

Term: Summer 2019

Course Number: MAT522 Group U

Instructor: Bruce Wisowaty

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Office Hours: Monday thru Thursday 12:30-3:30 pm or by appointment

Course Time: Saturdays: August 10, 17, 24 2019 8:00am-4:00pm.

Course Description: This comprehensive class will review books and resources designed for children and young adolescents. Candidates establish a broad and comprehensive understanding of foundations for creating a literacy-rich classroom that supports the literacy theory and development of all students, reflects and values cultural diversity, and promotes respect for all readers at various levels of reading proficiency. Candidates learn strategies to comprehend, interpret, analyze and evaluate texts such as non-fiction, fiction, poetry, informational, persuasive and functional texts, and review the major genres, authors, and works of Indiana, American and international children's literature. Candidates will experience and discuss dominant trends in children's literature from the 19th, 20th, and 21st centuries and explore illustrators and authors for their significant techniques, trends, talents, and writing styles. Throughout the class, candidates will learn to develop aesthetic appreciation, learn the skills of teaching reading, and applying their developing skills to diverse situations, resources, and ideas. Field Experience Required.

Learning Outcomes/ Competencies:

Students in this course will:

- Teacher candidates will build a knowledge base of literature. INTASC 1, ACEI 2.1 IDOE 1.10, 3.1, 3.2, 3.9. 3.10 NBPTS 2, CAEP 1
- Teacher candidates will demonstrate an understanding of the basic needs and interests of the young reader. INTASC 2,3 ACEI 2.1 IDOE 1.10, 3.1, 3.2, 3.9 NBPTS 1, CAEP 1
- Teacher candidates will demonstrate a knowledge of evaluation criteria in the selection of literature for young readers. INTASC1,8,9 ACEI 2.1 NBPTS 2,3,4, CAEP 1
- Teacher candidates will demonstrate the ability to use special bibliographic tools as guides in selecting literature for children and adolescents. INTASC4,6 ACEI 2.1 IDOE 1.10, 3.1, 3.2, 3.9 NBPTS 2,5, CAEP 1
- Teacher candidates will develop, write, design, and construct their own children's literature book. INTASC 1,3,4,6 ACEI 2.1, 2.5, 3.1 NBPTS 1,2,5, CAEP 1
- Teacher candidates will examine the roles of cultural, linguistic, and ethnic identity and how they foster effective communication in the classroom and home. INTASC 3,10 ACEI 2.1, 5.1 IDOE 1.10, 3.1, 3.2, 3.9 NBPTS 1,5, CAEP 1
- Teacher candidates value cultural differences in relationship to learning styles, verbal and nonverbal communication styles, and language differences, by reviewing and examining multi-cultural literature. INTASC 3,6 ACEI 2.1, 2.5, 3.1, 5.1 NBPTS 1,2, CAEP 1

Textbooks:

Bridge to Terabithia by Katherine Paterson- must have your own copy to read, check out from library, borrow, or purchase a copy

Learning Strategies: (Group Discussions, Team Projects, Collaborative Learning, Lecturing...etc.).

Library visit: Visit your community library. Draw a schematic map of the children's section. Find out the annual circulation of children's books and the special programs and services offered by the library to children to encourage them to read. Write a short (1) page report on the information you have discovered and attach your schematic map to your report. . Book scavenger hunt is also due August 17, 2019

10pts. Library report grading:

. includes circulation figures, map of children's section, description of services offered

5 pts. missing one of the above descriptors

3 pts. missing two of the above descriptors

10 pts. Book Scavenger Hunt

10 pts. All statements recorded

5 pts. 2-4 statements incomplete

1 pt. More than 5 statements are incomplete

Author Display Activity: Select an author and create a mini-bulletin board that will encourage others to read the book or selections from a chosen author. 15 pts. Due August 24, 2019 your board will be presented to class.

15pts. Includes picture of author, biography of author, illustrations/graphics/listing of important titles,

10 pts. Missing one of the above descriptors.

5 pts. Missing two of the above descriptors

Points may be deducted for lack of professionalism in the appearance (poster board, border, letters)

Additional reading books: Select 3 additional books to read from the following categories: fiction, historical fiction, nonfiction/biography, science fiction/fantasy, picture book, poetry, traditional literature (fables, myths, folktales), multi-cultural fiction. Choose only one book from a chosen category, prepare a short report for each of the chosen books (each report must be identified with the following information: title, author, publisher, copyright.) I will provide you with a list of different ways to prepare a book report. .Due August 24 , 2019 15 points per book

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1 book must be diorama or cereal box

1 book report must be a Book Trailer (will present in class) 30-45 seconds, try Movie Maker

1 book report must be a Character Body Map : You will be making a life size character map to trace the journey of a character through one of your chosen books (will present in class).

