

READ 7150  
ISSUES IN USING LITERATURE IN THE CLASSROOM  
3 SEMESTER HOURS

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**Valdosta State University College of Education**  
**Conceptual Framework: Guiding Principles**

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

The Dispositions Principle: Productive dispositions positively affect learners, professional growth and the learning environment.

The Equity Principle: All learners deserve high expectations and support

The Process Principle: Learning is a life-long process of development and growth.

The Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

The Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

The Impact Principle: Effective practice yields evidence of learning.

The Technology Principle: Technology facilitates teaching, learning, community- building and resource acquisition.

The Standards Principle: Evidence based standards systematically guide professional preparation and development.

**InTASC Model Core Teacher Standards\***

*(To be used for all educator preparation program courses. Identify those that apply specifically to this course.)*

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

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Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*\*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from [http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)*

## **INSTRUCTOR**

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## **COURSE DESCRIPTION**

An in-depth study of issues in using classic and contemporary literature in P-12 and adult literacy settings. Emphasis will be on using trade books to foster literacy development.

## **REQUIRED TEXTBOOKS/MATERIALS**

Lynch-Brown, C. & Tomlinson, C.M. (2008). *Essentials of children's literature* (7<sup>th</sup> Ed.) Boston: Pearson

Membership to the International Reading Association (IRA) [www.reading.org](http://www.reading.org)

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- teenreads.com
- authoryellowpages.com
- kidsreads.com
- faithfulreader.com
- graphicNovelReporter.com
- bookreporter.com
- scholastic.com
- Trade books
- On-line resources
- One young adult/adult novel, not previously read, containing a topic or issue pertaining to the content of the course
- Other websites/quests/etc.

**COURSE OBJECTIVES:**

The student will:

1. demonstrate knowledge of classic and contemporary literature and how to motivate students to read. (InTASC 3, 4, 5, 6, 7, 8; CPL 1.2; CPL1.3)
2. model understanding and respect for cultural and ethnic diversity and reflect how diversity is presented in literature. (InTASC 3, 4, 5, 6, 7, 8; O-DL2.2; O-DL2.3)
3. critically examine books and research in the light of how contemporary social problems and conditions are treated. (InTASC 3, 4, 5, 6, 7, 8)
4. respond knowledgeably when faced by censors. ( InTASC 3, 4, 5, 6, 7, 8; O-DL2.2; O-DL2.3)
5. use books as resources to help readers address personal concerns. (InTASC 3, 4, 5, 6, 7, 8; O-TL3.1; O-TL3.2; O-TL3a)
6. create a literate environment that fosters interest and growth in all aspects of literacy. (InTASC 3, 4, 5, 6, 7, 8)
7. use trade books to stimulate interest, promote reading growth, and foster appreciation of literature. (InTASC 3, 4, 5, 6, 7, 8)
8. use bibliographic and selection tools and instruct learners in the location and use of print, nonprint, and electronic reference sources. (InTASC 3, 4, 5, 6, 7, 8)
9. implement effective strategies to include parents as partners in the literacy development of children and adolescents. (InTASC 3, 4, 5, 6, 7, 8; O-TL3.1; O-TL3.2; O-TL3a)
10. describe how literacy can be a means for transmitting moral and cultural values. (InTASC 3, 4, 5, 6, 7, 8)

<b>Course Objectives</b>	<b>Assignments</b>	<b>InTASC Standards</b>	<b>Themes</b>
Demonstrate knowledge of classic and contemporary literature and how to motivate students to read	<b>Expert on a topic/issue.</b> From the list provided by the instructor, each student will select a topic to research in-depth and present findings/information to the class, reflective of graduate work. Evidence of multiple research-based sources must be included	3, 4, 5, 6, 7, 8	CPL 1.2; CPL1.3

model understanding and respect for cultural and ethnic diversity and reflect how diversity is presented in literature	<b>Article presentation.</b> Read and comment on <b>one</b> article from renowned children’s literature journals. A list of topics will be provided for your reference. The written product needs to be typed, and include the following sections: Identified Issue(s) and Theme(s); Summary of the article; My Response and Comment; and, Implications to my Teaching.	3, 4, 5, 6, 7, 8	O-DL <sub>2.2</sub> ; O-DL <sub>2.3</sub>
critically examine books and research in the light of how contemporary social problems and conditions are treated	<b>Literature Circle/Book Talk.</b>	3, 4, 5, 6, 7, 8	
respond knowledgeably when faced by censors	<b>Literature Circle/Book Talk.</b>	3, 4, 5, 6, 7, 8	O-DL <sub>2.2</sub> ; O-DL <sub>2.3</sub>
use books as resources to help readers address personal concerns	<b>Literature Circle/Book Talk.</b> The group will participate in two literature circles: form group of 4-5 students; identify a social issue (e.g. poverty, war and peace, death, etc.) from a list provided by the instructor. Read and research on related trade books; and study how the identified issue is treated in literature. Your in-depth study is to be reported in class in the form of oral presentation. Computer technology and other visual aids are recommended.	3, 4, 5, 6, 7, 8	O-TL <sub>3.1</sub> ; O-TL <sub>3.2</sub> ; O-TL <sub>3a</sub>

