

Department of Curriculum & Instruction

College of Education
PARTNERS for the
FUTURE



**LIST 4374 Literacy Learning in the Elementary
School: Literature and Language
(Section 001-#51456)**

Summer 2015

Instructor Information:

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Kathleen Copeland Tice taught elementary students in Houston, working in suburban and inner-city schools. She worked on her Master's degree in reading education at the University of Houston, and she received her Ph. D. in reading and in English/language arts education at The University of Texas at Austin. She worked on a part-time basis at Austin Community College, teaching developmental courses in writing and reading. She was a faculty member at St. Edward's University in Austin where she taught courses in college reading and in teacher education. During two summers, she taught migrant high school students through Rural Upward Bound, which was based at St. Edward's University. Subsequently, she joined the faculty at the University of Illinois at Urbana-Champaign and conducted research as part of the Center for the Study of Reading. There, she had the opportunity to work with prospective and current classroom teachers. As well, she was able to work with students from other fields through a graduate course she taught that was part of an interdisciplinary program.

Currently, Dr. Tice is the program coordinator for literacy studies in the Department of Curriculum & Instruction at UT-Arlington. She also works with undergraduate and graduate students through teaching courses in literacy studies. Her research has focused upon teacher knowledge development and service-learning in teacher preparation. She has served as the chair and annual conference program chair for the Service-Learning & Experiential Education-SIG (Special Interest Group) of the American Educational Research Association and the Chair of the Service-Learning & Experiential Education-SIG. She is a co-editor of the International Journal of Research on Service-Learning in Teacher Education which is co-sponsored by the International Center for Service-Learning in Teacher Education which is housed at Duke University and the SIG-Service-Learning & Experiential Education of the American Educational Research Association (AERA). She received four awards for her dissertation research, including the Promising Researcher Award from the National Council of Teachers of English. She has received awards for outstanding teaching from universities where she taught before teaching at UT Arlington, and she received the UT Arlington (University of Texas at Arlington) Faculty Service-Learning Award. Additionally, she received Regents' Outstanding Teaching Award from The University of Texas System. Below is a link to a video which features a service-learning experience that is part of an undergraduate course children's literature that Dr. Tice teaches. Through this service-learning experience, prospective teachers read aloud to English language learners from working poor families.

<http://www.youtube.com/watch?v=LrO8X5DvX1k>

Course Information:

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| Course Title: | Literacy Learning in the Elementary School: Literature and Language |
| Course Number: | LIST 4374 |
| Semester: | Summer 2015 |
| Course Location and Time: | 115 TH Monday and Wednesday, 5:30-7:20 |

Catalog Description

Balanced literacy approach to teaching with an emphasis on literature and oral language development. Theoretical models, major genres of children's literature, strategies and techniques for classroom use of literature across the curriculum, use of appropriate media and non-print materials, selection and evaluation of literature, strategies for stimulating and expanding children's response to literature, and alternatives for developing children's listening, speaking, and phonemic and alphabetic awareness skills.

Course Prerequisites:

College of Education Eligibility for Admission and Enrollment

Students seeking admission to the College of Education must meet specific criteria set by the College of Education and complete or satisfy the following requirements for unconditional admission:

- Satisfying the University's credit hour requirements for admission to a degree plan.
- Petition for admission.
- Submit transcripts from each college or university the student has attended (reflecting all current/completed semesters).

- Meet College of Education requirements on the TASP: Reading-270; Writing-220; Math-230.
- Have a GPA of at least 2.75 (overall or for the last 60 hours, whichever is higher).
- Any other assessment requirements deemed necessary by the College of Education

Textbook(s) and Materials:

Readings/Resource Packet available at Bird's Copies; 208 S. East St., Arlington TX 76010 (817) 459-1688. <http://www.birdscopies.com/>.

Tk20: The College of Education and Health Professions is implementing Tk20, a comprehensive data management system that will provide powerful tools to manage growth and streamline processes to meet your needs more efficiently and effectively. The set of tools that is required as a course text is called TK20 HigherEd. The following is a partial listing of what the Tk20 system will enable you to do:

Create your key assessments and performance artifacts online, which you will be able to access and use beyond graduation. This will enable you to present documented performance data and information to prospective employers, who are increasingly interested in data-supported evidence of an individual's current and potential performance.

Submit forms online, including applications for field-based experiences such as student teaching, practicum, internships, or other clinical practice required for teacher or administrator certification, and receive timely notification of placement details sent directly to your Tk20 account.

Create multimedia portfolios for documenting your work for presentation to faculty and prospective employers that can be exported to CDs or other media.

Monitor your progress throughout the program and have access to a fully documented record of your program performance, creating a vested partnership between you and faculty in your progress through your academic program.

On-line tutorials and training materials will orient you to the Tk20 system and its use. For additional information, go to <http://www.uta.edu/coehp/tk20>. We appreciate your hard work and dedication toward completing your program.

University Mission:

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

College Mission:

The mission of the UTA College of Education is to Through creative collaborations and inspiring experiences, UT Arlington College of Education faculty members will prepare tomorrow's educators to create, explore, and innovate in a 21st Century environment.

Mission: Be a global leader of excellence in the education sciences.

Conceptual Framework:

The conceptual framework of the UT Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the University, PK-12 districts, and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the premise that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This premise is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values, and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Framework consists of six interrelated and interacting components, which are viewed as essential contexts for shaping informed, skilled, and responsible partners:

- The first core value, **Professionalism**, represents the contention that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to excel in job performance.
- The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each of which is required for success in college, life, and career.
- The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK-20 students, curricula, faculty, and other professionals. The additional three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:

- **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.
- **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.
- **Technology** is emphasized throughout all programs and is used to support and improve content delivery and student learning.

National Standards:

NCATE has approved national guidelines for program areas. These guidelines were developed by professional associations that are constituent members of NCATE. You may find detailed information regarding these program standards at the following website: <http://www.ncate.org>.

Go to the following link, <http://www.ncate.org/standard/>. Then, scroll down to the professional organization for your teaching field and click on the associated program standard links. The teaching standards of professional organizations and related teaching fields are addressed through learning experiences of this course.

National Teacher Preparation Standards–Early Childhood (EC–6)

Association for Childhood Education International (ACEI) Elementary Education Standards and Supporting Explanation

CONTENT OF THE STANDARDS

What should elementary teacher candidates know and be able to do to have positive effects on student learning? This is the text of the standards for elementary teacher candidates.

Development, Learning, and Motivation

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.
 - .1 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;
 - .2 Connections across the curriculum—Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.
- 3.1 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;

- 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community;
- 3.2 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;
- 3.3 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;
- 3.4 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.

