

Mississippi Valley State University  
Department of Teacher Education

*Holistic Transformer: Transforming and developing scholars, reflective thinkers and facilitators, and responsible professionals who will change and transform the Delta and society beyond.*

**RD 413 Methods & Materials for Teaching Language Arts/Literature**

Instructor:	Class Meetings/Location/Time:	Office Location:
Ying Wang, Ph.D.	OP Lowe 166/W: 6:00-8:40	OPL 158
Office Phone:	E-mail Address:	Office Hours:
(662) 254-3621	<a href="mailto:ywang@mvsu.edu">ywang@mvsu.edu</a>	M, W & TH: 8:30-11:30 T: 10:00-11:00

**COURSE DESCRIPTION:** This course is designed to provide an introduction to children's literature with a focus on how to effectively choose and use children's literature in educational contexts. This course is designed for teaching candidates the current and traditional methods and materials for Language Arts and literature in the Elementary School. Included will be development of lesson plans, teaching units as well as appropriate theory, research, and best practices for teaching Language Arts.

**CREDIT HOURS:** 3

**PREREQUISITE(S):** ED 280, ED 380, RD 214, RD 310, RD 315

**COURSE CONTENT:**

Required Text(s):

Kiefer, B. Z., & Tyson, C. A. (2014). *Charlotte Huck's children's literature: A brief guide* (2nd ed.). NY: McGraw Hill

Secondary/Supplemental Resources:

<http://www.naeyc.org>: National Association for the Education of Young Children: This site provides information on early childhood issues, professional development and preparation, and national early childhood education organizations.

<http://www.ncte.org>: National Council of Teachers of English: This website provides information on the improving the teaching and learning of English and the language arts at all levels of education.

American Psychological Association. (2010). *Publication manual of the American psychological association*. Washington, DC: APA.

Major Areas of Study: The major areas of study include, but are not limited to:

1. Learning about Books and Children
2. Exploring Genres in Children's Books
3. The Literature Program Across the Curriculum

**PURPOSE/RATIONALE:** Employing Mississippi Valley State University's College of Education Holistic Transformer Model, this course is designed to provide the pre-service

teachers with knowledge and skills that associated with Language Arts and Literature instruction in elementary school classrooms.

#### GENERAL COURSE GOALS:

1. Develop effective instructional practices and use appropriate assessment strategies related to teaching Language Arts and Literature.
2. Demonstrate a holistic approach to classroom instruction through the modeling of various strategies designed to appeal to students with diverse backgrounds and learning styles, which foster the intrinsic enjoyment of Language Arts and Literature.
3. Provide exposure to multicultural perspectives and issues of importance for Language Arts and Literature.
4. Provide for the exploration of theoretical and knowledge base examining their personal belief associated with Language Arts and Literature.
5. Develop an awareness of language development in relation to Language Arts and Literature.

#### MATRIX: LINKAGE OF THE HTM AND GENERAL COURSE GOALS

The following course outcomes represent what the teacher candidate will know and be able to do at the completion of this course as it relates to the Holistic Transformer Model

<b>Course Goals</b>	<b>HTM (Knowledge) 1.0 Scholar</b>	<b>HTM (Skills) 2.0 Facilitator &amp; Reflective Thinker</b>	<b>HTM (Dispositions) 3.0 Responsible Professional</b>
Goal 1	1.1, 1.3, 1.4	2.3	3.3
Goal 2	1.1, 1.2, 1.4	2.2, 2.4	3.2, 3.4
Goal 3	1.1, 1.2, 1.4	2.2, 2.4	3.2, 3.3, 3.4
Goal 4	1.1, 1.4	2.1	3.2, 3.3
Goal 5	1.1, 1.4	2.1, 2.2,	3.2, 3.3, 3.4

#### **Outcome: Content**

##### **Candidate Proficiencies (Knowledge)**

#### **1.0 Scholar**

- 1.1** The candidate synthesizes in-depth knowledge of content in specific disciplines with research-based practices in the teaching and learning process.
- 1.2** The candidate **plans** instruction and integrates technology appropriately based on best practices.
- 1.3** The candidate **selects** reliable and valid assessments to measure student performance.
- 1.4** The candidate **demonstrates** theoretical, historical, and philosophical knowledge of diversity and equity.

