

THE UNIVERSITY OF TENNESSEE AT MARTIN
DEPARTMENT OF EDUCATIONAL STUDIES
LIBRARY SERVICE 451/651 SECTION 002
COURSE SYLLABUS (Fall 2003)

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Th 9:00-10:00 a.m.

I. COURSE NUMBER AND TITLE

Library Service 451/651--Children's Literature (LIBS 451/651—section 002)

II. SEMESTER CREDIT HOURS

3 semester credit hours

Contact hours: Tuesday/Thursday 11:00 a.m. – 12:15 p.m.

III. CATALOG DESCRIPTION

Survey of the history of children's literature and examination of materials suitable for children in grades K-9 to use for leisure time of classroom activities. Criteria for selecting books, magazines, recordings, films, videos, and computer software. Storytelling and other strategies for developing appreciation of literature.

IV. RATIONALE

School librarians and teachers in the elementary language arts program need knowledge of what is available in trade books and non-print media, and need a basis on which to make selections. In addition to this knowledge, teachers and librarians need certain skills and attitudes so that they may guide children toward more comprehensive, creative, and insightful use of literary materials.

V. TEACHER EDUCATION PROGRAM CONCEPTUAL FRAMEWORK

This course is designed to provide a survey of the history, content, and applicability of scholarship in the field of children's literature. This course is not a methods course, but does include strategies for involving children with literature through a multi-media approach. The course supplements the language arts methods course by providing school librarians and teachers with information that can be utilized in making selection decisions and guiding children in meaningful experiences with literature. (Numbers identify the literature base for each objective as listed in the reference section of this syllabus.)

There are three primary components to the revised Conceptual Framework that serves as a knowledge base for the UTM Teacher Education Program. These include **knowledge, skills, and application, reflective practice, and professional and ethical behavior**. Imbedded and intertwined among the three are the commitments to **diverse learners**, the use of **technology** and **assessment** as pedagogical tools to enhance student learning. The faculty believes that educators who are aware of and use differences in language, values, cultural norms, and behavioral styles to enrich instruction can help students from diverse settings become successful learners. Therefore, the faculty is committed to providing teacher candidates with a variety of experiences to increase understanding, skills, and dispositions for working with students of diverse cultural backgrounds and varying learning styles. The faculty believes that *facilitators of learning* should be guided in developing and strengthening their ability to use a variety of communication tools for acquiring new information, expressing thought, and demonstrating abilities. Thus, technology is believed to be an integral component of the teacher preparation program and that teachers should know how to enhance learning through the use of a wide variety of electronic media. If first year teachers are expected to be creative and facile with technology, they deserve exposure to technological enhancements at all levels in the teacher education program.

Knowledge, Skills, and Application –

Teaching requires both content knowledge and a working knowledge of methodologies that enable teachers to accommodate a host of instructional demands. Most importantly the *facilitator of learning* understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to

diverse learners. The *facilitator of learning* is also knowledgeable in curriculum development and design that meets the needs of emergent society, students and subject matter. Inherent in the ability to maximize learning is the understanding of and the ability to effectively assess student performance and effectively communicate appropriate feedback to achieve the goals of instruction.

Examples of evidence may include, but is not limited to the following:

1. unit/lesson plans (may include use of technology)
2. videos of teaching
3. learning activities created and/or adapted to special groups
4. use of assessment instruments
5. use of technology
6. classroom management/discipline strategies

Reflective Practice

The teacher candidate is able to reflect on appropriate and inappropriate practice, the nature of students, learning environments, and strategies for enhancing learning. They also know how to improve the teaching/learning situation and to think as a professional educator by monitoring their own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly. To be successful in one's reflection the use of higher order thinking skills is paramount. Such skills encompass the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information from a variety of sources.

