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**Office hours: Mondays, before and after class or by appointment at Lumpkin County Elementary School**

**Course Number: LART 3090 Course Title: Children’s Literature**

**Text: (You Will Also Be Using These Texts in Reading in the Content Areas)**

Harvey, S. & Goudvis, A. (2000). *Strategies that Work: Teaching Comprehension for Understanding and Engagement*. 2nd Ed. Portland, ME: Stenhouse Publishers.

Temple, C., Martinez, M., & Yokota, J. (2005). *Children’s Books in Children’s Hands: An Introduction to Their Literature.* 3rd Ed. Boston: Pearson.

\*\*Most public libraries and Lumpkin County’s elementary school libraries carry copies of the books we will be reading during this course.

**Catalogue Description:** This course focuses on the integration of the language arts (reading, writing, listening, and speaking) in the upper elementary grades and on appropriate children's literature for use in reading programs.

**Course Goals:**

* To understand ourselves as readers and how this understanding impacts literacy choices with students.
* To explore children’s literature across multiple genres.
* To become familiar with criteria for selecting quality literature for young children.
* To explore language diversity and the needs of diverse learners.
* To develop an awareness of cultures different from our own.
* To explore technologies applicable to the development of learning communities.

**The School of Education Conceptual Framework**

North Georgia College and State University prepares teachers for tomorrow’s classrooms--teachers who can deliver knowledge and skills in an effective manner, make informed decisions and choices, and assume leadership--first in the classroom and then within the professional community. The process which integrates these roles of *Facilitator, Decision-Maker*, and *Leader* is a metacognitive one, in that teachers must be conscious of their thinking and problem-solving processes in order to integrate and monitor the interaction of these roles. Metacognition is that ability which enables teachers to plan a course of action prior to beginning a task, to monitor themselves while executing a plan, to alter or adjust a plan consciously and finally to evaluate the results after action has been taken.

The NGCSU Teacher Education Program prepares teachers to demonstrate the following competencies. These competencies overlap into more than one role as defined by the metacognitive model; however, for curriculum mapping purposes each competency has been aligned to a specific role. Current research and professional standards identify these competencies as important for an effective teacher (GSTEP Standards). The instructor will expect students to prepare professional goal statements that reflect behaviors in these competencies.

**Decision Maker (D)** **Facilitator (F)** **Leader (L)**

Assessment Individual differences Ethical perspectives

Planning Communication Professional Leadership

Problem-solver Classroom management Research & evaluation

Methods, materials, resources Subject matter knowledge Reflection/metacognition

**Course Objectives:**

The NGCSU Teacher Education Program prepares teachers to demonstrate the

Competencies previously described in the Metacognitive Model. Additionally, the NGCSU Teacher Education programs are aligned with Georgia Framework, a compendium of state and national standards including those developed by the Georgia Professional Standards Commission (GAPSC), the Georgia Board of Regents, and theGeorgia Department of Education (GADOE). The Georgia Framework is derived from standards developed by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teachers Assessment and Support Consortium,(INTASC), and the National Board for Professional Teaching Standards (NBPTS).

**NGCSU Learning Outcomes**

Academic studies at North Georgia will lead to earning a degree within a specific discipline, determined by the major you choose. In the process students will learn ways of knowing and ways of being, called learning outcomes. These learning outcomes will be integrated into academic work in both the core curriculum and major programs, and they will be integrated within the wide array of co-curricular activities offered by North Georgia.

The faculty and staff at North Georgia believe the following learning outcomes should characterize our graduates:

1. The student will communicate effectively using multiple literacies and forms of expression. Over the course of learning experiences at North Georgia, these skills will be gained through activities involving writing, speaking, multi-media, technology, and cross-cultural dialogue.

2. The student will demonstrate analytic, contextual, and holistic thinking. Activities requiring the use of argument, quantitative reasoning, diverse viewpoints, problem solving, and research will help develop these skills.

