WESTMINSTER COLLEGE
GRADUATE PROGRAM COURSE SYLLABUS

TERM  Spring 2018

COURSE #/TITLE:  REA 830, ADVANCED CHILDREN’S AND YOUNG ADULT LITERATURE
March 5 – April 28, 2018
Specialist Education/Reading Specialist Graduate Program

I. COURSE DESCRIPTION:

The purpose of this course is to provide graduate students with an in-depth exploration of children’s and/or young adult literature. Students will examine how literature influences social, emotional, cognitive, moral and linguistic development of children and promotes an understanding and appreciation of other cultures. They will also explore how children’s books support oral and written language development in a variety of contexts and for a range of levels, provide enrichment for children from birth through grade 5 (or grades 6-12) and reflect society past and present.

Students will evaluate and select high quality literature, study a range of genres, both narrative and informational and explore the ways to integrate young adult and children’s literature across the curriculum and into school libraries and homes, in order to develop critical thinking, intercultural understandings and inquiry skills.

This course invites graduate students to expand their ability to teach reading by:

1) demonstrating wide knowledge of varied literature genres, both contemporary and classic and literature from diverse cultures to help children respect all races, cultures and abilities, and also indicating wide knowledge of literature journals and electronic media (Children’s and Young Adult Book Explorations),

2) creating a literate environment that fosters interest, supports reading growth and motivates learners to read for information, pleasure and personal growth, thereby developing a community of readers (Independent Reading Program),

3) critically evaluating the quality of children’s and young adult books using established criteria (Johnson Higgins Multicultural Book Evaluation),

4) using trade books (informational, narrative and poetry) to integrate reading into content areas (Unit of Study with Informational texts), and

5) providing opportunities to respond to literature using various literary response skills (Units of study).

Course Goals:

FACULTY MEMBER:  Charlene Klassen Endrizzi, Ph.D., Professor of Literacy Education, Westminster College, endrizck@westminster.edu, 724-946-7189
Virtual office hours – Tuesdays, 6:00 – 8:00 pm
II. REQUIRED TEXTS:

Textbooks - 
*Choose either Short text, depending on teaching grade level –
Either -
or
and
*Search for journal articles through LibGuides for Reading 830 http://libguides.westminster.edu/rea830

Children's and Young Adult books -

MEETINGS:

This course is based upon the principle that learning at the graduate level is a combination of inquiry and information or a discovery process. Teachers and students need opportunities to learn through exploration, inquiry, and research into topics of interest.

Online sessions will include small and large group discussion threads and online sharing and presentations.

Tentative Class Schedule:

Starting each Monday, online assignments will include reading and responding, viewing videos, and sharing discoveries.
Assignments are listed both in the syllabus and in Desire2Learn (D2L), due within the week and day listed – Tuesdays and Thursdays.

Modules: Complete one module per week (with the exception of the first week when you will complete the Course introduction module and week one module). You may progress through the module as you own pace throughout the week.