Examples of evidence may include, but is not limited to the following:

1. self and peer assessments of teaching
2. modifying lessons to meet the needs of learners
3. reflective writings (student teaching)
4. use of feedback from instructor and/or supervising/cooperating teachers
5. appropriate use of assessment instruments to modify teaching/learning experiences

Professional and Ethical Behavior

Being aware of and applying the knowledge, skills, ethical codes, and related behaviors demanded of *facilitators of learning* is an integral part of the overall teacher education process. A significant part of professionalism is the ability to work together in a joint intellectual effort, sharing pedagogical approaches, combining assessment data, and attempting to solve problems in collaboration with others. The *facilitator of learning* is also disposed to professional self-growth while maintaining an awareness of research in the profession and commitment to lifelong learning.

Examples of evidence may include, but is not limited to the following:

1. in-services, professional/faculty/PTA meetings
2. presentations – use of technology
3. membership in professional organizations
4. collaboration with school personnel
5. school field trips
6. use of educational research

VI. COURSE OBJECTIVES/LEARNING ACTIVITIES

This course meets the State Professional Education Matrix in K-8:

Knowledge

- I. Human Growth, Development & Learning
 - A. Understand physical, social, emotional, moral and cognitive development of the young child and of the pre- and early adolescent.
- II. Planning and Instruction
 - A. Understand the philosophy, organization and curriculum of primary, intermediate, middle and K-8 schools.
- III. Language Literacy (Language Arts and Reading)
 - A. Understand the acquisition and development of the elements of language, the importance of oral language development in early reading instruction, and the roles of listening, comprehension, and writing in the development of reading.
 - G. Develop skills to evaluate and analyze print and non-print texts.
 - K. Understand the role of oral reading in the development of fluency, expression, accuracy, and

confidence.

Performance

- I. Human Growth, Development & Learning
 - B. Understand developmental progressions and ranges of variation within physical, social, emotional, moral and cognitive domains and apply that understanding in facilitating the formation of student identification and positive self-esteem.
- II. Planning and Instruction
 - F. Relate learning to real life experiences.
- III. Language Literacy (Language Arts and Reading)
 - B. Understand and use varied strategies to develop effective literal, interpretive, and critical reading and thinking skills.
 - F. Provide varied opportunities for students to use media and technology to communicate effectively.
 - I. Explore a wide range of literature from many periods and cultures and in many genres and relate that knowledge to class reading and class writing.
 - N. Integrate and reinforce reading and study skills in all subject areas.

Dispositions

- I. Human Growth, Development & Learning
 - D. Understand how cultural and community diversity impacts learning.
 - E. Establish developmentally appropriate learning expectations and instructional goals based upon knowledge of students, the community, subject matter, and the curriculum.
- III. Language Literacy (Language Arts and Reading)
 - H. Assist students in developing group discussion skills including speaking, listening, and presentation strategies.
 - J. Support the ongoing English development of students whose first language is not English.

This course meets the State Reading Standards Matrix in K-8:

Candidate Standards

Knowledge

Standard I: Content Knowledge and Content-Related Pedagogy

- H. Know that effective instruction integrates attention to the alphabetic principle with attention to the construction of meaning and opportunities to develop fluency.

Standard II: Student Development

- A. Understand the developmental nature of language and its relationship to learning to read.
- E. Demonstrate knowledge about reading development and students' reading difficulties.
- F. Understand the skills and strategies that are critical for learning to read, reading to learn and reading to do.
- G. Possess the knowledge that allows pre-service teachers to tailor reading programs for children who are not responding to instruction.

Standard III: Curriculum

- A. Know how to implement a balanced literacy program that provides explicit and systematic instruction within a print-rich environment regardless of grade level.

Standard IV: Learning Expectations-Instruction

- B. Combine knowledge of critical components of reading instruction with understanding of how children develop reading and literacy skills prior to beginning formal instruction and how children continue to develop into skilled readers through explicit instruction and practice.
- F. Understand their responsibility to provide leadership in the following areas:
 - *Coordinate the student's reading program;
 - *Collaborate with other classroom teachers and support staff (including Title I, special education and ESL teachers);
 - *Implement interventions for children in need of special services;
 - *Integrate instruction in pull-out programs with on-going classroom instruction.