3. The student will engage in integrative learning. Instructors and advisors will guide students in learning how to make connections across courses, disciplines, and co-curricular activities and to make connections between liberal arts and professional fields, through activities such as experiential and academic learning, advanced integrative projects, and culminating work.

4. The student will reflect critically and take informed action individually as a citizen. Through course work and co-curricular activities students will learn to analyze issues, to consider their own role and the role of competing values in these issues, and to contextualize them within real-life perspectives.

5. The student will analyze ethical interactions in local and global communities. Learning experiences at NGCSU will involve examining a student’s own values and bases for choice, considering questions in their chosen field, and participating in group decision-making. These experiences will shape the student’s ideas about the role of civic values in a diverse democracy.

**Course Objectives**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Objectives:**  **Students in this course will be able to:** | **CF Role**  **F, D, L** | **CF-Competencies** | **INTASC Standards** | **PSC/**  **Content**  **Standards** |
| **Knowledge** |  |  |  |  |
| Read and demonstrate understanding of the characteristics of different genre within children’s literature, such as realistic fiction, nonfiction, biography, historical fiction, traditional literature, modern fantasy, multicultural and poetry. | **D, F** | **Subject Matter Knowledge**  **Methods, Materials, Resources** | **1K1**  **1K3** | **Standard II** |
| Identify and be able to evaluate all types of children’s literature. | **F, L** | **Subject Matter Knowledge**  **Reflection and Metacognition** | **1K3**  **7K2** | **Standard II** |
| Demonstrate knowledge of major young children’s book awards and award winning books. | **F** | **Subject Matter Knowledge** | **1K1**  **7K1**  **7K2** | **Standard II** |
| Demonstrate the knowledge of the history of children’s literature. | **D, F** | **Planning**  **Subject Matter Knowledge** | **1K1**  **7K1**  **7K2** | **Standard II** |
| Demonstrate understanding of book selection criteria for all types of literature. | **D** | **Problem Solver** | **1K1**  **10K2** | **Standard II** |
| Demonstrate understanding of current controversial issues in children’s literature and the role (if any) of censorship in the literature program. | **D, L** | **Problem Solver,**  **Ethical Perspectives** | **3P5**  **3P6**  **3P7** | **Standard II** |
| **Skills** |  |  |  |  |
| Demonstrate understanding of how literature can be integrated with other areas of the curriculum | **D,F** | **Planning, Subject Matter Knowledge** | **3K1 5K5**  **4K1 7K1**  **4K2 7K2**  **4K3** | **Standard II** |
| Demonstrate understanding of methods by which students of varying ability levels and backgrounds can be involved in the interpretation | **D,F** | **Planning,**  **Individual Differences** | **3P1**  **3P2**  **3P3** | **Standard II** |
| **Dispositions** |  |  |  |  |
| Value the importance of using children’s literature as a reflection of culture and as a conduit to various academic content areas. | **L** | **Ethical Perspectives,**  **Reflection and Metacognition** | **2D1 9D5**  **3D3**  **3D4**  **9D2** | **Standard II, IV** |

**International Reading Association Standards**

The International Reading Association (IRA) Teacher Candidate standards will be embedded into each of the four reading courses that are taken during the Early Childhood/Special Education program. In LART 3090: Language Arts & Children’s Literature, the third reading course in the series, the focus will be on the following IRA standards:

Standard 4.3:

1. Read aloud enthusiastically and fluently when reading to students.
2. Model and share the use of reading and writing for real purposes in daily life.
3. They use think-alouds to demonstrate good reading and writing strategies.
4. They can articulate the research that supports modeling think-alouds and read-alouds to students.

Standard 4.4:

1. Support students’ choices of reading materials.
2. Effectively plan and implement instruction that motivates readers intrinsically and extrinsically.
3. They are aware of children’s literature, interests, and reading levels of students in their class and can select appropriate text.
4. They assist children in discovering reading for personal purposes.
5. They can provide an evidence-based rationale for their practice.

Standard 5.1:

1. Know the importance of confidentiality and respect students and their cultural and linguistic backgrounds.
2. Care for the well-being of students and believe that all students can learn.
3. Ensure that all individuals project ethical and caring attitudes in the classroom.
4. Work with families, colleagues, and communities to support student learning.

