

William Paterson University of New Jersey
College of Education
Department of Educational Leadership and Professional Studies
Preparing Inquiring Educators for Diverse Settings: Developing Knowledge, Applications, Dispositions

Syllabus
December 26, 2015 to January 14, 2016

ELRL 6050 – Advanced Inquiry into Literature for Children and Youth, 3 graduate credits

Pre-requisite: None

Format: Online via Blackboard (<http://bb.wpunj.edu>)

Instructor: Dr. Salika Lawrence

Email: LawrenceS2@wpunj.edu

Course Description

An investigation of literary and content print and nonprint media. Considers questions related to materials, language sources, instructional systems and organizational arrangements appropriate for use in today's classrooms. Special attention is given to the preparation of teacher, parent and librarian guides to literature; adaptation of materials for children and youth; and analysis of recent research studies.

INSTRUCTIONAL GOALS & STUDENT LEARNING OUTCOMES

Course Objectives

The candidate will:

- A. Examine and evaluate different theories on literacy development to determine the relationship between literacy acquisition through critical awareness, reflective pedagogy, and determine how various instructional practices impact the diverse needs of students. More specifically, the exploration of how we can integrate children's and adolescent literature into the curriculum.
- B. Examine a range of essential issues as we consider the relationship between instructional standardization and student diversity to determine how instructional choices can influence students' literacy development through critical exploration of literature.
- C. Explore literacy standards to determine whose standards are being addressed, where they originate, and who determines those standards. We will explore how these factors influence children's literacy skills and practices in and out of school.
- D. Examine how literacy standards impact students with linguistic, cultural, and economic differences.
- E. Explore whether critical pedagogy helps improve teaching and create opportunities for learning, especially for linguistically and culturally diverse students.
- F. Explore the social, cultural, structural, and political contexts within which classroom literacy standards are nested and how we as educators negotiate the boundaries of such contexts to meet student needs.
- G. Identify strategies teachers, parents and librarians can use to facilitate students' interaction and exposure to a wide variety of literature.
- H. Demonstrate their understanding of current theories and research in literacy by identifying theoretical elements of critical literacy and its connection(s) to reflective pedagogy.
- I. Apply knowledge of critical literacy to critique elements of literature as it pertains to various social structures (e.g. culture, diversity, economics, politics).

Student Learning Outcomes

Candidates will:

- A. Prepare a textual analysis research paper that evaluates literature by examining its textual features, its alignment to Common Core State Standards (CCSS), and its purpose and connection to social awareness beyond the classroom. Then use insights from this research to develop a guide for parents, teachers, and librarians that will promote critical literacy.
- B. Demonstrate their knowledge of effective practices for literacy instruction by discussing and evaluating curriculum materials that can be used to support students' critical literacy development.

- C. Participate in literature circle/book club meetings to simulate authentic discussions about texts, and understand implications for critical literacy in today's classrooms, specifically how this framework addresses the CCSS and multidimensional literacy needs of students with diverse learning styles and backgrounds.

Disposition Outcomes

Candidates will:

1. Model ethical professional behavior, use multiple indicators to judge professional growth, and reflect to make informed decisions that will improve instruction and other services to children who have reading difficulties.
2. View colleagues as professional resources and value the importance of collaboration to provide high quality instruction to students with reading difficulties.
3. Pursue knowledge of literacy professional journals and participate in professional development activities, including conferences by professional literacy organizations and workshops.
4. Develop an understanding of her/his values and beliefs about reading/literacy, the human dimensions of change, education and schooling, teaching, and the qualities she/he needs to be an effective supervisor of reading programs by reading required texts and completing class activities.

NEEDS AND RESOURCES

Computer Technology

This is an online course. To successfully complete the course you will need access to the Internet, and multimedia software with audio-visual capabilities. The only technology issues that will be excused during the course are issues where there is limited or no access to the University's server. If these incidents occur there will be a system-wide notice so all network users are informed. The course requires that you are capability of the following technology-based activities.

