

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 15-40
Action App 8/27/15
Univ CC: App 9/22/15
Senate: App 10/6/15

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- Professor Dr. Laura Strong Phone 724 357-2400
- Writing Workshop? (If not at IUP, where? when?) May 2015
- Proposal for one W-course (see instructions below)
- Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

- Department Contact Person _____ Phone _____
- Course Number/Title _____
- Statement concerning departmental responsibility
- Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- Professor(s) _____ Phone _____
- Course Number/Title _____
- Proposal for this W-course (see instructions below)

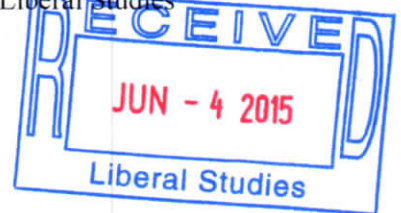
SIGNATURES:

- Professor(s) Laura Strong
- Department Chairperson Kelli R. Lagarde
- College Dean Open
- Director of Liberal Studies J. H. Bots

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.
Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?



CHECK LIST FOR WRITING-INTENSIVE PROPOSALS

The Liberal Studies Committee's Most Frequently Asked Questions,
Based on the Senate Criteria for Writing-Intensive Courses

For All Writing-Intensive Courses:

- Are the writing assignments integral parts of the course, rather than exercises that seem tacked on artificially? Are they assignments that promise to enhance student learning?
- Have you considered various forms of writing such as case studies, laboratory reports, journals, letters, memos, formal essays, research articles, project or grant proposals, and so forth?
- Does one of your course objectives explicitly mention the improvement of writing?
- Will you distribute written instructions, including criteria for evaluation, for major assignments?
- Will students receive guidance in conceiving, organizing, and presenting written material in ways appropriate to the subject being studied?
- Will students produce at least 5000 words (15-20 typed pages) of writing that you evaluate? Have you clarified this by giving us the minimum number of pages that you expect for each writing assignment?
- Are there at least two, and preferably more, different writing assignments?
- Will students revise at least one assignment after receiving your review comments?
- Does at least one assignment require students to produce finished, edited prose (as differentiated from whatever informal or draft writing you have included)?
- Are written assignments (in-class; out-of-class) worth at least 50% of the course grade?

For Type I (Professor Commitment) Writing-Intensive Courses:

- Have you attended a writing workshop either at IUP or elsewhere? [If not, have you indicated at least equivalent preparation based on such things as graduate education, teaching experience in writing courses, publications, conference attendance, or other professional activities?]

For Type II (Departmental) Writing-Intensive Courses:

- Does your "statement of departmental responsibility" explain how the department will ensure that the writing component is present regardless of who is teaching? Does it identify the specific department group or individual who is responsible for ensuring this?

Writing Summary

Dr. Laura Strong

MIDL 221 Middle Level Literature

Course Overview

There are four primary goal of this course: (1) provide a survey of children's literature for middle level students and examine the role of motivation in developing lifelong readers. (2) Develop and apply selection and evaluation criteria for each genre, including multicultural literature. Additionally, (3) classroom application and extensions of literature are explored and current issues in the field of literature for middle level learners are examined. Appropriate adaptations for resistant readers, students with exceptional needs, and students who are learning English will also be explored. (4) Improvement of student's ability to write is also a key goal for this course. This course will work to enhance students' ability to use writing for reflection, analysis, and communication.