Standard VI: Reflective Practice

- A. Understand that teachers are reflective practitioners who continually assess and adapt their practices in light of experiences with students and based on scholarship related to the profession.

Standard VII: Community Context

- A. Understand that classrooms operate within and are influenced by school, local, state, national and world communities.
- G. Understand the importance of the cultural context of the community.

Performance

Standard I: Content Knowledge and Content-Related Pedagogy

- A. Know about and apply research-based teaching practices that enable all children and youth to become proficient and motivated readers, writers, speakers, and listeners.

- B. Develop expertise in applying explicit approaches to support student acquisition of phonemic awareness, fluency, reading comprehension and study skills.
- D. Know and demonstrate the integration of reading instruction across all subject matter areas.
- F. Demonstrate working knowledge of pedagogical strategies to provide learning experiences that enable children to become competent, independent readers.
- I. Demonstrate a clear understanding of the interrelationships among the dimensions of a balanced reading program including:
 - *Phonemic awareness-the skills and knowledge to understand how phonemes, or speech sounds are connected to print.
 - *Decoding unfamiliar words embedded within continuous text and in isolation.
 - *Fluency-the ability to read at a rate that supports comprehension of text.
 - *Background information and vocabulary to foster reading comprehension.
 - *Comprehension-the development of appropriate active strategies to construct meaning from print.
 - *Development and maintenance of a motivation to read.
 - *Reading to learn-informational and study skills.

Standard II: Student Development

- B. Identify age and developmentally appropriate strategies in teaching students.
- D. Apply information about language development as it relates to literacy and the relationship between early literacy behavior and successful beginning reading.
- H. Recognize the characteristics of good readers, differentiate good readers for poor readers by using those characteristics, and apply that knowledge to effective intervention strategies for all readers.

Standard III: Curriculum

- B. Teach reading within the context of every subject area in such a manner as to build vocabulary, background knowledge and strong comprehension strategies.
- D. Include in their curricula components and practices consistently supported by research including:
 - *Explicit teaching of word identification strategies, comprehension and literature appreciation;
 - *Instructional activities to ensure the development of phonemic awareness;
 - *Systemic and explicit instruction in the code system of written English;
 - *Daily exposure to a variety of print and visual media, as well as opportunities for children to read independently and with others and for children to hear literature read aloud;
 - *Vocabulary instruction (general and technical) that includes a variety of complementary methods that integrate all language arts to assist children and youth in acquiring and expanding their receptive and expressive vocabularies.
 - *Comprehension strategies that promote higher order thinking including predicting outcomes, summarizing, clarifying, describing main idea, questioning, critical thinking, metacognition and visualizing;
 - *Frequent writing of narrative, expository and creative prose to enable analytical and critical understanding of what is read;
 - *Use of other subject areas to reinforce reading, comprehension, communication and study skills;
 - and
 - *Strategies that motivate children to learn to read so that they read for pleasure and information and continue to grow as readers.

- F. Demonstrate ability to help students understand the forms and functions of different kinds of texts.

Standard IV: Learning Expectations-Instruction

- I. Understand that children need the opportunity to read independently each day and have opportunities to discuss what has been read to develop fluency, vocabulary and background knowledge that will improve comprehension, foster enjoyment of reading and increase motivation
- J. Understand the need for children to hear a wealth of good books read aloud.
- K. Demonstrate proficiency in a wide range of instructional strategies.

Dispositions

Standard I: Content Knowledge and Content-Related Pedagogy

- C. Demonstrate developmentally appropriate practices for promoting and developing beginning literacy skills and strategies for all young children.
- E. Know and demonstrate how to make accommodations for students who are experiencing difficulties in reading.
- G. Demonstrate knowledge of how to teach reading to children whose native language is other than English.

Standard II: Student Development

- C. Identify and design appropriate strategies to improve literacy skills of all students.

Standard III: Curriculum

- G. Demonstrate ability to help students build vocabulary and background knowledge necessary for comprehension as they progress through the grades.