1. Accessing the Internet
2. Downloading and viewing videos
3. Listening to audio files
4. Sending email
5. Retrieving email
6. Posting on the Blackboard discussion board
7. Accessing files through Blackboard

If you are in need of Blackboard training please contact the IRT department. <http://www.wpunj.edu/irt/>

Required Text(s):

1) Book Club Discussions will use the following picture books. Your local library is a wonderful resource for accessing children's literature.

- The Keeping Quilt by Patricia Polacco
- Show Way by Jacqueline Woodson

2) The readings below can be accessed as PDFs through the Cheng Library's database. You are responsible for retrieving the readings. The link will take you to the library. Then you will need to log in to locate the reading through the library's database. Your log in procedure is the same as accessing student email.

Akhondi, M., Malayeri, F. A., & Samad, A. A. (2011). How to teach expository text structure to facilitate reading comprehension. *The Reading Teacher*, 64(5), 368-372. doi: 10.1598/RT.64.5.9
<http://ezproxy.wpunj.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=58771199&site=ehost-live>

Bean, T., & Moni, K. (2003). Developing students' critical literacy: Exploring identity construction in young adult fiction. *Journal of Adolescent & Adult Literacy*, 46(8), 638 – 648.
<http://ezproxy.wpunj.edu:2048/login?url=http://ezproxy.wpunj.edu:2376/login.aspx?direct=true&db=aph&AN=9539932&site=ehost-live>

Clarke, L. W., & Whitney, E. (2009). Walking in their shoes: Using multiple-perspectives texts as a bridge to critical literacy. *Reading Teacher*, 62(6), 530-534. doi: 10.1598/RT.62.6.7.

- Drucker, M. J. (2003). What reading teachers should know about ESL learners. *Reading Teacher*, 57(1), 22-29. <http://ezproxy.wpunj.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=10804072&site=ehost-live>
- Dyson, A., & Labbo, L. (2003). Popular literacies and the “All” children: Rethinking literacy development for contemporary childhoods. *Language Arts*, 81(2), 100-109. Retrieved from <http://www.lerc.educ.ubc.ca/lerc/students/556/LADyson2003.pdf>
- Gainer, J. S. (2010). Critical media literacy in middle school: Exploring the politics of representation. *Journal of Adolescent & Adult Literacy*, 53(5), 364-373. doi: 10.1598/JAAL.53.5.2 <http://ezproxy.wpunj.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=47875747&site=ehost-live>
- Graves, M., & Philippot, R. (2002). High-interest, easy reading: An important resource for struggling readers. *Preventing School Failure*, 46(4), 179-182. <http://ezproxy.wpunj.edu:2048/login?url=http://ezproxy.wpunj.edu:2376/login.aspx?direct=true&db=aph&AN=7213943&site=ehost-live>
- Hiebert, E. H. (2013). Supporting students’ movement up the staircase of text complexity. *The Reading Teacher*, 66(6), 459-468. doi: 10.1002/TRTR.1149 <http://ezproxy.wpunj.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=85862247&site=ehost-live>
- Kesler, T. (2010). Shared reading to build vocabulary and comprehension. *The Reading Teacher*, 64(4), 272-277. doi: 10.15.1598/RT.64.4.5. <http://ezproxy.wpunj.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=55853458&site=ehost-live>
- Klingner, J. K., Urbach, J., Golos, D., Brownell, M., & Menon, S. (2010). Teaching reading in the 21st century: A glimpse at how special education teachers promote reading comprehension. *Learning Disability Quarterly*, 33(2), 59-74. <http://ezproxy.wpunj.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=51996713&site=ehost-live>
- Lapp, D. & Fisher, D. (2010). Critical literacy: Examining the juxtaposition of issue, author, and self. *Multicultural Perspectives*, 12(3), 156-160. doi: 1521-0960print/1532-7892. <http://ezproxy.wpunj.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=52889142&site=ehost-live>
- Luna, C. (2003). (Re)Writing the discourses of schooling and of “learning disabilities”: The development of critical literacy in a student action group. *Reading & Writing Quarterly*, 19, 253-280. <http://ezproxy.wpunj.edu:2048/login?url=http://ezproxy.wpunj.edu:2376/login.aspx?direct=true&db=aph&AN=9930488&site=ehost-live>
 You may have to request a copy from the library using the interlibrary loan form for articles. Then the library will send you a copy to your student email. <http://ezproxy.wpunj.edu:3021/library/resourcegmt/interlibrary-loan.dot>
- Moje, E. (1999). From expression to dialogue: A study of social action literacy projects in an urban school setting. *The Urban Review*, 31(3), 305 – 330. <http://ezproxy.wpunj.edu:2048/login?url=http://ezproxy.wpunj.edu:2376/login.aspx?direct=true&db=aph&AN=11308884&site=ehost-live>
- Rogers, R. (2002). “That’s what you’re here for, you’re supposed to tell us”: Teaching and learning critical literacy. *Journal of Adolescent & Adult Literacy*, 45(8), 772-787. <http://ezproxy.wpunj.edu:2048/login?url=http://ezproxy.wpunj.edu:2376/login.aspx?direct=true&db=aph&AN=6629898&site=ehost-live>
- Stricklin, K. (2011). Hands-on reciprocal teaching: A comprehension technique. *The Reading Teacher*, 64(8), 620-625. doi: 10.1598/RT.64.8.8 <http://ezproxy.wpunj.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=60759867&site=ehost-live>
- Sullivan, P. (2002). “Reception Moments,” Modern literacy theory, & the teaching of literature. *Journal of Adolescent & Adult Literacy*, 45(7), 568 – 577.

