Course Title: EDR 344 Literature for Children
William Carey University
School of Education
Course Syllabus – Winter 2015

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Office Hours: Posted on Office Door

WCU Theme: “Going the Extra Mile” Matt. 5:41
Vision: “Confident, Caring, and Reflective Professional Educators”

The School of Education serves to prepare confident, caring, and reflective educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for inservice educators.

** The purchase and activation of a TK20 account is a requirement for any student taking Education courses at William Carey University. Uploading one or more assignments in this course is a requirement of this Education course. The neglect to upload the required assignment to your TK20 by the specified deadline will result in receiving an “I” (incomplete) or a grade of an “F” for this course at your instructors’ discretion. If they choose to give you an “I”, you will then have one term to complete the upload to receive a reduced grade, preventing the “I” from turning to an “F” automatically. If you have questions about what TK20 is or how to purchase your account, contact your TK20 Administrator at tk20@wmcarey.edu.

CATALOG DESCRIPTION: This course provides a comprehensive study of traditional and contemporary children’s literature. The study of children’s literature is integrated with techniques teachers can use to evoke students’ responses to the literature. Emphasis is placed on the enjoyment and appreciation of children’s literature.
LEARNING OUTCOMES: After completing the requirements of this course, the student will be able to make decisions about children and books by:

1. reflecting on the value of children's literature in the elementary curriculum and the home, WCU 4, Reflective CF 5, EG 4, INTASC, 1,7 & 10, IRA 1,2 & ACEI 1
2. identifying various art forms used in the illustration of children's literature, WCU 1, Confident CF 2 INTASC 7, IRA 1,2 & ACEI 1
3. describing and incorporating into the instructional program the following genres of children's literature: alphabet books, picture books, wordless books, traditional literature, poetry, historic fiction, biography and autobiography, contemporary realistic fiction, fantasy information books and multicultural books. WCU 1, Confident CF 5, EG 2, INTASC, 2, 7,3, IRA 1,2 & ACEI 2.1
4. developing projects and assessments which encourage children to read, enjoy, evaluate and express their feelings and thoughts about the books and characters. WCU 4, Confident CF 1,2, EG 2,4, INTASC 4,5,7,8, IRA 4 & ACEI 2,1,.3.3.3.4.3.5.4
5. evaluating children's literature and locating resources in the community. WCU 1, Confident, Reflective CF 5,6, INTASC 1,7,10, IRA, 9, ACEI 3.1, 3.2
6. recognizing those books receiving awards such as the Newberry and Caldecott awards, WCU 4, Confident CF 1,5, EG 3,4, INTASC, 7, IRA, 2 & ACEI 2.1
7. integrating children's literature with the content areas of elementary education and providing assessments for the classroom. WCU 1, Confident CF 1,3 EG 2,4, INTASC, 1 8, IRA, 2 & ACEI 2.1, 4.0
8. demonstrating a caring teacher when presenting books to children. WCU 4, Caring CF 2, 6, EG 2, 4, INTASC 9, IRA 11, ACEI 7.

COURSE REQUIREMENTS: The student is expected to:

1. Attend and participate in all class sessions. The catalog states that you must 75% of of the class meetings in order to receive credit for the course. If you miss any session, it is your responsibility to make up the work, get notes from someone and ask for handouts. Any missed assignment date in Canvas is an absence.

2. Bring a book to class each meeting that you have read representing the genre being studied, with emphasis on good literature. These should be winner or honor books or others that would be similar. Books from the attic may or may not be appropriate. (Five points will be subtracted per class period if a book is not brought to class.)

3. Read and hand in a written review for 10 Caldecott and 10 Newbery books. Write them approximately one-half to three-fourths of a page of summary of the book. The last part of the page should be ideas that could be used with the book. It may be using the book across the curriculum, writing ideas or projects. The Caldecott and Newbery reviews are due in canvas on the dates given on the class schedule.

4. Spend four hours in an elementary (1st-6th) classroom. Observe and then you may teach as permitted – the class/group/tutor. Write a reflection each day about your experience. Create two lesson plans and include the common core standards. The 1st lesson plan is due in TK20 by the 8th week (January 28th). Design a literature web by using a book title and integrate subject areas. Use a winner or honor book. Present the book to students in a classroom, and use some of the activities listed on your web with them. Give the teacher copies.
of your web and lesson plans. Be prepared to share your web and the activity you presented in the classroom during the last week of the trimester. Make a copy of your web for the members of the class. Place the following information in **Canvas:** 4 reflections and 2 lesson plans by week 9.

Bring student samples, the teacher letter and a copy of the thank you note you wrote to the teacher the day you plan to share your experience with the class.