Discussion: Discussion posts and replies will also serve to guide your understanding of literacy concepts discussed through our class.
Initial threads must be posted by midnight on Tuesday of each week. Responses to peers’ threads must be posted by Thursday midnight of that same week.
You may post more than the required number of threads and responses: please refer to the Discussion Rubric so you can understand the necessary rigor. See D2L Content – Course assignments.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Genre, Activity &amp; Assignments</th>
<th>Readings to discuss</th>
<th>*Meets PDE Core/Corollary #'s</th>
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</thead>
<tbody>
<tr>
<td>1st Week</td>
<td><strong>The Potential of Children's and Young Adult Books</strong></td>
<td>Textbooks &amp; Articles</td>
<td>IA1, C, IIA1, IIC1 – PDE Reading Specialists, 2001</td>
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<tr>
<td></td>
<td><em>Graduate Student Information</em></td>
<td>*Short 1 &amp; 13</td>
<td>2.3 – ILA Standards for Reading Specialists/Literacy Coach 2010</td>
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<td></td>
<td><em>Course and Syllabus overview</em></td>
<td><em>Johnson Higgins Evaluation</em></td>
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<td></td>
<td>*Introduce Johnson Higgins Multicultural Book Evaluation</td>
<td>*Serafini 2011</td>
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<td>*Introduce Independent Reading program</td>
<td><strong>Media</strong></td>
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<td>See D2L Contents week 1</td>
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<td><strong>Children's and Y.A. Texts</strong></td>
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<td>*See Short 1 and 11</td>
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<td>*Whole class book – Last Stop on Market Street</td>
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<td>*2 favorite children’s books = 1 picture book, 1 chapter book</td>
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<td>2nd Week</td>
<td><strong>Multicultural Children’s Literature</strong></td>
<td>Textbooks &amp; Articles</td>
<td>IC, IIA1, IIC1, 3, IICB – PDE Reading Specialists, 2001</td>
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<td></td>
<td><em>Due Johnson Higgins book evaluation</em></td>
<td>*Short 2 &amp; 13</td>
<td>2.3, 4.2, 5.1- ILA Standards for Reading Specialists/Literacy Coach 2010</td>
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<td>*Introduce Lib Guides from Westminster College McGill Library</td>
<td>*Daily 5 Boushey</td>
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<td><strong>Media</strong></td>
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<td>See D2L Contents week 2</td>
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<td><strong>Children's and Y.A. Texts</strong></td>
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<td>*See Short 11</td>
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<td></td>
<td><em>Choose Coretta Scott King (African American Pura Belpre (Latino) Award book for Johnson Higgins Multicultural book evaluation</em></td>
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<td>3rd Week</td>
<td><strong>Historical Fiction and Pillars of Balanced Reading Program</strong></td>
<td>Textbooks &amp; Articles</td>
<td>IA1, IIA1, IIC3, 4, IIA1, B – PDE Reading Specialists, 2001</td>
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<td>*Due Librarian interview</td>
<td>*Short 9 &amp; 12</td>
<td>5.1- ILA Standards for Reading Specialists/Literacy Coach 2010</td>
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<td>*Introduce Unit of Study with Informational texts</td>
<td>*Heald-Taylor 3 Paradigms</td>
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<td>*Introduce Interactive Read Aloud</td>
<td>*Units of Study articles</td>
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<td><strong>Media</strong></td>
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<td>See D2L Contents week 3</td>
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<td><strong>Children's and Y.A. Texts</strong></td>
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<td>*See Short 9</td>
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<td>*Whole class book - Great Trouble</td>
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<td>Week</td>
<td>Books</td>
<td>Textbooks &amp; Articles</td>
<td>Media</td>
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<td>4th</td>
<td>*Informational Books</td>
<td>*Short 10</td>
<td>See D2L Contents week 4</td>
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<td>*Due Interactive Read Aloud with Informational Text</td>
<td>*Leisure Reading ILA</td>
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<td>5th</td>
<td>*Picture and Poetry Books</td>
<td>*Short 3, 4 &amp; 5</td>
<td>See D2L Contents week 5</td>
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<td>*Due 5 books for Unit of study</td>
<td>*Guastello Guided Reading</td>
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<td>6th</td>
<td>*Traditional Literature and Fantasy Books</td>
<td>*Short 6 &amp; 7</td>
<td>See D2L Contents week 6</td>
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<td>*Due Independent Reading project</td>
<td>*Pierce Level 3 Reader</td>
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<td>7th</td>
<td>*Realistic Fiction</td>
<td>*Short 8</td>
<td>See D2L Contents week 7</td>
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<td>*Due Children’s and YA Media resources</td>
<td>*Censorship NCTE</td>
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<td>8th</td>
<td>*Unit of Study presentations</td>
<td>*Wonder precepts to share with classmate</td>
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<td></td>
<td>*Due Unit of study</td>
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IV. STUDENT EVALUATION:

A. Professionalism and Participation Online, every week – 30 pts.
Graduate students will actively participate in all class experiences. Through discussions, written responses, and presentations, each student will contribute to the collaborative learning process.

An online learning environment offers unique possibilities for learning and collaborating. Work to build our community of learners into a vibrant learning opportunities. Netiquette expectations.

