

EDRD 6318

701, Spring, 2020

Syllabus



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OFFICE HOURS: by appointment

This course is a Web Course and is conducted within Canvas <http://utpb.instructure.com>

NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

Course Description

EDRD 6318: Analysis and Selection of Literature

Course Catalog Description: This course emphasizes literature-based reading instruction focusing on the selection of literature which enhances interdisciplinary instruction.

Measurable Learning Outcomes:

By the end of this course, you will be able to:

- A. identify common genres in children's literature and select titles and/or combine them to promote literacy in the classroom
- B. motivate learners to increase their body of knowledge while reading for enjoyment.
- C. equip their classroom with quality children's literature.
- D. apply their knowledge of literature to promote appreciation of diversity.
- E. promote collegiality in instructional planning among peers and in the professional community.
- F. develop background knowledge in learners through children's literature before starting a new unit in the content areas.
- G. apply knowledge of strategies that build comprehension in planning a unit based on children's literature.

This course addresses TEA Reading Specialist Standards II, III, & IV.

This course addresses the following ILA Reading Specialist Standards 1-7.

Prerequisites:

Enrollment requires admittance to graduate studies or permission of the instructor. Participants are students in the Reading master's program or the post-bachelor's teacher certification program, or other master's students in the College of Education.

Materials

Required Materials:

Temple, C., Martinez, M., & Yokota, J. (2019). *Children's books in children's hands* (6th ed.). NY: Pearson. ISBN 978-0-13-479868-4.

Swinburne, S. (2001). *Once a wolf: How wildlife biologists fought to bring back the gray wolf*. NY: Houghton Mifflin. ISBN 978-0618111206.

Hoyt, L. (2009). *Revisit, reflect, retell: Strategies for improving reading comprehension* (10th ed.). Portsmouth: Heinemann. ISBN 978-0325025797.

Important Academic Dates

UTPB [Academic Calendar](#)

Course Overview

Brief Description of Assignments

Readings & Reviews (objectives A, C, F) (TEA II, III, IV) (ILA 1, 2, 4, 5) (worth 15 points)

Students will read one chapter each week from *Children's Books in Children's Hands* by Temple, Martinez, and Yokota as well as occasional articles from other sources. Students are highly encouraged to take notes as they are reading. Throughout the semester, there will be 3 quizzes covering these readings. In preparation for each quiz, students will complete and turn in a review provided by the professor.

Quizzes (objectives A, C, F) (TEA II) (ILA 1, 2, 4, 5) (worth 30 points)

Three quizzes will be given covering readings from the course texts and other readings as assigned. These include multiple choice, short answer, and essay type responses. You may use your notes, textbook, and completed review to complete your quizzes.

Matrix of Children's & YA Books (objectives A, B, C, F, G) (TEA II) (ILA 2.1, 4.1)
(worth 50 points)

The matrix is a personal catalogue of a variety of books you have selected and read during the span of this course. Since this course is focused on building awareness of quality children's and young adult literature for use in your classroom, you are required to read a variety of children's and young adult books. Each book is worth points, and the books you select must add up to 100 points. Picture books are worth 1 point, and novels or chapter books are worth 5 points.

The following criteria must be met:

- You must include 10 different award winning books using at least five different awards, such as Caldecott, Newbery, Coretta Scott King, Children's Choice, etc.
- Books suitable for all ages from early childhood through secondary education should be included.
- Each of the following 9 genres must be represented by a minimum of five book titles for each genre: Multicultural Literature, Picturebooks, Traditional Literature, Poetry, Contemporary Realistic Fiction, Historical Fiction, Modern Fantasy/Science Fiction, Informational Books, and Biography. This means that if you read one novel in a genre, you need to read an additional 4 titles to complete this requirement.
- The additional 55 book points are up to you. They can be grouped according to text sets such as themes, illustrators, issues, etc. or you can continue adding to the genre focus. Be sure to label your focus area if you complete this part of the assignment in text sets.
- Each time you submit the matrix, you continue on the same submission form as the original submission but highlight the new entries. You just keep adding to it.
- It is expected that you will choose to read books that you have not read previously.
- The final submission must reflect a total count of 100 book points with the specified genre count represented. Please refer to the class resources for the submission form and more details.
- Books used in other assignments for this course can be contained in the matrix.