State Standards:

ENGLISH LANGUAGE ARTS AND READING GENERALIST EC–6 STANDARDS

Standard I. Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

Standard II. Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

Standard III. Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

Standard IV. Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

Standard V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

Standard VIII. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

Standard IX. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

Standard X. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

Standard XI. Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

Standard XII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

Learning Outcomes: (followed by national and state standards met)

In regard to measurable learning outcomes, students/candidates will be able to:

1) write a summary of and their personal responses to quality works of children's literature that meets the interests and needs of children, thereby becoming familiar with genres of fiction as well as nonfiction and poetry; (National and State Standards: ACEI 2.1 ACEI-2.2 ACEI-3.1 ACEI-3.2 Standards IV, V, VI, VII)

2) locate literature and discuss literature read, including sharing their personal responses with colleagues in the course by participating in small-group and whole-class discussions that take place during class meetings in preparation for having discussions about literature with students in classrooms; (National and State Standards: ACEI-3.3 ACEI-3.4 TX-TEXES-COMP.GEN.EC-6.1.007 Standards I, IV, VII)

3) write a learning log entry for each professional reading of the course, recording major ideas and important details presented in the reading that pertain to various genres and types of literature, features of quality literature (including setting, characterization, plot, theme, style) and noted works of literature; (National and State Standards: ACEI 2.1 ACEI-2.2 ACEI-3.1 ACEI-2.2 ACEI-3.3 Standards IV, VII, XII)

4) develop an author study that is shared by creating a 1-2 page handout and by providing an oral presentation based upon research gained through a reference book source and an Internet source; (National and State Standards: ACEI-2.1 Standard IV, VIII)

6)) write a learning log entry for each professional reading of the course, recording major ideas and important details presented in the reading that pertain to how to share literature with children in ways that are authentic and that meet children's interests and needs; (National and State Standards: ACEI-2.2 ACEI-3.2 ACEI-3.4 ACEI-3.5 Standards I, IV, V, VI)

7)) write a learning log entry for each professional reading of the course, recording major ideas and important details presented in the reading that pertain to ways to implement a literature program that helps children grow as learners; (National and State Standards: ACEI-2.1 ACEI-2.2 ACEI-3.2 Standards I, II, IV, V, VI)

8)) write a learning log entry for each professional reading of the course, recording major ideas and important details presented in the reading that pertain to research and theory focusing upon oral language development as well as the relationships between oral and written language development; (National and State Standards: ACEI-1 Standards 1, IV, VII)

9)) write a learning log entry for professional readings of the course, recording major ideas and important details presented in the reading that pertain to how to continue their professional development in learning about children's literature; (National and State Standards: ACEI-1 ACEI-2.1 Standard IV)

10) create a poetry notebook that presents a compendium of poetry that features various poets, sources, and types of excellent poetry that children find rewarding; (National and State Standards: ACEI-2.1 ACEI-2.2 Standards IV, X)

11) select and type one poem that is appropriate for shared reading and that represent excellent poetry for children. (National and State Standards: ACEI-1 ACEI-2.1 ACEI-3.1 ACEI-3.2 ACEI -3.4 Standards IV, VI)

Attendance and Drop Policy:

Class Attendance

Literacy Studies Attendance Policy

- If a class member is absent for any reason he/she needs to arrange with a classmate to obtain notes and handouts. All cooperative classroom activities will be assigned points. Since these activities require student's participation in specific class periods, the activities cannot be made up at any other time. Therefore, on the third absence if a course meets twice a week or two absences if a course meets once a week, during a summer semester, or during an Intersession semester (whether excused or unexcused), the student's grade will drop one letter grade.
- If a class member leaves early, he/she must indicate that when the roll sheet is passed around. If leaving early is not anticipated, he/she must leave a note with me or with a class member who gives it to me. Leaving early could result in a 5-percent grade reduction for class participation.

Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/ses/fao>).

Policies

Literacy Studies Late Work Policy

Late work is accepted when the student has a doctor's note or documentation of extenuating circumstances. Unless prior arrangements are made with your instructor all assignments turned in late will lose 10% of the possible points for each class period after the assignment is due.

Dispositions in the College of Education and Health Professions, The University of Texas at Arlington

- I. **Professional Dispositions Statement** (Approved by Teacher Education Council, 2-7-2012)
The following statement on Professional Dispositions will appear in the Undergraduate and Graduate Catalogs and in all relevant documentation.
Each candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with candidates rated

as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any digressions.

II. PROFESSIONAL DISPOSITIONS GUIDELINES

The following Professional Dispositions Guidelines are to be followed by all students in COEHP. The standards referenced are those of the Texas Administrative Code.¹ Students are responsible for identifying and following professional standards and policies for their particular state.

A. Professional Demeanor: TAC Standards 1.9, 1.10, 2.1 through 3.9

- Demonstrates respect and consideration for the thoughts and feelings of others (diverse populations, school personnel, university personnel, K–16 students).
 - Demonstrates kindness, fairness, patience, dignity and respect in working with others.
 - Accepts decisions made by institutional authority (no means “no”).
 - Treats others in a just and equitable manner.
- Maintains composure and self-control.
 - Responds positively to constructive criticism.
 - Follows appropriate channels of communication/authority.
 - Reacts professionally (calm and patient) when under stressful situations.

B. Professional Practices: TAC Standards 1.1 through 3.9

- Complies with class and program requirements
 - Attends classes, trainings, and field experiences.
 - Arrives on time and remains for the duration.
 - Is prepared, engaged, and meets deadlines.
- Demonstrates academic integrity and honesty.
- Maintains appropriate confidentiality at all times.
- Demonstrates compliance with all laws and regulations.
- Demonstrates compliance with University policies and TEA/professional specialty program area standards²

C. Professional Appearance: TAC Standards 1.7, 1.10, 2.5

- Displays personal appearance and/or hygiene appropriate for professional settings.

D. Professional Language/Communication: TAC Standards 1.1, 1.7, 1.9, 1.10, 1.11, 2.1, 2.3 through 2.5, 2.7, 3.1 through 3.6, 3.8, 3.9

- Uses appropriate and professional language and conduct.
- Works effectively, collaboratively, and equitably with others.
- Receives feedback in a positive manner and makes necessary adjustments.
- Uses electronic and social media appropriately, e.g., texting, Facebook, Linked-In.
- Follows school and state regulations in electronic contacts made with students, parents, administrators, professors and others professionals.
- Uses UT Arlington email as official university form of electronic communication and information.
- Uses respectful electronic communication etiquette in course related materials and correspondence, such as in Blackboard and email.

¹Texas Administrative Code, Ethics and Standard Practices for Texas Educators:

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

²Non-Texas residents are responsible to follow the guidelines for ethical behavior published by their home state.