Standard IV: Learning Expectations-Instruction

- A. Plan and orchestrate appropriate learning experiences for all students.
- C. Communicate high expectations.
- D. Provide effective feedback for students.
- E. Use information about the learning of curricular needs of diverse learners including students with disabilities and students with limited English proficiency to establish high expectations and design learning that meets the needs of all children.
- G. Understand that to teach reading and writing effectively, lessons and proprietary-reading programs may need to be adapted and augmented to meet unique needs.
- H. Understand that teaching all children to read requires being a leader who makes proactive decisions about the strategies and materials most appropriate for the children in their classrooms.

Standard V: Assessment Strategies

- C. Have knowledge of factors that identify children at risk of failure to learn to read.

Standard VII: Community Context

- C. Understand the need to relate literacy learning to the rich cultural and language heritage diverse learners bring to the classroom.
- D. Understand the importance of involving parents in a meaningful way in the education of their children.
- F. Understand that in some communities, large numbers of children may live in poverty, have limited English proficiency or live in homes in which the parents' or caretakers' reading levels of low.

Teacher Preparation Program Implementation Standards

Knowledge

Standard I: Content

- G. Ensure that teachers can integrate reading, comprehension, and study skills in all subject areas.

Performance

Standard IV: Teacher Preparation Program Design

- A. Use the following documents (as they may be amended) and other sources of information when planning, implementing and evaluating teacher preparation programs:
 - *International Reading Association. 1998. *Standards for Reading Professionals*.
 - *Interstate New Teacher and Assessment and Support Consortium. 1992. *Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue*.
 - *National Association for the Education of Young children. 1994.
 - *National Council on Accreditation of Teacher Education. 2000. *Program Standards for Elementary Teacher Preparation*.

 - *National Council for Teachers of English and the International Reading Association. 1996. *Standards for the English Language Arts*.
 - *Tennessee State Board of Education. 2001. *Tennessee Curriculum Standards in Reading, Writing and Elements of Language*.
 - *Tennessee State Board of Education. 1997. *Tennessee Framework for Evaluation and Professional Growth*.
 - *Tennessee State Board of Education. 2001. *Teacher Licensure Standards: Professional Education*.
- B. Use additional recent syntheses and compendia of research when planning, implementing, and evaluating teacher preparation programs:
 - *Bowman, B. T., Donovan, M. S., Burns, M. S., Eds. (2001). *Eager To Learn: Educating Our Preschoolers*. National Research Council. National Academy Press.
 - *Burns, M. S., Griffin, P., Snow, C. E., Eds. (1999). *Starting Out Right. A Guide to Promoting Children's Reading Success*. National Academy Press.
 - *Kamil, M., Mosenthal, P., Pearson, P. D., and Barr, R., Eds. (2000). *Handbook of READ Research*, Vol. III.
 - *Learning First Alliance (1998). *Every Child Reading: An Action Plan*. A Learning First Alliance Action Paper. www.learningfirst.org/READaction.html.
 - *National Reading Panel (2000). *An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*.

*Snow, C. E., Burns, M. S., Griffin, P., Eds. (1999). *Preventing Reading Difficulties in Young Children*. National Research Council.

Broad areas to be covered in this course are various genre of children's literature, major trends in the literary arena, and issues in reading to and by young children. Emphasis of course content and activities will be on demonstrating an awareness of diversity among people of varying abilities and cultures, identifying and implementing anti-biased and developmentally appropriate practices for children into the language arts curriculum, utilizing teaching strategies which are varied and contain activities and materials that are concrete and relevant, integrating reading throughout all curricular areas, individualizing educational goals and adapting curriculum and materials to accommodate the needs of exceptional children, employing technology in the instruction of young children, collaborating with other professionals and parents, and participating in community involvement.