Head- What the character thinks- what does the character say that helps you understand the kind of person she-he is. Complete a dialogue bubble

Heart – What the character feels- place near the heart

Hands- What does the character do

Feet- What does the character stand for

15 pts. Includes author, publisher, title, copyright, (visual, activity, diorama, cereal box must also include setting, elements of literature) per book report

Book reports:

1 must be a Caldecott or close read(informational book

1 must be a Michael Printz book

Class Policy on Attendance:

Attendance is mandatory. Students are expected to be present and on time for all classes. Attendance will impact student grades; a tardy of 5 or more minutes will result in a deduction of 5 points per tardy from your final grade. Missing a class will result in a drop and/or withdrawal from The Children's Literature MAT class.

Class Policy on Electronic Devices: (Cell phones, Beeper, Pagers...etc.)

Students may need to be contacted by those outside of class from time to time. However, should the use of electronic devices become habitual to the point of disrupting the regular class schedule, the student will be asked to turn-off such disruptive devices.

Course Outline:

August 10 Introduction/Class Syllabus: Activity bring crayons ,markers, rulers to all classes, will discuss elements of literature

August 17 Will discuss picture books, poetry, realistic fiction, historical fiction.

August 24 Will discuss Multicultural books, Controversial Books. Class presentations

Center for Academic Excellence:

Tutoring assistance is free to all students of Calumet College of St. Joseph. Call the Center for Academic Excellence (CAE), to make an appointment at 473-4287. The Center has experienced and well-trained tutors in most subject areas to help students who are struggling in a course or who are doing well and would like to do better. Regular weekly tutoring sessions are likely to improve your grade.

Statement of Plagiarism:

If an instructor or other Calumet College of St. Joseph personnel finds that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances. (Academic Planner 2001/2002 p.27)

Citation Guidelines:

Calumet College of St. Joseph adheres to citation guidelines as prescribed by the particular discipline (i.e., MLA, APA, and Chicago Manual of Style or Turabian.). All of these guidelines are available in the Calumet College of St. Joseph library or bookstore. These texts outline how to cite references from a variety of sources, including electronic media.

Withdrawal from Classes Policy:

After the last day for class changes has passed (see College calendar), students may withdraw from a course in which they are registered with permission from the faculty member conducting the course. A written request detailing the reason(s) for the withdrawal must be filed with the Registrar. Written request for withdrawal must be received by the Registrar by the last day of classes prior to the final examination dates specified in the catalogue. Written requests may be mailed to the Registrar or faxed to the College fax number 219-473-4259. Students are to make note of the refund schedule when withdrawing from courses.

1 must be a Pura Belpre or Coretta Scott King award.

Movie/Novel Graphic Organizer: In this assignment, you will be asked to evaluate the movie versions against the novel we read. Submit a detailed web, cluster (some form of graphic organizes to indicate your brainstorming). Focus on characterization, setting, and symbolism in the novel and movies. 15 pts.

Due August 24, 2019

20 pts. Includes discussion of characters(Jesse, setting, and symbolism(3 citations of symbolism)

15 pts. Missing one of the above descriptors

10 pts. Missing two of the above descriptors

Blackboard Discussion:

Activity #1. View the 2007 movie version of *Bridge to Terabithia* on/or prior to August 17. Take notes so that you may complete the movie/book assignment. We will watch the 1985 made for television version in class.

Read the book prior to viewing the movie.

Class Policy for Assignments: Assignments need to be completed as scheduled.

Grading Scale:

Library Fieldtrip 10 pts/Scavenger Hunt 10 pts. IDOE 1.10, 3.1, 3.2 ACEI 5.1, 5.2, 5.3, 5.4