Assignments:

Descriptions of major assignments and examinations with due dates:

Author Presentation– 25 points

During one class meeting, you will help the class become familiar with an author/poet through a 2–3 minute presentation where you share information about the author and his/her works. Class members will have read at least one work by the author. You will type a 1–2 page handout, using primarily a “bullet” format, to present information you have found. **Information presented must include these headings with information: 1) interesting information about the author’s life, 2) what the author says or what you learn about the author’s writing experiences, 3) any awards the author received, and 4) a listing of the author’s publications (if not all, a representative listing). To receive full credit, you need to obtain at least one document from the resource, Something about the Author, available in libraries, and you can obtain the other(s) from the Internet. Please bring to class a copy of at least one page from Something about the Author as documentation.**

Due date: the class meeting where your author is featured

Attendance/Class Participation and Learning– 80 points

Much of the learning of this course takes place during class meetings, and much of the “text” of the course is created and gained by class members’ contributions in small-group and whole-class learning experiences. Class members are expected to participate fully and demonstrate a positive, professional attitude towards learning. Class members are expected to complete all assignments by due dates, thereby coming to class prepared to participate. This includes bringing picture books you have read for the book sharing and having read a longer work so you can contribute to and gain from our talking about the book. To receive full credit and not have points deducted, class members must not arrive late, leave early, or not participate fully and/or in a professional manner. If class members leave early, they must indicate that when the roll sheet is passed around. If leaving early is not anticipated, then they must leave a note with me or with a class member who gives it to me. Leaving early could result in a 5 percent final grade deduction each time you do so grade reduction for class participation. If class members work on assignments for this course or another, send a text message during a class meeting, or engage in any task that is not part of the class activities, they receive an automatic 5 percent final grade deduction each time you do so. Talking at inappropriate times similarly results in a large deduction for class participation. Class members have a right to express ideas in a candid manner, but they need to display a professional, not negative, demeanor in doing so. Those who choose to participate in a professional manner will be more apt to learn more because they are listening fully and/or crystallizing their thinking through sharing.

Booktalks–260 points and Informational/Nonfiction Book Reading and Record–70 points

Class members are expected to explore and read a range of types of good literature. Class members also are required to read and write booktalks outside of class meetings for designated books that are longer works.

The books are designated by due dates in the syllabus. A listing of all of the books is found on the Booktalk Checklist found at the end of the syllabus. The sheets must be typed, using 12 pt pitch and either single or double spacing. Booktalks are to be submitted in Blackboard as a Word document. The format to use for most books follows, but for the informational/nonfiction book reading experiences, a different format is used, and this is designated in the syllabus where a nonfiction book is assigned.

Booktalk Sheet # (to designate the number out of the total)

Your name

Genre/category

Book title

Author's last name Author's first name

Illustrator's last name Illustrator's first name

Publisher Year ISBN

Personal Response Booktalk Sheet # (to designate the number out of the total)

Your name

Genre/category

Book title

Author's last name Author's first name

Illustrator's last name Illustrator's first name

Publisher Year ISBN

Personal Response Here you share thoughts and feelings that you had during reading and/or after reading. This experience gives you the opportunity to grow in fostering a conversation about a book with students rather than asking comprehension questions. In the real world, readers talk about books rather than engage in test-like exchanges. When you share your personal response with students, they will be more apt to talk and share their responses if you provide a model. Your sharing can expand their experiences with a book by bringing up ideas students have not thought about, and their sharing can help you understand their thinking. However, students are not as apt to share if the teacher does not provide a model and establish trust. Here is what you write:

a. (Share your thoughts about something that happened or is presented in the book that is salient to you, and this could be what a character did. As you share this personal response, include a detailed account of what happened in the book or describe the excerpt so students understand your connection to the book and can better understand your thinking. Regardless of how you feel about a book, you can share your responses to something that took place.)

b. (Share your thoughts about something that happened or is presented in the book that is salient to you, and this could be what a character did. It is helpful if this is a big idea that emerges from the book. As you share this personal response, include a detailed account of what happened in the book or describe the excerpt so students understand your connection to the book and can better understand your thinking.

c. (Share your thoughts about at least one more aspect of the book, and this should be a big idea (or message) that emerges from the book. As you share this personal response, include a detailed account of what happened in the book or describe the excerpt so

students understand your connection and can better understand your thinking. To receive full credit, please take the time to share fully.)

Retelling Please retell or, as if you are talking to someone. What is helpful is to read the book, and then type as you retell the story, as you would if you were talking to someone who has not read the book. If you forget the name of a character or some other important detail, you look back after your first draft to add that information. If this part leaves out important aspects of the book, you could be asked to rewrite it or not receive credit. Please note that I am not asking for a book review. Rather than sounding like a professional book review, your retelling should sound more like talk written down. This does not need to be lengthy, but you need to relate the events, not tell about the book. Your retelling can help you remember a book. Plus, the details of the book you include can be helpful as you write your personal responses, where you bring up big ideas that emerge from a book and then share details of the plot/book that relate so that students understand how you arrive at those big ideas.

To earn full credit and an *A* in the course, you will read all of the books and complete all booktalks according to the guidelines/schedule, and complete all of the book sharing sheets. To earn a *B* in the course, you will complete all booktalk sheets according to the guidelines/schedule here for at least 11 of the 13 books, and complete all of the book sharing sheets. To earn a *C* in the course, you will complete all booktalk sheets according to the guidelines/schedule here for at least 10 of the 13 books, and complete all of the book sharing sheets. To earn a *D* in the course, you will complete all booktalk sheets according to the guidelines/schedule here for at least 9 of the 15 books, and complete all of the book sharing sheets. If you turn in all booktalks, but they do not adhere to the guidelines, you will not earn full credit. If you turn in all booktalks, but you submit them late, you may not earn full credit to earn an *A*. Reading of books needs to be completed at the class meeting for which they have been assigned, and it is best to complete the booktalk soon after reading the book. Even though you may not need to submit the work in Blackboard, you could be asked to bring to class a copy of a booktalk or part of it on the date the booktalk is due at some class meetings. The grade for this portion of the course will be based upon the quality of the entries of each booktalk sheet. That is, entries should not be skeletal, but they should reflect careful reading and reflection. To organize your work, please make sure you keep a copy.