<http://ezproxy.wpunj.edu:2048/login?url=http://ezproxy.wpunj.edu:2376/login.aspx?direct=true&db=aph&AN=7194485&site=ehost-live>

Walsh, C. S. (2009). The multi-modal redesign of school texts. *Journal of Research in Reading*, 32(1), 126-136. doi: 10.1111/j.1467-987.2008.01385x

<http://ezproxy.wpunj.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=36077549&site=ehost-live>

Suggested Reading for Text Analysis Paper

Select books from the list below for your text analysis paper. Don't forget to utilize your local library. Please obtain permission from the instructor, if you would like to use a text that is not listed below.

Picture Books:

- The Wall by Eve Bunting
- Terrible Things: An Allegory of the Holocaust by Eve Bunting
- The Korean Cinderella by Shirley Climo
- Arrow to the Sun a Pueblo Indian Tale by Gerald McDermott
- Through The Eyes of The Eagle by Georgia Perez
- Pink and Say by Patricia Polacco
- The Butterfly by Patricia Polacco
- Grandma's Records by Eric Velasquez
- The Other Side by Jacqueline Woodson
- Coming On Home Soon by Jacqueline Woodson

Graphic Novels:

- Pyongyang: A Journey in North Korea by Guy Delise
- Malcolm X: A Graphic Biography by Andrew Helfer and Randy DuBurke
- Still I Rise: A Cartoon History of African Americans by R.O. Laird and I. Bey
- Persepolis: The Story of a Childhood by Marjane Satrapi
- Maus: A Survivor's Tale Volume 1: My Father Bleeds History by A Spiegelman
- Deogratias: A Tale of Rwanda by J. P. Stassen

Contemporary Young Adult Novels:

- The Absolutely True Diary of a Part-Time Indian by Sherman Alexie
- Before we Were Free by Julia Alvarez
- We Were Here by Matt de la Pena
- Drowned by Junot Diaz
- Cinder by Marissa Meyer
- My Brother's Keeper by Patricia McCormick
- Cut by Patricia McCormick
- Sold by Patricia McCormick
- Middle School: The Worst Years of My Life by James Patterson
- When I was Puerto Rican by Esmeralda Santiago
- The Uglies by Scott Westerfeld
- The Book Thief by Markus Zusak

Recommended Reading & Additional Resources

Adler, M., & Rounge, E. (2005). *Building literacy through classroom discussion: Research-based strategies for developing critical readers and thoughtful writers in middle school*. New York: Scholastic.

Beach, R. (2007). *Teachingmedialiteracy.com: A web-linked guide to resources and activities*. New York: Teachers College Press.

Beers, K. (2002). *When kids can't read what teachers can do: A guide for teachers 6-12*. Portsmouth, NH: Heinemann.

