SPECIAL CIRCUMSTANCES: Students who have any special needs or who may require considerations or adaptations/modifications for any reason must contact the instructor personally during the first week of the term so that these issues may be addressed. Please see the statement listed below under Accessibility of this syllabus.

Course Description: The purpose of this course is to explain reading and reading instruction, describe the continua of literacy development across the grades, examine the relationships between different aspects of oral and written language, explore instructional standards and consider the cultural and social influences and implications of literacy teaching. Additionally, the course will explore the texts and technologies that students read, as well as examine children’s literature, textbooks, and issues of text difficulty and motivation to read.

Course Objectives/Chicago Teacher Partnership Program Course Outcomes:
1a. understands and articulates the needs for literacy development in general and in specific disciplines or at specific grade levels.
1b. knows Illinois’ instructional standards for the English Language Arts. (**Common Core Standards)
1d. understands the relationships among reading, writing, speaking and listening.
1e. understands language development and the role of language in literacy learning.
2c. understands the connection between reader background knowledge, information in text, and purpose for reading in making meaning during reading, and techniques for activating and building students’ background knowledge to enhance comprehension.
2d. understands the strategies that proficient readers employ as they make meaning of a variety of texts and genres.
3a. understands the role of literature in teaching about social justice and critical literacy.
3c. understands, respects, and values cultural, linguistic, and ethnic diversity and knows how these differences can influence literacy and language.
3d. understand his or her own point of view and biases about diverse learners and their families and how this perspective can impact his or her own teaching.
3e. knows a wide range of quality literature and informational text for students as well as how to choose literature and informational texts that address the various interests, backgrounds and learning needs of all students in class.
3f. understands factors in text difficulty (what makes texts hard to read and understand) and the importance of choosing just-right books for differentiated instruction.
3g. understands literary text structure, including genre, elements of fiction, figurative language, poetic devices, and literary elements (e.g., folk tales, fairy tales, metaphor, simile, onomatopoeia, hyperbole, assonance, consonance, heroes/villains; quests/challenges).
3h. understands informational text structure, including description, sequence, comparison, problem-solution, cause-effect and use of graphics (e.g., tables, charts, illustrations).
3i. understands and is able to use technology in multiple ways within the English language arts program (e.g., computers, cameras, interactive web sites, blogs, online research).
3j. recognizes the influence of media (e.g., television, film) on language and reader’s point of view with informational and fictional texts.
3k. understands the role of digital literacy in the 21st century and knows techniques for helping students navigate online sources, including the importance of critically evaluating the information available online.
3m. uses literature to promote students’ understanding of their lives and society, and as a means to discuss social justice and critical literacy issues.
3o. estimates the difficulty level of text using readability measures and qualitative factors.
3q. teaches students how, when, and why to use dictionaries, encyclopedias, thesauruses, and other references, including electronic or online versions.
3r. teaches students how to identify a topic for research/inquiry and how to gather information on that topic from print and digital sources.
3s. teaches students techniques for evaluating and critiquing print and digital sources.
3t. uses a variety of text and research resources (written, visual, digital, auditory) to enhance student learning from reading, learning from writing, and learning from oral communication.
3u. analyzes content materials to determine appropriate strategies and techniques to create successful learning through reading, writing, speaking, and listening.

**Required Textbook:**

**Required Children’s Books**

*Books for Bibliography Project, Book Talks, and Final Project (see within syllabus)*

*Books for genre study*

*Book for multicultural book talk*

*Poetry (see calendar within syllabus)*

*Additionally, there will be electronic readings assigned on Sakai.*

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**LOYOLA UNIVERSITY CHICAGO OFFICIAL POLICIES:**

**Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics_policies_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For
additional academic policies and procedures refer to:
http://www.luc.edu/education/academics_policies_main.shtml

**Accessibility**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/

**Harassment (Bias Reporting)**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/

**School of Education Conceptual Framework Standards**

CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

CF3: Candidates demonstrate an understanding of issues of social justice and inequity.

CF5: Candidates demonstrate technological knowledge and skills which enhance education.