Due date: each class meeting, as designated in the course schedule

Book Sharing–300 points

Class members are required to read aloud and listen to designated picture books each week of the course as part of their participation in a literary circle. The picture books are designated each week in the syllabus. A listing of the books is found on the Book Sharing Checklist found at the end of the syllabus. You will be asked to share some picture books with others in your literary circle. You and your group members will sign up for at least one book to bring and share each week so that all of the authors featured during a week are shared. You need to make sure your book is not a duplicate, so you need to keep in communication with your group. Please read the book to make sure you like it, just as you would do in selecting a book to share in the classroom. In other words, for some authors, you will not read aloud/ share a book. Rather, you will listen to the books shared by someone else, and then you will participate in a conversation about the book. If you cannot attend class, you can gain the learning experiences by reading on your own the books and submitting a booktalk on your book sharing sheet for the books featured that week (rather than listing solely the title and author), and that sheet will contain the retelling and personal response sections as found on the booktalk sheet. To earn full credit and an *A* in the course, you will read aloud or listen to all of the books and complete all book sharing sheets according to the guidelines here and complete

all of the booktalks. To earn a B in the course, you will read aloud or listen to all of the books, complete all book sharing sheets according to the guidelines here for at least 27 of the 30 books, and complete all of the booktalks. To earn a C in the course, you will read aloud or listen to all of the books, complete all book sharing sheets according to the guidelines here for at least 26 of the 30 books, and complete all of the booktalks. To earn a D in the course, you will read aloud or listen to all of the books, complete all book sharing sheets according to the guidelines here for at least 25 of the 30 books, and complete all of the booktalks. **Please know that you earn points for bringing books to share and for listening books read aloud, so you could lose points for not participating in both ways for all of the book-sharing learning experiences. Please also note that your participation in book sharing can affect your points earned for class participation. Please make sure you save all of this work as a Word document so that it can be accessed by you.**

Due date: each class meeting, as designated in the course schedule

For each book featured for book sharing, you will submit the following, and all information must be completed to receive credit. This information is on one Word document that you compile during the semester. A model of this is also provided on the Book Sharing Checklist on the last page of the syllabus.

Your name

Book Sharing Sheet

Book # (to designate the number out of the total), title, and author's name/illustrator's name

OR I was not in class, so I am submitting here my personal response and retelling, using the booktalk format.

Learning Log- 45 points

Class members will complete a learning log entry for each reading assigned. These entries are to help organize and crystallize ideas presented through the readings other than the literature read. Thus, major ideas and important details must be included, and the entries should delineate clearly ideas presented. These need to be typed and saved as a Word document to be submitted in Blackboard. Each entry submitted needs to have the title of the reading and chapter number (if from the textbook), the learning log #, and the date, with a separate page for each reading. At the end of the class schedule is a list of what to do to complete each learning log that is based upon a chapter in the textbook. Other entries are based upon articles in the course packet. What is helpful is to read a chapter or article, and mark in the margin ideas you consider important. Then you will know what to type in your entry. For the chapters in the textbook and any readings with headings/subheadings, type the headings/subheadings, and then add under them the important details. For other articles/readings that do not have headings/subheadings, write a list of important ideas that you have noted during reading. Some learning logs will entail bringing your textbook to class for an in-class learning experience. To earn an A in the course, you must complete all of the learning logs entirely.

Due date: at class meetings, as designated in the course schedule

Poetry Notebook-120 points

Class members will develop their own poetry notebook which is a collection of at least thirty poems to share with children. Using the course handout in the packet and the featured poets list of the syllabus, class members will read to become familiar with the best poets and anthologists in the field. Please consult books/poets/anthologists suggested to receive full credit for this portion of the assignment. Then class members will compile a collection that

represents various poets and types of poetry (e.g., humorous and serious). Plus, the poems collected should represent/come from at least five sources, which are typed on a sheet and placed in the notebook/binder, and you must tell where you became aware of the source (e.g., page number in the chapter) . Next, the class members will develop categories (no miscellaneous) based upon the poems collected. These will be presented in a binder, with dividers and tabs (that are visible before opening a page). You do not need to type or write the poems, but you need to make sure that each poem is on a separate page and that each poem includes the name of the poet and the source on the page where it appears, not on the back of the page. **To receive full credit, it is necessary to follow the guidelines; the process of this assignment is as important as the product, and the product will reflect the process.**

Due date: as designated in the course schedule

Poem of the Week/Shared Reading Collection-15 points

In addition to these thirty poems, you will select a poem that could be used for shared reading, where a teacher reads aloud a poem and subsequently the students read with the teacher, making a voice-print match. Others in your notebook may be appropriate also, but this poem will be one that can be enjoyed when read aloud and a good choice for shared reading. That is, this poem should be easy for students to join in reading when the teacher reads. Once your choice has been read/approved by me, you will submit a copy which will be part of a class collection of poems that can be used in implementing a poem of the week for shared reading and independent reading in the classroom. These poems need to be typed using Times Roman font, 14 pt pitch, following the format I provide. In choosing, please have at least one alternative choice so that you can replace a choice if it is a duplicate of one chosen by someone else.

Due date: as designated in the course schedule

Service-Learning Project-85 points

This course is designated as one that includes service learning. What this means is that in completing requirements for the course, you will engage in one project that fosters mastery of learning objectives of the course as you provide a service to others, and you will reflect upon your experiences to consider what took place, the significance of what you observed, and how this relates to your growth as a teacher. In designing this requirement, I have not added additional requirements to existing ones. Rather, I have revised other requirements to make it possible for class members to have time to be able to complete a service learning project yet achieve learning akin to that of others who have taken this course in previous semesters. If you need transportation, you can ride with a class member or me to complete your service-learning project.

One of the projects is a collaboration with H.O.P.E. Tutoring. As stated on the Web site, “the mission of H.O.P.E. (Helping Our Pupils Excel) Tutoring is to provide free tutoring to children in grades 3–8 in a safe learning environment. H.O.P.E. began in September of 1996 at Aldersgate United Methodist Church because the congregation wanted to help the children in the neighborhood. H.O.P.E. soon became a non-profit agency and a community-wide organization. Tutoring takes place at seven sites in Arlington, and of H.O.P.E. strives to help students improve their grades, their attitudes and their behavior. No religious education takes place during tutoring sessions. Services provided by H.O.P.E. Tutoring Center are made possible in part by a grant from the city of Arlington. Tutoring sessions for students in the 3rd–8th grades are held on Tuesdays and Thursdays from 3:45–4:45 p.m. and 6:30–7:30 p.m. at the sites in Arlington, TX listed below.”

Aldersgate UMC
2201 East Park Row

Arlington, TX 76010 Epworth UMC
1400 S. Cooper Street
Arlington, TX 76010

Good Shepherd UMC
2020 S. Collins Street
Arlington, TX 76010 First UMC
313 N. Center Street
Arlington, TX 76011

1st Presbyterian Church
1200 S. Collins Street
Arlington, TX 76010 Beautiful Savior Lutheran Church
5851 New York Avenue
Arlington, TX 76018

St. Matthew Catholic Church
2021 New York Avenue
Arlington, TX 76010

Summer 2015–Through our work with H.O.P. E.’s summer program, Reading Rocks, the literature you read aloud and provide for shared reading/reading will be approved by me and will be quality literature that meets the interests and needs of the student you work with session. You will read aloud with a student for one hour on Monday and Wednesday, from either 2:30–3:30 pm or 4:30–5:30 pm at Good Shepherd United Methodist Church where we have our offices, 2020 S. Collins. A list of quality books to check out of the library is listed at the end of the syllabus, and the books you read for Book Sharing work well, too. After you read aloud, you will foster a conversation about the book. Also, you can let the student share written responses through a dialogue journal once a week where you write back. The project takes place from June 22–July 22.