Boomer, R. (1995). *Time for meaning: Crafting literate lives in middle and high school*. Portsmouth, NH: Heinemann.

- Brooks-Young, S. (2007). *Digital-age literacy for teachers: Applying technology standards to everyday practice*. Washington, DC: International Society for Technology in Education.
- Brozo, W. G., & Puckett, K. (2008). *Supporting content area literacy with technology: meeting the needs of diverse learners*. Upper Saddle River, NJ: Allyn & Bacon.
- Bruce, Bertram. (2003). *Literacy in the information age: Inquiries into meaning making with new technologies*. Newark, DE: International Reading Association.
- Buckingham, D. (2003). *Media education: Literacy, learning and contemporary culture*. Cambridge, UK: Blackwell Publishing.
- Cummins, J., Brown, K., & Sayers, D. (2006). *Literacy, technology, and diversity: Teaching for success in changing times*. Columbus, OH: Allyn & Bacon.
- Daniels, H. (2002). *Literature circles: Voice and choice in book clubs and reading groups*. Portland, ME: Stenhouse Publishers.
- Dozier, C., Johnston, P., & Rogers, R. (2006). *Critical literacy/critical teaching: Tools for preparing responsive teachers*. New York: Teachers College Press.
- Harvey, S. and Goudvis, A. (2000) *Strategies that work: Teaching comprehension to enhance understanding*. Portland, ME: Stenhouse Publishers.
- Hobbs, R. (2007). *Reading the media in high school: Media literacy in high school English*. New York: Teachers College Press.
- Lapp, D., Moss, B., & Rowsell, J. (2012). Envisioning new literacies through a lens of teaching and learning. *The Reading Teacher*, 65(6), 367-377. doi:10.1002/TRTR.01055
- Lieberman, A., & Wood, D. (2003). *Inside the National Writing Project: Connecting network learning and classroom teaching*. New York: Teachers College Press.
- Lind, R.A. (2009). *Race/gender/media: Considering diversity across audiences, content, and producers* (2nd ed.). Upper Saddle River, NJ: Allyn & Bacon.
- Macedo, D., & Steinberg, S. R. (2007). *Media literacy: A reader*. New York: Peter Lang Publishing.
- McLaughlin, M., & DeVogd, G. (2004). *Critical literacy: Enhancing students' comprehension of text*. New York: Scholastic.
- Menzes de Souza, L. M. T. (2007). (ed). *Critical literacy: Theories and practices*. Retrieved from <http://www.criticalliteracyjournal.org/cljournalissue1volume1.pdf>
- Moore, D., Moore, S., Cunningham, P., & Cunningham, J. (2003). *Developing readers and writers in the content areas* (4th ed.). Boston: Allyn & Bacon.
- Moss, B., & Lapp, D. (2009). *Teaching new literacies in grades 4-6: Resources for 21st-century classrooms*. New York: The Guilford Press.
- Neito, S. (2005). *Why we teach*. New York: Teachers College Press
- Plaut, S. (2009). *The right to literacy in secondary schools: Creating a culture of thinking*. Newark, DE: International Reading Association.
- Potter, W. J. (2008). *Media literacy* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Quate, S.J., & McDermott, J. (2009). *Clock watchers: Six steps to motivating and engaging disengaged students across content areas*. Portsmouth, NH: Heinemann.
- Robb, L. (2000). *Teaching reading in middle school: A strategic approach to teaching reading that improves comprehension and thinking*. New York: Scholastic.
- Rog, L. J. (2003). Guided reading in the balanced literacy program. (pp. 8-15). In *Guided reading basics*. Ontario, Canada: Pembroke Publishers. Retrieved from <http://www.stenhouse.com/pdfs/0383ch01.pdf>.
- Silverblatt, A. (2007). *Media literacy*. Westport, CT: Greenwood Publishing.
- Taffe, S. W., & Gwinn, C. B. (2007). *Integrating literacy and technology: Effective practice for grades K-6*. New York: The Guilford Press.
- Temple, C. A., Ogle, D., Crawford, A. N., & Freppon, P. (2007). *All children read: Teaching for literacy in today's diverse classroom* (2nd ed.). Upper Saddle River, NJ: Allyn & Bacon.
- Vasquez, V. M. (2004). *Negotiating critical literacies with young children*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Willingham, D. T. (2008). Critical thinking: Why is it so hard to teach? *Arts Education Policy Review*, 109(4), 21-32.