CF7: Candidates demonstrate how moral and ethical decisions shape actions directed toward service to others.

**Technology**

Teacher candidates will be expected to successfully utilize a variety of websites, including Sakai, websites related to teaching standards, and literacy related websites. Teacher candidates will also use various forms of technology for class assignments.

**Electronic Communication Policies and Guidelines** The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and
responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

Diversity
Throughout the course, students will be exposed to children’s literature that reflects cultural, racial, and individual forms of diversity. Teacher candidates are expected to recognize and respect all forms of diversity in their professional environment, including discussions related to this course.

IDEA Objectives for the Faculty Information Form

Essential Objectives for this course:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Additional Minor Objectives for this course:

1. Learning to apply course material (to improve thinking, problem solving, and decisions)
2. Acquiring skills in working with others as a member of a team
3. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
4. Developing skill in expressing oneself orally or in writing
5. Learning how to find and use resources for answering questions or solving problems
6. Developing a clearer understanding of, and commitment to, personal values
7. Learning to analyze and critically evaluate ideas, arguments, and points of view
8. Acquiring an interest in learning more by asking questions and seeking answers

Dispositions:

All candidates will be assessed on the dispositions of Professionalism, Fairness, and the Belief that all students can learn. The rubric for the dispositions can be found on Live Text.

ASSIGNMENTS

Students are expected to complete and submit assignments on time. If an assignment is accepted late, there will be a 10% reduction to the overall grade for each late day. An assignment is considered late immediately past the time it is due (for example, if an assignment is due at 4:00 pm, it is considered late beginning at 4:01 pm). Assignments will not be accepted after three late days. If an illness or emergency prevents a student from submitting an assignment on time, a doctor’s note stating the illness prevented the student from attending class or submitting an assignment must be presented to the instructor within three days.

*** RUBRICS MUST BE PRINTED AND SUBMITTED WITH ASSIGNMENTS ON THE DATE THEY ARE DUE.
1. **Genre book share** (50 points): You will be responsible for finding 1 picture book and 1 novel related to the genre to share with the class (book talk, not read aloud). You will be asked to sign up for your genre at class September 2nd.

2. **Annotated Bibliography** (100 points): In this assignment, students will work individually to create an annotated bibliography of 12 children’s books that connect to a common theme or topic related to social justice or diversity. The bibliography should include both fiction and informational texts, contain a range in reading levels, and represent a variety of genres and types of text (picture books, informational, novels, etc). At least one book should be a novel/chapter book. At least 8 of the 12 books should be titles you have not read before this semester. You are expected to read all 12 of the books on your list.

   *The bibliography should be titled and contain a short introductory paragraph explaining the overall theme of the list and why you selected that theme.

   *Each title entry should follow APA format and contain a 40-75 word description of the book and its connection to your social justice/diversity theme. This description needs to be in your OWN words. The entries should be listed alphabetically.

   **Each entry should follow this format:**
   
   Author last name, author first initials. (Year of publication). *Title of book.* Publication city, publication state: Publishing company. Keywords: list the overall themes of each book. Recommended grade level: Genre:
   
   Short paragraph describing book.

   **Example:**
   
   
   This book explores the concept of homelessness as it follows the story of a young boy and father. The two live in the airport, moving between terminals, trying not to get noticed by airport security and staff. One day, the young boy discovers a bird that is trapped in the airport and finds some hope for his own life when the bird gets free.

   You will be asked to sign up for your topic by Possible topics include: bullying, accepting differences, unique families, environment, poverty, civil rights, class systems, gender issues, immigration, multicultural celebrations, religions, African American literature, Hispanic American literature, Native American literature, Asian American literature, being unique, homelessness, peace and war, racism/discrimination, women’s rights, etc. You do NOT have to choose from this list, but your topic must be approved. No more than TWO people can do the same topic (although this is an individual assignment), so as soon as you know what you want to do, email Professor Sullivan.