5. **Choose one** of the following projects to be completed by the 9th week:

   1) Write a child’s story, illustrate it and publish it in a book form or
   2) Prepare a powerpoint presentation describing one of the authors and his/her books or
   3) Prepare a three way board (include the information required for the reading fairs) and tell about the book.
   4) Create a Reader’s Theatre using one of the winner or honor books and have peers to help present it to the class.

6. Take and pass two examinations.

**EVALUATION:**

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<th>Points</th>
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<tr>
<td>Mid-Term Exam</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td>Project (see # 5 above)</td>
<td>200</td>
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<tr>
<td>Book reports: Caldecott</td>
<td>100</td>
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<tr>
<td></td>
<td>Newbery</td>
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<tr>
<td>Participation/reflections/lesson plans (4 hours)</td>
<td>200</td>
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Five points will be deducted from the grade if the assignment is late. An assignment cannot be more than one week late, and five points will deducted each day. When an on-line assignment is given and the class does not meet, it is an absence if it is not completed on time.

A= 90-100  B= 80-90  C= 70-80  D=60-70  F=Below 60
The School of Education’s Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education’s Conceptual Framework (CF) and Outcomes, School of Education’s Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

<table>
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<tr>
<th>Mission</th>
<th>Outcome</th>
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| **William Carey University** **Expanded Statement of Mission** | WCU 1- Provide academic programs to promote student learning.  
WCU 2-Promote Christian development and social responsibility.  
WCU 3-Strengthen ties with Baptist churches, associations, and conventions.  
WCU 4-Provide an environment that supports student learning.  
WCU 5-Strengthen organizational and operational effectiveness.  
WCU 6-Strengthen financial resources. |
| **School of Education Conceptual Framework and Outcomes** | CF-Confident, Caring, and Reflective Professional Educators  
CF 1-An innovative thinker  
CF 2-An effective communicator  
CF 3-An advocate for diverse learners  
CF 4-An integrator of technology  
CF 5-A life-long learner  
CF 6-A steward of the profession |
| **School of Education Goals** | EG 1-Apply current research and technology related to the teaching-learning-assessment process.  
EG 2-Respond sensitively to individual differences and diversity.  
EG 3-Understand and anticipate the needs of a global society.  
EG 4-Plan and implement learning experiences that support the highest level of student potential.  
EG 5-Continue to reflect, refine, and revise professional practices.  
EG 6-Collaborate with others to promote learning. |
| **Interstate Teacher Assessment and Support Consortium (InTASC) Standards** | 1-Learner Development  
2-Learner Differences  
3-Learning Environment  
4-Content Knowledge  
5-Application of Content  
6-Assessment  
7-Planning for Instruction  
8-Instructional Strategies  
9-Professional Learning and Ethical Practice  
10-Leadership and Collaboration |
| **Learned Societies (SPA)** | Association of Childhood Education International (ACEI)  
Council for Exceptional Children (CEC)  
Educational Leadership Constituency Council (ELCC)  
National Association for Sport and Physical Education (NASPE)  
National Association for the Gifted Child (NAGC)  
National Council for Social Studies (NCSS) |
## National Council for Teachers of English (NCTE)
## National Council for Teachers of Mathematics (NCTM)
## National Science Teachers Association (NSTA)

### Professional dispositions

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<th>All WCU candidates will:</th>
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<td>1. Exhibit professional behaviors that indicate all students can learn and are a vital part of the learning environment;</td>
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<td>2. Collaborate and seek to create positive relationships with all stakeholders to improve the learning environment;</td>
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<td>3. Exhibit an awareness of all students’ needs;</td>
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<td>4. Exhibit poise, mature reflection, and sound judgment;</td>
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<td>5. Engage in ongoing reflection, self-evaluation, and improvement in the profession; and</td>
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<tr>
<td>6. Act as a steward of the profession.</td>
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### AMERICANS WITH DISABILITIES ACT STATEMENT:
Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and who require special accommodations should contact Valerie Bridgeforth at 601-318-6188. Mrs. Bridgeforth is located in the Student Services Office in Lawrence Hall.

### COLLEGE POLICY ON ACADEMIC INTEGRITY:
William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The college places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could lead to suspension or dismissal from the college. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the college’s Policies and Procedures Manual and in the student handbook, *The Lance.*

### DISASTER PLAN STATEMENT:
In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website [http://wmcarey.edu](http://wmcarey.edu), and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at [https://elearning.wmcarey.edu](https://elearning.wmcarey.edu). For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through *Sader Watch*, the WCU emergency text message service. Sign up instructions can be found under [current students](http://wmcarey.edu) on the WCU homepage.

### SEXUAL MISCONDUCT STATEMENT
It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Civil Rights Act, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, *The Translation (The Red Book)*, for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the university’s website under Campus Life – Security. [http://wmcarey.edu/sexual-misconduct](http://wmcarey.edu/sexual-misconduct)