Wren, S. (2009). What does a balanced literacy approach mean? Retrieved from <http://www.sedl.org/reading/topics/balanced.html>

Zemelman, S., Daniels, H., & Hyde, A. (2005). *Best practice: Today's standards for teaching and learning in America's schools* (3rd ed.). Portsmouth, NH: Heinemann.

Websites

American Library Association <http://www.ala.org/>

Cross Cultural Developmental Education Services (n.d.) "Contemporary Developers of Critical Pedagogy" <http://crosscultured.com/documents/C%20&%20A%20file/Contemporary%20Developers%20of%20Critical%20Pedagogy.pdf>

Graphic Organizers

- <http://www.enchantedlearning.com/graphicorganizers/>
- <http://www.eduplace.com/graphicorganizer/>
- <http://www.loc.gov/teachers/usingprimarysources/guides.html>

Establishing Literature Circles Lesson Plan http://www.readwritethink.org/lessons/lesson_view.asp?id=19

Literature Circles Defined

http://www.saskschools.ca/curr_content/elemelasup/gradefive/lesson_act/mysterylessonplans.pdf

Literature Circles Resource Center <http://www.litcircles.org/>

Rethinking Schools <http://www.rethinkingschools.org/index.shtml>

Teaching Tolerance (Pre-K to 12 classroom activities) <http://www.tolerance.org/>

Teen Reads <http://www.teenreads.com/clubs/index.asp>

The Freire Project <http://www.freireproject.org>

Young Adult Library Services Association <http://www.ala.org/ala/mgrps/divs/yalsa/aboutyalsab/aboutyalsa.cfm>

CLASS PROCEDURES, ROUTINES, & REQUIREMENTS

General Procedures

1. Attendance and Active Participation

Attendance will be taken at every class "meeting." You are expected to "attend" all sessions. Your active participation is necessary for each session. Documentation for an absence does not excuse you from your academic obligation. If you are "absent" it is your responsibility to get an update from classmates. **Active participation** is defined as commenting during discussions, and providing feedback to peers. Active participation requires the periodic demonstration of leadership skills. In this role students lead the class in critical discussions about course readings, ask tough questions about conflicting perspectives, and make connections to real-world application of topics and theories discussed in class. If you are not participating in the discussions then you are not participating in the course. In other words you are not "attending" class. More information about online discussions can be found below, see #4 Online Learning.

2. Tasks: Assignments and Projects

You are also required to read children's literature for this course. We will discuss how to better engage students in critical discussions about texts and how to create experiences where students can actively interact with texts in more meaningful ways (including through the use of technology and multimedia). To facilitate this, you will read children's literature and complete the response activities in the course. Through your own active participation you can develop a better understanding of some of the learning experiences you can create in your respective contexts with your students and colleagues.

Students are expected to complete all assigned reading, and be prepared to contribute to class discussions. It is expected that all work will be submitted on time. Assignments and projects should be done on time and with care. Papers receiving less than a passing grade may be rewritten and resubmitted so that the assignment is satisfactorily completed. Poorly written and/or carelessly proofread papers are sometimes returned un-graded until spelling, punctuation, and/or mechanical errors are corrected. Unless otherwise informed by the instructor, all written work must be typed, using 12 inch Times New Roman font in black, 1 inch margins, and double-spaced.

3. Academic Integrity

University guidelines regarding plagiarism will be diligently followed, including the use of plagiarism detection websites if needed. All students are expected to familiarize themselves with the WPU academic policy on plagiarism and academic integrity. (http://ww2.wpunj.edu/StudentServices/policytemplate.cfm?plink=/policies/POLPROC/ACAD_INTEGRITY98.html)

4. Online Learning

This online course will use Blackboard (<http://bb.wpunj.edu/>) as the platform. In order to meet the 45-hour requirement for this graduate course, you will complete coursework just about every day over the 3 weeks. Some of the tasks will be offline (reading articles, preparing written assignments, and reading children's literature) and other tasks will be online, namely participating in discussions, responding to peers' posts, reviewing videos and websites.