In an effort to accommodate various learning styles, opportunities will be given to engage in both in-class and outside activities. This will include lectures, discussions in small and large groups, and individual learning activities. Each student will learn problem solving strategies while working with peers as a team in small groups. Each small group will receive points for completing the assigned activities. Each student will earn the same number of points as the other members of the group. However, to earn the credit for the group activities, your presence and active participation are vital for each group working session. The course content is as follows:

- | | |
|--|-----------------------|
| 1. Picture Books/Caldecott | 7. Biography |
| 2. Poetry and Verse | 8. Nonfiction |
| 3. Folklore | 9. Diversity |
| 4. Fantasy/Science Fiction | 10. Technology |
| 5. Contemporary Realistic Fiction | 11. Censorship |
| 6. Historical Fiction | |

VII. COURSE CONTENT

1. Reading Assignment: Book Evaluations—Younger Children (120 points)

Each student will read and evaluate five books for younger children (grades K-3) in each of the following general/classifications:

- | | |
|--------------------------|---------------------------------|
| *Picture Books/Caldecott | *Contemporary Realistic fiction |
| *Poetry and verse | *Historical fiction |
| *Folklore | *Biography |
| *Fantasy/Science fiction | *Nonfiction |

You will need to use the criteria for evaluation from the criteria for selection in each genera/classification section of your text. A form with specific instructions will be given to you as a guideline for this assignment. **(Please note the completed sample, for your information, in your folder.)**

2. Reading Assignment: Book Evaluations—Older Children (120 points)

Each student will read and evaluate one book for older children (grades 4-9) in each of the following genera/classifications:

- | | |
|---|---------------------------------|
| *Picture books/Caldecott (for older children) | *Contemporary Realistic fiction |
| *Poetry and verse | *Historical fiction |
| *Folklore | *Biography |
| *Fantasy/Science fiction | *Nonfiction |

You will need to use the criteria for evaluation from the criteria for selection in each genera/classification section of your text. A form with specific instructions will be given to you as a guideline for this assignment. **(Please note the completed sample, for your information, in your folder.)**

3. Book Share—(50 points)

Choose one children's book our textbook recommends and prepare a 5 to 8 minute class presentation.

Word process your basic information. Have your book approved 2 weeks before your book share.

Your presentation should include:

- 5 points: title, author, illustrator, recommended reading level, brief and clear story summary**
- 20 points: extension activity (art projects/art masters) (music/songs: one performed "live") (poetry) (drama)**
- 20 points: style of presentation (use costume and/or props to promote enthusiasm)**
BE CREATIVE! HAVE FUN! Our class will offer encouragement.

4. Reviewing Assignment—ALL PARTS MUST BE COMPLETED. (20 points)

Part 1: Look over the section on professional resources pages of your text. Examine two hard-copy reviewing journals (look in The Learning Resource Center and/or Paul Meek Library and/or a public or school library). Compare and contrast these two reviewing resources by giving a 2-to-3-sentence description of each journal. In addition, answer these questions with more than a yes or no:

- a. How often published? Cost per year for subscription?
- b. Who publishes?
- c. Who reviews? Do not just put names--look for specific qualifications.
- d. How are reviews organized?
- e. What do you need to find out from a review that will help you the most in making decisions about purchasing or assigning books?
- f. Which journal is the better of the two for this purpose? Why?

Part 2: Select a book that you have read. You are going to locate two different reviews of the **same** book. Find one review in a hard-copy journal and make a copy of it. Then go to the Paul Meek Library home page: Go to electronic data bases, select by alphabetical order, and literature. Find an on-line review of the same book and make a copy of it.

Part 3: You will be making a comparison of these two book reviews. Remember to compare the reviews using the criteria for evaluating the book based on its genre or the literary criteria if you are not sure of the genre. Be sure to include the following:

- *Did you agree with the reviews or not? Why?
- *Which of the two reviews most accurately evaluates your book? Why?

5. Internet Assignment (30 points)

You will be given an assignment which explores children's resources on the internet. The purpose of this

assignment is to become acquainted with a variety of online resources appropriate for children's materials, to develop an understanding of the value and importance of online resources, and to gain confidence in using online resources for doing research and finding specific information.

