New Course Request - Indiana University

Check Appropriate Boxes:  Undergraduate credit  Graduate credit  Professional credit

1. School/Division: School of Education
2. Academic Subject Code: EDUC
3. Course Number: L559
4. Instructor: Marcia Sheridan
5. Course Title: Trade Books in Elementary Classrooms
   Recommended Abbreviation (Optional): Trade Bks in Elem Clsrms
   (Limited to 32 Characters including spaces)
6. First time this course is to be offered (Semester/Year): Summer 2003
7. Credit Hours: Fixed at 3 or Variable from ________ to ________
8. Is this course to be graded S-F (only)? Yes  No  X
9. Is variable title approval being requested? Yes  No  X
10. Course description (not to exceed 50 words) for Bulletin publication: Emphasizes the use of trade books in language and reading in elementary classrooms.
11. Lecture Contact Hours: Fixed at 3 or Variable from ________ to ________
12. Non-Lecture Contact Hours: Fixed at 0 or Variable from ________ to ________
13. Estimated enrollment: 25 of which 100 percent are expected to be graduate students.
14. Frequency of scheduling: Once per year
15. Justification for new course: Meets new professional standards
16. Are the necessary reading materials currently available in the appropriate library? Yes
17. Please append a complete outline of the proposed course, and indicate instructor: (if known), textbooks, and other materials. IUB Syllabus
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant. Does not overlap with any graduate education courses.
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:  
Constantine Angoun Date: 5-20-03  
Department Chairman/Division Director

Approved by:  
G. Mulheiser Date: 5-20-03  
Dean

Dean of Graduate School (when required) Date:  
Chancellor/Vice-President Date:

University Enrollment Services Date:  
University Enrollment Services Advance—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

Approved: Education Council 6/30/04

Linda Chen 10/19/04
Daniel Holm, Ph.D.
Northside 357
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Home: 289-3963
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OFFICE HOURS
Monday-Thursday by appointment.

COURSE DESCRIPTION

Three credit hours. Prerequisite: M464 or E339, or consent of instructor. This course examines the use of children's literature, trade books, and other non-text materials in reading instruction. Contemporary and historical selections for children and adolescents included.

COURSE OBJECTIVES

The student will:
1. Become familiar with a wide range of children's literature.
2. Investigate notable children's authors, illustrators, and poets.
3. Engage in activities linking children's literature and writing.
4. Explore resources available in children's literature.
5. Actively and personally respond to children's literature.
7. Engage in a literature discussion.

REQUIRED TEXT

COURSE REQUIREMENTS

1. ATTENDANCE

Regular attendance, preparation, and participation for class activities and discussions is extremely important.

2. READING FILE

Extensive and varied reading of children's books are essential components of this course. You will be expected to read from a wide variety of both picture books and chapter books. The expected number of books to read is at least fifty (50). Please note: at least eight (8) of the books should be chapter books from a variety of different genres.

The Reading File can be kept on note cards or in a looseleaf notebook. The organization of the file should reflect an easy to use format.

The intent of the File is to provide you with important information related to each book you read. The format of the File should include: title, author, publisher, copyright date, and summary. Additionally, you should offer your reaction to the book.

Your reaction or response to the book should include your view of the strengths/weaknesses of the story or illustrations and ways in which the book might be used in the classroom i.e. drama, storytelling, reading aloud, art experiences, writing, readers' theater, thematic units, etc.

3. CHAPTER REVIEW/TREASURE HUNT

The purpose of the Chapter Reviews is to provide you an opportunity to reflect on and react to the course readings. In addition to the reviews, Treasure Hunt will expand your ability to apply the chapter content.

4. BOOK SHEETS

The purpose of the Book Sheet is to guide your reading of a chapter book that is related to the topic for the day. The Book Sheet will also provide you with information to share with others in a small group discussions.

4. TOPIC PROJECT

The Topic Project is an opportunity for you to, either individually or in small groups, explore a topic of interest. Your topic might include a study of a(n): author, illustrator, literary character (Ralph S. Mouse, Taran the Assistant Pig Keeper, Ramona, etc.), story version (Cinderella, Red Riding Hood, etc.), genre (science fiction, fantasy, historical fiction, mystery, etc.), issue (gender, censorship, divorce, death, Disney versions, etc.), or theme (the sea, trees, housing, etc.).

Portions of class sessions will be provided to allow you time to work on the project. However, outside of class time
should also be planned.

Evaluation of the Topic Project will be based on three elements: 1) a written paper detailing the results of your investigation (with an annotated bibliography), 2) a one page handout (for each person in the class) summarizing the project, children's books utilized, and other helpful resources, and 3) a creative way to convey the content of the project, i.e. a visual display, readers' theater, debate, puppet show, video presentation, skit or play, etc.

Please note that the books used in the Topic Project are in addition to the books read for the Reading File. In other words, the books used for the Topic Project should not be included in the Reading File.

5. BOOK MEMORY

Describe a memorable book or reading event in your life. This book or event could be recent or in the past. Focus your story on the impact (positive or negative) of the book or event. Discuss the instructional implications of this event.

6. READ-ALOUD

Find a book that you especially like. This might be an old favorite or a newly discovered book. Prepare the book for oral reading. Read the book (with expression) to the class sometime before 8/7. Turn in a brief summary of the story and the reason you selected it for the read-aloud.

SCHEDULE OF TOPICS

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Due</th>
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<tbody>
<tr>
<td>7/8</td>
<td>Introduction</td>
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<td>7/10</td>
<td>Understanding Literature</td>
<td>CR/TH: Chapters 1 &amp; 3</td>
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<td>Evaluation and Selecting Books</td>
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<td>7/15</td>
<td>Books for the very young</td>
<td>Book memory</td>
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<td>Emergent readers</td>
<td>CR/TH: Chapter 5</td>
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<td>Readers at-risk</td>
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<td>7/17</td>
<td>Grand Conversation</td>
<td>Book Questions</td>
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<td>Literature activities</td>
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<td>7/22</td>
<td>Picture books</td>
<td>5-file entries</td>
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<tr>
<td></td>
<td>authors/illustrators</td>
<td>CR/TH: Chapter 4</td>
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<td></td>
<td>Book Sheet #1 on Author Autobiography/book(s)</td>
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<tr>
<td>7/24</td>
<td>Poetry</td>
<td>5-file entries</td>
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<td></td>
<td>Reading/writing connections</td>
<td>CR/TH: Chapter 8</td>
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7/24 Award winning books 5-file entries
Censorship CR/TH: Chapter 9
Realistic Fiction
Book Sheet #2 on Newbery book
7/26 Traditional literature 5-file entries
Fantasy/Science Fiction CR/TH: Chapters 6 & 7
Book Sheet #3 on Fantasy
7/31 Historical Fiction 5-file entries
Multicultural Literature CR/TH: Chapter 10 & 11
Book Sheet #4 on Multicultural book
8/2 Nonfiction books CR/TH: Chapter 12
8/7 Thematic teaching All fifty entries
Organizing a literature program
Book Sheet #5 on Strong Female Character(s)
8/9 Topic Project presentations Paper, handout, and activity

EVALUATION
Assignments are due as indicated. Late assignments receive a maximum of half credit.
Book Sheets (20 points each) 100
Book Memory 20
Reading File 100
Book Questions 10
Chapter Reviews/Treasure Hunt (CR/TH) 10 pts each 110
Read-Aloud 20
Attendance/participation 40
Topic Project 100

450-500 = A
400-449 = B
350-399 = C
300-349 = D
below 299 = F