



**WILLIAM PEACE**  
UNIVERSITY  
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## **EDU 260 Literature in the Classroom - Summer 2019**

**Course Number and Title:** EDU 260 – Literature in the Classroom

**Course Catalog Description:** **Credits:** 3 hours

**Course Prerequisites:** None

**Meeting days and time:** online-follow assignment due dates

**Class location:** Online-via Moodle

### **Instructor Information:**

Name: Dr. Nathalie Powell

Email: npowellt@peace.edu

Communication: Via email as needed.

### **Course Description:**

Literature in the Classroom is an introductory overview of literature that can be used in the classroom to ignite a passion for reading. The course is designed to expose students to a diverse range of literature using various genres including realistic fiction, historical fiction, science fiction, nonfiction, and fantasy. Students will explore literature that represents diverse cultural, racial, social, religious, economic, and sexual identities. The course will prepare students to utilize high-quality literature that supports the reading development of children and adolescents.

### **Course Objectives:**

1. Recognize and identify major authors of literary works intended for children and teens.
2. Identify and reflect on the factors that contribute to the de-emphasis of reading literature in school.
3. Identify and evaluate literature that represents diverse cultural, racial, social, religious, economic, and sexual identities.
4. Analyze the needs and interests of children and adolescent readers through social and cultural issues that impact the selection or reading material.
5. Compare and contrast contributions of various authors and illustrators.
6. Develop skills and a variety of reflection techniques concerning children's and adolescent literature.
7. Develop strategies for supporting literacy development in the classroom.

NC ELA Standards are available at [ELA Standards](#)

NCDPI ELA available at [NCDPI ELA VIK](#)

**Textbook Information:**

Gallagher, Kelly (2009). *How Schools Are Killing Reading and What You Can Do About It*-Readicide.  
Stenhouse Publishers  
ISBN-9781571107800

Thomas, Angie (2017). *The Hate U Give*.  
Balzer and Bray Publishers  
ISBN- 0062498533

**Online Course**

**For online courses include the following:** *All online courses in the School of Professional Studies are fully online and require the use of Moodle. Weekly readings, activities, and assignments will be listed in Moodle. You should expect to spend on average 10-15 hours per week on an individual 3-credit course. This includes all the readings, posts and assignments as well as being actively engaged in the discussions on the message boards. You should expect to log into the course daily, or at least 4-5 times per week. If you have any problems accessing Moodle please contact Dr. Lori McClaren, Director of Online Learning at 919-508-2367.*

**Late Assignments**

Successful classroom teachers are effective time managers. Therefore, class assignments are due on the assigned day posted via Moodle. Late assignments will not be accepted.

**Proctoring Policy**

All online courses at William Peace University require two (2) proctored exams or activities. Any student who fails BOTH proctored exams/activities will receive an automatic failing grade in the course, regardless of any other grades received. For more information on proctoring options, please see:

[http://www.peace.edu/wp-content/uploads/Proctoring-Options-for-Online-Students\\_2016.pdf](http://www.peace.edu/wp-content/uploads/Proctoring-Options-for-Online-Students_2016.pdf).

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**Academic Integrity**

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All forms of academic misconduct are violations of the University's Honor Code. These include, but are not limited to:

- Cheating: Using or attempting to use unauthorized materials, information, or study aids in academic work or in working with others on academic requirements (tests, assignments, etc.)
- Plagiarism: Representing the words or ideas of another as one's own in any academic work, whether intentional or not
- Falsification: Falsifying or inventing any information or citation in academic work
- Facilitating academic dishonesty: Helping or attempting to help another student to commit an act of academic dishonesty
- Lying: Misrepresenting information that is relevant to the classroom or academic performance

If a faculty member suspects academic misconduct has taken place, s/he will complete an Honor Code Violation Report and meet with the student to discuss. A student may accept or decline to accept responsibility. If a student accepts responsibility, s/he will be subject to the penalty determined by the faculty member. If a student declines to admit responsibility, the case will be turned over the Honor Board for adjudication. A complete summary of the Honor Code and Honor Board policy can be found in the [2018-2019 Academic Catalog](#)

### **Tutorial Services**

Tutoring is available for all WPU students free of charge. Support is offered in most subjects, including anthropology, biology, business, chemistry, criminal justice, history, math, political science, psychology, simulation and game design, and writing. Free workshops are also offered each semester. Tutorial Services also has many resources on studying, citation, grammar, and other academic topics. Students can sign up for individual appointments in Tutorial Services, located in the 2nd floor of Finch Library. For more information, contact Mrs. Margaret Herder-Hill, Coordinator of Tutorial Services, at [maherder-hill@peace.edu](mailto:maherder-hill@peace.edu) or 919-508-2080.

### **Disability or Learning Services**

Disability Services are available to all WPU students who require reasonable accommodations due to any cognitive, physical, or psychological disability, in order to provide equal access to the educational environment. Students will need to be certified with the Disability Services Office and provide appropriate documentation to receive an Academic Accommodation Plan. For more information or to become certified, please contact a counselor in the Disability Services Office, which is located on the 1st Floor of Joyner House. You may also reach Disability Services by sending an email to [Disability@peace.edu](mailto:Disability@peace.edu).