The entire course is made available to you on the first day of the semester. If you decide to work ahead, your work should only be posted on Blackboard on the day it is due. This will keep the work and discussions "current." Readings, assignments, and discussions provide the opportunity for you to study and reflect on the topic. **The discussions via Discussion Board are an important element in an online course.** Discussions provide opportunities for you to communicate and interact with peers, share diverse perspectives, and reflect on your own beliefs about teaching and learning in K-12 contexts. For more information see the "Participation in Online Discussions" rubric which can be used for self-assessment to monitor the quality of your own participation and posts. Discussions will occur in whole group (all class members participate) or in small group (you are placed into specific groups to discuss topics). Unless otherwise stated in the discussion forum or updated on the Announcement page, you are expected to respond to at least two (2) other posts. Periodically you will also have assignments that ask you to create an activity and post it in the discussion forum to share with the class. When responding to a peer's initial post you can ask a series of follow up questions for that individual to consider, provide an example to support or refute assertions made in that person's post, or make a connection to ideas and insights gained from the posts. Connections can include examples observed in your own experience outside of the class.

You will be asked to submit some assignments directly to the instructor. You will receive feedback on these tasks either through comments written directly on your work, which is returned to you via Blackboard or on a rubric, which is also sent to you via Blackboard. You can find information about submitting assignments and retrieving feedback from the instructor here: http://ww3.wpunj.edu/bb/ng/pdfs/assignment_students.pdf.

All class announcements will be posted on the Announcements page on Blackboard. You are responsible for all updates and announcements throughout the course. **All communications should be made through your WPU email address.** No responses will be made to personal email addresses.

5. Special Accommodations

If you have a disability of any kind and require an accommodation, please speak to the instructor privately as soon as possible.

Evaluation & Grading Procedures

It is the instructor's hope that each student will gain the maximum knowledge from the coursework. *In most borderline cases, active class participation (defined above) will be the deciding factor when determining final grade.* In sum, the instructor expects your best effort on all assignments and in your class participation. Detailed information on each course assessment identified below is provided on assignment sheets that can be accessed through Blackboard.

Course Assessments

Review the attached assignment sheets for detailed descriptions of each course assessment.

1. Text Analysis Paper (30%) - Due 1/6/16, 11:59pm
2. Multimedia Group Project (30%) - Due 1/14/16, 11:59pm
3. Participation in Discussion Posts (40%) - ongoing

TENTATIVE SCHEDULE*

Date	Topic/ Agenda	Assignments (What is due on this date?)	To Do List
12/26	Orientation Introduction to the Course	<p><u>Read/Review</u></p> <ul style="list-style-type: none"> • Review course expectations • Introduce yourself to the community of learners • Retrieve course readings • Download, print, and read the syllabus <p><u>Orientation to the Course</u></p> <p>1. Review the syllabus and the course page on Blackboard. Browse and click the different links on the page to familiarize yourself with the location of different resources (e.g. Assignments, Discussion Board). Acknowledge that you have oriented yourself to the Blackboard page, and the syllabus and course expectations by completing the survey posted on Blackboard.</p> <p>2. Do a diagnostic review of your computer:</p> <ol style="list-style-type: none"> a. Check to make sure that your computer has Adobe – you will need this to read many PDF articles. Adobe can be downloaded for free from the Internet. b. Check to make sure your computer has a media player – you will need this to watch video clips. c. Familiarize yourself with the help desk button on Blackboard – you can contact them if you have problems. d. Check to make sure you are able to save files as Word documents (97-2003) or Rich text file – all documents should be saved in one of these formats so everyone in the course can access them. <p><u>Discussion Prompt</u> Respond to the prompt on Discussion Board by 12/26/15 11:59pm.</p>	<ul style="list-style-type: none"> ✓ Complete Reading Tasks ✓ Complete Course Orientation ✓ Make a Post: Go to Discussion Board and Respond to the Prompt
12/27	Critical Pedagogy; Critical Literacy	<p><u>Read/Review</u></p> <ul style="list-style-type: none"> • Clarke, L. W., & Whitney, E. (2009). • Video – Paulo Freire and Critical Pedagogy http://www.youtube.com/watch?v=wFOhVdQt27c • Video - Henry Giroux: Figures in Critical Pedagogy http://www.youtube.com/watch?v=UvCs6XkT3-o&feature=relmfu <p><u>Discussion Prompt</u> Respond to the prompt on Discussion Board by 12/27/15 11:59pm.</p>	<ul style="list-style-type: none"> ✓ Complete Reading & Viewing Tasks ✓ Make a Post: Go to Discussion Board and Respond to the Prompt
12/28	New Literacies; Position Statements; Literacy Standards	<p><u>Read/Review</u></p> <ul style="list-style-type: none"> • Lapp & Fisher (2010). • Review the PowerPoint “Re-Defining Literacy” • Locate and review the literacy position statement for the age group you teach from one of the following organizations: International Reading 	<ul style="list-style-type: none"> ✓ Complete Reading Tasks ✓ Make a Post: Go to Discussion Board and Respond to the