Another project is a collaboration with Promise Worldwide that is a nonprofit organization that works with mothers and their children in India from families that make less than a dollar a day. Part of the work of Promise Worldwide provides a daily before–school and after–school program for the children in Kolkata. Six full–time adults work with the children, and approximately 50 children from ages 3–16 come to the Promise school on a given day, with approximately 200 children served in the community. The Promise school provides a meal for the children each morning, and for most of the children, the meal is the only one they will have each day. Additionally, Promise provides the children a school uniform, paper, and pencils. One of the chief goals of this foundation is to provide literacy experiences to the children so that they can in the future use their knowledge to make informed decisions about their lives and those of their family members. If the children rely solely upon local government municipal schools, their chances for gains in literacy are challenged. The classrooms are crowded with large enrollments of children. Materials are lacking, and learning relies mostly upon recitation. Teachers do not receive professional development, and the only education required is a high–school graduation.

Through the collaboration, students’ at UT Arlington work with the children and adults associated with the Promise school to provide literacy experiences and materials. The children are a small group of children who can come early to school for the reading–aloud experiences. The adults include a teacher who works with the children and brings them early. A classroom

teacher in India who is on the board of Promise Worldwide also works with the university students, as the liaison with Promise Worldwide. One facet of the project entails reading aloud to a small group of the children each week to provide authentic, enjoyable literacy experiences that can lead to children's gains in listening comprehension and vocabulary development while also fostering an interest in reading. The reading aloud takes place through three-way video-conferencing among the children in India, a classroom teacher in New York, and the UT Arlington student. The reading aloud takes place in the library of UT Arlington after class, at 9:00 pm. The second phase of the study will feature fund raising on part of the preservice teachers to make it possible for more children to have access to books and the reading aloud experiences.

Service-Learning Reflections

Each time you participate in service-learning, write a journal entry as soon as possible after the event where you document and reflect upon the event. Describe in detail what took place for each time, organizing this by dates. Then, (for each date), describe in detail the significant moment(s) for you. Next, tell what you learned or can conclude related to your preparation to become a teacher based upon the significant moment(s). Please be sure to save these journal entries as a Word document, and you will post these for points in Blackboard. These entries are posted in Blackboard by posting approximately half of the descriptions/dates of events in one posting, and the second half in the next posting. Each posting needs to be made within 24 hours of the last event featured in your entry. Please see the form that appears subsequently in the syllabus (i.e., **Documentation for Reflection for H.O.P.E. Tutoring and Other Service-Learning Experiences**)

Service-Learning Project- Final Reflection Paper

Write a paper to reflect upon and share your experiences in service-learning project. Your reflections will help provide content. Please make sure you include the following:

1. Provide an introduction to describe the service-learning experience, such as the community partner, how often you participated, and what took place in an overall way.
2. Describe in detail what took place each time, organizing this by dates. For each date, also describe the significant moment(s) for you. then tell what you learned or can conclude related to your becoming a teacher based upon the significant moment(s). For this part of the paper, you use what you recorded in your journal/reflection entries. Here, these entries are brought together for you to share and to assess your learning, which is the focus of the next part of the paper.
3. Share your overall responses to your participation in this project by telling how these experiences expanded and/or substantiated other learning experiences of 1) your preparation to become a teacher and 2) your commitment to civic engagement.

Grade Calculation:

The final grading scale for total points is as follows:

930-1000 points=A

870-929 points=B

760-869 points =C

700-759 points =D

below 700= F

Email Communication:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

American with Disabilities Act (ADA):

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may contact the Maverick Resource Hotline by calling 817-272-6107, sending a message to resources@uta.edu, or visiting www.uta.edu/resources.

Academic Honesty:

At UT Arlington, academic dishonesty is completely unacceptable and will not be tolerated in any form, including (but not limited to) "cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (UT System Regents' Rule 50101, §2.2). Suspected violations of academic integrity standards will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Student Feedback Survey:

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.

Schedule:

June 8 (M) Introduction/Overview

Preparing for the course: If you do not have a library card for a public library, you may want to obtain one to ensure you can locate the books you will need for the course. Through the UTA library, you can obtain a TexShare card which gives you library privileges at other libraries. You also can apply for a library card through the community where you live. Now is the time to start gathering the books you need to read so that you know you have them in time to complete assignments. If you gather the books you need now, you also save time that can be used for reading as opposed to going to a library. If a book is not available, please ask a librarian to obtain it through interlibrary loan. You also may want to inquire about any extended loan periods for teachers/prospective teachers. Please do not hesitate in asking a librarian to help you become familiar with resources for locating books and how the children's literature is organized. I have found that librarians can be very helpful. Please note that some books will be easy to locate, but others could take time. Nevertheless, we live in an area that has a rich array of books, so you should be able to locate books if you plan well. I also suggest that you allow ample time for your first visit(s) to a library so that you do not feel rushed. Becoming familiar with the library and browsing through books can be invaluable learning experiences, but these experiences might take more time than you anticipate.

June 10 (W) Literature in a Language Arts Program

Please bring your packet and binder to be checked and to work on learning logs.

Reading and learning log: "Journey from Hypocrisy: The Teacher as Reader Becomes a Teacher of Readers" by Donna Peters (This packet article does not have headings, so you can make a bullet listing of the major ideas/events mentioned in her journey. Complete this on your own and bring your work to class.)(LL#1)

Please bring your packet and binder to class.

June 15 (M) Learning about Books, Selecting Books, and Historical Background

Booktalk: (#1) Number the Stars by Lois Lowry

Please bring booktalk #1 to class today before submitting it. Also bring to class a book you have not read yet that is a book you will read for a booktalk.

Author featured: Lois Lowry

Book Sharing: (#1) Time for Bed, Possum Magic, or Koala Lou by Mem Fox (#2) any picture book by Kevin Henkes

Authors featured: Lois Lowry
Mem Fox
Kevin Henkes

Poets featured: Gwendolyn Brooks
Francisco X. Alarcon
Eve Merriam

**June 17 (W) Overview of Children’s Literature
Personal Value of Literature to Children
A Culturally Diverse Literature Collection**

Reading and learning log: “Developing Readers” by Charlotte Huck and Kristen Kirstetter (LL#2), which is a packet article (Please use headings and bullet listing. Complete this on your own and bring your work to class)

Please bring your packet, binder with dividers, and textbook to class to be checked and work on learning logs.

June 22 (M) Aesthetic and Efferent Responses to Literature

Booktalk: (#2) Small Steps: The Year I Got Polio by Peg Kehret

Please bring booktalk #2 to class for approval before submitting it. Also bring to class a book you have not read yet that is a book you will read for a booktalk.