**Attendance Policy:**

The NGCSU handbook states, “If a student’s absences exceed 14% of the scheduled class meetings, it shall become the prerogative of the instructor to drop the student from the class rolls with a ‘WF’...” Documentation accounting for a student’s absence may be requested.  Please note that habitual tardiness and/or absences to class *will* affect your grade and may result in your removal from the roll.

If a student chooses to withdraw from the course it is that student’s responsibility to complete the withdrawal process. Student who cease attending class without formally withdrawing receive a grade of WF for the course. Students with two or more absences may receive a grade of WF.

Grades of I (Incomplete) are awarded only in cases of serious illness and other significant non-academic circumstances. The instructor reserves the right to make the final decision with regard to granting a grade of “I”.

**Academic Integrity Policy:**

NGCSU's integrity code,  "*On my honor, I will not lie, cheat, steal, plagiarize, evade the truth, or tolerate those who do,*" reflects NGCSU's commitment to academic integrity.  Suspected violations of the Academic Integrity Policy should be referred by students to the instructor and may be referred by the instructor to the Academic Integrity Council for disciplinary action.  Please refer to **Academic Integrity Policy** in the ***2009-2010 Undergraduate Bulletin*** for a complete description of NGCSU's policies and procedures regarding academic integrity.

**Students with Disabilities:**

North Georgia College & State University is committed to equal access to its programs, services, and activities for individuals with disabilities. If you believe that you have a disability requiring an accommodation, reasonable prior notice must be given to the instructor and the Office of Student Disability Resources in Barnes Hall, Room 221.

**Multicultural/ Global Component:**

 Multicultural/global education develops the knowledge, skills, and attitudes that are the basis for decision making and participation in a world characterized by cultural pluralism, interconnectedness, and international economic competition. Multicultural/global approaches to education recognize that teachers must understand the complexity of globalization and develop skills in cross-cultural interaction if they are to support the development of effective citizens in a pluralistic and interdependent world.

 Cross-cultural understanding, respectful behavior and communication, open-mindedness, anticipation of complexity, resistance to stereotyping or derision of cultural differences and perspectives, knowledge, and appreciation of other peoples' points of view--are essential in the development of a global perspective. Teachers in particular bear significant responsibility as a source of powerful influence in the lives of children and youth to challenge bias in thinking, behavior, curriculum and assessment. NGCSU pre-service and in-service teachers communicate positively and respectfully with individuals without regard to disability status, socioeconomic, cultural or language background.

**Technology Components:**

 Students will utilize LiveText, PowerPoint, and other types of technology for assessment and instructional purposes, both in classes on campus and work in the field. Prospective teacher education candidates are required to purchase a subscription to Livetext electronic course management system. This system permits paperless instructional communication and archiving of key assignments and components of the comprehensive professional portfolio that you will build during your undergraduate or graduate studies. Livetext is available through the campus bookstore or on-line at c1.livetext.com. If you need assistance in utilization of Livetext contact Ms. Kathy Moody (kmoody@northgeorgia.edu) in the School of Education. Contact your instructor if you need assistance in the development or use of instructional technology. If you need assistance in electronic searches and development of research skills and/or projects contact the School of Education liaison in the Library and Technology Center; Dr. Julie Housknecht (jhousknecht@northgeorgia.edu).

**Course Evaluations**

Class evaluations at NGCSU are now conducted on-line through Banner.  Evaluation of the class is considered a component of the course and students will not be permitted to access their course grade until the evaluation has been completed.   The evaluations will be accessible beginning one week prior to Final Exam week.  Specific instructions will be made available when the surveys are activated. Please be aware that the constructive feedback offered by students through this system is systematically reviewed and utilized to make course and program improvements. Your participation is valued.

**Electronic Monitoring/ Turnitin.com:**

Electronic monitoring may be used during this class to check assignments for authenticity. Students agree that by taking this course, all required papers will be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site. In addition to Turnitin, I may use other approaches such as Google searches in addressing suspected plagiarism.