6. Author Assignment—Team Assignment (160 points) Presentation (20 points)

The author assignment has four parts:

1. a written report to be submitted
2. a tabletop display
3. a brief (not much more than 5 minutes) oral presentation
4. an 8 1/2" X11" handout on your author with enough copies for all members of the class.

Step 1: We will decide in class which authors will be researched by each team.

Step 2: Research on the author. Keep a careful record and full bibliographical information on all information that you find. Look for the following:

- a. Bibliographical information, xeroxed and highlighted; include a xeroxed picture
- b. What awards has the author won?
- c. What does the author say about his/her own work?
- d. Find out what others in the field of children's literature say about your author. You will want to look for articles or books about your author in the journals and professional literature.
- e. Photocopy at least one review of your author's work.
- f. Make a complete bibliography of books that your author has written, giving a complete citation (according to APA standards).
- g. Make a bibliography of sources you used to find your information.

Step 3: The written report. This report has no length requirement. Organize your research (mostly photocopies with highlighted text) into a 3-hole/ring notebook. Include all of the information listed in step two as well as these additions to demonstrate that you have not only gathered this information, but you have synthesized this information. This is not a formal paper; this is the gathering of information and organizing it as if you might complete a formal paper. You may cut and past or use colored paper to help organize (don't forget to write a citation under each cut out article). You may use plastic sleeves to hold photocopies. Use dividers to organize your information into sections. Be neat and organized. The written report should serve as a model for children to see how information can be collected and organized while doing research.

- a. see step two above
- b. a one-paragraph summary of the biographical information you found.
- c. a one-paragraph summary of pertinent information by and about your author from the literature.
- d. a list of books by your author that you have chosen for your oral report and your reasons for selecting them.

Step 4: The oral report. Prepare for a 5-minute (not longer) oral report to the class. You may refer to notes, but do not read something that you have prepared word for word. You definitely want to tell the class some interesting or personal tidbits about your author. Here are some suggestions:

- a. Tell something interesting about your author as well as some biographical information.
- b. Show a picture if available.
- c. Tell how he/she feels about his/her work.
- d. Tell what others say about your author's work.
- e. Bring at least three of your author's works to class and talk about them (include your own ideas and impressions as well as what the experts/critics say). Use one sentence to describe each book.
- f. BE INTERESTING!!
- g. Points will be deducted for exceptionally long presentations and presentations which are unprepared.

Step 5: The handout. Type a one-page 8 1/2" X 11" handout of your author to share in class—make enough for each student and the instructor. Handouts will be given to the class before your oral presentation and should include the following:

- a. Your name and email address for future questions.
- b. Your author's name and picture if possible.
- c. A one-paragraph summary of biographical information.

- d, Any awards.
- e. An ANNOTATED BIBLIOGRAPHY of books by your author that you will be presenting in class as part of your oral report. (An annotated bibliography means that you need to include a very brief summary about the content of each book.) Note any award winners.
- f. A non-annotated bibliography of additional works by your author as space permits on the page. Note any award winners.
- g. Suggestion: Use paper no larger than 8 1/2" X 11". These handouts can be hole-punched and placed in your notebooks.

Step 6: The display. Use 3-sided science project display board/cardboard (you can purchase one or make your own) to create a tabletop display for your author. Your display should be colorful and informative. Think in terms of using the display again in the future as a learning exhibit, incorporating it into an educational experience. The display board is your bulletin board and colorful backdrop. Some points to include:

- a. Something interesting about your author as well as some biographical information.
- b. Show a picture of the author.
- c. Color copies of dust covers have become relatively inexpensive. You may want to use a couple for your display. Please do not cut the actual dust cover or hurt any books to do this display.
- d. Bring at least 3-5 books written by your author to display with the project board.
- e. Display your written report with the display board.
- f. Attach an IDEA CARD (non-permanent and removable) which briefly details how you plan to use the display board with children after this class. Think in terms of good instructional design for an activity to use with this book. Who's your target audience? What are your goals and objectives? To stir your creativity, here are some ideas used in the past:
 1. Students have brought in #10 cans with screening rubber-banded on top and the recipe for making paper pulp in a blender to have a hands-on activity when learning more about Denise Fleming who makes her own paper.
 2. Painting tissue like Eric Carle and making collages like Eric Carle and Ezra Jack Keats.
 3. Creating realistic drawings like David Diaz in *Smoky Night* and Jeannie Baker in *Window* using found objects such as seeds, corn flakes, weeds, plastic wrap, corrugated cardboard, etc.