Types of Writing Activities

Literature Portfolio: Writing in Response to Young Adult Literature Readings

- Purpose: Students will write short (1 page) papers to reflect on Young Adult book selections for Middle Level learners. This will ensure that students complete the assigned readings and it will help the instructor to monitor student comprehension of key concepts related to genre and criteria of selection. Additionally, students will broaden their knowledge of YA literature.
- Amount of Writing: Responses will be 1 page X 24 book selections = 24 pages
- Frequency: Writing done as weekly assignment collected monthly
- Opportunities for Revision: First submission may be revised (ungraded, then graded when collected at the one month due date)
- Evaluation: Students earn points for written responses which support their understanding of each genre and criteria
- Percent of Grade: Responses will be worth 35% of Final Grade

Author Study

- Purpose: Students will read widely, develop literature extensions and adaptations, provide booktalks and share findings with peers.
- Amount of Writing: 2 page handout shared with peers
- Frequency: Once
- Opportunities for Revision: None
- Evaluation: Assignments will be evaluated on specific criteria outlined in the assignment
- Percent of Grade: 10% of Final Grade

Peer Presentation Critiques

- Purpose: Students will critique presentations of their peers based upon specific criteria related to adequacy of research, both library and internet, presenter's knowledge of topic (ability to

speaking without over-reliance on notes), knowledge and presentation of author's books, quality of handout, quality of Power Point presentation, and presentation skills (eye contact, language use, dress).

- Amount of Writing: ½ page X 24 = 12 pages
- Frequency: Beginning mid-semester, every class
- Opportunities for Revision: no
- Evaluation: students will be evaluated on completion of peer critique/feedback
- Percent of Grade: 5% of Final Grade

Summary Chart of Writing Assignments*

A. Writing Assignments					
Assignment Title & Purpose	# of Assignments	# of Total Pages	Graded (Yes/No)	Opportunity for Revision (Yes/No)	Written Assignment Represents What % of Final Course Grade
Literature Portfolio	24	24	Yes	Once	35%
Author Study	1	2	Yes	No	10%
Peer Critique/Feedback	10-24	½	Yes	No	5%
Totals	30-42	26.5			50%

B. Examinations (Complete only if you intend to use essay exams/short answers as part of the required number of pages of writing.)			
Exams	Approx. % of exam that is essay or short answer	Anticipated # of pages for essay or short answer, or approx. word count	Exam constitutes what % of final course grade
1.			
2.			
3.			
Totals			

** Total writing assignments should contain at least 5000 words (approximately 15-20 typed pages) in two or more separate assignments; written assignments should be a major part of the final grade—at least 50% or more.*

Dr. Laura Strong

Writing Assignment Samples for proposal - Writing Across the Curriculum

Author Study and Presentation: A collaborative book/author study and book extension project

Research

- Select an author of young adult literature from a provided list and gather information about the author's life and work, using online resources **and** library references. *Something about the author* is a reference series available in Stapleton Library that will provide helpful information. Other sources include the *Something about the Author Autobiography Series*, *Children's Literature Review*, *Illustrators of Children's Books*, and *Twentieth Century Children's Writers*.
- Read several picture books or two chapter books by their author. Select one of the books to summarize in a booktalk format for the class and describe extension ideas.

Prepare

- Prepare a PowerPoint presentation of the information you find, including brief biographical data (consider influences on the author's writing), information about the author's work and your reaction to the author's work.
- In the PowerPoint, use minimal text and expand on the ideas as you make your presentation, include scanned images of the cover(s) of the author's books you will summarize and extend (include the book's title, and grade level for which it is suited).

Present

- Make a 15-20 minute presentation to the class, first sharing with your peers your findings about your particular author on Power Point, and then giving book talks about the books you read.

In addition to the PowerPoint, you should:

- Critique the books using criteria discussed in class, and cite examples from the text to support your statements
- Introduce the book in a manner that would capture middle learners' interest.
- Share extension activities (2 page handout) that would enrich middle level learners' understanding and appreciation of the books.
- Plan a writing activity OR an art activity. Explain how the activity connects to the story.
- Identify four to six during or post-reading questions that you would pose for students. The questions should be divergent and open-ended so that they could have many answers, rather than a simple one-word reply.

Plan two extending activities from two different content areas (such as science, social studies, music, math, art, language arts) that will enrich the reader's understanding/experience of the book. Describe your ideas well enough that your classmates could replicate them.