* **Multicultural Literature Unit** (objective A, B, D, E, G) (TEA II, IV) (ILA 1.1, 2.1, 3.1, 4.1, 4.3, 4.4, 5.1, 5.2, 5.3, 6.2, 6.3, 7.2) (worth 50 points)

This is a CAEP assignment and as such each student needs to have a complete copy of the unit and its materials. This project will involve a presentation of the unit (see Professional Development Presentation) to one or more members of the educational community. The purpose of this project is for students to collaborate with a group in the design and implementation of a 5 day thematic unit based on multicultural literature.

Unit planning will include online development to encourage the use of technology and collaboration in a practical arena. The unit lesson plans will be designed using the UTPB lesson plan format.

Reading students, document this on your field log, time is max 4 hours.

***Professional Development Presentation** (objectives D, E, G) (TEA IV) (ILA 2.4, 5.2, 6.1, 6.4) (worth 30 points)

This is a CAEP assignment and as such you should keep a complete copy of the presentation and any related materials. Students will share the Multicultural Unit as it develops and/or is completed with members of the educational community such as at a faculty meeting, a grade level meeting, a staff development opportunity that can also include instructing paraprofessionals. Students will be supplied with feedback sheets for the audience to complete.

This assignment has a twofold purpose: It serves to help with professional development in the school by discussing the planning and implementation of a 5-day unit supported with research methods and strategies that enhance literacy connections. In addition, the assignment serves to strengthen the unit plan by seeking feedback from members of the educational community and making improvements where needed. Input from the educational community will be shared among the unit members.

Reading students, document this on your field log, time is max 2 hours.

Online Discussion Group (objective E) (TEA II, IV) (ILA 2.1, 4.1, 4.2, 6.1) (worth 25 points)

This assignment is intended for you to enjoy discussing quality children's literature and other readings and to have an opportunity to participate in a literature circle. It is designed to expose you to several literature group practices, such as assuming literature discussion roles. For the first discussion, the book has been selected for you, but you will select the book(s) for the second discussion. Each member of the group needs to have read the books that are chosen for discussion, so the group needs to decide on the readings well in advance of the discussion. Your third and final discussion will center around planning with your group for the Multicultural Literature Unit Project.

Grading:

Course Activity	Points	Percentage of Total Grade
Readings & Reviews (3 @ 5 pts. each)	15	7.5%
Quizzes (3 @10 pts. each)	30	15%
Matrix of Children's & YA Books	50	25%
Multicultural Literature Unit Project	50	25%
Professional Development Presentation	30	15%
Online Literature Discussion Group (2 @ 5 pts. each; 1 @ 15 pts.)	25	12.5%
Total	200	100%

Grading Scale:

Grade Range	Letter Grade
93% and above; 186-200 points	A
85% to 92%; 170-185 points	B
75% to 84%; 150-169 points	C
Less than 75%	F

**Unless otherwise stated, all materials, activities, and assessments are required and are not optional.*

Communication, Grading & Feedback:

I can be contacted via the email listed on this syllabus, via Canvas Inbox, and by phone. I try to respond to messages within 24-48 hours and more quickly when possible; however, response time on weekends or holidays may be longer. Assignments will typically be graded between 5-8 business days and in most cases, will include general or specific feedback. Grades can be checked in Canvas.

In case of an emergency when you cannot reach me, please call the UT Permian Basin College of Education at 432-552-2120.

Time Management:

A student should expect to spend three hours on preparation and assignments for every semester credit hour. If a class is a 3-semester credit hour class, it is expected that a student should spend about 9 hours out of class on assignments in addition to 3 hours of in-class time for a total of about 12 hours per week to obtain an "A" in a class. It is important to develop a Time Management Plan to be successful.

Policies

Discussion Board:

The Discussion Board is primarily for discussing course related topics and issues. Best practices are:

- Read all message postings in an online discussion.
- Respond to the question directly.
- Reply to minimum of two other student posts.
- Use a person's name in the body of your message when you reply to their message.
- Avoid postings that are limited to 'I agree' or 'great idea', etc.
- Ensure responses to questions are meaningful and reflective.
- Support statements with concepts from course readings, refer to personal experience, give examples, etc.
- Follow **Rules of Behavior (below)**.

