WESTMINSTER COLLEGE  
GRADUATE PROGRAM COURSE SYLLABUS

TERM  Spring 2019

COURSE #/TITLE:  REA 830, ADVANCED CHILDREN’S AND YOUNG ADULT LITERATURE
January 7 – March 2, 2019
Special 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 at home and school 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 to build a more robust and diverse classroom and school library (Johnson Higgins Multicultural Book Evaluation),

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

5) providing opportunities for students and families to respond to literature using various literary response skills (IRP and Units of study).

Course Goals:

FACULTY MEMBER:  Charlene Klassen Endrizzi, Ph.D., Professor of Literacy Education, Westminster College, endrizck@westminster.edu, 724-946-7189 office
Virtual office hours – Wednesdays, 6:00 – 8:00 p.m.
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 -
*Scholastic Book Clubs – join this national book club and purchase any 5 recently published books from 5 different genres for your classroom library, use 2 books for your family newsletter to share through your Independent Reading Program

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. You are also invited to join bi-weekly Google Hangouts.

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 – Wednesdays and Saturdays. Posting assignments late will result in 5% reduction per day. Late assignments will not be accepted after three days past the due date.

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 Wednesday of each week. Responses to peers’ threads must be posted by Saturday 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 *International Literacy Association Standards For Reading Specialists/Literacy Coach</th>
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<tbody>
<tr>
<td>1st Week</td>
<td>The Potential of Children's and Young Adult Books *Graduate Student Information *Course and Syllabus overview *Introduce Johnson Higgins Multicultural Book Evaluation *Introduce Independent Reading program</td>
<td>Textbooks &amp; Articles *Short 1 &amp; 11 *Johnson Higgins Evaluation *Serafini 2011 Media See D2L Contents week 1 Children’s and Y.A. Texts *See Short 1 and 11 *Whole class picture book – Last Stop on Market Street *2 favorite children’s books = 1 picture book, 1 chapter book</td>
<td>IA1, C, IIA1, IIC1 – PDE Reading Specialists, 2001 2.3 – ILA Standards for Reading Specialists/Literacy Coach 2010 Short YAL = chaps 1 &amp; 8</td>
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<td>2nd Week</td>
<td>*Multicultural Children’s Literature</td>
<td>Textbooks &amp; Articles *Short 2 &amp; 13 *Daily 5 Boushey Media See D2L Contents week 2 Children’s and Y.A. Texts *See Short 11 *Choose Coretta Scott King (African American) or Pura Belpre (Latino) Award book for Johnson Higgins Multicultural book evaluation</td>
<td>IC, IIA1, IIC1, 3, IIIB – PDE Reading Specialists, 2001 2.3, 4.2, 5.1- ILA Standards for Reading Specialists/Literacy Coach 2010 Short YAL = Chaps 2 &amp; 10</td>
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<td>3rd Week</td>
<td>*Historical Fiction and Pillars of Balanced Reading Program *Due Librarian interview *Introduce Unit of Study with Informational texts</td>
<td>Textbooks &amp; Articles *Short 9 &amp; 12 *Heald-Taylor 3 Paradigms *Units of Study articles Media See D2L Contents week 3 Children’s and Y.A. Texts *See Short 9</td>
<td>IA1, IIA1, IIC3, 4, IIIA, B – PDE Reading Specialists, 2001 5.1- ILA Standards for Reading Specialists/Literacy Coach 2010 Short YAL =</td>
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<td>Week</td>
<td>Assignments and Resources</td>
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| **4th Week** | *Informational Books*  
*Due Interactive Read Aloud with Informational text*  
*Textbooks & Articles*  
*Short 10*  
*Leisure Reading ILA*  
*Day Family Book Clubs*  
*Media*  
*See D2L Contents week 4*  
*Children's and Y.A. Texts*  
*See Short 10*  
IC, IIC1, 3, 4 – PDE Reading Specialists, 2001  
2.3- ILA Standards for Reading Specialists/Literacy Coach 2010  
Short YAL = Chap 6 |
| **5th Week** | *Picture and Poetry Books*  
*Due 5 books for Unit of study*  
*Textbooks & Articles*  
*Short 3, 4 & 5*  
*Duke and Purcell-Gates*  
*Media*  
*See D2L Contents week 5*  
*Children's and Y.A. Texts*  
*See Short 4 and 5*  
*Short Paired Books*  
IC, IIC1, 3, 4, 6 – PDE Reading Specialists, 2001  
2.3, 4.2 - ILA Standards for Reading Specialists/Literacy Coach 2010  
Short YAL = Chap 7  
Also read Short 4 from K-5th grade text, see D2L post |
| **6th Week** | *Traditional Literature and Fantasy Books*  
*Due Independent Reading project*  
*Due Quiz 2*  
*Textbooks & Articles*  
*Short 6 & 7*  
*Pierce Level 3 Reader*  
*Cinderella Variants*  
*Media*  
*See D2L Contents week 6*  
*Children's and Y.A. Texts*  
*See Short 6 & 7*  
IC, IIC1, 3, 4 – PDE Reading Specialists, 2001  
2.3, 4.2 - ILA Standards for Reading Specialists/Literacy Coach 2010  
Short YAL = Chap 4 |
| **7th Week** | *Realistic Fiction*  
*Due Children’s and YA Media resources*  
*Textbooks & Articles*  
*Short 8*  
*Censorship NCTE*  
*Media*  
*See D2L Contents week 7*  
*Children’s and Y.A. Texts*  
*See Short 8*  
*Whole class chapter book - Wonder – weeks 7 and 8*  
IC, IIC1, 3, 4  
IIIA, C – PDE Reading Specialists, 2001  
2.3 - ILA Standards for Reading Specialists/Literacy Coach 2010  
Short YAL = Chap 3 |
### 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. See Netiquette expectations posted on D2L Week 1.

