Course Description

Critically examines children’s literature from a reader responses perspective (Rosenblatt, Appleby, and others). Provides an overview of books for youth representing all genres and formats from classics to contemporary with an emphasis on books published in the last five years.

Course Purpose

This course will give you an opportunity to familiarize yourself with the concept of Reader Response and the research that supports this view of literature study. It will also provide you with in-depth exposure to the work of current authors, illustrators, and scholars in the field of children’s literature.

Learning Outcomes/Course Objectives

By the end of the course the students will:

- Be able to define and implement Reader Response Theory as a curriculum strategy. (ACEI 2.1; IRA 1.1, CF 1.1)
- Examine research about literature and response for children and young adults. (ACEI 2.1; IRA CF 1.1)
- Articulate the current and historical nature of children's and young adult literature including award winning titles and texts from all genres (ACEI 2.1; CF 1.1)
- Summarize the various awards for books for youth and locate the lists to use with students, parents and colleagues. (CF 1.1)
- Create differentiated literature response opportunities for children and young adults. (ACEI 3.2; CF 2.3)
- Plan and implement differentiated strategies to engage readers with the multiple genres and formats of text. (ACEI 3.2; IRA 4, CF 2.2, 2.3)
- Utilize technology such as Vokis, blogs, Wikis, etc, to motivate readers and differentiate for reading needs (IRA 2.2; CF 4.1)
- Identify the reading level and audience of texts. (ACEI 3.1; CF 1.1)
Implement criteria to identify books for reluctant readers, readers who read below and above grade level, and for readers with specific interests. (IRA 4.3; CF 2.4)

Review the models for literary discussions and develop questioning techniques to increase student comprehension of read texts. (IRA 1.3; CF 1.1)

Locate and utilize resources for book lists and evidence-based strategies for increasing the comprehension of texts. (IRA 4.2, CF 1.1)

Present a workshop for students, parents or colleagues on a collection of books and how they might be integrated into the curriculum or suggested for independent, small group, read alouds, or for a summer reading list. (ACEI 3.5, 5.2; IRA 4.1, 4.2; CF 6.1)

Specifically this course addresses THE NCTE/IRA Standards for English Language Arts-
http://www.ncte.org/standards

For a comprehensive description of each standard please visit:

NCATE
http://www.ncate.org/public/standards.asp

NCATE IRA and NCTE Standards
http://www.ncate.org/public/programStandards.asp?ch=4

INTASC Principles
http://cte.jhu.edu/pds/Resources/INTASC_Principles.htm

ECSU Education Unit
http://www.easternct.edu/depts/edu/edu.html

<table>
<thead>
<tr>
<th>IRA</th>
<th>NCTE</th>
<th>NCATE</th>
<th>INTASC</th>
<th>CCCT</th>
<th>Eastern Education CF</th>
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</thead>
<tbody>
<tr>
<td>2.3.1-2.3.4</td>
<td>3.1: 3.5-3.5.4; 4.1-4.8</td>
<td>Standard 4b</td>
<td>Principles 1-10</td>
<td>1.1, 1.2, 1.4, 2.1-2.2, 3.1-3.9, 4.2-4.7, 5.1-5.5</td>
<td>1.1, 2.1-2.4, 3.1-3.2, 4.1, 5.1, 6.1</td>
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Note: The objectives for this course are aligned with the Eastern Education Unit's Conceptual Framework and The Connecticut State Department of Education 2010 Common Core of Teaching (http://www.sde.ct.gov/sde/lib/sde/pdf/educatorstandards/Board_Approved_CCT_2-3-2010.pdf).


CT Position on Language Arts Relevant Standards (Source: http://www.state.ct.us/sde/board/language_arts.pdf)
A quality language arts education should therefore be part of the core curriculum for all Connecticut students. PreK-12 language arts education program should enable students to achieve the goals and standards outlined in Connecticut’s Common Core of Learning and the Connecticut Language Arts Framework.

By the end of high school, all graduates should be able to:

- Develop and communicate informed opinions through reading, interpreting and evaluating various texts;
- Read and respond to a variety of authors, texts and genres, and share responses to extend understanding and enjoyment;
- Communicate with others to create interpretations and evaluations of written, oral and visual text; and
- Appreciate the influence that contemporary and classical artists and authors have on human thought.