- Listeners will provide their peers with **feedback** on their presentation = ½ page.
The presentation will be evaluated by the following criteria: adequacy of research, both library and internet, presenter's knowledge of topic (ability to speak without over reliance on notes), knowledge and presentation of author's books, quality of handout, quality of Power Point presentation, and presentation skills (eye contact, language use, dress). Presentations will begin in the eleventh week of the semester.

Literature Portfolio

Students will read literature for the middle level learner in each of the genres. Literature suited for adolescent learners at different stages of development should be selected and evaluated according to the criteria noted in the text and in class. Students will keep a log of their choices, responses, and evaluations of the books. Students will also select a book at each grade level and describe appropriate research-based extensions for the books. In addition, students will select three books and describe appropriate adaptations for students who have exceptional needs and/or are English language learners.

Recommended # of books:

Grade	<u>4</u>	<u>5-6</u>	<u>7-8</u>	<u>Students with exceptional needs</u>	<u>English language learners</u>
Picture Books	2	2	2	2	4
Chapter Books	2	3	3	3	1

Every fourth week students will submit part 1 of their portfolio with responses to approximately one-quarter of the total books. In the portfolio, record the following information for each book:

Part 1 Due every four weeks

- Bibliographic data written in APA style
- Brief summary (one paragraph for picture books; 2-3 paragraphs for chapter books)
- Your personal response to the book,
- Your literary analysis, using criteria noted in the text and class. This analysis will vary by genre

For each 4-week submission, submit a reflection upon your reading: What did you think about your choices? How did they influence you as a reader? As a future teacher?

Part 2 Due in the 14th week of the semester

- Appropriate research-based extension activities for specific books at each age level
- Adaptations suited for learners who have exceptional needs and/or are English language learners

MIDL 221-001

Literature for the Middle Grades

11:00-12:15 Tuesday-Thursday

309 Davis Hall

Fall 2014 Course Syllabus

Instructor: Dr. Laura Strong
Office: 123 Davis Hall
Office hours: M-3:15-5:00, T-1:45-2:45, TH-1:45-2:45, or by appointment
Phone: PSE Office 724-357-2400
E-mail: l.j.strong@iup.edu

MIDL 221

Course Description

This course provides a survey of children's literature for middle level students and examines the role of motivation in developing lifelong readers. Selection and evaluation criteria for each genre, including multicultural literature, are developed and applied. Classroom application and extensions of literature are explored and current issues in the field of literature for middle level learners are examined. Appropriate adaptations for resistant readers, students with exceptional needs, and students who are learning English will be explored.

This course addresses the following Standards:

ACEI: 1, 2A, 2B, 3A, 3C, 3E

INTASC: 1, 2, 3, 6

*PDE: I.A.3, I.A.6, I.B.2, I.B.3, I.B.4, I.B.5, I.C. 1, I.E.1, I. E. 2, I.E.4, I.E.5, I.E.10, I.F.3, I.H.5; II.A.1.a, II.A.3.f, II.A.4.d

*NMSA: Knowledge I.1, I.2, I.3, I.5, I.7; III.3, III.6, III.10; IV.3, IV.4; V.7; VI.2, VI.3; VII.10

*IRA: 4.2, 4.3, 4.4

*cited in matrix

Course Objectives:

The candidate will meet the following course objectives:

1. Apply knowledge of adolescent development to the selection of literature that matches middle level learners' interests and abilities. (PDE Standards: I.A.6, I.B.5, II.A.1a; NMSA Knowledge Standards: I.1, I.2; IRA Standard: 4.2)
2. Identify definitive characteristics and representative samples of each genre of literature for middle level learners, and describe appropriate classroom use for this literature. (PDE Standards: II.A.1.a, II.A.3.f, II.A.4.d; NMSA Knowledge Standards: III.3, III.10; IRA Standard: 4.2)
3. Read a wide range of literature suited for the middle level learner and share examples of excellent literature with peers. (PDE Standards I.B.2, II.A.1.a, II.A.3.f, II.A.4.d; NMSA Knowledge Standards: V.7; IRA Standard: 4.4)