### **Class Attendance and Participation**

- Students are expected to participate actively via Moodle by responding to reading assignments.
- Students demonstrate understanding of readings and other assignments.
- Students accept responsibility for their own learning, knowing that you want to learn and group to be a professional educator.

## **Assignments and Grading Incompletes**

An Incomplete is appropriate for a student that has been making steady, successful progress in a course and has an unexpected, verifiable mitigating circumstance at the end of the semester which precludes them from completing the last assignment or exam. Poor time management is not an appropriate reason to request an Incomplete. All incomplete grade requests must be approved first by the Instructor, and then by the Director of Online Programs. If the Incomplete is approved the student will have up to six additional weeks to complete the work, as determined by the Instructor. If the student does not complete the final work, the Instructor will assign the appropriate letter grade for work completed or the grade will revert to an "F."

### **1.Literature Log/Google Website**

The purpose of the Literature Log assignment is to expose students to a variety of literature that you may use to teach reading concepts, support content in other subjects, and to motivate you and your future students to engage in texts. Students will read a minimum of 25 children's books, write a summary, and provide other information including helpful websites and activities that will be helpful in the teaching of reading. I will give you an overall topic or genre and then it will be your responsibility to locate the books and complete the assignments. I encourage you to work together to locate your books and share, but each assignment should be completed independently. In addition, completing this project will enable you to learn about a few of the tech tools that you can use in future classes and teaching.

### **2. Author Study**

You will research an author of children/or young adult books. The focus of the assignment is to explain the factors that influence the person's life and analyze the style of literature. The information will be organized in Google Slides. Students will turn in their Google Slide in on Moodle for all members in the class to view and reflect.

### **3. Reading Responses**

Weekly students will have the opportunity to expand to readings through a Reading Response assignment. A Reading Response is not a summary of your reading. A Reading Response is a way of writing about your thinking about the reading and/or your reaction to a reading. A Reading Response should demonstrate you have thought carefully about the text and engaged with it in some way. An effective Reading Response will demonstrate that you have thoroughly read and understood the reading. It might develop connections between the reading and the themes of the course and demonstrate that you have considered the implications of the readings. Reading Responses will be turned in on Moodle weekly.

### **4. Final Exam**

Students will reflect on the assignments, and reading responses completed in EDU 260. Students will be expected to: Describe how to effectively choose quality children's literature. Describe the significance of literature in children's lives personally, socially, and academically.

Explain how to use literature to promote a love of reading. You will turn final exam in on Moodle.

**Grading Scale**

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

<b>Grade-Possible Points</b>	<b>Assignment</b>
<b>40</b>	Assignment 1 Literature Log and Website*
<b>30</b>	Assignment 2- Author Study *
<b>20</b>	Assignment 3- Reading Response Online Participation Via Moodle *
<b>10</b>	Final Exam *

\*Common Assignments for Day and SPS Students

**Tentative Course Schedule-**  
**Weekly Activities/Assignments Table for Online Courses**

**See Moodle for assignments and due dates.**

<b>Due Dates</b>	<b>Overall Topics for the Day</b>	<b>Reading and Assignments/ Learning Outside the Classroom</b>
Week 1 6/24 – 6/30	Course Overview Review Syllabus Definition of Children's Literature	<b>Read and write a Readers Response on Moodle.</b> Readicide-pages 1-5 The Hate u Give Chapters 1-5  <b>Work on Literature Log Weekly</b>
Week 2 7/1 – 7/7	Reader's Response	<b>Read and write a Readers Response on Moodle.</b> Readicide-chapter 1 The Hate u Give- chapters 6-10  <b>Review list of authors and select author for Author's Study Assignment. Email me the name of the author you selected.</b>
Week 3 7/8 – 7/14	Genres Elements of Fiction Connecting to Texts	<b>Read and write a Readers Response on Moodle.</b> Readicide-chapter 2 The Hate u Give- chapters 11-15
Week 7/15 – 7/21	Elements of Nonfiction Connecting to Texts Illustrations and Visual Elements	<b>Read and write a Readers Response on Moodle.</b> Readicide-chapter 3 The Hate u Give- chapters 16-19
Week 5 7/22 – 7/28	Reader's Attitudes Towards Reading Age Level Characteristics/ Research on Children's Reading Interest Reading Inventories Engaging Children with Literature	<b>Read and write a Readers Response on Moodle.</b> Readicide-chapter 4 The Hate u Give- chapters 20-21
Week 6 7/29 – 8/4	Diversity Value of literature in Children's lives and learning Culturally Responsive Literature	<b>Read and write a Readers Response on Moodle.</b> Readicide-chapter 5 The Hate u Give- chapters 22-26  <b>Literature Log Assignment Due</b>
Week 7 8/5 -8/10	Author's Study Google Slide Presentation-Shared in Moodle	<b>Author's Study Assignment Due</b>

