

**STONE CHILD COLLEGE
LANGUAGE, LITERACY AND TEXTS
EDU 301**

Course Information

EDU 301 Language, Literacy and Texts

3 Credits

Fall Semester

Pre-requisite: Admission to TEP

Instructor Information

TBA

Course Description

Language, Literacy and Texts focuses on the understanding of a balanced literacy curriculum that makes productive use of the literacy abilities that children of all ages bring to school as well as the multiple ways in which literacy is represented in our lives, culture, and perceptions of the world. This course includes a survey of children's books, including cross-cultural literature, with an emphasis on their use in K-8 classroom.

Relevant PEPP Standard/s

10.58.532 (c) demonstrate knowledge and understanding of theory and research and apply knowledge in the areas of language, speaking and listening, reading and writing processes, literature, print and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana; and technology, and plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creates engagement;

Course Commitment to the Interstate Teacher Assessment and Support Consortium (InTASC)

InTASC Principle 5: Application of Content	The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Assessment Indicator 2.3 Integrate cross-disciplinary skills, such as critical thinking, problem solving, creativity, and communication to help learners learn the content
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Read Aloud Lesson Using Children's Literature

The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships

Pen Pal Project

(Pen Pal Checklist & Summary)

The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

Assessments

- **Reading Autobiography**
- **Literature Circles and Class Participation**
- **Writing and Reading Aloud YOUR Original Children's Book**
- **Pen Pal Project**
- You will exchange letters with a grade 1 student, assess their writing using 6 + 1 Trait Writing rubrics, and write a summary presenting your findings.
- **Read Aloud Lesson using Children's Literature**
- Choose a favorite children's book, create a lesson plan, and present your lesson to the class. You will read the book aloud to the class and describe or teach the lesson.

Assignments and Evaluation Criteria (based on 100 points)

10 points	Reading autobiography
10 points	Literature circles and class participation (<i>Sahara Special</i>)
20 points	Writing and reading aloud YOUR original children's book
30 points	Pen pal project* (InTASC Principle 1: Learner Development)
<u>30 points</u>	Read aloud lesson using children's literature* (InTASC Principle 8: Instructional Strategies)
100 possible points	

A 100-90 points, B 89-80 points, C 79-70 points, D 69-60 points, F 59-0 points

Written work completed outside class must be word-processed using the Publication Manual of the American Psychological Association (2001) format. Do use peer editing and self-editing prior to submitting written assignments. Use a binder clip to secure all submissions with the relevant assessment rubric serving as its cover sheet.

Read the Teacher Candidate Handbook: Elementary Education for overall SCC policies and procedures.

- Plagiarism is the practice of taking someone else's work or ideas and presenting them as your own. Do not plagiarize; rather, acknowledge the ideas of others and cite your sources of information. It's that easy!
- Attending class and participating are wise choices.

- Please turn off your cellphones.

Required Materials

Anderson, N. A. (2013). *Elementary children's literature: Infancy through age 13* (4th ed.). Boston: Pearson.

Codell, E. R. (2004). *Sahara Special*. New York: Disney-Hyperion.

Culham, R., & Coutu, R. (2008). *Using picture books to teach writing with the traits k-*
New York: Scholastic.

Three-ring notebook

Required Writing Resource

Publication manual of the American Psychological Association (6th ed.). (2009).

Washington, DC: American Psychological Association.

For online assistance with the publication manual, see:

<http://owl.english.purdue.edu/owl/resource/560/01/>