**Professional and Ethical Behavior:**

Most courses in the School of Education require application of research based practice in public schools or community centers through observation, instruction and or action research. Preservice and in-service teachers are expected toadhere to the Georgia Code of Ethics as well as the NGCSU student conduct codes. Teachers are rolemodels and caretakers of children and youth and therefore bear high levels of responsibility with regardto ethical and professional behavior. Demonstration of inappropriate social or communicationbehaviors, or failure to exhibit critical behaviors of attendance, punctuality, judgment or confidentialitymay result in immediate removal from a school site and award of a grade of WF and possiblediscontinuation in the program. Please read the Georgia Professional Standards Commission Code of Ethics (http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf).

 NGCSU students entering schools and community organizations serving children and families are required to have background checks. The instructor for this course will provide the form utilized for this purpose, or you may obtain an application in Dunlap 214. Teacher Education candidates must have professional liability insurance before entering schools or community organizations serving children. Information regarding inexpensive professional insurance is available through either the Georgia Association of Educators (GAE) or the Student Professional Association of Georgia Educators (SPAGE). Verification of the documentation of insurance and background checks are submitted each term through your professor or the School of Education office in Dunlap 214.

**Instructional Methods:**

Students will explore various genres of children’s literature and their application to the classroom through independent reading, class discussions, literature circles, and technology tools for creating products.

**Grading Scale:**

Graded assignments that will constitute the final grade include a written final exam and in-class reflections, technology and writing assignments, cooperative group projects and presentations, and a content-focused text set that is aligned to the Georgia Performance Standards. Attendance and participation are also included as part of the final grade. Students are expected to attend class with a basic knowledge of required reading materials for each day in order to make meaningful contributions to class discussions.

* 1. **Attendance and Participation = 5 points**
  2. **Novel Study = 20 points**
  3. **Book Talk = 10 points**
  4. **Multicultural Literature Evaluation and Book Trailer = 25 points**
  5. **Author Study = 30 points**
  6. **Final Exam = 10 points**

**Total = 100 points**

Grades will be based on a traditional scale of 90% or higher = A, 80-89% = B, 70-79%= C, and below 70% is failing.

WF - Withdraw failing - No quality points.   
  
I – Incomplete - A grade of incomplete (“I”) will be given only in cases of serious illness, family emergencies, or other significant non-academic circumstances. The instructor reserves the right to make the final decision with regard to granting a grade of “I”.

**Assignments Descriptions:**

**1. Class Attendance and Participation: (5 possible points)**

**5 pts:** As a fully participating member of our professional community of practice, you will:  
be on time to every class with all of your materials.

* contact me ***before*** class if you are unable to attend
* have no unexcused absences and make up all excused absences
* be a good listener and a full participant (i.e., contribute actively to both small group and whole class work) in all classroom activities; and
* focus your discussions and questions on learning to teach.
* come to class prepared to discuss books read outside of class focusing on how the books can be used to teach children.

In short, you will behave like a teacher and a colleague. You may not make up in-class activities if you are not present in class, unless you have an excused absence which may require a doctor’s excuse.

**3-4 pts:** You fall short on 1-2 of the above criteria 1-2 times during the semester.

**0-2 pts:** You fall short on more than 2 of the above criteria more than 2 times during the semester.

**2. Novel Study (3 Person Group Project)**

* **Choose one novel to read from Novel List.**
* **Complete a comprehension activity in class from the Choice Menu.**
* **Determine the comprehension strategy used in your activity of choice.**

1. **Making Connections**
2. **Questioning**
3. **Visualizing**
4. **Inferring**
5. **Determining Importance**
6. **Synthesizing**

**Novel List:**

**Realistic Fiction**

*Because of Winn Dixie* by Katherine DiCamillo

*Bridge to Terabithia* by Katherine Paterson

*From the Mixed Up Files of Mrs. Basil E. Frankweiler* by E.L. Konigsburg

*Maniac Magee* by Jerry Spinelli

*Shiloh* by Phyllis Reynolds Naylor

Most novels by Andrew Clements (check with instructor for approval of title)