3. **“Out of my Mind” assignment** (50 points): You will choose ONE of the following assignments to complete for *Out of My Mind.*

   Choice #1: Book Jacket: Create a book jacket for the book. Include a new cover and have summary on the inside front flap. Include an inspirational quote from the book on the back inside flap. The book jacket should generate interest in reading this book.
Choice #2: Find 15 “golden lines” or “quotable quotes” in the book. Record each quote/line on one side of a T-chart, and on the other side, explain what made this stand out to you. Was it the language the author used? Was it a key moment in the story? Did it make you think about an event or character in a new way? Also respond to these questions: Did the author use figurative language? What kind? What mood or tone was created with the line? Why do you think the author chose to write it this way?

Choice #3: Create a book trailer video. The video should be between two and three minutes long (think movie trailer) and tell a little about the book, while generating interest in reading it.

Choice #4: Book cube: (see example in class). Using 6 squares of folded paper glued together to create the book cube, highlight important features of the book on each square (a different feature on each one). These may include: Analysis of main characters, theme of the story, personal connection to the text and how it helped you as a reader, analysis of setting and its impact on the story, ways you would use the book in a classroom, etc.

Choice #5: Your own idea. Must be pre-approved.

3. Multicultural Picture Book Talk (60 points): For this assignment, you will select a quality multicultural picture book and read it. You will prepare a 1-2 page paper on this book that includes:

- a brief summary of the plot/characters of the book, whose perspective the book is told from (and possibly whose is missing), and information about who the author is and when the book was written

- justification of what makes it a quality multicultural book, using information from Chapter 15 of your textbook and the Diversity Counts chapter from Sakai.

- a conclusion paragraph on how/why you might use this in your classroom

The paper for the book talk assignment should be written in 12 point font, double spaced. You should include a citation for the readings you use to support your thinking. On the day the assignment is due, you will bring your paper and picture book to class. You will be sharing your book informally with your classmates.

4. Classroom Library Project: (100 points) In this project, you will work alone or in pairs to review a classroom library, draw a schematic of and label literacy settings in the classroom, and interview a classroom teacher to learn about literacy instruction and resources available in the classroom. You should make arrangements with a teacher at the school you are assigned for your semester sequence to do this assignment. Students will present their projects using multimedia to describe the library and book inventory, and share their learning in relation to key points noted in the Classroom Library Position Statement (http://www.reading.org/General/AboutIRA/PositionStatements/LibrariesPosition.aspx). Students will also submit a 2-4 page paper that includes the key data below.

Key Data
Grade Level:
School: _____ urban   _____ suburban   _____ rural
Size of enrollment:
What is included in the classroom library?
Which materials (basal readers or other texts) represent the major text(s) used to teach literacy?
Please include information on series, publisher and copyright date.
Please list the supplementary texts/materials/resources used with the major text program. What types of genre are included? Which additional resources in the classroom library would enhance students’ literacy learning?

**Book Inventory**
Diagram/photo of the classroom and areas designated for literacy instruction
Fiction texts:
Nonfiction texts:
Leveled readers:
Magazines:
Computer access:
Other resources:

**Group Teacher Interview**
How did you organize your classroom for optimal literature instruction?
What texts are required that you use at this grade level by your school?
What texts do you use to teach readers with varying reading abilities?
Do you provide special reading materials for English Language Learners?
How accessible is the school library for your students?
What digital or non-print materials are available for your students?
What outside resources support and advance the development of readers such as the school library, book clubs or book fairs?
Are community centers or families involved in helping students develop a love of literature and reading?

5. **Attendance/Participation:** *(5 points per session, 70 total points possible)*. You are expected to be in class, on time, each day. You are also expected to come prepared with completed assignments, including the reading assignments. Part of your daily attendance/participation grade is based on your contributions to small and large group discussions. You are advised to come prepared with questions or comments already written down about your assigned readings to ease your participation in class discussions. There may be times where you are called on to share your questions and reactions to the readings.

6. **Final Project:** *(150 points)*: Instead of a final exam, you will complete a final project to share with your classmates. For this project, you will:

- choose a content area topic that relates to something you might teach someday
- select three books (picture books or novels) that you could use as read alouds or to have students read that connect to the topic and teaches both content and literacy
- select 2-3 CCSS for Language Arts that relates to the books you chose, and 2-3 content Area standards that relate to the topic/books.
- create a one page document sharing how you plan to use the literature to support lessons in the content area you selected.
- Create one literature extension project related to one of the three books you selected or one project that combines information from all three books.