4. Develop and share appropriate methods of extending literature for middle level learners, such as discussion, drama, art, music, and writing. (PDE Standards: 1.A.3, I.B.4, I.C.1, I.E.4, I.E.5, I.E.10, I.H.5; NMSA Knowledge Standards: III.6, V.7; IRA Standard: 4.2)
5. Develop literature adaptations for all types of learners, including learners with special needs, and ELLs. (PA Standards I.A.6, I.B.2, I.B.5, I.E.1, I.E.2; NMSA Knowledge Standards: I.2, VI.2; IRA Standards: 4.2, 4.3)
6. Develop and share appropriate methods of motivating and engaging middle level learners with literature, such as literature circles, readers' workshop, author, and genre study. (PDE Standards 1.A.3, I.C.1, I.E.5, I.E.10; NMSA Knowledge Standards: I.3, I.7, III.6, III.10, IV.4, V.7, VII.10; IRA Standards: 4.3, 4.4)
7. Analyze the treatment of current/controversial issues in literature for the middle level learner. (PDE Standards I.B.1, I.B.3, I.B.4, I.E.4, I.F.3, II.A.1.a; NMSA Knowledge Standards: I.5, VI.3, VII.10; IRA Standards: 4.3, 4.4)

College Conceptual Framework	PDE Middle Level Standards	NMSA Knowledge Standards	IRA Standards	Course Objective	Assessment (*Key Assessment)
Planning and Preparation	I.A.6 I.B.5 II.A.1.a	I.1, 2 III.3	4.2	<i>Objective 1</i> Select literature suited for the middle level learner	*Literature Portfolio Examinations
Planning and preparation	II.A.1.a II.A.3.f II.A.4.d	III.3, 10	4.2	<i>Objective 2</i> Identify genre characteristics	*Literature Portfolio Examinations
Planning and preparation	I.B.2 II.A.1.a II.A.3.f II.A.4.d	V.7	4.4	<i>Objective 3</i> Read widely and share	*Literature Portfolio Examinations; In-class activities
Planning and preparation	I.A.3 I.B.4 I.C.1 I.E.4, 5, 10 I.H.5	III.6 V.7	4.2	<i>Objective 4</i> Develop extensions to literature	*Literature Portfolio Author Study Project
Planning and preparation	I.A.6 I.B.2, 5 I.E.1, 2	I.2 VI.2	4.2, 4.3	<i>Objective 5</i> Develop literature adaptations	*Literature Portfolio In-class Activities
Planning and preparation	I.A.3 I.C.1 I.E.5, 10	I.3, 7 III.6, 10 IV.4 V.7 VII.10	4.3, 4.4	<i>Objective 6</i> Engaging middle level learners; literature circles, author and genre study	Author Study Project In-Class Activities
Planning and preparation	I.B.1, 3, 4 I.E.4 I.F.3 II.A.1.a	I.5 VI.3 VII.10	4.3, 4.4	<i>Objective 7</i> Controversial issues	Author Study Project

Required text: Tomlinson, C. M. & Lynch-Brown, C. (2010). *Essentials of Young Adult Literature*. Boston: Pearson/Allyn & Bacon.

Course Requirements:

1. Assigned readings in textbook and posted on course web site
2. Literature Portfolio

Students will read literature for the middle level learner in each of the genres. Literature suited for adolescent learners at different stages of development should be selected and evaluated according to the criteria noted in the text and in class. Students will keep a log of their choices, responses, and evaluations of the books. Students will also select a book at each grade level and describe appropriate research-based extensions for the books. In addition, students will select three books and describe appropriate adaptations for students who have exceptional needs and/or are English language learners.