**Historical Fiction**

*Chains* by Laurie Halse Anderson

*The Watsons Go to Birmingham* by Christopher Paul Curtis

*Number the Stars* by Lois Lowry

*Roll of Thunder, Hear My Cry* by Mildred Taylor

*A Year Down Yonder* by Richard Peck

**Fantasy**

*Tuck Everlasting* by Natalie Babbitt

*The Tale of Despereaux* by Katherine DiCamillo

*Mrs. Frisby and the Rats of NIMH* by Robert C. O’Brien

*Where the Mountain Meets the Moon* by Grace Lin

**Special Needs**

*Joey Pigza Swallowed the Key* by Jack Gantos (ADHD)

*Rules* by Cynthia Lord (Autism)

*The View from Saturday* by E.L. Konigsburg (Giftedness)

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| --- | --- | --- |
| **Comprehension** | **Choice** | **Menu** |
| Write a response to the following questions:  What did you like? What did you dislike? Explain why. Under your response, draw a picture to illustrate. | Construct a poster that represents your reading. The poster should include:  -          Title/Author  -          Characters  -          Setting  -        Problem/Resolution  -          Theme | Write a different ending to the story. Your ending should be at least 2 paragraphs and include an illustration. |
| Write a “Dear Abby,” letter from one of the characters in the story using the problem in the story. Then, write a letter back to the character as Abby using the solution to the problem. | Write a diary page that one of the story’s main characters might have kept before, during, or after the story’s events. Include the character’s thoughts and feelings. Each entry should be 4-7 sentences. | Create a chart similar to the anchor chart on p. 310 in the *Strategies That Work* book describing specific facts, events, or character behaviors that occurred in the story but weren’t explicitly described, any questions that arose in your mind, and inferences you made based on the clues provided. |
| Write a story review as it would be done for a newspaper or magazine. Be sure to include an illustration representing any part of the story. | Choose a particular scene, event or setting in the story. Create a graphic organizer or visual of all of the elements you might take in through your senses. In this scene or setting, what do you see in your mind? What do you hear? smell? feel? | Make a short time line of some events in the story. Each event should be represented by a simple drawing. Include the title and author at the top of the page. |

**3. Book Talk**

In class, you will show the book and give a book talk. A book talk is different from a book report in that you don’t want to give away the ending or give too many details that might spoil the experience. Instead, you want to “sell” the book by fostering interest and motivation for the audience to read the book themselves. This is essentially what you will do during your book trailer for the Multicultural Project, as well.

The book talk should be no more than 2-3 minutes.

Tips and examples of book talks can be found on the following sites.

<http://www.mrsnelsons.com/book-talks-picture-books>

Some examples of book talk formats or ideas that you can choose from are:

* Provide some background on the author. Are there other books the author has written with which students might be familiar? Is this book in the same style as another book?
* Read a character dialogue or quote, explain the general plot, and ask a suspense question.
* Explain the general plot and read a passage that leaves off at a suspenseful place.
* Describe the main character, give the predicament, and ask questions that will motivate them to read on.
* Act out a scene from the book (Be creative!).
* Do a soliloquy from the perspective of one of the characters.