Book Sharing: (#3) Tops and Bottoms, The Three Billy Goats Gruff, My Big Dog, Help Me, Mr. Mutt!, or Cook–A–Doodle–Do by Janet Stevens who works often with her sister Susan Stevens Crummel (#4) any book by Tana Hoban

Authors featured: Peg Kehret
Janet Stevens
Tana Hoban

Poets Featured: Janet Wong
Alma Flor Ada
X. J. Kennedy
Myra Cohn Livingston

June 24 (W) Picture Books

Reading and learning log: “Fluency” from Essential Reading Strategies for the Struggling Reader Activities for an Accelerated Reading Program, an article in your packet–Read and complete learning log. (LL#3)

Booktalk: (#3) Esperanza Rising or Becoming Naomi Leon by Pam Munoz Ryan

Book Sharing: (#5) any picture books by Eric Carle (#6) any of the Henry and Mudge books by Cynthia Rylant (Bring these books to our next class meeting.)

Author featured: Pam Munoz Ryan
Eric Carle
Cynthia Rylant

June 29 (M) Poetry and Verse

Booktalks: (#4) Belle Prater’s Boy by Ruth White

Book Sharing: (# 7) any books by Alikei, nonfiction or fiction (#8) any books by David Wiesner

Authors featured: Ruth White
David Wiesner
Alikei

Poets featured: Karla Kuskin
David McCord
Jack Prelutsky

Paul Fleischman
Aileen Fisher

July 1 (W) Fantasy and Science Fiction, Historical Fiction

Booktalk: (#5-a) The Bracelet by Yoshika Uchida (#5-b) Locomotion by Jacqueline Woodson

Authors featured:

Book Sharing: (#9) Too Many Tamales, Chato and the Party Animals, or Chato's Kitchen by Gary Soto, (#10) Sitti's Secrets by Naomi Nye—This book can be difficult to locate, so you may need more than one week to find it.

Authors featured:

Yoshika Uchida
Jacqueline Woodson
Naomi Nye
Gary Soto

Poets featured:

John Ciardi
Shel Silverstein
Barbara Esbensen
Pat Mora

July 6 (M) Contemporary Realistic Fiction

Booktalk: (#6) The Great Gilly Hopkins by Katherine Paterson

Book Sharing: (# 11) one of the Knuffle Bunny Books, Don't Let Let Pigeon.. or one of the Elephant and Piggie books, such as Can I Play, Too? by Mo Willems (#12) Squanto's Journey by Joseph Bruchac

Authors featured:

Katherine Paterson
Mo Willems
Joseph Bruchac

July 8 (W) Biography and Nonfiction

Booktalk: (#7) Tuck Everlasting by Natalie Babbitt

Book Sharing: (#13) 2011 Caldecott Medal winner, A Sick Day for Amos McGee, written by Phillip C. Stead (#14) The Runaway Bunny or Goodnight Moon by Margaret Wise Brown

Authors featured:

Natalie Babbitt
Margaret Wise Brown

Poets featured:

Langston Hughes
Nikki Giovanni

July 13 (M) Biography and Nonfiction

Booktalk: (#8) Because of Winn-Dixie by Kate DiCamillo

(#15) Strega Nona or Nana Upstairs, Nana Downstairs by Tomie de Paola (#16) any books illustrated by Jerry Pinkney—Some are written by Robert San Souci, Julius Lester, and Gloria Pinkney. Please note that his son, Brian Pinkney, also is an illustrator.

Authors featured: Kate DiCamillo
Tomie de Paola
Jerry Pinkney

Poet featured: Eloise Greenfield
Arnold Adoff
Valerie Worth

July 15 (W) Folklore

Booktalk: (#9) Shadow by Michael Morpurgo

(#17) The Rough-Face Girl by Rafe Martin (#18) any books by Steven Kellogg

Authors featured: Michael Morpurgo
Rafe Martin
Steven Kellogg

Poet featured: Mary Ann Hoberman

July 20 (M) Poetry Notebook Sharing

Poetry Notebook Due
Poems for Shared Reading–selected for approval

July 22 (W) Literature and a Comprehensive Literacy Program

Booktalk: (#10) Shiloh by Phyllis Reynolds Naylor

Book Sharing: (#19) any of the Frog and Toad books by Arnold Lobel 20) any picture book by Patricia Polacco

Authors featured: Phyllis Reynolds Naylor
Arnold Lobel
Patricia Polacco

July 27 (M) Poetry for Shared Reading

Poem for Shared Reading Due-We will submit these electronically for all to get a copy.

Booktalk: (#11) Ramona the Pest, Ramona and Her Father, Ramona Quimby, Age 8, or Dear Mr. Henshaw by Beverly Cleary

Booksharing: (#21) any picture books by Jan Brett (#22)The True Story of the Three Little Pigs by Jon Scieszka (# 23) Lon Po Po by Ed Young

Authors featured: Beverly Cleary
Jan Brett
Jon Scieszka
Ed Young

July 29 (W) Nonfiction Sharing

Informational/Nonfiction Book Reading and Record–You will read one of the following books which are Sibert Award and/or Orbis Pictus Award and Honor books or written by an author who has received the Orbis Pictus Award: **We Are the Ship: The Story of Negro League Baseball** by Kadir Nelson; **Team Moon: How 400,000 People Landed Apollo 11 on the Moon** by Catherine Thimmesh;; **Almost Astronauts: 13 Women Who Dared to Dream** written by Tanya Lee Stone; **Kakapo Rescue: Saving the World's Strangest Parrot** by Sy Montgomery; **Children of the Wild West, Lincoln: A Photobiography, Immigrant Kids, Kids at Work: Lewis Hine and the Crusade Against Child Labor, The Life and Death of Crazy Horse** by Russell Freedman, **Children of the Dust Bowl** by Jerry Stanley, **The Crossing: How George Washington Saved the American Revolution. Across America on an Emigrant Train, or Inside the Alamo** by Jim Murphy

Instead of using the entire booktalk format, you will submit your notes for your sharing with a discussion group. That is, for each chapter you read, you will record at least three salient ideas to share with your discussion group. These could be the basis of your participation in your group's presentation of the book to the rest of the class. In presenting the book, each member of a group must share from the beginning, middle, and end of a book. **Please print and bring the notes to class as part of earning credit.** Please use the top part of the booktalk format to include the following information:

Your name

Genre/category

Book title

Author's last name

Author's first name

Illustrator's last name

Illustrator's first name

Publisher Year

ISBN

Authors featured: Jerry Stanley
Jim Murphy
Sy Montgomery
Russell Freedman

August 3 (M) Linking Literature with Areas of the Curriculum

Service-Learning Project- Final Reflection Paper

Booktalk: (#12) Bud, Not Buddy by Christopher Paul Curtis

Booksharing: (#24) any nonfiction picture book by Lois Ehlert (#25) any picture book by David Shannon (# 26) The Other Side by Jacqueline Woodson

Authors featured: Christopher Paul Curtis
Lois Ehlert
David Shannon

August 5 (W) Linking Literature with Areas of the Curriculum

Please bring your books and your listing to class.