B. Read and Discuss – 70 pts., 10 points per substantive post
with Textbooks, articles and media
1. Half of the class completes and submits responses to Guiding Questions after reading the course textbook chapters, articles and media.
Choose either schedule - Weeks 1, 2, 4 and 6 or
Weeks 1, 3, 5 and 7. Sign up on Thursday week 1.
Substantive responses are due to D2L Discussions each Tuesday by midnight.
2. Classmates who did not post responses to Guiding Questions choose one initial thread to respond to online by Thursday midnight.

C. Children's and Young Adult Book Explorations – 70 pts.
1. Half of the class explores 3 children's or young adult books from the genre of focus for the week. Using Short textbook as a guideline, books are selected from school or public library.
Class members create a padlet highlighting 3 books to post to D2L Discussions by Tuesday midnight.
Choose either schedule - Weeks 1, 2, 4 and 6 or
Weeks 1, 3, 5 and 7. Choose the opposite schedule from Read and Discuss.
Padlets need to include –
   a. Image of book from Amazon books, Amazon books should have Look Inside feature allowing classmates to read the first portion of the book
   b. Author information from author website
   c. Media link like YouTube or Teacher Tube video showing teacher using book
   d. Common Core State Standards applicable to book
   e. Teaching idea from Carol Hurst’s Ch. Lit. site, http://carohlhurst.com/ www.wowlit.org,
      www.readwritethink.org, Pinterest, Book Links and Booklist Online,
      https://www.booklistonline.com/quick-tips-for-schools-and-libraries ...
2. Classmates who did not create a padlet read and respond to one classmate's padlet by Thursday midnight.

D. Read and Discuss Quizzes, weeks 3 and 6, 20 points each
Posted on Monday, due Thursday midnight, Submit to D2L Dropbox

E. Independent Reading Program – 85 pts.
Children become motivated and engaged readers when given the opportunity to choose meaningful texts based on their interests and goals (ILA and NCTE, 2014, Leisure Reading). Teachers can be instrumental in developing life-long, engaged readers by offering daily reading opportunities with an array of texts, at school and from home. Graduate students will evaluate their classroom library as well as their students’ and families’ reading interests in order to offer proficient and reluctant readers an array of meaningful texts.
Additionally teachers need to increase their ability to select high quality, accurate and authentic children’s books. Graduate students will use the Johnson-Higgins Multicultural Book Evaluation to critically evaluate 2 books.

**F. Unit of Study with Informational Texts – 110 points**

Graduate students will explore an alternative to basal reading groups – Units of Study. The goal is to gather a text set of 10 informational books focused on a Common Core science or social studies topic. Genres to explore include informational or historical fiction, poetry, multicultural and chapter books. A Workers and Activists text set for middle school readers will provide a vision of possibilities.

**V. COURSE ORGANIZATION**

This course is based on learning as an inquiry or discovery process. Class sessions will include: small group discussions, whole class discussions, presentations, demonstrations, and sharing.

**VI. BELIEFS ABOUT LEARNING**

Our class experiences are based on the following beliefs about learning:

1. *Learning is a social process of collaborating with others* (Vygotsky, 1978; Short & Burke, 1991).
2. *Learning occurs as we make connections to our own experiences* (Dewey, 1938; Goodman, 1985).
4. *Learning is a process of inquiry* (Short & Burke, 1994; Harste, 1992; Harste, Short & Burke, 1988).
5. *Learning requires a critical stance towards written and visual texts* (Edelsky, 2000; Smith and Crafton, 2000).

(Adapted from K. Short, University of Arizona, 2010)

**VII. EVALUATION**

**A. ACADEMIC INTEGRITY**

Central to the purpose and pursuit of any academic community is academic integrity. All members of the Westminster community, including students, faculty, staff, and administrators, are expected to maintain the highest standards of honesty and integrity, in keeping with the philosophy and mission of the College.

Academic dishonesty is a profound violation of this code of behavior. Outlined below are examples of and specific consequences for academic dishonesty at Westminster.