Recommended # of books:

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Chapter Books	2	3	3	3	1

Every fourth week students will submit part 1 of their portfolio with responses to approximately one-quarter of the total books. In the portfolio, record the following information for each book:

Part 1 Due every four weeks

- Bibliographic data written in APA style
- Brief summary (one paragraph for picture books; 2-3 paragraphs for chapter books)
- Your personal response to the book,
- Your literary analysis, using criteria noted in the text and class. This analysis will vary by genre

For each 4-week submission, submit a reflection upon your reading: What did you think about your choices? How did they influence you as a reader? As a future teacher?

Part 2 Due in the 14th week of the semester

- Appropriate research-based extension activities for specific books at each age level
- Adaptations suited for learners who have exceptional needs and/or are English language learners

(PDE Middle Level Standards: I.A.3, I.A.6, I.B.2, I.B.4, I.B.5, I.C.1, I.E.1, I.E.2, I.E.4, I.E.5, I.E.10, I.H.5, II.A.1.a, II.A.3.f, II.A.4.d; NMSA Knowledge Standards: I.1, I.2, I.7, III.3, III.6, III.10, IV.4, V.7, VI.2, VII.10; IRA Standards: 4.2, 4.3, 4.4)

THIS PROJECT IS DESIGNED FOR INCLUSION IN YOUR DIGITAL PORTFOLIO

3. Author Study and Presentation: A collaborative book/author study and book extension project

Research

- Collaborate with a peer to select an author of young adult literature from a provided list and gather information about the author's life and work, using online resources **and** library references. *Something about the author* is a reference series available in Stapleton Library that will provide helpful information. Other sources include the *Something about the Author Autobiography Series*, *Children's Literature Review*, *Illustrators of Children's Books*, and *Twentieth Century Children's Writers*.
- Partners must read several picture books or two chapter books by their author. Select one of the books to summarize in a booktalk format for the class and describe extension ideas.

Prepare

- Prepare a PowerPoint presentation of the information you find, including brief biographical data (consider influences on the author's writing), information about the author's work and your reaction to the author's work.
- In the PowerPoint, use minimal text and expand on the ideas as you make your presentation, include scanned images of the cover(s) of the author's books you will summarize and extend (include the book's title, and grade level for which it is suited).

Present

- Make a 15-20 minute presentation to the class, first sharing with your peers your findings about your particular author on Power Point, and then giving book talks about the books you read.

In addition to the PowerPoint, you should:

- Critique the books using criteria discussed in class, and cite examples from the text to support your statements
- Introduce the book in a manner that would capture middle learners' interest.
- Share extension activities (2 page handout) that would enrich middle level learners' understanding and appreciation of the books.
- Plan a writing activity OR an art activity. Explain how the activity connects to the story.
- Identify four to six during or post-reading questions that you would pose for students. The questions should be divergent and open-ended so that they could have many answers, rather than a simple one-word reply.

Plan two extending activities from two different content areas (such as science, social studies, music, math, art, language arts) that will enrich the reader's understanding/experience of the book. Describe your ideas well enough that your classmates could replicate them.

- Listeners will provide their peers with feedback on their presentation = ½ page.
The presentation will be evaluated by the following criteria: adequacy of research, both library and internet, presenter's knowledge of topic (ability to speak without over reliance on notes), knowledge and presentation of author's books, quality of handout, quality of Power Point presentation, and presentation skills (eye contact, language use, dress). Presentations will begin in the eleventh week of the semester.

For presentations, be sure to dress professionally (no jeans, hats, low-cut tops or bottoms), use professional speech, and make eye contact. Avoid the tendency to read the screen as you present.

Evaluation:

Final grades for this course will be based on participation and performance on tests and assignments.

