

2012

English 535 Survey of Contemporary Literature from Pre-Kindergarten to Grade 12

I. *Title of the Course:* Survey of Contemporary Literature from Pre-Kindergarten to Grade 12

II. 3 hours.

III. *Place of the Course in the Curriculum:* This course is required in the Reading Specialist and Literacy Master's degrees.

IV. *Course Description:* A survey of contemporary literature for readers from pre-kindergarten level through grade 12. Students will become familiar with contemporary youth poetry and fiction, explore societal issues in literature, develop skills of literary analysis, and connect the use of literature to research in literary study and literacy learning.

V. *Course Objectives:*

- A. As members of a reading community,
 - 1. To enjoy and share our own reading experiences in literature for children, youth and adolescents in grades PK – 12.
 - 2. To enlarge our understanding of what we read through discussions with others,
 - 3. To encourage others to explore new areas and issues in their own reading.
 [LR-K1]
- B. As individual readers of literature for children, youth and adolescents,
 - 1. To explore the field of literature for learners in grades pre-kindergarten through 12, encountering new titles, topics, authors, genres, and literary techniques,
 - 3. To more fully understand how societal issues are reflected in literature for children, youth and adolescents, and ultimately, see ways in which our growing understanding and empathy might enhance our own lives and the lives of others.
 [LR-K1]
- C. As future or current professionals,
 - 1. To learn more about the fields of children, youth and adolescent literature, discovering specific sources to use for continued learning,
 - 2. To formulate our own personal goals and professional purposes concerning connecting primary, elementary, middle school and high school aged readers and books,
 - 3. To connect the use of literature for children, youth and adolescents in the classroom or other settings to current research concerning literacy learning, literary study and analysis research. [LR-K1 & LD-K1]

VI. *Required Texts:*

Instructors should choose texts based on the following criteria:

- Books shall cover a range from PK picture books to upper high school.
- Books shall reflect picture books, poetry, short fiction, chapter books, and novels.
- Books shall have been published within the last 20 years.
- Books shall reflect authors from both sexes and various races.

VII. Content: [LR-K1]

Instructors of English 535 should shape the course creating units from among the following key issues. Each unit of the course shall address the key issue and include books from the specifications listed above.

Racism/Prejudice

Focuses might include: Slavery, Civil Rights, Holocaust

Family Relationships

Focuses might include: Divorce, Siblings, Adoption

War/Conflict/Violence

Focuses might include: 9/11, Vietnam War, World Wars, genocide

Diversity/Difference

Focuses might include diverse backgrounds and experiences, physical and mental differences i.e. autism, dwarfism

Aging/Dying/Death

Focuses might include death of family members, friends, pets, grieving process

Education/School Life

Focuses might include student-to-student relationships, student-to-teacher relationships, learning styles and differences.

Global Awareness

Focuses might include study of cultures outside of the American/Western European tradition – communism in China, North Korea, ethnic conflicts, etc., or other lesser known issues, such as those influencing the world environment

Abuse

Focuses might include different types of abuse, including self-abuse, bullying, etc.

VIII. Methodology: Lecture/Electronic Presentation, Group Discussion, Instructional Technology/Activities, Comparative Readings, Peer Consultation, Research, Writing.

IX. Student Roles: [LR-K1 & LD-K1]

Reading and response to readings (varied forms and modes)
Discussion (lead and participation)

- Analysis (formal and informal)
- Sharing response and analysis in discussion groups
- Peer group discussion
- Individual and Collaborative projects
- Application activities
- Research and research-based writing

X. *Evaluation:* Occurs through student writing (formal and informal) and other forms of **Course Workload**

In the face-to-face, online, and hybrid classrooms at Concordia University, Nebraska, course workload occurs through student-to-instructor interaction, student-to-student interaction, Blackboard activities, contact with course-specific content, assignments, research, assigned readings, and other activities. Students can expect to devote a minimum of 4-5 hours of work for each 1-credit hour, as mandated by the U.S. Department of Education.

Course Participation

Federal Financial Aid regulations, which Concordia observes for all students, require that students regularly participate in courses in which they are enrolled. All students must log into the course management system (Blackboard) or participate in a face-to-face session weekly in order to avoid being tagged as a non-participant. Students must use the Concordia Blackboard and e-mail messaging systems to contact instructors and advisors. Students who are unable to participate regularly in their course for any reason should contact their instructor and their advisor. Students who intend to withdraw from a course or a program should notify their instructor and advisor.

Academic Integrity

At Concordia University Nebraska, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all of the work you do. Participating in a behavior that violates academic integrity (e.g., plagiarism, unauthorized collaboration, multiple submissions, cheating on examinations, or fabricating information) will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment or examination, receiving a failing grade for the course, and/or being suspended from the university.

ADA

Students with a documented disability, who need reasonable accommodations, should contact ADA & Academic Support located in Link Library to arrange an appointment to discuss their individual needs. Students are also encouraged to notify their instructors immediately about any disability-related academic needs they may have. To contact the ADA & Academic Support Director, Angel Hoppe, please call 402-643-7365 or 800-535-5494 ext. 7365 or e-mail angel.hoppe@cune.edu.

Emergency Information

In inclement weather, check your e-mail, Blackboard, and the Concordia website (www.cune.edu) for information. Your instructor may utilize Blackboard to make-up course time, so please check Blackboard if a class is cancelled. In the event of an emergency while you are in a face-to-face class, follow the instructions of your

instructor, ensure you are in a safe location, and, after you are in a safe location, check in with your instructor before leaving so that he or she can account for all students. Also, if you have not already done so, please update emergency contact information in “Banner Self-Service” on the connectCUNE portal (<http://connect.cune.edu>).response and analysis, projects/presentations.

XI. Bibliography

- Anderson, Sheila B. *Serving Older Teens*. Santa Barbara, CA: Libraries Unlimited, 2004.
- Beers, Kylene, Probst, Robert E. and Linda Rief, ed. *Adolescent Literacy: Turning Promise into Practice*. Portsmouth, NH: 2007.
- Bilz, Rachelle Lasky. *Life is Tough: Guys, Growing Up, and Young Adult Literature*. Lanham, MD: Scarecrow Press, 2004.
- Cai, Mingshui. *Multicultural Literature for Children and Youth: Reflections on Critical Issues*. Charlotte, NC: Information Age Publishing, 2006.
- Calkins, Lucy McCormick. *The Art of Teaching Reading*. Columbus, OH: Addison Wesley Longman, 2001.
- Fox, Dana L and Kathy G. Short, ed. *Stories Matter: The Complexity of Cultural Authenticity in Children's Literature*. Urbana, IL: NCTE, 2003.
- Lesesne, Teri S. and Rosemary Chance. *Hit List for Young Adults 2: Frequently Challenged Books*. Chicago, IL: ALA Editions, 2002.
- Lesesne, Teri S. *Making the Match: The Right Book for the Right Reader at the Right Time*, Grades 4-12. Portland, ME: Stenhouse, 2003.
- Lewis, Valerie Valentine and Walter M. Mayes. *Best Books for Children: A Lively, Opinionated Guide*. New York: Harper Collins, 2004.
- Lukens, Rebecca J. *Critical Handbook of Children's Literature*. Columbus, Ohio: Allyn & Bacon, 2007.
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Houghton Mifflin Harcourt, 2002

Wolf, Shelby Anne. *Interpreting Literature with Children*. Mahwah, NJ: Lawrence
Erlbaum, 2004.

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