Rules of Behavior:

Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal.
- Do not use language that is inappropriate for a classroom setting or prejudicial in gender, race, or ethnicity.
- Be courteous and respectful to other people on the list
- Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
- Use line breaks and paragraphs in long responses.
- Write your full name at the end of the posting.
- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

Make-Up/Late Submission Policy:

All course activities must be submitted before or on set due dates and times. Points will be deducted for any assignment turned in late. If the student is unable to abide by the due dates and times, it is their responsibility to contact the instructor immediately.

Academic Dishonesty/Plagiarism/Cheating:

The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that

includes, but is not limited to cheating, plagiarism, and collusion will receive an “F” for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the [University’s Handbook:Scholastic Dishonesty](#).

Academic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

Plagiarism includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one’s own academic work being offered for credit.

Attendance and Class Participation:

Regular and active participation is an essential, unmistakably important aspect of this online course. Students will log on a minimum of three times every seven days. All students are expected to do the work assigned and to notify the instructor when emergencies arise.

Tracking:

Learning management systems have tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

Absenteeism:

All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of an emergency medical situation.

Course Incomplete/Withdrawal/Grade Appeal:

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given and will only be considered if the student has met **all** of the following conditions:

- Completed 75% or more of the coursework,
- Earned (at the time of the Incomplete request) a B or better average on all coursework,
- Submitted a valid, documented excuse for not being able to complete the course on time, and
- Has contacted the instructor prior to the last day of regular classes (full semester/face-to-face students) or one week prior to the last week of classes (online/8 week session).

Students must submit a written (electronic) petition for an extension and sign a contract that lists the remaining coursework to be completed and due dates. If the assignments and activities identified in the petition are not completed by the agreed upon due date, the student's grade will revert to a "F" two semesters after the original "I" grade was submitted.

Students are advised to review the University policy on Satisfactory Academic Progress and Financial Aid Probation that may result from course withdrawals or incompletes.

Find information and dates regarding drops and withdrawals consult the University Handbook: [Drops and Withdrawals](#) and [Appeal Process](#).

Accommodation for Students with Disabilities:

Students with Disabilities: The University of Texas Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Only those students, who an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

ADA Officer for Students: Mr. Paul Leverington
Address: Mesa Building 4243/4901 E. University, Odessa, Texas 79762
Voice Telephone: 432-552-4696
Email: ada@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#)

Computer Skills, Technical & Software Requirements

This course is designed as a web-based class, which necessitates specific computer expertise on the part of the student, specific computer equipment or programs, and a commitment on the part of the student beyond that of most other courses. Students will need to create word processing documents, save files, and submit files.

Students can use the cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information refer to [UTPB Office 365 Page](#).

Computer Technical Requirements:

See [Technical Requirements](#).

Online Student Authentication:

UTPB requires that each student who registers for an online course is the same student who participates in, completes, and receives credit for the course. UTPB's Distance Education Policy requires faculty members to employ at least two methods of verification to ensure student identities. To access online courses students must login to the UTPB learning management system using their unique personal identifying username and secure password. UTPB's Distance Education Policy requires at least one additional student identification method within the course that has been determined and approved by the faculty or academic program. This course satisfies the second method of student authentication by: presentation of approved photo ID* through a web cam.

*Approved up to date photo identifications are: passports, government issued identification, driver's licenses, military ID from DoD.

Preparation for Emergencies

Computer Crash:

Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

Complete Loss of Contact:

If you lose contact with course connectivity completely (i.e. you cannot contact the instructor via Canvas or email), you need to call the instructor, and leave a message regarding connectivity loss and contact information.

Lost/Corrupt/Missing Files:

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, you may be required to resubmit the files.

End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end of course evaluation survey provided by UTPB. During the last two weeks of class, there will be an announcement in Canvas, an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Student Support Services

SERVICE	CONTACT
ADA Accommodation/Support	Testing Services & Academic Accommodations Department (432) 552-4696
Advising	(432) 552-2661 UTPB Academic Advising Center
Bookstore	UTPB Campus Bookstore (432) 552-0220
Email, Outlook 365, my.utpb.edu	Information Resources Division (IRD)
Financial Aid and Scholarship	UTPB Financial Aid (432) 552-2620

Library	The J. Conrad Dunagan Library Online at (432) 552-2370
Registrar	UTPB Registrar (432) 552-2635
Student Services	Dean of Students (432) 552-2600
Technical Support	Canvas 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: Smarthinking Online Tutoring (provides tutoring services), SmarterMeasure (measures learner readiness for online course).