		<p>Association (IRA), National Council of Teachers of English (NCTE), National Association for the Education of Young Children (NAEYC)</p> <ul style="list-style-type: none"> Review Common Core State Standards (CCSS) for literature and informational texts across grades http://www.corestandards.org/the-standards <p><u>Discussion Prompt</u> Respond to the prompt on Discussion Board by 12/28/15 11:59pm.</p>	Prompt
12/29 – 12/30	Models for Literary Analysis; Close Reading	<p><u>Read/Review</u></p> <ul style="list-style-type: none"> Sullivan (2002). Siegel, K. (n.d.). “Introduction to Modern Literary Theory” http://www.kristisiegel.com/theory.htm Video: Douglas Fisher: Close Reading and the CCSS Part 1: http://www.youtube.com/watch?v=5w9v6-zUg3Y&feature=related Part 2: http://www.youtube.com/watch?v=JhGI5zdpvc&feature=relmfu Video: “Close Reading for Understanding” click VOD http://www.learner.org/workshops/teachreading35/classrooms/cv7.html <p><u>Discussion Prompt</u> Respond to the prompt on Discussion Board by 12/30 11:59pm.</p>	<p>✓ Complete Reading & Viewing Tasks</p> <p>✓ Make a Post: Go to Discussion Board and Respond to the Prompt</p>
12/31 – 1/1	Discussing Texts; Accountable Talk; Teacher Questioning	<p><u>Read/Review</u></p> <ul style="list-style-type: none"> Luna, C. (2003). Rogers, R. (2002). Review PowerPoint – “Literature Circles and Book Clubs” Review PowerPoint “Accountable Talk” Video #1: “Cognitive Apprenticeship” http://www.learner.org/courses/learningclassroom/session_overviews/cog_app_home8.html Video #2: Literature Circles Discussion (grade 4) http://www.youtube.com/watch?v=wJJhP3frUQ <p><u>Discussion Prompt</u> Respond to the prompt on Discussion Board by 1/1/16 11:59pm.</p>	<p>✓ Complete Reading & Viewing Tasks</p> <p>✓ Make a Post: Go to Discussion Board and Respond to the Prompt</p>
1/1	Exploring Texts in Print and Non-print	<p><u>Read/Review</u></p> <ul style="list-style-type: none"> Akhondi, M., Malayeri, F. A., & Samad, A. A. (2011). Review the PowerPoint “Examining Text” Review Text Structure Handout Walsh, C. S. (2009). <p><u>Discussion Prompt</u> Respond to the prompt on Discussion Board by 1/1/16 11:59pm.</p>	<p>✓ Complete Reading</p> <p>✓ Make a Post: Go to Discussion Board and Respond to the Prompt</p>
1/2	Digital Texts;	<p><u>Read/Review</u></p>	<p>✓ Complete Reading &</p>