#### 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 Monday week 1.
   Substantive responses are due to D2L Discussions each Wednesday by midnight.

2. Classmates who did not post responses to Guiding Questions choose one initial thread to respond to online by Saturday 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. Choose opposite of Read and Discuss. 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 Wednesday 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
   f. Student responses to one book, see 101 options for book reports or LibGuide articles or Pinterest or Teachers pay teachers, student responses are due on Saturday

2. Classmates who did not create a padlet read and respond to one classmate’s padlet by Saturday midnight.

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<th>8th Week</th>
<th>*Unit of Study presentations</th>
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<td></td>
<td>*Due Unit of study</td>
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<td></td>
<td>*Due Final Literature Goals</td>
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| *Articles and websites about librarians, Title 1 teachers and Reading Specialists organizing school-wide book celebrations – Dia de los Libros, Pittsburgh schools, KRSA Family Reading Month… |
| *Wonder precept to share with classmate |
| *Final – 5-10 classroom and school children’s and young adult literature goals |

| IIIC – PDE Reading Specialists, 2001 |
| 2.3 - ILA Standards for Reading Specialists/ Literacy Coach 2010 |

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*Wonder* precept to share with classmate
D. Read and Discuss Quizzes, weeks 3 and 6, 20 points each
Posted on Monday, due Saturday midnight, Submit to D2L Dropbox

E. Independent Reading Program – 100 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:
   a) select and evaluate high quality, authentic children’s books, using the Johnson-Higgins Multicultural Book Evaluation,
   b) explore one LibGuide article to understand value of a Indep. Read. Program,
   c) interview their school librarian,
   d) join Scholastic Book Club and purchase 5 books from different genres,
   e) evaluate their classroom library,
   f) assess their students’ and families’ reading interests in order to offer proficient and reluctant readers and their families an array of meaningful texts,
   g) create a family lending library program and send home 2 books obtained from Scholastic Book Clubs with a family newsletter.

F. Unit of Study with Informational Texts – 100 points
Graduate students will explore an alternative to basal reading groups – Units of Study. The goal is to gather a text set of 10 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.

G. Final – 20 points
Graduate students will create a list of 5-10 Children’s and Young Adult Book Literature goals for their classroom and school, discuss IRP and Units of study, cite 5 LibGuide articles of your choice, post responses from your librarian and administrator, discuss connections to other Reading Specialist courses

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).
8. *Learning is reflective and dialogic* (Freire, 1978; Peterson, 1992; Short & Burke, 1991). (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. Late assignments will not be accepted after 3 days. 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:

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<tr>
<th>Learning Experience</th>
<th>Due Dates</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>A. Professionalism and Participation – See Netiquette Course introduction</strong></td>
<td>Every course session Padlet as Course introduction, Wednesday, week 1</td>
<td>15 points week 4, mid terms 15 points week 8, final Padlet 15 points 45 points total</td>
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<tr>
<td><strong>B. Read and Discuss</strong></td>
<td>Response to Guiding Questions – Week 1 and Three more weeks by Wednesday midnight Response to classmate’s Guiding Questions posts - Three weeks by Saturday midnight</td>
<td>40 points 30 points 70 points total</td>
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<tr>
<td><strong>C. Children’s and Young Adult Book Explorations</strong></td>
<td>Padlets – Week 1 and Three more weeks by Wednesday midnight Response to classmate’s padlet – Three weeks by Saturday midnight</td>
<td>40 points 30 points 70 points total</td>
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<tr>
<td><strong>D. Read and Discuss Quizzes</strong> on Short chapters and articles</td>
<td>20 questions per quiz, weeks 3 and 6 Due Saturday midnight</td>
<td>20 points each 40 total points</td>
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<tr>
<td><strong>E. Independent Reading Program</strong></td>
<td>Weeks 2, 3, 5 and 6</td>
<td>100 points total</td>
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<tr>
<td><strong>F. Unit of Study with Informational texts</strong></td>
<td>Weeks 4, 5, 7 and 8</td>
<td>100 points total</td>
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<tr>
<td><strong>G. Final</strong></td>
<td>5-10 Children’s And Young Adult Literature goals, week 8</td>
<td>20 pts</td>
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**Total possible points** 445 points