1. Knowledge

Test I	40
Test II	40
Final Exam	50

2. Skills

Literature Portfolio	70
Author Study and Presentation	30

3. Professionalism
Meeting submission deadlines, professionalism of portfolio, and suitability of books
Class attendance, participation in class discussions, in-class activities and D2L threaded discussions, and professional behavior and interactions. 20

Final Grade:

A = 100-90 C=79-70
B = 89-80 D=69-60 F=59 and below

TOTAL POINTS AVAILABLE: 250

DATE	WK	Topic	Assignment for class
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8/26 T	Week 1:	Introductions; objectives; course overview; begin portfolio	Assignment: read ch. 1 Understanding Young adults and their Literature
8/28 TH		Adolescent Development; Books for different stages and interests	Write 2 book reviews
9/2 T	Week 2:	Selecting literature Literary elements Evaluating literature	Assignment: read ch. 2, Learning about Books
9/4 TH		Evaluating Literature, continued	Write 2 book reviews
9/9 T	Week 3:	Evaluation and selection	Assignment: read ch. 3 Realistic Fiction
9/11 TH		Topics of realistic fiction	Write 2 book reviews
9/16 T	Week 4:	Fantasy, supernatural, science fiction	Assignment: read ch. 4, Modern Fantasy
9/18 TH		Fantasy, continued <i>Sign up for author study presentation</i>	Portfolio Part I due (book reviews) (#1)
9/23 T	Week 5:	Review for exam	
9/25 TH		Exam I: 1, 2, 3, 4	Write 2 book reviews
9/30 T	Week 6:	Historical fiction; themes	Assignment: read ch 5, Historical fiction
10/2 TH		Topics of historical fiction Literature Circles	Write 2 book reviews
10/7 T	Week 7:	Nonfiction: Biography and informational books Integrating Literature into Content Subjects Choose Literature Circle Books	Assignment: read ch. 6, Nonfiction
10/9 TH			Write 2 book reviews Read literature circle book
10/14 T	Week 9:	Poetry Poetic elements Types of poems	Assignment: read ch. 7, Poetry
10/16 TH		Sharing Poetry Literature circle discussion # 1	Portfolio Part I due (# 2)
10/21 T	Week 8:	Sharing Literature Circle Books Adapting lit. instruction for students learning English	Assignment: read ch.8, Literature for a diverse society

10/23 TH		Research on adapting literature instruction for students with exceptional needs	Write 2 book reviews
10/28 T	Week 10:	Review for exam	
10/30 TH		EXAM II: 5, 6, 7, 8	Write 2 book reviews
11/4 T	Week 11:	folklore, legends, myths	Assignment: read multicultural books.
11/6 TH		Multicultural Books Picture Books	
11/11 T	Week 12:	Extending literature through read alouds, storytelling, drama, readers theater, plays	Assignment: Chapter 9, Teaching strategies Write 2 book reviews Portfolio Part I due (#3)
11/13 TH		Teaching strategies continued <i>Presentations</i>	Write 3 book reviews
11/18 T	Week 13:	Resistant readers, struggling readers, readers from nondominant cultures, boys Responding to Literature <i>Presentations</i>	Assignment: read ch. 10, Resistant readers and young adult literature Organize book reviews
11/20 TH		Judging the difficulty of reading materials Reaching resistant readers <i>Presentations</i>	
11/25 T	Week 14:	NO CLASS – THANKSGIVING BREAK	
11/27 TH			
12/2 T	Week 15:	Censorship Technology <i>Presentations</i>	Assignment: read ch. 11, Censorship, classics, accountability, technology Hard copy of Portfolio Part I due (#s 1, 2, 3, 4, table of contents, and attractive organization) Portfolio Part II due (adaptations and extensions)
12/4 TH		<i>Review for Final Exam</i>	
12/9	Week 16	FINAL EXAM 10:15-12:15 <i>Chapters 9,10,11</i>	

References

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Journals consulted on a regular basis:

The Horn Book
Reading Teacher
Language Arts
Journal of Children's Literature
Booklist, Booklinks, The New Advocate, Children's Literature in Education

