planned lessons.

FEAP.10.PRE.b
   > Sample Key Indicator: Plans and conducts lessons with identified student performance and learning outcomes.

FEAP.10.PRE.f
   > Sample Key Indicator: Plans activities that utilize a variety of support and enrichment activities and materials.

FEAP.10.PRE.l
   > Sample Key Indicator: Plans and conducts lessons that are interdisciplinary.
**Topical Outline**

I. Overview & Introduction to Children's Literature  
II. Elements of Fiction  
III. Children's Book Awards  
IV. What are Big Books?  
V. The Importance of Reading Aloud  
VI. Techniques for Reading Aloud  
VII. Picture Books for Children  
VIII. Critical Thinking & Questioning Strategies  
IX. Genres of Literature  
X. Literature for Older Children  
XI. Planning Literature Lessons  
XII. Reader's Workshop

**Teaching Methods**

Instructional Techniques  
The instructor utilizes an array of instructional techniques designed to build a foundation of knowledge of, appreciation of and skill in using Children's Literature in the elementary classroom. Course material is covered through direct instruction, teacher modeling, field/clinical experiences, reading assignments and direct participation in learning activities.

In addition, the Reader's Workshop Approach is an integral part of this course. Reader's Workshop is a form of sustained silent reading in which students engage in uninterrupted blocks of silent reading of books of their own choosing. Reader's get response to their readings through dialoguing in a written journals with classmates about the books they are reading. Reader's Workshop is based on the premise that in order to teach reading the teacher must be a reader him/herself.
## Methods of Evaluation

<table>
<thead>
<tr>
<th><em>Standards</em></th>
<th>Name of the Artifact 1</th>
<th>Name of the Artifact 2</th>
<th>Name of the Artifact 3</th>
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<tr>
<td></td>
<td>Lesson Plan</td>
<td>Book Review</td>
<td>Power Point</td>
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<td>PEU CF</td>
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*Legend: PEU CF = Professional Educational Unit Conceptual Framework; FEAP = Florida Educator Accomplished Practices; FASAC = Florida Adopted Subject Area Competencies; INTACS = Interstate New Teacher Assessment and Support Consortium; ESOL = English For Speakers of Other Languages; FTCE = Florida Teacher Certification Examinations; FELE = Florida Educational Leadership Examination; NAEVC = National Association for the Education of Young Children; NASP = National Association of School Psychologist; CACREP = Council for Accreditation of Counseling and Related Education Programs; BTECG = Business Teacher Education Curriculum Guide and Program Standards. NASPE = National Association for Sport and Physical Education.*

## GRADING

In LAE 3414, grades are assigned based on the following assessment:
ASSIGNMENT | POINTS | GRADING SCALE
--- | --- | ---
Book Reviews | 100 | 600 - 550 = A 549 - 500 = B 499 - 450 = C
PowerPoint Presentation | 100 | 449 - 400 = D Below 399 = F
Lesson Plans | 50 | |
Technology Reviews | 50 | |
Poetry File | 50 | |
Poster Session | 50 | |
Midterm/Final Exams | 200 | |

TOTAL POSSIBLE POINTS 600

UNIVERSITY POLICIES

Policy Statement on Non-Discrimination It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

ADA Compliance To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

Dispositions Statement: As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.)
## Tentative Course Calendar

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC/ACTIVITY</th>
<th>ASSIGNMENTS/DUE DATES</th>
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<tbody>
<tr>
<td>Jan. 6</td>
<td>Syllabus &amp; Introductions</td>
<td>Tomlinson: Chapter 1</td>
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<td>Jan. 8</td>
<td>Introduction to Children’s Books</td>
<td>Tomlinson: Chapter 2</td>
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<td>Book Awards</td>
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<td>Big Books</td>
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<td>Techniques for Reading Aloud</td>
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<td>The Importance of Reading Aloud</td>
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<td>Picture Books For Children</td>
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<td>Critical Thinking &amp; Questioning Strategies</td>
<td>Tomlinson: Chapter 13</td>
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<td>Jan. 27</td>
<td><strong>BOOK REVIEW #1</strong></td>
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<td>Poetry for Children</td>
<td>Tomlinson: Chapter 3</td>
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<td>Feb. 3</td>
<td>Overview of Reader’s Workshop</td>
<td>Atwell: Chapters 4-7</td>
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<td>Feb. 5</td>
<td>1st READER’S WORKSHOP</td>
<td><em>Poetry File Due</em></td>
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<td>Planning Literature Lessons</td>
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<td>Feb 17</td>
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<td>*MIDTERM EXAM</td>
<td>Tomlinson: Chapters 1-5; 12-13 Appendix A</td>
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<td>READER’S WORKSHOP</td>
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<td>Mar. 3</td>
<td>PRESENTATION #1 - MODERN FANTASY</td>
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<td>Mar. 9 - 13</td>
<td>FAMU SPRING BREAK – NO CLASS</td>
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References