*Violations of the Westminster College Academic Integrity Policy*

1. Cheating – Handing in another’s work or ideas as one’s own...
2. Misconduct – Engaging, during a class or testing session, in conduct that is so disruptive as to infringe upon the rights of the instructor or fellow students...
3. Plagiarism – Quoting or paraphrasing, without proper citation and acknowledgement, the published words, ideas, or work of another...
4. Providing False Information – Falsifying laboratory data, notes, or results, or research data of any type, and presenting it as one’s work...
Process and Consequences
If a course instructor suspects that a student has violated this policy, the instructor will speak with the student, review appropriate materials, and reach a conclusion. Consequences include notifying the Director of the Graduate Program and imposing an academic penalty (e.g., 0 for the assignment or failing grade for the course).

Appeals Process
The student may appeal either the finding of a violation or the penalty to the Academic Standards Committee.

B. DISABILITY POLICY

Disability Policy Students who desire some form of accommodation for a diagnosed learning disability or physical problem must inform their instructors at the beginning of each semester (within two weeks) as to the nature of the disability and type of accommodation requested. If the disability or physical problem is diagnosed during the semester, students should inform their instructors immediately of the problem and accommodations needed. Student with disabilities should also inform the Disabilities Coordinator in the Office of Student Affairs, who is available to assist in evaluating the disability and to facilitate communication between the College and the student in considering special accommodations. The type of accommodation provided will depend on the needs of the student, the circumstances of the student's classes, and the resources of the College. Because of limited resources, final determination of whether an accommodation can be provided will be at the discretion of the College.

C. GRADING

Expectations for each learning experiences are listed in this syllabus. Additionally for the Independent Reading Program and the Units of Study Inquiry, you will receive further information with a detailed rubric. When you submit assignments, written responses will be designed to nudge your thinking even further.

To determine your course grade, the five learning experiences and your participation and professionalism will be reviewed. All projects are due during class on the day stated in the syllabus. Grading of late projects will result in a 5% deduction per day. The grade distribution listed in the Graduate Catalog will be utilized. (A = 100 - 93%, A- = 92 - 90%, B+ = 89 - 88%, B = 87 - 83%, B- = 82 - 80%, etc.).

Our learning experiences are weighted as follows:

<table>
<thead>
<tr>
<th>Learning Experience</th>
<th>Due Dates</th>
<th>Points</th>
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<tbody>
<tr>
<td>A. Professionalism and Participation – See Netiquette Course introduction</td>
<td>Every course session</td>
<td>45 points total</td>
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<tr>
<td>Flickr post as Course introduction, Tuesday, week 1</td>
<td>Flickr 15 points</td>
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<td>B. Read and Discuss</td>
<td>Response to Guiding Questions - Three weeks by Tuesday midnight</td>
<td>10 points per post</td>
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<tr>
<td>Response to classmate’s Guiding Questions posts - Three weeks by Thursday midnight</td>
<td>10 points per post</td>
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<tr>
<td>C. Children's and Padlets – Three weeks by Tuesday</td>
<td>10 points per post</td>
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</tbody>
</table>
| **Young Adult Book Explorations** | midnight  
Response to classmate’s padlet – Three weeks by Thursday midnight | 10 points per post  
70 points total |
| --- | --- | --- |
| **D. Read and Discuss Quizzes** on Short chapters and articles | 20 questions per quiz, weeks 3 and 6  
Due Thursday midnight | 20 points each  
40 total points |
| **E. Independent Reading Inquiry** | Johnson Higgins Multicultural Book Evaluation, week 2  
2 Lib Guide articles, week 3  
Librarian Interview, week 3  
Classroom library evaluation, week 5  
Student Reading Inventory and Family Literacy Survey, week 6  
Overview of Independent Reading Program, week 6 | 10 pts  
10 pts  
15 pts  
10 pts  
20 pts  
20 points  
85 points total |
| **F. Unit of Study with Informational texts** | Interactive Read Aloud with Informational text, week 4  
2 Lib Guide journal articles, week 4  
10 Informational/ Historical/ poetry/ picture books, week 7  
Children’s and Y.A. Media resources, week 8  
Overview of Potential in Units of Study, week 8 | 15 pts  
10 pts  
50 pts  
20 pts  
15 pts  
110 points total |
| **Total possible points** | 420 points |