THE ONLY LIMIT FOR THIS PROJECT IS YOUR OWN CREATIVITY!!

(Please Note: This project will require several weeks of research and organization. Don't wait until the last minute and try to do this project in one or two days. It will be difficult to complete this project satisfactorily in a short amount of time. Plan ahead and pace yourself.)

7. Final Examination (80 points) The final examination will cover all topics discussed in this course.

8. Participation/Attitude/Effort--Students in this class will be expected to provide the following:

- * Punctuality in submitting assignments
- * Active participation in class activities
- * Positive and relevant contributions to class and group discussions
- * A constructive attitude approach toward class discussions.
- * Regular class attendance.

9. Attendance

You are expected to be on time for class. Once attendance has been taken during class, no further recording of attendance will be taken and late students will be considered to be absent. If a student must be absent from class, a phone call PRIOR to class or appropriate documentation will be appreciated (doctor's excuse, letter from judge, etc.). The third absence will result in a drop of the final letter grade; the fourth absence will result in the drop of two letter grades; more than five absences requires a drop from this class. Prior to class, the instructor should be notified of any early departure; three early departures will be equivalent to an absence. Each student is required to keep a personal record of his/her own attendance which will be submitted at the end of the semester.

Attendance Policy:

Materials and activities presented in this course are designed to enhance your development as an educational leader. Students pursuing the teaching profession are mature enough to take the responsibility of facilitating the acceptable completion of course requirements and for judging the role of

class attendance in meeting this goal. As per formal attendance rules, you must be present for every class. In case of emergency absences due to illness, a requirement is to submit a doctor's excuse. Procedures concerning absences from the final examination are discussed in the UTM Bulletin.

10. Graduate Level Requirements

In addition to completing all of the assignments required of undergraduate students, graduate students will:

- a. Select a project, with approval of the instructor, based on gifted characteristics
- b. Submit a paper of the findings.
- c. Prepare and present a segment to the class including visual representations and handouts of the results.

This project will be graded on a pass/fail basis and will be discussed at an individual conference.

VIII. EVALUATION

All students will be evaluated on the number of points earned for each of the learning activities specified in the syllabus. Assignments submitted after the due date will lose points. Letter grades will be recorded at the end of the course. The final grade will be based on the following percentage scale of points earned:

- A: 600 - 555**
- B: 554 - 510**
- C: 509 - 450**
- D: 449 - 420**
- F: Below 420 (need to see instructor)**

Grades will be awarded according to cumulative points earned by the student as listed below:

Reading Assignment: Book Evaluations--Younger Children	120
Reading Assignment: Book Evaluations--Older Children	120
Book Share	50
Reviewing Assignment	20
Internet Assignment	30
Author Assignment	180
Final Exam	80
Total points	600

Academic integrity is expected in this class. Work that is copied or plagiarized will be given a grade of 0, and any involved students will be subject to disciplinary action.

Any student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodation from P.A.C.E. or Student Academic Support Center within the first two weeks of the semester.

IX. TEXTBOOKS

Cullinan, B., & Galda, L. (2002). *Literature and the child (5th edition)*. Fort Worth, TX: Harcourt Brace College Publishers.

X. OTHER RESOURCES

The Learning Resource Center; the Paul Meek Library; local, community, and school libraries; various internet sites and services.

XI. PREREQUISITES

None

XII. FACULTY FREQUENTLY TEACHING COURSE

Dr. Ginny Esch, Dr. Brenda Gullede

XIII. PROGRAMS IN WHICH COURSE IS REQUIRED

Human Learning K-8, Human Learning 1-8.