Disclaimer & Rights:

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Copyright Statement:

Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

Schedule

The instructor reserves the right to adjust assignment due dates to meet the needs of the class. Students may work ahead on assignments but they may not be graded ahead of time. Assignments are to be submitted electronically to the submission link located in the appropriate week. Make sure that each assignment has your last name and first initial in the file name and is also stated in the header of your document. For example, (landreth_s_lesson_1) on the file and Shelly Landreth in the header.

Note: All assignments are due on Sunday by midnight. NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

Date	Readings Due	Assignments Due
Week 1 Jan 19	Read Ch. 1 Temple, Martinez, Yokota <i>Children's Books in Children's Hands</i>	Access the course syllabus and familiarize yourself with it. Complete the online student authentication--directions are provided in the module for this week. Introduce yourself on the discussion board.
Week 2 Jan 26	Read Ch. 2 Temple, Martinez, Yokota <i>Literary Elements in Works for Children</i> Read <i>Once a Wolf: How Wildlife Biologists Fought to Bring Back the Gray Wolf</i> --use sticky notes on pages to note personal connections	Literature Discussion Group Handout: Access and print this handout. Review and keep for group discussions. Literature Groups: Go to Discussions to access your literature group. If you have not been assigned a group, notify the professor. As a group, decide what role each group member will perform in Discussion 1 (roles will change with each discussion).
Week 3 Feb 2	Browse the Temple, Martinez, Yokota <i>Appendix: Children's Book Awards</i> Browse the children's literature websites found in the module for this week. Read books for Book Matrix assignment	Literature Groups: Discuss <i>Once a Wolf</i> with your literature group in the Discussion 1 forum following the guidelines in the assigned handout. Literature Groups: As a group, choose a multicultural picture book or young adult novel for the second discussion. Use your literature group's Discussion 2 forum to discuss. Note: This book can serve as the foundational book for your Multicultural Literature Unit Project. If the group members are working with older students and prefer a young adult novel that is okay but this is a very short unit. Picture books apply to all grade levels and are easier to use in short unit. Book Matrix: Access the Matrix of Children's & YA Books assignment. Read the instructions and begin working on Book Matrix I to be submitted in Week 5, February 16th.
Week 4 Feb 9	Read Ch. 4 Temple, Martinez, Yokota <i>Literature Representing Diverse Perspectives</i> Read books for Book Matrix assignment	Complete Quiz 1 Review. Be sure to keep a copy for yourself to use during the open book, open note Quiz 1, due February 16th. This quiz addresses chapters 1, 2, and 4. Quiz 1 Essay: See this week's module in Canvas for assignment details.
Week 5 Feb 16	Read Ch. 3 Temple, Martinez, Yokota <i>Picturebooks.</i> Read books for Book Matrix assignment	Quiz 1 Multiple Choice: Submit the Quiz 1 Multiple Choice quiz.