#### **Outcome: Processes, Skills**

## **Candidate Proficiencies (Skills)**

### **2.0 Facilitator and Reflective Thinker**

- 2.1 The candidate regularly **reflects** on the state, national, and professional curriculum standards as a basis for continuously improving teaching and learning.
- 2.2 The candidate **designs and implements** unit and daily lesson plans that incorporate rigorous instructional strategies and infuses technology appropriately to enhance student learning.
- 2.3 The candidate **administers** formative and summative assessments to measure student learning outcomes and to facilitate data-based decisions about instruction.
- 2.4 The candidate **develops** adaptive instruction plans to meet the educational and social needs of all students in collaboration with community and parental support.

### **Outcome: Dispositions**

## **Candidate Proficiencies (Dispositions)**

### **3.0 Responsible Professional**

- 3.1 The candidate actively **collaborates** with relevant P-20 learning communities and professional education associations as evidence of a personal commitment to professional learning and development.
- 3.2 The candidate **values, respects, and promotes** learning for all students and incorporates instructional technology.
- 3.3 The candidate **systematically analyzes** individual student outcomes and makes appropriate decisions for student learning.
- 3.4 The candidate **models** professional, responsible, and ethical behaviors to support social justice and equity in a diverse society.

**COURSE OBJECTIVES:** At the end of the semester the teacher candidate should be able to develop an understanding of the diversity of children's literature including selection guidelines, storytelling techniques, and evaluation criteria, students will have practical experience in the presentation of suitable literature for children, and in organizing a literature curriculum.

#### A. Objectives - Knowledge:

1. Understand and examine the importance of reading and apply research and theoretical approaches to enhance instruction. ( HTM 1.1 2.1)( INTASC 4, 7)( ACEI 12.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7) (NCATE 1.a, 1.b)(TIAI 1, 14, (IRA 1) (CCSS ELA. K-5 RL.K-5) (M-STAR Domain I-4, III-7)
  - a. Determine the benefits of reading
  - b. Define enjoyed and engaged reading
  - c. Discuss the concept of language arts and literature from a theoretical perspective.
  - d. Discuss the relationship between language arts and literature.
2. Develop familiarity with selection guidelines for children's literature. (HTM 1.1 2.1)(INTASC 4, 7 )(ACEI 1.2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7) (NCATE 1.a, 1.b)(TIAI 1,14)) (IRA 1) (CCSS ELA. K-5 RL.K-5) (M-STAR Domain I-4, III-7).
  - a. Make intelligent choices of literature for children