– 1/3	Media Literacy; Technological Tools	<ul style="list-style-type: none"> • Gainer, J. S. (2010). • Review the PowerPoint “Media Literacy” • “Teaching Media Literacy” http://www.medialit.org/how-teach-media-literacy • Video: Teaching Media Literacy http://www.edutopia.org/media-literacy-skills-video <p><u>Discussion Prompt</u> Respond to the prompt on Discussion Board by 1/3/16 11:59pm.</p>	Viewing Tasks ✓ Make a Post: Go to Discussion Board and Respond to the Prompt
1/4 – 1/5	Text Selection	<p><u>Read/Review</u></p> <ul style="list-style-type: none"> • Graves, M., & Philippot, R. (2002). • Hiebert (2013). • Association for Library Service to Children (ALA) Book and Media Awards http://www.ala.org/alsc/awardsgrants/bookmedia • Young Adult Library Services Association (YALSA) Book Awards and Booklists http://www.ala.org/yalsa/booklistsawards/booklistsbook • Selecting Books National Education Association (NEA) – “Tips for Choosing Books for Kids” http://www.nea.org/grants/13627.htm Reading Rockets – “Choosing and Using Kids Books” http://www.readingrockets.org/books/aboutkids/ <p><u>Discussion Prompt</u> Respond to the prompt on Discussion Board by 1/5/16 11:59pm.</p>	✓ Complete Reading Tasks ✓ Make a Post: Go to Discussion Board and Respond to the Prompt
1/6	Text Analysis Paper Due 11:59pm		✓ Submit Text Analysis Paper
1/7 – 1/8	Integrating Literature	<p><u>Read/Review</u></p> <ul style="list-style-type: none"> • Dyson, A., & Labbo, L. (2003). • Review the PowerPoint “Literature in Content Classrooms” • Review the PowerPoint “Balanced Literacy Classrooms” • Select 1 workshop to complete. You can find a list of the workshops and a description of each at http://www.learner.org/channel/chnnl_workshops.html. Use the following steps at the top of the page to locate a video/workshop: Browse Teacher Resources: [select Literature & Language Arts] Grade Level: [select grade level of interest to you] Videos have the VOD symbol. <p><u>Discussion Prompt</u> Respond to the prompt on Discussion Board by 1/8/16 11:59pm.</p>	✓ Complete Reading & Viewing Tasks ✓ Make a Post: Go to Discussion Board and Respond to the Prompt
1/9	Addressing the	<u>Read/Review</u>	✓ Complete Reading

- 1/10	Reading Needs of Diverse Learners	<ul style="list-style-type: none"> • Drucker, M. J. (2003). • Kesler, T. (2010). • Klingner, J. K., Urbach, J., Golos, D., Brownell, M., & Menon, S. (2010). <p><u>Discussion Prompt</u> Respond to the prompt on Discussion Board by 1/10/16 11:59pm.</p>	<p>Tasks</p> <p>✓ Make a Post: Go to Discussion Board and Respond to the Prompt</p>
1/11	Advocacy; Working with All Stakeholders; Teaching for Social Justice and Tolerance	<p><u>Read/Review</u></p> <ul style="list-style-type: none"> • Bean, T., & Moni, K. (2003). • Moje, E. (1999). • Review the following websites: http://www.rethinkingschools.org/; http://www.tolerance.org/teach/?source=redirect&url=teachingtolerance <p><u>Discussion Prompt</u> Respond to the prompt on Discussion Board by 1/11/16 11:59pm.</p>	<p>✓ Complete Reading & Viewing Tasks</p> <p>✓ Make a Post: Go to Discussion Board and Respond to the Prompt</p>
1/12 - 1/14	Literature Circle/ Book Club meetings	<p><u>Read/Review</u></p> <ul style="list-style-type: none"> • Review PowerPoint “Book Club Meetings” • Complete Literature Circle Tasks • Meet in the designated Blackboard area with your Literature Circle/Book Club 	<p>✓ Complete Reading Tasks</p> <p>✓ Prepare for Literature Circle Discussions</p> <p>✓ Collaborate with Group Members on the Group Project</p>
1/14	Multimedia Group Project	<p>Designate one person from the group to post your group projects for the class.</p> <p>Due 11:59pm</p>	<p>✓ Post Group Project in the Designated Area of Blackboard</p>
	End of Online Course		

*This schedule is subject to change.