**Book Talk List:**

**Realistic Fiction**

*Smoky Night* by Eve Bunting

*Miss Rumphius* by Barbara Cooney

*Now One Foot, Now the Other* by Tomie dePaola

*Wemberly Worried* by Kevin Henkes

*Stand Tall, Molly Lou Melon* by Patti Lovell

*Thank You, Mr. Falker* by Patricia Polacco

*The Tenth Good Thing About Barney* by Judith Viorst

**Historical Fiction/Biograpies**

*Peppe the Lamplighter* by Elisa Bartone

*Dreaming of America: An Ellis Island Story* by Eve Bunting

*Ox-Cart Man* by Donald Hall

*Snowflake Bentley* by Jacqueline Briggs Martin

*Baseball Saved Us* by Ken Mochizuki

*Tomas and the Library Lady* by Pat Mora

*Aunt Harriet’s Underground Railroad in the Sky* by Faith Ringold

**Traditional Literature**

*The Legend of the Indian Paintbrush* by Tomie dePaola

*Strega Nona: Her Story* by Tomie dePaola

*Walter the Baker* by Eric Carle

*Under the Cherry Tree* by Allen Say

*Mufaro’s Beautiful Daughters* by John Steptoe

*Lon Po Po: A Red-Riding Hood Story from China* by Ed Young

**Fantasy/Science Fiction**

*Cloudy with a Chance of Meatballs* by Judi Barrett

*Pickles to Pittsburgh* by Judi Barrett

*Hedgie Blasts Off!* by Jan Brett

*The Umbrella* by Jan Brett

*Weslandia* by Paul Fleischman

*The Sweetest Fig* (or another C.V book)by Chris VanAllsburg

**4. Multicultural Literature Evaluation and Book Trailer (25 points)**

You will work with apair or group of three students to explore children’s literature that accurately portrays distinct cultural groups.  You will choose a cultural group from the following: African American, Asian American (Chinese, Japanese, Korean, or Vietnamese cultures), Latino/Hispanic American, Native Americans, and/or Middle Eastern cultures.  The following websites may be helpful to you:

<http://www.multiculturalchildrenslit.com/>

<http://teacher.scholastic.com/products/instructor/multicultural.htm>

*Each* group member will read at least 3 books about your cultural group.  Select a variety of genres that depict your cultural group (realistic fiction, traditional tales, historical fiction, information books, etc.). These books should be brought to class.

1. As you read the books, note insights about race, ethnicity, gender, religion, history, customs, traditions, etc. that the books reveal.

Here is the Evaluating Multicultural Literature form for this assignment.

Link to Chart:  <http://www.learner.org/workshops/teachreading35/session6/sec4p2.html>

Link to Video::  <http://www.learner.org/workshops/teachreading35/session6/sec2p2.html>

1. Within your group, you will create a Book Trailer. This may be done in pairs. Similar to a book talk, a book trailer promotes your book, depicts part of the story without revealing the end. The purpose of the book trailer is to “hook” students so they are interested in reading your book. Use these resources to help you:

<http://www.freetech4teachers.com/2011/08/5-free-tools-for-creating-video-book.html>

<http://www.booktrailersforreaders.com/>

1. The group as a whole will describe their findings and books to the class and the book trailers will be shared. Presentations should average 15 minutes.

**Book Evaluations 5 x3 =15 points**

**Book Trailer 5 points**

**Presentation 5 points**

**Multicultural Children’s Literature**

**Evaluation Form**

**Book Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Publication Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **Characteristic** | **Rating/Comments**  1=No/False, 2=Somewhat True, 3=Yes/Very True |
| ***Quality***  The story is well written   * Interesting and engaging * High quality children’s literature with well developed story elements, quality illustrations * Appropriate and easily read by target audience | Rating:  Comments: |
| ***Accuracy***   * No distortions or omissions of history * Accurate illustrations (settings, characters) * All cultures represented accurately * Diversity, various perspectives are represented within the culture; multidimensional characters, varied experiences * Role of females, elders, and family are portrayed accurately within the culture * Non-English words spelled and used correctly | Rating:  Comments: |
| ***Respect***  Avoidance of stereotyping   * No derogatory overtones to describe the characters or culture (“primitive”, “lazy”, “backward”) * Ethnic characters portrayed as individuals, not combinations of culturally stereotypical characteristics; Avoidance of representation of stereotypes in describing characters’ appearance, actions and behaviors * Illustrations are authentic and non-stereotyped, show a variety of physical attributes (as opposed to all characters of the same ethnic group looking alike). * Minority characters portrayed as equal in society; if portrayed as subordinate, specific reason is legitimate, as opposed to relating to the biases of the author/illustrator * **Nothing in the story would embarrass a child from the culture portrayed. Story could be shared with a group of children from a variety of cultures.** | Rating:  Comments: |
| ***Authenticity***   * Written using an “Insider Voice” – from the perspective of an insider (author may be insider or outsider). * Authentic language and dialect; dialogue is culturally authentic and represents the oral tradition of the culture. * Lifestyles of the characters are genuine and accurate. * Relationship between characters from different cultures is portrayed authentically and accurately. * Heroes and heroines portrayed authentically according to the struggle for justice appropriate to the cultural group, rather than as those who simply avoid conflict with the white male establishment. | Rating:  Comments: |
| ***Expertise of Author/Illustrator***   * Author and illustrator have background and qualifications needed to write about the particular culture portrayed. * Author and illustrator are members of the cultural or ethnic group being portrayed (insider perspective) or * Author and illustrator have conducted research or lived among members of the cultural or ethnic group (outsider perspective) | Rating:  Comments: |
| ***Copyright Date***   * Reflects current dynamics and understanding of the culture * Written within or close to the past decade | Rating:  Comments: |