You will informally share your Content Literacy Project with classmates during the scheduled final examination time. A rubric will be shared on Sakai in the upcoming weeks.
Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Genre presentation</td>
<td>50</td>
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<tr>
<td>Annotated Bibliography</td>
<td>100</td>
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<tr>
<td>Out of my Mind Assignment</td>
<td>50</td>
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<tr>
<td>Classroom Library Project</td>
<td>100</td>
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<tr>
<td>Multicultural Book Talk</td>
<td>60</td>
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<tr>
<td>Class participation</td>
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<tr>
<td>Final Project</td>
<td>150</td>
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<tr>
<td><strong>TOTAL POSSIBLE POINTS</strong></td>
<td>580</td>
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**No opportunities for extra credit will be offered in this course.**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
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<tr>
<td>A-</td>
<td>90 - 92</td>
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<tr>
<td>B+</td>
<td>87 - 89</td>
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<td>B</td>
<td>83 - 86</td>
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<td>B-</td>
<td>80 - 82</td>
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<td>73 - 76</td>
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<td>C-</td>
<td>70 - 72</td>
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<td>D</td>
<td>61 - 69</td>
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<td>F</td>
<td>60 – 0</td>
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<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings Due</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 26th</td>
<td>Introduction to course</td>
<td></td>
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<tr>
<td></td>
<td>Why Read?</td>
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<tr>
<td>Sep. 2nd</td>
<td>History of children’s literature</td>
<td>Chapter 2 and Chapter 5</td>
<td>Topic for annotated bibliography due</td>
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<tr>
<td></td>
<td>What’s a good book</td>
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<tr>
<td>Sep. 9th</td>
<td>Book Awards</td>
<td>Chapter 3 and 4</td>
<td>Sign up for genre presentation</td>
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<td></td>
<td>Well Written Books</td>
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<td></td>
<td>Well illustrated Books</td>
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<tr>
<td>Sep. 16th</td>
<td>Text Levels, Text complexity</td>
<td>Article on Sakai “Text</td>
<td>Introduce Out of My Mind</td>
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<td></td>
<td>Controversial books</td>
<td>Complexity”</td>
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<td>Reading Aloud</td>
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<td>Sep. 23rd</td>
<td>Critical literacy</td>
<td>Article on Sakai</td>
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<td>Teaching Children’s literature</td>
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<td>Intro to Genres</td>
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<td>Author studies</td>
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<tr>
<td>Sep. 30th</td>
<td>Multicultural Books</td>
<td>Chapter 15 and Sakai “Choosing</td>
<td>Multicultural book talk due</td>
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<td>Books” Diversity Counts”</td>
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<tr>
<td>Oct. 7th</td>
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<td></td>
<td>Fall break</td>
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<tr>
<td>Date</td>
<td>Title</td>
<td>Chapter No.</td>
<td>Notes</td>
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<tr>
<td>Oct. 14th</td>
<td>Poetry Folklore/ Fairy tales</td>
<td>8 &amp; 9</td>
<td>*Bring a poem related to a content area to class to share</td>
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<tr>
<td>Oct. 21st</td>
<td>Modern Fantasy</td>
<td>10</td>
<td>Classroom Library Presentation due</td>
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<tr>
<td>Oct. 28th</td>
<td>Contemporary Realistic Fiction</td>
<td>11</td>
<td>Bring <em>Out of My Mind</em> and project to class</td>
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<tr>
<td>Nov. 4th</td>
<td>Historical Fiction</td>
<td>12</td>
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<tr>
<td>Nov. 11th</td>
<td>Biography /Informational Text</td>
<td>13 &amp; 14</td>
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<tr>
<td>Nov. 18th</td>
<td>Comics and graphic Novels</td>
<td></td>
<td>Annotated bibliography due</td>
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<tr>
<td>Nov. 25th</td>
<td>Last Class</td>
<td></td>
<td>Final project due</td>
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