- b. Understand the differences between quality and taste as it applies to good books.
  - c. Identify the elements of good books.
  - d. Identify the importance of multicultural literature
  - e. Become aware of gender issue in multicultural literature.
3. Analyze the history and trends associated with children's literature. (HTM 1.1, 2.1) (INTASC 4, 7)(ACEI 1.2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 )(NCATE 1.a,1.b)(TIAI 1, 14) (IRA 1). (CCSS ELA. K-5 RL.K-5) (M-STAR Domain I-4, III-7).
    - a. Identify the chronology of children's literature.
    - b. Recall the major contributors of children's literature.
    - c. Discuss the practical and professional knowledge associated with language arts and literature.
  4. Develop evaluation criteria for children's literature (HTM 1.1, 2.1, 1.3, 2.3, 3.3) (INTASC 1, 2, 4, 6, 7, 8 )(ACEI 1, 4,) ( NCATE 1.a, 1.d) (TIAI 2, 7, 8 )(IRA 3) (CCSS ELA. K-5 RL.K-5) (M-STAR Domain I-4, II-5, II-6).
    - a. Develop expertise in making effective choices of children's literature.
    - b. Differentiate between the categories of children's literature.
    - c. Give examples of the content of the various genres associated with children's literature.
  5. Evaluate the importance of illustrations in children's literature. (HTM 1.1 2.1)( INTASC 1, 4, 7, 8) (ACEI 1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7)(NCATE 1.a, a.b)(TIAI 1, 14) (IRA 1) (CCSS ELA. K-5 RL.K-5) (M-STAR Domain I-4, III-7).
    - a. Name the functions of illustrations in picture books.
    - b. Know style and media in picture book illustrations
    - c. Define visual elements in picture books.
- B. Objective- Skills
6. Organize and use a variety of assessment strategies to develop a children's literature curriculum (HTM 1.3, 1.4, 2.3, 2.4,3.3) ( INTASC 1, 2, 3, 4, 6, 7, 8) (ACEI 3.2, 4) (NCATE 1.a, 1.c, 1.d, 4.a.) (TIAI 2, 5, 6, 7, 8)) (IRA, 3) (CCSS ELA. K-5 RL.K-5) (M-STAR Domain 1-2, II-5, II-6, III-9, III-10).
    - a. Prepare for teaching literature to children.
    - b. Examine reading instruction
    - c. Identify techniques used in teaching reading.
    - d. Identify ways to motivate children to read.
    - e. Gain an awareness of the importance of formal and informal assessment used in teaching reading.
  7. Create lesson plans to introduce children to various genres of quality literature. (HTM 1.2, 1.4, 2.2, 2.4, 3.2) (INTASC 1, 2, 4, 5,7,8)(ACEI 3.1, 3.2) (NCATE 1.a, 1.b, 1.d, 4a)(TIAI 4, 6) (IRA 2, 5) (CCSS ELA. K-5 RL.K-5) (M-STAR Domain I-1, I-2, I-4, II-5, II-6).
  8. Understand the importance of differentiating instruction in a Language Arts program. (HTM 1.4, 2.4)( INTASC 1, 2, 7, 8) (ACEI 3.2,) (NCATE 1.a, 1.d, 4.a )(TIAI 6) IRA 1, 2, 4, 5) (CCSS ELA. K-5 RL.K-5) (M-STAR Domain I-2, II-5, II-6).
  9. Plan lesson using procedures, integrating technology, quality materials, and state objectives to promote the development of language arts and literature. (HTM 1.1, 1.2, 1.4, 2.1, 2.2, 2.4, 3.2, ) (INTASC 1, 2, 4, 5, 7, 8) (ACEI 1, 3.1, 3.2,) (NCATE 1.a, 1.d, 4.a)(TIAI 1, 4, 6) IRA 1, 2, 4, 5) (CCSS ELA. K-5 RL.K-5) (M-STAR Domain I-2, II-5, II-6).
- C. Objective- Disposition

10. View professional development as a career long effort and responsibility. (HTM 3.1, 3.2, 3.3, 3.4, 3.5, INTASC 9,10, ACEI 2.1, 5.1, 5.2, NCATE 1, TIAI 15 IRA 6). Display positive disposition related to teaching language arts and literature in elementary school. (HTM 3.1, 3.2, 3.3, 3.4, 3.5 INTASC 9, 10, ACEI 2.1, 5.1, 5.2, NCATE 1, TIAI 15, IRA 6). Work with colleagues to observe, evaluate, and provide feedback on each other's practice. (HTM 3.1, 3.2, 3.3, 3.4, 3.5 INTASC 9, 10, ACEI 2.1, 5.1, 5.2, NCATE 1, TIAI 15, IRA 6).

**TECHNOLOGY INFUSION:** Technology is a tool that is used throughout the course. Becoming a holistic transformer is facilitated by the use of technology in this course. The use of technology in various forms will be encouraged as students prepare for classroom discussions, practical application exercises, and lesson plan development related to Language Arts and Literature instruction. Such technology includes but is not limited to: PowerPoint presentations, overhead projector, pen, paper, computer, and internet.

**CLINICAL AND FIELD EXPERIENCE:** A Certified Background Check must be completed and successfully cleared for entry into the schools to complete a minimum of 10 hours Early Field Experience. Early Field experienced is supervised.

**INSTRUCTIONAL STRATEGIES:** Teaching and learning strategies include lectures, class discussions, power point presentation, guest speakers, group projects and/or small-or whole group activities; role-playing; and oral presentations. The in-class teaching methods used to accomplish the goals and objectives of the course include lecture, paired learning, demonstration, presentation, handouts, scaffolding, modeling of strategies with technology, simulations, whole group discussion, and small heterogeneous cooperative group activities, and group and individual research.