	The presentation will be sent to the instructor electronically.		
create a literate environment that fosters interest and growth in all aspects of literacy	Group Discussions; Readings; Assignments	3, 4, 5, 6, 7, 8	
use trade books to stimulate interest, promote reading growth, and foster appreciation of literature.	<b>Reading Literature.</b> Each student will select a young adult/adolescent novel that deals with a topic/issue included in this course. Students will read the book, identify the theme(s), the relevance to today's youth, and discuss how the book can assist the classroom teacher.	3,4,5, 6, 7, 8	
use bibliographic and selection tools and instruct learners in the location and use of print, nonprint, and electronic reference sources	<b>Literature Unit.</b> Develop a literature unit by using books of common thread.	3, 4, 5, 6, 7, 8	
implement effective strategies to include parents as partners in the literacy development of children and adolescents	<b>Literature Unit.</b> Develop a literature unit by using books of common thread.	3, 4, 5, 6, 7, 8	O-TL <sub>3.1</sub> ; O-TL <sub>3.2</sub> ; O-TL <sub>3a</sub>
describe how literacy can be a means for transmitting moral and cultural values	Group Discussions; Readings; Assignments	3, 4, 5, 6, 7, 8	

### COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Active participation in classroom activities is required.** Such activities include, but are not limited to: bring in and share with class designated books, share insights for topic discussion both in class and on line, and conduct oral presentations, literature circles.

2. **Seven Minute Quiz.** Throughout the semester there will be 5 Seven Minute Quizzes. The quizzes will cover content that should have been previously read. These quizzes cannot be made up.
3. **Expert on a topic/issue.** From the list provided by the instructor, each student will select a topic to research in-depth and present findings/information to the class, reflective of graduate work. Evidence of multiple research-based sources must be included.
4. **Article presentation.** Read and comment on **one** article from renowned children's literature journals. A list of topics will be provided for your reference. The written product needs to be typed, and include the following sections:
  - a. Identified Issue(s) and Theme(s);
  - b. Summary of the article;
  - c. My Response and Comment; and,
  - d. Implications to my Teaching.

A copy of the original article needs to be attached.

5. **Assist your colleagues.** Each student will locate an article about a topic/issue provided by the instructor. Students will read the article, write a summary of the article and provide it to the colleague who is researching the topic, along with a copy of the article.
6. **Literature books.** Each student will locate one children's book and one young adult/adolescent book. The books will be brought to class the night the topic is discussed. A short annotated bibliography will be typed and submitted in class as well as sent to the instructor to be compiled into a reference for all students in the course.
7. **Reading Literature.** Each student will select a young adult/adolescent novel that deals with a topic/issue included in this course. Students will read the book, identify the theme(s), the relevance to today's youth, and discuss how the book can assist the classroom teacher.
8. \* **Literature Circle/Book Talk.** The group will participate in two literature circles:
  - a. form a group of 4-5 students; identify a social issue (e.g. poverty, war and peace, death, etc.) from a list provided by the instructor. Read and research on related trade books; and study how the identified issue is treated in literature. Your in-depth study is to be reported in class in the form of oral presentation. Computer technology and other visual aids are recommended. The presentation will be sent to the instructor electronically.
9. \* **Literature Unit.** Develop a literature unit by using books of common thread. Details will be discussed in class.
10. **Online assignments.** Discussions, posting, and other assignments will be required. It is the responsibility of each student to check BlazeView throughout the week for updates.

**O-TL<sub>3a</sub> \*This is a required Theme Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.**

## COURSE EVALUATION

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<b>Assignments</b>	<b>Possible Points</b>	<b>Points Earned</b>
Quizzes (5@5 points each)	25	
Expert on a topic	50	
Article Presentation	25	
Assist Your Colleagues	15	
Literature Books	25	
Reading Literature (novel)	50	
Literature Circle #1	40	
Literature Circle #2	40	
Literature Unit	50	
Online Assignments	40	
<b>Total Points</b>	<b>360</b>	

### Grading Scale

A = 93-100%	360-335
B = 85 – 92%	334-306
C = 76 – 84%	305-274
D = 69 – 75%	273-248
F = 68% and below	247-0

### ATTENDANCE POLICY

- Learning is a social process and is supported by collaboration with others. Therefore, class attendance is critical. Students are expected to attend all classes regularly participate in on-line discussions.
- There are no “excused” absences. Students who miss 20% of the class (3 sessions) will be in danger of failing the course.
- In case of absence, students are responsible to inform the instructor and group members beforehand. Failure to attend group sessions will result in points being deducted from your grade.
- Students are responsible for any make-up work in case of absence.

### POLICY STATEMENT ON PLAGIARISM AND CHEATING

The full text of this policy is available in the College of Education Dean’s Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

FIRST OFFENSE: The student will earn a “0” on the assignment, test, project, etc.

SECOND OFFENSE: The student will earn the letter grade “F” for the course.

THIRD OFFENSE: The student will earn the letter grade “F” for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

### SPECIAL NEEDS STATEMENT

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Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

INSTRUCTOR

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