Adapted from: [*Multicultural Children's Literature: Creating and Applying an Evaluation Tool in Response to the Needs of Urban Educators*](http://www.newhorizons.org/strategies/multicultural/higgins.htm) by Jennifer Johnson Higgins at [http:www.newhorizons.org](http://www.newhorizons.org/strategies/multicultural/www.newhorizons.org). Also *Teaching Reading 3-5.* Annenberg Media: <http://www.learner.org/workshops/teachreading35/session6/sec3p1.html>

1. **AUTHOR STUDY (30 points) Key Assessment**

* Glogster page

Rationale

Personal response or annotation for each book

Web resources

You will complete an author study exploring the life and writings of the author you choose. Once you choose your author, read as many children’s books as possible by this author – at least three. In addition, you should read and locate as many resources related to the author as you can.

The project will be created in Glogster, an interactive online poster. You will present your project to the class. In addition, you will select one book to read aloud to the class. You will sign up for the date that you would like to present your project and complete your read aloud during the course.

There are a number of authors that many of us are quite familiar with and will be off-limits for this project: Dr. Seuss, Shel Silverstein, Mercer Mayer, H.A. Rey, the Bernsteins, Eric Carle, Laura Numeroff, Judy Blume, Beverly Cleary, and Barbara Park. Before beginning your project, your author must be approved. (I need to see the books).

Your online Glogster poster should contain information on:

1. Rationale: why you chose the author
2. Biographical account of the author and information about his her writing process
   1. From author’s website and/or other valid and reputable sources (publishers, Scholastic, etc.) – Include/cite the websites or resources you used to find the information.
   2. Some questions to answer: How did the author get started with a writing career? What inspires him/her to write? Has the author won any awards? Does the author have any advice for students and/or teachers?
3. Classroom application - Teacher resources for the author’s books - resources you found AND your own ideas about classroom application (You MUST provide references for information and resources you found that were not your own)
   1. Mini lessons or units that could be developed related to the theme and/or literary elements of the author’s works
      1. Minimum of a summary of classroom application possibilities and/or specific examples of mini lessons or unit ideas written by YOU.
      2. Maximum of two lesson or unit ideas found elsewhere.
   2. Websites or other online resources directly related to the author
      1. At least four, one of which can include the author’s own website.
   3. Supplemental materials – optional – other than the websites mentioned
      1. Other materials that could be used for an author study or in using the author’s books within the curriculum. Some examples: storyboard materials, literacy bag materials,
   4. Cross-curricular connections
4. Bibliography of works that you have read (include title & brief summary of the book) – at least three books
5. Multimedia format- In other words, you should include audio and video links, as well as carefully chosen graphics (photos, clip art).

Helpful Glogster Links

How to tutorial: <http://www.schooltube.com/video/746a92b6c5d6442a9e97/Glogster-Tutorial>

Additional tutorial: <http://www.youtube.com/watch?v=80NISdsoouE>

Discovery Education Intro: <http://www.youtube.com/watch?v=X7JZ_29qd-I>