**STUDENT EVALUATION:** This course is offered to candidates who will be teaching students birth- eight years old. To accommodate the range in certifications, the learning environments and assessments of learning will focus on general and specific age/content through authentic assessments, collaborative work, information exchange, PowerPoint, group projects, active/exploratory/inquiry-based learning, and critical thinking and informed decision-making. The classroom practitioner will be evaluated based on individual class and group participation, quality of assignments, and attendance.

**A: Grading Criteria/Grading Procedures-performance based:**

Students are graded on the university grading system that ranges from 0 to 100. There is no curve or predetermined distribution of grades in this course. A student's grade is based on the quality of work in completing course requirements. The classroom practitioner will be evaluated based on class and group participation, quality of assignments, and attendance of class (Course Objectives A, B, and C).

**B: Grading Scale**

Grades are awarded for performances in accordance with Mississippi Valley State University's grading policy.

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|--|----------|
| 1. Outstanding effort and performance  | 90-100=A |
| 2. Satisfactory effort and performance | 80-89=B  |

- |   |         |
|---|---------|
| 3. Mediocre effort and performance              | 70-79=C |
| 4. Minimal effort and performance               | 60-69=D |
| 5. Failure to meet the intent of the assignment | 0-59=F  |

C: Grading procedures are performance based (Rubrics will be provided to you during the course of study):

1. Class Participation and emailing information to the instructor - 10 points
2. Poetry Booklet - 10 point rubric
3. Genre Study - 10 point rubric
4. Children's Book Evaluation - 10 point rubric
5. Language Arts/Literature lesson plan - 10 point rubric
6. Mid-Term: Chapter 1-7, 25 point rubric
7. Final Exam: Thematic Unit, 25 point rubric

D: Class attendance policy: Regular and punctual attendance is required for this class. The student is expected to attend every class, arriving on time and leaving only after the class has dismissed. Unless appropriate documentation is provided, any student missing three (3) classes will automatically find that their final course grade will be lowered a letter. Excessive absences (beyond three) will necessitate a reduction in the student's class participation points. Three (3) tardiness or three (3) leave early will result in one (1) absence. Please see MVSU undergraduate catalog on pp. 46-47 for university class attendance policy.

E: There is no make-up policy unless an emergency occurs. Pre-service teachers are responsible for all content, discussion, and materials covered during his/her absence. Make provisions with a classmate to obtain notes and copies. Late work will result in a loss of points.

ADA STATEMENT WITH SPECIAL NEEDS: Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or [billy.benson@mvsu.edu](mailto:billy.benson@mvsu.edu).

PLAGIARISM/ACADEMIC INTEGRITY: Honesty and integrity are essential values of the Valley's mission to pursue truth and knowledge. Therefore, cheating in any fashion will not be tolerated, including, but not limited to plagiarizing another's words, work, or ideas on class assignments. All work is intended to be your own. Please see MVSU undergraduate catalog pp. 112-114 for grading policy.

To address the situation of plagiarism, the University has implemented *Turnitin* to fight plagiarism and improve reading, writing, and research skills. *Turnitin* is a comprehensive

plagiarism prevention system that lets faculty quickly and effectively check all students' work. Results are based on exhaustive searches of billions of pages from both current and archived instances on the Internet. Plagiarism will result in at least a failing grade for the assignment(s) and/or course.

CELL PHONE POLICY: No cell phone usage in class. Make sure you turn off your cell phone unless you expect an emergency call.

### CALENDAR OF ACTIVITIES/COURSE TENTATIVE SCHEDULE

Aug. 22	Introduction and review of syllabus
Aug. 29	Knowing Children's Literature
Sep. 5	Understanding Children's Responses to Literature <b>Bio information due</b>
Sep. 12	Picture Books
Sep. 19	Traditional Literature <b>Children Book Evaluation due</b>
Sep. 26	Modern Fantasy <b>Traditional Literature Lesson Plan</b>
Oct. 3	<b>Mid-term exam</b>
Oct. 10	Poetry
Oct. 17	Contemporary Realistic Fiction
Oct. 24	Historic Fiction <b>Poetry Booklet due</b>
Oct. 31	Nonfiction
Nov. 7	Biography
Nov. 14	Planning the Literature Program <b>Genre Study due</b>
Nov. 21	<b>Thanksgiving Holiday</b>
Nov. 28	Overview
Dec. 5	<b>Final Project Presentation and E-Portfolio</b>

Notes: Strategy and activity presentation start on the third week and complete a week before the final.