Author Display Activity 15 pts. IDOE 1.10, 3.2 ACEI 2.1

Additional 3 books 45 pts IDOE 1.10, 3.1, 3.2, ACEI 2.1, 3.1, 3..2

Movie/Novel Graphic organizer 20 pts. IDOE 1.10, 3.1, 3.2 ACEI 1.0, 2.1, 3.1

92-100 pts. A,

90-91 pts. A-

88-89pts. B+

82-87pts. B

80-81pts. B-

78-79 pts C+

72-77 pts C

70-71 pts C-

68-69 pts D+

62-67pts D

60-61pts D-

0- 59 pts F

Policies and Procedures

<p>Class Policy on Attendance:</p>	<p>Intellectual growth and success in college is reinforced through interaction in the classroom. Students reach personal goals and course outcomes through regular and prompt attendance. Therefore, if a student is absent "three (3) times" the student will be subjected to a grade of F or FW per policy stated under the Withdrawal from Classes section on this syllabus.</p>
<p>Class Policy on Electronic Devices</p>	<p>Laptops, tablets, and cell phones, including text messaging and other features, are not appropriate for the classroom setting unless used for note taking or appropriate research. If a cell phone must be left on in the classroom, it must be set to the silent or vibrate mode. Any form of electronic communication must take place outside of the classroom. a student found texting or using an electronic form of communication in class, will lose 2 points from their attendance grade per occurrence. A second occurrence on the same day may result in their being excused from class and a full loss of the day's attendance points. Additionally, 3 points will be lost for a first similar occurrence during an exam and the student may be asked to submit their exam in for grade if a second occurrence happens during an exam</p>
<p>Class Participation:</p>	<p>Class participation is extremely important and will account for a portion of the student's overall grade</p>
<p>Statement of Plagiarism:</p>	<p>If an instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.</p> <p>PLEASE NOTE: All papers can and may be submitted for checks on plagiarism from the Internet/Electronic sources/Databases.</p>
<p>Citation Guidelines:</p>	<p>Calumet College of St. Joseph uses citation guidelines, generally MLA or APA format, to document sources quoted or paraphrased in student papers. Check the syllabus for <u>each</u> course to see what <u>each</u> instructor requires. The Library has reference copies of each manual; the Follett has copies for sale when required by the instructor. In addition, there are brief MLA and APA checklists in your spiral "Student Handbook and Planner" and on the Library website and literature rack. These texts show how to cite references from many sources, including electronic media, as well as how to space and indent the "Works Cited" and "References" pages respectively. EBSCO and ProQuest articles provide both formats for you to copy and paste. Proper documentation avoids plagiarism.</p>
<p>Withdrawal from Classes Policy:</p>	<p>After the last day established for class changes has passed (see College calendar), students may withdraw from a course in which they are registered and wish to discontinue. A written request detailing the reason(s) for the withdrawal must be completed with the Office of Academic Advising and filed with the Registrar. The Office of Academic Advising must receive written request for withdrawal by the last day of classes prior to the final examination dates specified in the catalogue. Written</p>

accommodation at least one month prior to enrollment for each academic term. Students who are requesting an accommodation and/or an auxiliary aid must submit documentation from a professional health care provider to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act of 1990. The cost of obtaining the professional verification is the responsibility of the student.

If a student believes that he or she needs a "reasonable accommodation" of some kind because of a physical, psychological, or mental condition, he or she should contact Disabilities Services. The Coordinator will secure documentation pertinent to the disability and work with faculty and staff, if necessary, to address the matter. All questions and inquiries pertaining to disability services should be directed to the Disability Services Coordinator at 219-473-4349.

CCSJ Alert:

Calumet College of St. Joseph utilizes an emergency communications system that transmits messages via text, email, and voice platforms. In the event of an emergency, of weather related closings, or of other incidents, those students who are registered for the system shall receive incident specific message(s) notifying them of the situation. Please sign-up for this important service at any time on the College's website. Alternatively, you can register at the time you register for classes. This service requires each user to register once per academic year. Therefore, at the beginning of each academic year, please remember to re-register for the system. This can be done at: <http://www.ccsj.edu/alerts/index.html>.

School Closing Information:

Internet:

<http://www.ccsj.edu>

<http://www.EmergencyClosings.com>

Facility: Calumet College of St. Joseph

Phone: 219.473.4770

Radio:

WAKE – 1500 AM

WGN - 720 AM

WIJE – 105.5 FM

WLS – 890 AM

WZVN – 107.1 FM

WBBM NEWS RADIO 78

TV Channels:

2, 5, 7, 9, 32



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Emergency Procedures

MEDICAL EMERGENCY

EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

FIRE

EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
 - Location of the fire within the building.
 - A description of the fire and how it started (if known)

BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE.** **DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.



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| 1. Call 911 and report intruder. |
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RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.



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INTASC Teaching Standards:

THE LEARNER AND LEARNING	
Standard #1: Learner Development	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard #2: Learning Differences	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard #3: Learning Environments	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
CONTENT KNOWLEDGE	
Standard #4: Content Knowledge	The teacher understands the central concepts, tools of inquiry and structures of the discipline him or her teachers and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
Standard #5: Application of Content	The teacher 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.
Standard #6: Assessment	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher and learner in decision-making.
Standard #7: Planning and Instruction	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard # 8: Instructional Strategies	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
PROFESSIONAL RESPONSIBILITY	
Standard #9: Professional Learning and Ethical Practice	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Standard 10: Leadership and Collaboration	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

INSTRUCTION STANDARDS

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