Literature Portfolio Evaluation Rubric

	Met with Distinction – 10	Met with Merit – 8	Met –6	Met with Weakness– 3
Book selection 1 st 2 nd 3 rd 4 th	Candidate demonstrated excellent knowledge of content by selecting books of high literary/artistic quality, including a variety of genres, and reading more than the required number of books.	Candidate demonstrated very good knowledge of content by selecting books of good literary/artistic quality, including a variety of genres, and reading the required number of books.	Demonstrated acceptable knowledge of content by selecting books of good literary/artistic quality, for the most part, including more than one genre, and reading an acceptable number.	Few of the books the candidate selected were of high literary/artistic quality and included more than one genre. The candidate read few books.
Summary of Readings 1 st 2 nd 3 rd 4 th	Candidate created outstanding summaries of the books read, capturing the main points and notable details.	Candidate created very good summaries of the books read, capturing the main points and notable details.	Candidate created acceptable summaries of the books read, capturing the main points and notable details.	Candidate did not create acceptable summaries of the books read, capturing the main points and notable details.
Response to literature 1 st 2 nd 3 rd 4 th	Candidate made outstanding connections between the text and self, text and world, and text and text.	Candidate made very good connections between the text and self, text and world, and text and text.	Candidate made acceptable connections between the text and self, text and world, and text and text.	Candidate did not make acceptable connections between the text and self, text and world, and text and text.
Critiques of literature 1 st 2 nd 3 rd 4 th	Candidate demonstrated excellent knowledge of course content and child development when analyzing books for literary quality and value to children.	Candidate demonstrated very good knowledge of course content and child devel. when analyzing books for literary quality and value to children.	Candidate demonstrated acceptable knowledge of course content and child devel. when analyzing books for literary quality and value to children.	Candidate did not demonstrate acceptable knowledge of content and child dev. when analyzing books for literary quality and value to children.
Presentation 1 st 2 nd 3 rd 4 th	Candidate presented work in a highly professional manner, using correct spelling, grammar, and punctuation at all times, and formatting and organizing responses professionally.	Candidate presented work in a professional manner, using correct spelling, grammar, and punctuation most of the time, and formatting and organizing responses professionally.	Candidate presented work in an acceptable manner, using correct spelling, grammar, and punctuation most of the time, and formatting and organizing responses neatly.	Candidate did not present work in an acceptable manner, used incorrect spelling, grammar, and punctuation usually, and formatted and organized responses poorly.
Reflection 1 st 2 nd 3 rd 4 th	Candidates made excellent reflections about the impact of the literature they read on themselves as individuals and as future teachers.	Candidates made very good reflections about the impact of the literature they read on themselves as individuals and as future teachers.	Candidates made acceptable reflections about the impact of the literature they read on themselves as individuals and as future teachers.	Candidates did not make acceptable reflections about the impact of literature they read on themselves as individuals and teachers.
Part II	5	4	3	1.5
Extensions	Candidates developed outstanding research-based extensions for a book at each grade level (4, 5-6, -7-8). One extension is fully developed.	Candidates developed good research-based extensions for a book at each grade level(4, 5-6, -7-8). One extensions is partly dev.	Candidates developed acceptable extensions for a book at each grade level (4, 5-6, -7-8). One exten. is sketchily dev.	Candidates did not develop acceptable extensions for a book at each grade level.
Adaptations	For 3 books, candidates developed excellent adaptations for students with special needs or ELL.	For three books, candidates developed good adaptations for students with special needs or ELL.	For three books, candidates developed acceptable adaptations for students with special needs or ELL.	Candidates did not develop acceptable adaptations for students with special needs or ELL.