**Teachers and schools play an essential role in ensuring quality language arts education by:**

- Providing a quality language arts program which includes reading, writing, speaking, listening and viewing;
- Setting high expectations for all students to ensure earlier and more equitable opportunities to learn to read and write;
- Providing a rigorous study of language arts skills and concepts and their applications to reading and writing in real-world contexts;
- Creating classrooms that are rich learning environments that foster literacy in all students;
- Providing more active student involvement with language arts, including: reading and writing that relate to students’ current world and their future career needs and demands; and using a variety of skills to foster effective communication and lifelong love of reading and writing;
- Fostering more systematic and appropriate use of technological tools to enhance instruction in language arts;
- Providing students with evaluations that are continuous and based on many sources of evidence;
- Using a variety of teaching strategies to guide students in developing literacy, critical thinking, and problem-solving abilities;
- Serving as role models in speaking and writing.

**Required Texts**


**Supplemental Readings**


### Internet Resources

<table>
<thead>
<tr>
<th>Organization/Title</th>
<th>URL</th>
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<tbody>
<tr>
<td>American Library Association</td>
<td><a href="http://www.ala.org">www.ala.org</a></td>
</tr>
<tr>
<td>International Reading Association</td>
<td><a href="http://www.reading.org">http://www.reading.org</a></td>
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<tr>
<td>National Council of Teachers of English</td>
<td><a href="http://www.ncte.org">www.ncte.org</a></td>
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<tr>
<td>Association of Supervision and Curriculum Development</td>
<td><a href="http://www.ascd.org">www.ascd.org</a></td>
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<tr>
<td>Read, Write, Think</td>
<td><a href="http://www.readwritethink.org">www.readwritethink.org</a></td>
</tr>
<tr>
<td>Reading Rockets</td>
<td><a href="http://www.readingrockets.org">http://www.readingrockets.org</a></td>
</tr>
<tr>
<td>TeachingBooks</td>
<td><a href="http://www.teachingbooks.net">http://www.teachingbooks.net</a></td>
</tr>
<tr>
<td>Children's Book Council</td>
<td><a href="http://www.cbcbooks.org">http://www.cbcbooks.org</a></td>
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<tr>
<td>Connecticut's Blueprint for Reading Achievement</td>
<td><a href="http://www.state.ct.us/sde/dtl/curriculum/currcbra.htm">http://www.state.ct.us/sde/dtl/curriculum/currcbra.htm</a></td>
</tr>
<tr>
<td>New Literacies</td>
<td><a href="http://www.literacy.uconn.edu">http://www.literacy.uconn.edu</a></td>
</tr>
<tr>
<td>Vandergrift’s Reader Response Criticism</td>
<td><a href="http://www.scils.rutgers.edu/~kvander/readerresponse.html">http://www.scils.rutgers.edu/~kvander/readerresponse.html</a></td>
</tr>
<tr>
<td>Bookplates and More</td>
<td><a href="http://www.myhomelibrary.org">http://www.myhomelibrary.org</a></td>
</tr>
<tr>
<td>Internet Public Library</td>
<td><a href="http://ipl.org">http://ipl.org</a></td>
</tr>
<tr>
<td>Picturing Picture Books</td>
<td><a href="http://picturingbooks.imaginarylands.org/">http://picturingbooks.imaginarylands.org/</a></td>
</tr>
<tr>
<td>Children’s Book a Day Almanac</td>
<td><a href="http://childrensbookalmanac.com/">http://childrensbookalmanac.com/</a></td>
</tr>
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</table>

### Videos to Watch

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<tr>
<th>Video Title</th>
<th>URL</th>
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<tr>
<td>Expanding the Canon: Teaching Multicultural Literature in High School</td>
<td><a href="http://www.learner.org/workshops/hslit/session1/index.html">http://www.learner.org/workshops/hslit/session1/index.html</a></td>
</tr>
<tr>
<td>Author Video Interviews</td>
<td><a href="http://www.readingrockets.org/books/interviews/">http://www.readingrockets.org/books/interviews/</a></td>
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</tbody>
</table>

**Technology:** All writing and assignments should use the relevant technology (Microsoft Office, Internet, Web 2.0, etc.) Papers should be double-spaced with one-inch margins and 12-point font. The ability to communicate by e-mail and send electronic documents by *Word* attachment will facilitate the dissemination of class specific information and conversation. The use of the Internet is an important resource for all writing and presentation projects. The Eastern library is a valuable source of electronically based information. You should check WebCT regularly, at least once a week between classes, and are accountable for engaging in learning through WebCT.
Global Perspective: Regular discussions will occur to place the learning of this course into a global perspective. As members of a multi-cultural and diverse nation, students will initiate and respond to conversations about the implications of course topics to the health and well being to the world community.