Booktalk: (#13–a) any book by Seymour Simon that is one of his picture books that present text and photographs, such as Wolves, Horses, Big Cats, Weather, Sharks, The Heart: Our

Circulatory System, Icebergs and Glaciers, Comets, Meteors, and Asteroids, (or many other books)

(#13–b) Shhh! We're Writing the Constitution by Jean Fritz

Please note: For these books, please write your personal response to the information you are read. For the retelling, list at least two sentences of information presented for each page and include the page number to organize the listing.

Authors featured: Seymour Simon

August 10 (M) Linking Literature with Areas of the Curriculum

Service-Learning Project- Final Reflection Paper-Bring to class a hard copy of your paper. To earn full credit, you must bring a hard copy.

(#27) The Flag We Love by Pam Munoz Ryan (#28) Sylvester and the Magic Pebble by William Steig(#29) The Polar Express or another picture book by Chris Van Allsburg (#30) Heckedy Peg, The Napping House, or Piggies by Audrey Wood

August 12 (W) Linking Literature with Areas of the Curriculum

August 17 (M) Final Exam

Complete learning logs that relate to ways to continue to learn about children's literature. We will not meet as a class.

Reading and learning log: Texas Bluebonnet Award-Go to the web site for The Texas Bluebonnet Award. Read and write notes about the registration, participation, and voting. Also look at the lists of current nominees, past winners with summaries, and booklists. Which books have you read? Which books would you like to read? Write this information, too. (LL#4)

**Go to the web site for the Tomás Rivera Mexican American Children's Book Award (We will do this in class together. You do not need to submit this unless you are absent.). Read and write notes about this award. What did you find out about Tomás Rivera? Look at the list of past winners. Which books have you read? Which books would you like to read? (LL#5)
2323Final Review Week:**

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Learning Log Entries

Please be sure to include the title and learning log number. Each entry must begin on a new page. For example, learning log #2 can not begin on the last page of learning log #1 even if

there is space. Please use at least 12 pt pitch. For each answer, please include the page number (s).

Deadlines for Submitting Work in Blackboard

The assignments of the course are organized for completion to foster your best work. What is best to learn more is to follow the schedule in completing your work because this will make it possible for you to not rush to meet a deadline. You will be expected to have read books by the time designated in the course syllabus, but you will have some flexibility in writing the booktalks. What is best is to write the booktalk as soon as possible after reading the book. Similarly, it is best to maintain your learning logs according to the schedule in the syllabus. **Please make sure you keep a back-up record of all of your work to ensure you have it if you lose work or if I need to remove work.** You may be permitted to post only one document, and what you submit is what I see to grade. Please check carefully before you submit work to make sure you are submitting work that adheres to guidelines in the correct area.

Booktalks– In submitting your work, please make sure you submit one Word document and follow all guidelines. I reserve the right to remove or not grade work that does not follow the guidelines.

Booktalks 1 and 2– deadline: Saturday, June 27

Please post all booktalks here together as one document, with each booktalk starting on a new page. Please make sure you have used the format designated in the syllabus, including the booktalk number (#) and your name.

Booktalks 1 and 2 must be approved in class before you submit this work.

Booktalks 3–5(a and b)– deadline: Tuesday, July 9

Please post all booktalks here together as one document, with each booktalk starting on a new page. Please make sure you have used the format designated in the syllabus, including the booktalk number (#) and your name.

Booktalks 6–9– deadline: Saturday, July 25

Please post all booktalks here together as one document, with each booktalk starting on a new page. Please make sure you have used the format designated in the syllabus, including the booktalk number (#) and your name.

Booktalks 10–12– deadline: Saturday, August 8

Please post all booktalks here together as one document, with each booktalk starting on a new page. Please make sure you have used the format designated in the syllabus, including the booktalk number (#) and your name.

Booktalks 13 a and b deadline: Wednesday, August 12

Please post all booktalks here together as one document, with each booktalk starting on a new page. Please make sure you have used the format designated in the syllabus, including the booktalk number (#) and your name.

Informational/Nonfiction Book Reading and Record–deadline: Wednesday, July 29

Please make sure you used the top part of the booktalk format to include the following information:

Your name

Genre/category

Book title

Author's last name

Author's first name
Illustrator's last name Illustrator's first name
Publisher Year ISBN

Author Study– deadline: as soon as possible /by the last day of class

Please post your handout for your author presentation.

Learning Logs #1–5: deadline: by midnight on Monday, August 17

Book Sharing Sheet–deadline: by the last day of class

Please post your book sharing sheet here which lists the book sharing book number (#), title, author, and illustrator. Please post a booktalk in this document as a substitute for any books shared on days you were absent.

Poetry Notebook–I will post points you earned.

Poem for Shared Reading–deadline: on date provided during class for electronic sharing and on due date in Blackboard.

Service–Learning Reflections– deadline: weekly and **Service–Learning Paper–Final Draft**–deadline: by midnight on Saturday, August 1

Booktalk Checklist**LIST 4374-Dr. Tice**

- (#1) Number the Stars by Lois Lowry
- (#2) Small Steps: The Year I Got Polio by Peg Kehret
- (#3) Esperanza Rising or Becoming Naomi Leon by Pam Munoz Ryan
- (#4) Belle Prater's Boy by Ruth White
- (#5-a) The Bracelet by Yoshika Uchida
- (#5-b) Locomotion by Jacqueline Woodson
- (#6) The Great Gilly Hopkins by Katherine Paterson
- (#7) Tuck Everlasting by Natalie Babbitt
- (#8) Because of Winn-Dixie by Kate DiCamillo
- (#9) Shadow by Michael Morpurgo
- (#10) Shiloh by Phyllis Reynolds Naylor
- (#11) Ramona the Pest, Ramona and Her Father, Ramona Quimby, Age 8, or Dear Mr. Henshaw by Beverly Cleary
- (#12) Bud, Not Buddy by Christopher Paul Curtis
- (#13-a) any book by Seymour Simon that is one of his picture books that present text and photographs, such as Wolves, Horses, Big Cats, Weather, Sharks, The Heart: Our Circulatory System, Icebergs and Glaciers, Comets, Meteors, and Asteroids, (or many other books)
- (#13-b) Shhh! We're Writing the Constitution by Jean Fritz

Book Sharing Checklist

LIST 4374-Dr. Tice

(#1) Time for Bed, Possum Magic, or Koala Lou by Mem Fox

(#2) any picture book by Kevin Henkes

(#3) Tops and Bottoms, The Three Billy Goats Gruff, My Big Dog, Help Me, Mr. Mutt!, or Cook-A-Doodle-Do by Janet Stevens who works often with her sister Susan Stevens Crummel