Total: ___/70

Presentation Rubric

Presenter _____

Author _____ Book(s): _____

Criteria	Scoring			Comments
Introduction <ul style="list-style-type: none"> • Introduce selves, author, and books to be reviewed • Significant books selected • Images included 	3	1	0	
Author Information <ul style="list-style-type: none"> • Includes library and Internet research • References are listed • Includes workable, useful links to websites related to author/topic • Informs class about influences on author's writing 	3	1	0	
Summary of Books <ul style="list-style-type: none"> • Student-created booktalks given to class • Steady eye contact made, not reading notes or screen 	3	1	0	
Book Critique <ul style="list-style-type: none"> • Student uses criteria from class and text and published reviews (cited) to critique books • Examples from books used, when appropriate 	3	1	0	
Introducing a Book/Asking Questions <ul style="list-style-type: none"> • Introduce book in a way that would capture middle level learners' interest 	3	1	0	
Questioning strategies <ul style="list-style-type: none"> • 4-6 during or post-reading questions 	3	1	0	
Curriculum Connections <ul style="list-style-type: none"> • Extension with science, social studies, or math that enrich students' appreciation of the book • Example is shown 	3	1	0	
Writing OR Art Extension <ul style="list-style-type: none"> • Complements content of book • Creative idea • Example is shown 	3	1	0	
Professional Product <ul style="list-style-type: none"> • PowerPoint is attractive • Text on slides is limited • Informative (2 pg) handout is provided for class • Product contains no grammatical, spelling, or errors • 	3	1	0	
Oral Presentation <ul style="list-style-type: none"> • Preparation is evident • Obvious collaboration • Ability to present in time allotted (15-20 mins.) • Steady eye contact with class 	3	1	0	
Use of professional dress and language				

Total: /30

Literature Circles

Lit circles are student generated discussions. They are conversational in nature. Students use notes to guide their reading and discussion, and also use role sheets to guide their preparation and participation.

Literature Circle Roles:

Discussion Leader – summarizes the reading's main points and briefly discusses why it is significant for future teachers, initiates discussion with a general open-ended/essential question, encourages participation of all group members, and maintains the focus of the group.

-So as the discussion leader your job is to come to the group with a summary of the reading, statement as to its significance for future teachers, and a general open-ended question that could have many answers to get the discussion started. During the discussion you need to encourage everyone to participate and keep focused.

Passage Master – locates significant (i.e. puzzling, meaningful, or controversial) passages in the reading, shares passages with the group and invites responses, and explains choices to the group.

-So as the passage master your job is to come to the group with passages that caught your attention because they were meaningful, or confusing, for example. During the discussion you need to share your passages with the group and invite group members to respond, and also you need to explain the reasons you choose the passages.

Connector – makes connections between the reading and his/her life, such as things the connector has read, movies seen, or things experienced. Also, he/she must find a website that connects to the reading in a meaningful way, especially focusing on websites that contain practical information for future teachers. The connector shares his/her connections with the group and invites their responses and other connections.

-So as the connector your job is to come to the group with connections that you made while reading between the text and your own experiences, or things that you have read, heard, or saw, and also to share the website with your group by briefly explaining its significance. During the discussion you need to share your connections and invite the group to respond, and also you need to find out if other group members made any connections.

Illustrator – identify the feelings the reading brought forth, share a visual with the group and invite their responses to the visual, and explain his/her interpretation to the group.

-So as the illustrator your job is to come to the group with an illustration (example: a drawing you made on paper, a computer created illustration, or pictures cut out and pasted together to form a mosaic) that shows how the reading made you feel. During the discussion you need to share this illustration with your group and ask them to respond to it, and you need to explain your interpretation and ask them to explain their interpretations.

Literary Luminary – choose terms/vocabulary of importance to teachers that he/she feels should become part of a future teacher's knowledge base, and discuss them with his/her group.

-So as the literary luminary your job is to come to the group with several words chosen from the reading that you found to be important for teachers. During the discussion you need to share these words with your group and ask them to respond, and you need to explain your reasoning why these words are important for teachers.