Students are encouraged to use the support offered by the Academic Services Center located on the ground floor of the Library. Tutoring, Math, Writing, and supplemental Advising Services are available for students in the Center at the following times: Sun. 2-9; M.-Th. 9-9, Fri. 9-5. (Closed Sat.) For further information call 465-4272 or check the ASC website at http://www.easternct.edu/asc/

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of AccessAbility Services at (860) 465-0189. To avoid any delay in the receipt of accommodations, you should contact the Office of AccessAbility Services as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Office of AccessAbility Services. Your cooperation is appreciated.

Attendance and Participation: As our community of learners develops, your regular and punctual attendance is crucial to your success and the success of others in this course. Come to class prepared to participate. I will do my part to have your learning be meaningful, hands-on, and participatory. If you miss a class, you are responsible for the material that was covered. If you will miss more than one class, you may have to complete a relevant assignment to demonstrate your understanding of the material. The following rubric will be used as a guideline for evaluating your participation in class.

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
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<tbody>
<tr>
<td>Absent, unengaged, distracted, class activities are not consistently completed. (0-7)</td>
<td>Attentive, active in pairs and small groups, all work due is completed (8)</td>
<td>Acceptable plus active and thoughtful engagement in most class activities. Consistently prepared for class including completing all projects. (9-10)</td>
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Evaluation

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>B</td>
<td>83-85</td>
<td>C</td>
<td>74-76</td>
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<tr>
<td>A-</td>
<td>90-93</td>
<td>B-</td>
<td>80-82</td>
<td>C-</td>
<td>70-73</td>
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<tr>
<td>B+</td>
<td>86-89</td>
<td>C+</td>
<td>77-79</td>
<td>D+</td>
<td>67-69</td>
</tr>
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Class participation (including WebCT)  
(10 points for live class and 10 points for WebCT)  
This includes complete the two student responsibilities (participating in a literary event and registering for TeachingBooks.net).

Assignments

Assignments Percentage of Grade

Assignment #1  
**Newbery Reaction and Curriculum Integration**  
Due February 12, 2013  
Identify a Newbery book that you have NOT previously read and read the work and present a personal reaction as well as curriculum suggestions for the work as outlined in the assignment criteria.

Assignment #2  
**Genre Study**  
Due March 13, 2013  
Identify a genre and present an 10 minute presentation on the body of work on the nature of the genre. For the complete criteria see the assignment 2 description.

Identify a genre and present a thorough overview of the genre highlighting significant class and contemporary titles. Potential genres to investigate include historical fiction, science fiction, fantasy, contemporary (realistic), poetry fiction, nonfiction, etc. You are to include graphic novels as one format for each genre and samples of audiobooks. The focus will be on books to use for a grade level range.

Assignment #3  
**Literary Application**  
Due April 16, 2013  
For a complete description of the assignment, see the assignment description.

Identify a grade level, standard and develop a set of objectives and choose one (1) of the following options to present suggestions for reader response. Refer to the assignment description for more information.

- Choose and read 2 middle level readers (grades 3-5) or 2 young adult books (targeting 13-17 year olds)
- Develop a mini-unit on a theme that connects 3 picture books, 2 novel or chapter book, 2-3 pieces of non-fiction, and 1 piece of poetry.
• Develop a unit on a lesser-known fairy tale (not Cinderella, Goldilocks, Jack and the Beanstalk, Little Red Riding Hood, etc.).

• Interview a children's book creator. Develop a list of questions and report your findings.

• Review the Awards criteria and analyze the list of the one of the recent Award winners (2007-2013) for Caldecott, Newbery, Printz, Sibert, Coretta Scott King, Pura Belpré, New York Times Best Illustrated, Boston Globe/Horn Book, etc.). Why do you believe that the books on the list were chosen and how might you use those books with students?

• Create an interest development center (IDC) on a curriculum topic using a wide variety of texts and writing ideas -An IDC is specifically designed to stimulate new interests in young people. The main difference between an Interest Development Center and the traditional kinds of "learning centers" found in many classrooms is that IDCs do not focus primarily on skill development, the completion of worksheets, or other activities that are primarily designed to develop basic skills. For this reason, IDCs ordinarily do not contain task cards, worksheets or "Skill Builders." Interest Development Centers provide teachers with an opportunity to pursue their own interests and exercise their own creativity by producing dynamic collections of materials and activities.