(#4) any picture book by Tana Hoban

(#5) any picture books by Eric Carle

(#6) any of the Henry and Mudge books by Cynthia Rylant

(# 7) any books by Aliki, nonfiction or fiction

(#8) any books by David Wiesner

(#9) Too Many Tamales, Chato and the Party Animals, or Chato's Kitchen by Gary Soto,

(#10) Sitti's Secrets by Naomi Nye-This book can be difficult to locate, so you may need more than one week to find it. (# 11) one of the Knuffle Bunny Books, one of the Don't Let the Pigeon..., or one of the Elephant and Piggie books, such as Can I Play, Too? by Mo Willems

(#12) Squanto's Journey by Joseph Bruchac

(#13) 2011 Caldecott Medal winner, A Sick Day for Amos McGee, written by Phillip C. Stead and illustrated by Erin E. Stead (#14) The Runaway Bunny or Goodnight Moon by Margaret Wise Brown

(#15) Strega Nona or Nana Upstairs, Nana Downstairs by Tomie de Paola

(#16) any books illustrated by Jerry Pinkney -Some are written by Robert San Souci, Julius Lester, and Gloria Pinkney. Please note that his son, Brian Pinkney, also is an illustrator.

(#17) The Rough-Face Girl by Rafe Martin

(#18) any picture books by Steven Kellogg

(#19) any of the Frog and Toad books by Arnold Lobel

20) any picture book by Patricia Polacco

(#21) any picture books by Jan Brett

(#22)The True Story of the Three Little Pigs by Jon Scieszka

(# 23) Lon Po Po by Ed Young

(#24) any nonfiction picture book by Lois Ehlert

(#25) any of the David picture books by David Shannon

(# 26) The Other Side by Jacqueline Woodson

(#27) The Flag We Love by Pam Munoz Ryan

(#28) Sylvester and the Magic Pebble by William Steig

(#29) The Polar Express or another picture book by Chris Van Allsburg

(#30) Heckedy Peg, The Napping House, or Piggies by Audrey Wood

List 4374–HOPE Service learning Project–Poetry Collections for Reading Aloud and Shared Reading and Books for Reading Aloud

Please note: All of these represent wonderful poetry collections to read aloud to students, and it important to find ones you like, too. Similarly, all of the books to read aloud are books are engaging, and it is important to find ones you like a lot.

Poetry Collections for Reading Aloud and Shared Reading

The Random House Book of Poetry–selected by Jack Prelutsky (and other collections by Jack Prelutsky)

Sing a Song of Popcorn–selected by Beatrice de Regniers

The Headless Horseman: Poems to Trouble Your Sleep (for older students who enjoy “scary” topics like ghosts in a humorous way)–by Jack Prelutsky

Confetti (This collection is appropriate for various age/ability levels, and poems have some Spanish words with mainly English words in poems.) by Pat Mora

Love to Mama (This collection is appropriate for capable readers in grades 4 and up, and it has some Spanish words in poems.) by Pat Mora

If I Were in Charge of the World or Sad Undwear (for students ages 8–12) by Judith Viorst

The Light in the Attic or Where the Sidewalk Ends (for students 8 and older) by Shel Silverstein

The Place My Words Are Looking For (for older students who have experienced success in reading)–selected by Paul Janeczko

Books for Reading Aloud

The picture books you gather for book sharing have been very popular with students at

H. O. P. E., so these can be used if you like a book.

Too Many Tamales by Gary Soto

Mufaro’s Beautiful Daughters (a wonderful African folktale) by John Steptoe

The Talking Eggs by Robert San Souci and illustrated by Jerry Pinkney (**any books illustrated by Jerry Pinkney** –Some are written by Robert San Souci, Julius Lester, and Gloria Pinkney. Please note that his son, Brian Pinkney, also is an illustrator.

The Ugly Duckling retold and illustrated by Jerry Pinkney

Aesop’s Fables retold and illustrated by Jerry Pinkney

Little Red Hen retold and illustrated by Jerry Pinkney

The Tortoise and the Hare retold and illustrated by Jerry Pinkney

Rikki-Tikki-Tavi (originally written by Rudyard Kipling) illustrated by Jerry Pinkney

Cendrillon by Robert D. San Souci

The Other Side by Jacqueline Woodson

Going Somewhere Special by Patricia McKissack

The Rough-Face Girl by Rafe Martin

Tops and Bottoms, The Three Billy Goats Gruff, My Big Dog, Help Me, Mr. Mutt!, or Cook-A-Doodle-Do Cook-A-Doodle Do by Janet Stevens (a favorite with students—winner of the Texas Bluebonnet Award) by Janet Stevens who works often with her sister Susan Stevens Crummel

Chicken Sunday by Patricia Polacco (or others that are longer stories)

Smoky Night by Eve Bunting

Going Home by Eve Bunting

Tar Beach by Faith Ringgold

Sweet Clara and the Freedom Quilt by Deborah Hopkinson

Duke Ellington by Andrea Pinkney

Lon Po Po: A Red Riding Hood Story from China by Ed Young

Sylvester and the Magic Pebble by William Steig .

Adelita: A Mexican Cinderella Story by Tomie DePaola

Chester's Way by Kevin Henkes

Chrysanthemum by Kevin Henkes

Lilly's Purple Plastic Purse by Kevin Henkes

Saving Sweetness by Diane Stanley

Yeh-Shen illustrated by Ed Young (A Chinese Cinderella story)

Borreguita and the Coyote by Verna Aardema (a tale from Mexico)

Documentation for Reflection for H.O.P.E. Tutoring and Other Service-Learning Experiences

Please submit this information with each reflection for each session at H.O.P.E. Please remember that if your student is absent, you work with another tutor and/or child. Please use the parts of this form that relate to other service-learning experiences (i.e., reading aloud and other anecdotal notes) if you participate in another service-learning experience.

Project: (H.O.P.E. Tutoring, Promise Worldwide, or Open Door Preschool Project)

Date

Your Name

Student's Name

Reading Aloud

Book(s) Read aloud: Title(s) and Author(s) and Illustrator(s)

Detailed Description of What Took Place During/After Reading Aloud:

Reading Aloud and Shared Reading of Poetry

Poetry Shared: Title(s), Name of Poet(s), and the Title of Book, Author/Editor of the Book

Detailed Description of What Took Place During/After Sharing of Poetry:

Writing to Respond Activity

Detailed Description of What Took Place:

Other Anecdotal Notes

Detailed Description of Anything Else:

Significant Moment(s) and Conclusions

Detailed Description of Significant Moment(s):

What You Learned or Can Conclude (related to your preparation to become a teacher based upon the significant moment(s):