<p>Week 6 Feb 23</p>	<p>Read Ch. 6 Temple, Martinez, Yokota <i>Poetry for Children</i> Read books for Book Matrix assignment</p>	<p>Book Matrix: Submit Book Matrix I. Multicultural Literature Unit Project: Review the project guidelines and begin to brainstorm ideas. Make a list of the ideas you generate to share with your group later. Also, access the Unit Rubric and familiarize yourself with it.</p>
<p>Week 7 March 1</p>	<p>Read Ch. 7 Temple, Martinez, Yokota <i>Traditional Literature</i> Read article <i>Literacy, the American Revolution, and the 3 R's of our Fight for Freedom: An Interview with Judy McAllister and Erica Lussos.</i> Read books for Book Matrix assignment</p>	<p>Book Matrix: Begin working on Book Matrix II to be submitted Week 10, March 22nd. Article: Read the article, summarize it, and reflect on it in 1 - 2 paragraphs. Save for Quiz 2 Essay. Literature Groups: Multicultural picture book discussion-- follow the instructions in this week's module.</p>
<p>Week 8 March 8</p>	<p>Read Ch. 9 Temple, Martinez, Yokota <i>Contemporary Realistic Fiction</i> Read books for Book Matrix assignment</p>	<p>Complete Quiz 2 Review: Be sure to keep a copy for yourself to use during the open book, open note Quiz 2, due March 22nd. This quiz addresses chapters 3, 6, 7 & 9. Quiz 2 Essay: See instructions in this week's module Send a message to the professor to state preferences for your Unit Group members. The groups can contain the same members as the literature groups if all members desire working together. Note: It is advised that you choose one member who is currently teaching and design your unit for the students in the designated group member's class. Book Matrix: Continue working on Book Matrix II to be submitted Week 10, March 22nd.</p>
<p>Week 9 March 15</p>	<p>Spring Break</p>	
<p>Week 10 March 22</p>	<p>Read Ch. 10 Temple, Martinez, Yokota <i>Historical Fiction</i> Read books for Book Matrix assignment.</p>	<p>Quiz 2 Multiple Choice: Submit the Quiz 2 Multiple Choice quiz. Book Matrix: Submit Book Matrix II. Unit Project: Go to the Unit Project folder and access and read the UTPB Basic Lesson Plan Format and the Yellow Pages Lesson Plan Explanation. Meet online to work on Unit Project. Determine who will be responsible for what parts. See instructions in this week's module.</p>

<p>Week 11 March 29</p>	<p>Read Ch. 8 Temple, Martinez, Yokota <i>Modern Fantasy and Science Fiction</i></p> <p>Read books for Book Matrix assignment</p>	<p>Book Matrix: Begin working on Book Matrix III to be submitted Week 14, April 19th.</p> <p>Unit Project: Meet with group for online planning. See module for instructions.</p> <p>Note: Members choose one or more lesson(s) to be presented to a classroom or as many available students in an alternate setting (can be one-on-one).</p>
<p>Week 12 April 5</p>	<p>Read Ch. 11 Temple, Martinez, Yokota <i>Nonfiction</i></p> <p>Read books for Book Matrix assignment</p>	<p>Book Matrix: Continue working on Book Matrix III to be submitted Week 14, April 19th.</p> <p>Unit Project: Share your assigned work with your Unit Group for peer review. Continue working and improving your Unit Project.</p> <p>Professional Development Presentation: The final component of the Unit Project is Part B in which your group will plan and present information about your unit. Locate a professional site for the Professional Development Presentation. Appropriate sites include grade level meetings, faculty meetings, a presentation to school administrators, or other suitable educational settings. Note: Presentations may be single or group presentations. All members must participate for full credit on Unit Rubric.</p>
<p>Week 13 April 12</p>	<p>Read Ch. 5 Temple, Martinez, Yokota <i>International Literature</i></p> <p>Read books for Book Matrix assignment</p>	<p>Unit Project: Teach selected lesson. At least one group member will report back to the group with feedback on the lesson's effectiveness in the group's forum.</p> <p>Share your assigned work with your Unit Group for peer review. You should be finalizing your project and preparing to turn it in Week 15, April 26.</p> <p>Professional Development Presentation: Work with your group to plan the Professional Development Presentation.</p> <p>Carefully review the rubric for this assignment.</p> <p>Prepare a one page handout for the Professional Development Presentation. This can be in the form of PowerPoint or an outline to serve to guide your audience. You will need to supply copies for each member of your audience. This will be included in your final submission of the Unit Project. It will count as part of the Unit grade (5 pts.) and part of the PD Presentation grade (10 pts.)</p>
<p>Week 14 April 19</p>	<p>See Canvas for readings on Adult Learning</p>	<p>Book Matrix: Submit Book Matrix III.</p> <p>Unit Project: Present your Professional Development Presentation & solicit feedback from audience members using</p>

		the feedback form provided. Also complete reflection and self evaluation. Submit the feedback form(s) and the reflection on Canvas.
Week 15 April 26		<p>Multicultural Literature Unit Project DUE</p> <p>Complete the Unit Group Rubric. Review directions in module.</p> <p>Complete Quiz 3 Review: Be sure to keep a copy for yourself to use during the open book, open note Quiz 3, due May 3rd. This quiz addresses chapters 8, 10, 11, & 5.</p>
Week 16 May 3		<p>Quiz 3: This quiz covers material in chapters 8, 10, and 11, & 5.</p>

Sample Syllabus