Assignment #4 (combined with #3) 15%
Technology Application Assignments
Due-Dates vary and responses will be posted on Blackboard.

These will be short applications of how you would use the technology to:
- Invite readers into texts
- Support readers to engage with texts
- Demonstrate what readers took from text
- Discover new titles to share with students and cultivate readers

The criteria for these assignments will be shared during class and on Blackboard. Sample activities will include using audiobooks, videos, sites such as Pinterest, Blogspot, Blabberize, Voki, Tagxedo, and more.

Assignment #5 20%
Literary Explorations
Due May 7, 2013
For a complete description of the assignment, see the assignment description.

Create a literary unit on a big idea/concept or theme to expands student knowledge. For example, rather then requiring students to read Hatchet, develop a unit on books that focus on change or man versus nature. Provide students with numerous ways to connect their reading experience to the past, present and future. Choose a big idea (patterns, change, conflict, culture, survival, etc.) and develop a literary unit of study with at least 30 books/texts, at least 6 websites, 2-3 audio books that support and expand the big idea. You will need to identify the objectives and outline the unit. The 30 books need be representative of different genres and forms to include:
At least 3-5 middle grade and/or young adult novels
At least 4-6 nonfiction texts, one should be a survey text on a related topic
At least 1 anthology and/or collection
At least 2-3 poetry and/or poetry collections
At least 6 picture books
At least half of the books must have copyright dates after 2000
At least 6 of the books should reflect and affirm diversity
At least 2 books should be fantasy and/or science fiction
At least 2 books should be classics (defined as books that have stood the test of time)
At least one (1) underutilized fairytale (not Little Red Riding Hood, The Three Little Pigs, Goldilocks and the Three Bears, or another commonly used fairytale)

Note: Some of the books may overlap to fit more than one criteria.
### Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Focus</th>
<th>Readings (To be read prior to class)</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/15/13</td>
<td>Introductions, Pre-assessment; Introduction of 2011 ALA Youth Media Awards; course goals; Introduce BLACKBOARD</td>
<td></td>
<td>For each week, you are to read at least one novel and 2-3 picture books</td>
</tr>
<tr>
<td>1/22/13</td>
<td>Introduction to Reader Response and Rosenblatt; The role of interest in connecting kids and books; Common Core and IRA standards for Using literature to teach reading; Parts of a book and book terminology and books for young children (babies and preschool)</td>
<td>Sutton and Parravano Overview and Part One, chapter 1</td>
<td></td>
</tr>
<tr>
<td>1/29/13</td>
<td>Complete reader response activity</td>
<td>Sutton and Parravano Chapter Two</td>
<td>Before class watch the webcast and/or press release of the 2013 Youth Media Awards and read at least two articles and one blog post on the award winners.</td>
</tr>
<tr>
<td>2/5/13</td>
<td>Evaluating and choosing quality books for youth; Focus on the picture book; Classroom applications of literature study</td>
<td>Hancock chapter 3; Pugh article</td>
<td>Assignment 1 due</td>
</tr>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Reading Material</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>2/12/13</td>
<td><strong>NO LIVE CLASS</strong>&lt;br&gt;Role of realistic and historical fiction;&lt;br&gt;Focus on diversity and integrating diverse texts for reader response.</td>
<td>Sutton and Parravano chapter 4 &amp; 5; Hancock chapters 6 &amp; 8</td>
<td>Watch <em>The Expanding the Canon: Reader Response</em> at Bring two books that explore diversity.</td>
</tr>
<tr>
<td>2/19/13</td>
<td>Using technology to support the reader's engagement with text</td>
<td><em>Reading, Technology, and Inquiry-based Learning Through Literature-Rich WebQuests</em> article at <a href="http://www.readingonline.org/articles/teclehaimanot/">www.readingonline.org/articles/teclehaimanot/</a></td>
<td>Surf the web and identify at least 5 effective uses of technology to motivate readers</td>
</tr>
<tr>
<td>2/26/13</td>
<td>Exploring fantasy, science fiction, and poetry to support and extend the curriculum</td>
<td>Hancock chapter 4 &amp; 5</td>
<td>Subscribe to at least two teacher resource email lists from children’s book publishers. Bring two examples each of science fiction, fantasy and poetry.</td>
</tr>
<tr>
<td>3/5/13</td>
<td>The world of nonfiction and its potential</td>
<td>Hancock chapters 7 &amp; 13; Sutton and Parravano Chapter Six</td>
<td>Bring at least 4 examples of nonfiction-with one published before 2000</td>
</tr>
<tr>
<td>3/12/13</td>
<td>Creator or Genre Presentations</td>
<td>Journal articles and Blog posts</td>
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<tr>
<td>3/19/13</td>
<td>Focus on science and social studies in literature; Response forms for nonfiction</td>
<td>Hancock chapter 14</td>
<td>Bring at least three books with science</td>
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<tr>
<td>3/26/13</td>
<td><strong>Spring Break—No Class</strong></td>
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<tr>
<td>4/2/13</td>
<td>Organizing books around big ideas and concepts; Literature discussion techniques</td>
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<td>Locate and share at least 4 websites to support reader response theory with specific texts.</td>
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<tr>
<td>Date</td>
<td>Details</td>
<td>Reading Material</td>
<td>Notes</td>
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<tr>
<td>4/9/13</td>
<td>Talking and writing about books &amp; texts; Authentic responses to literature: Differentiating reader response for struggling, gifted, and ELL readers</td>
<td>Hancock chapters 9 &amp; 10</td>
<td></td>
</tr>
<tr>
<td>4/16/13</td>
<td>Gender and Books: Preferences and Messages</td>
<td>Sutton and Parravano Chapter Seven and Eight</td>
<td>Assignment 3 due</td>
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<tr>
<td>4/23/13</td>
<td>Books and Teens</td>
<td>Sutton and Parravano Chapter Nine</td>
<td></td>
</tr>
<tr>
<td>4/30/13</td>
<td>Using literature as a model for writing and integrating texts beyond the RLA; Audiobooks and reader response; Assessing responses to literature</td>
<td>Hancock chapters 11 &amp; 15</td>
<td>Listen to an audiobook as part of assignment 5</td>
</tr>
<tr>
<td>5/7/13</td>
<td>Sharing information about books with students, colleagues and parents; Creative and expressive responses and strategies to support the reading experience</td>
<td>Hancock chapter 12</td>
<td>Assignment 5 due</td>
</tr>
</tbody>
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**Student Responsibilities**