### REFERENCES:

Educational Journal:

*The Literacy Teacher* (International Literacy Association)

*Journal of Adolescent and Adult Literacy* (International Reading Association)

*Reading Research Quarterly* (International Reading Association)

*Language Arts* (National Council of Teachers of English)

*English Journal* (National Council of Teachers of English)

*Journals of Literacy Research* (National Reading Conference)

*Reading Research and Instruction* (College Reading Association)

Professional Magazines:

*Instructor*

*Learning*

### Teaching Pre K-8

#### Educational Websites:

<a href="http://www.corestandards.org">http://www.corestandards.org</a>	the Common Core State Standards
<a href="http://www.literacyworldwide.org">http://www.literacyworldwide.org</a>	International Literacy Association
<a href="http://www.ed.gov">http://www.ed.gov</a>	United States Department of Education
<a href="http://www.ncte.org">http://www.ncte.org</a>	the National Council of Teachers of English
<a href="http://www.mde.k12.ms.us">http://www.mde.k12.ms.us</a>	Mississippi Department of Education
<a href="http://webster.comnet.edu/apa/index.htm">http://webster.comnet.edu/apa/index.htm</a>	Publication Manual of the American Psychology Association
<a href="http://www.mvsu.edu/library/online_resources.php">http://www.mvsu.edu/library/online_resources.php</a>	EBSCO host, ID/pwd: magn1309
<a href="http://www.mvsu.edu">www.mvsu.edu</a>	Mississippi Valley State University website

#### Other References Include:

- Akhondi, M, Malayeri, F. A, & Samad, A. A. (2011). How to teach expository text structure to facilitate reading comprehension. *Reading Teacher*, 64(5), 368-372.
- Akins, M., Tichenor, M., Heins, E., & Piechura, K. (2018). Teachers' knowledge of children's literature: What genres do teachers read? *Reading Improvement*, 55(2), 63-66.
- Harlaar, N, Thompson, L. A., Deater-Deckard, K, DeThorne, L. S., & Petrill, S. A. (2011). Associations between Reading Achievement and Independent Reading in Early Elementary School: A Genetically Informative Cross-Lagged Study. *Child Development*, 82(6). 2123-2137.
- Hassan, R. (2016). Reading habits of secondary school teachers: A study of selected secondary schools in Addis Ababa and Dessie. *Journal of Education and Practice*, 7(22), 59-67.
- Kelly, L. B., & Moses, L. (2018). Children's Literature That Sparks Inferential Discussions. *Reading Teacher*, 72(1) Issue 1, 21-29. DOI: 10.1002/trtr.1675.
- Kamil, M. L., Pearson, P. D., Moje, E. B., & Afflerbach, P. P. (2011). *Handbook of reading Research (Vol. IV)*. New York: Taylor & Francis.
- McKool, S. S., & Gespass, S. (2009). Does Johnny's reading teacher love to read? How teacher's personal reading habits affect instructional practices. *Literacy Research and Instruction*, 48, 264-276. doi: 10.1080/19388070802443700
- National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.
- Nobre, A. P., & Salley, J. F (2016). Lexical-semantic processing and reading: relations between semantic priming, visual word recognition and reading comprehension. *Educational Psychology*, 36(4), 753-770.
- Pearson, P.D., Barr, R., Kamil, M.L., & Mosenthal, P. (Eds.). (2002). *Handbook of reading research*. New York: Taylor & Francis.
- Wang, Y., Shuttlesworth, D., Morris, S. F. (2016). Improving teachers' quality of teaching reading through professional development. *US-China Education Review B*, 6(9), 532-541. DOI: 10.17265/2161-6248/2016.09.

Disclaimer: The information and schedule of events contained in this syllabus are subject to change.