1.) As part of your participation in this class, you need to participate in at least one (1) children's or young adult literature activity/event and share a brief description (2-3 minute presentation on the highlights) of the event with the class before **May 7, 2013**.

Suggested activities include:

- Visit the Eric Carle Museum of Picture Book Art (exit 19 off Interstate 91 in Amherst, MA) and view the three exhibits as well as visiting the reading library and the art room. For more information visit www.picturebookart.org.
- Visit Orchard House (Louisa May Alcott's home) in Concord, MA or another literary home such as Mark Twain house in Hartford, CT.
Attend a presentation on children's/young adult literature and or on strategies to support students to connect with literature. For example, you might attend a BER presentation by Judy Freeman, Walter Mayes or Peggy Sharp). Visit www.ber.org for more information.


Spent 1-1/2 hours in bookstore/library reading and reviewing children's and young adult books published from 2007-2012 and talking to the children’s book buyer or librarian about trends in children’s and young adult books.

Attend a presentation by children’s or young adult books creator.

Participate in a web-based interview/webcast of a children's/young adult author/illustrator.

Interview an author/illustrator of children's/young adult books.

Read a book and watch a movie based on a book for youth (Matilda, Where the Wild Things Are, Tuck Everlasting, War House, Hugo, Hunger Games, etc.)

2.) Subscribe to TeachingBooks.net. This is free to ECSU students and you should set up your subscription before February 12, 2013.

Information on the TeachingBooks subscription
(Be sure to enroll and make use of this wonderful resource.)

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Or, easily access thousands of author programs, book guides, book readings and author websites without registering by visiting:
http://teachingbooks.net/home/
Password = ECSU

TeachingBooks.net is a diverse and constantly growing online collection of author programs and K-12 book-related materials.
• Original movies revealing the book creation processes (filmed in the studios of award-winning authors and illustrators!),
• Audio excerpts of professional book readings, and
• Book guides and engaging resources, which span thousands of children's, YA and non-fiction titles.

Available online, anytime, all TeachingBooks materials facilitate the discussion and integration of books throughout the K-12 curriculum.