

Loyola University Chicago
Children's Literature CIEP 206 – Fall 2011

CIEP 206-001

Course Day and Time: Mondays 4:15 - 6:45

Course Location: Lake Shore campus: Cudahy Hall, Room 301

Office Hours: Before/after class or by appointment

Instructor: Dorsey Chambers - home (312) 255-0599, cell (312) 485-0599, work (773) 553-6218

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Course Objectives and Requirements

Course Description

This course explores children's literature and provides criteria for the evaluation of contemporary children's books. It is designed for pre-service teachers to explore the genres, formats and issues related to children's literature. Students will read, write about, and discuss a variety of books for children, grades pre-k to 8. Applications for the classroom will also be explored.

Course Objectives:

Through class readings, lectures, discussions, presentations, reflection, sharing, and group and individual projects, students will:

- Become familiar with genres of children's literature and literary elements;
- Become familiar with authors and illustrators of current literature;
- Know a wide range of quality literature and informational text for students as well as how to choose literature and informational texts that address the various interests, backgrounds and learning needs of all students in class;
- Model and share real-life purposes for reading and writing;
- Recognize and evaluate qualities of authentic and well written children's literature;
- Learn a variety of ways to utilize children's literature for instructional and recreational purposes;
- Demonstrate familiarity with a variety of resources available to meet the needs of diverse learners in their classroom to provide access to and engagement with literature;
- Design instructional opportunities for children to respond to literature;
- Recognize culturally diverse works of literature and their value;
- Utilize online resources to access information regarding authors and illustrators, as well as instructional and recreational reading resources; and,
- Recognize the role that independent reading plays in developing decoding, fluency and comprehension skills, along with general world knowledge.

In addition, as defined by the Chicago Teacher Partnership Program (CTPP) students will:

- Understand and articulate the needs for literacy development in general and in specific disciplines or at specific grade levels;
- Know Illinois' and US Common Core instructional standards for the English Language Arts;
- Understand the relationships among reading, writing, speaking and listening;
- Understand language development and the role of language in literacy learning;
- Understand and use technology in multiple ways within the English language arts program (e.g., computers, cameras, interactive web sites, blogs, online research);
- Estimate the difficulty level of text using readability measures and qualitative factors;
- Analyzes content materials to determine appropriate strategies and techniques to create successful learning through reading, writing, speaking, and listening;

Understand the importance of acquiring and organizing a classroom library that reflects students' interests, backgrounds, and abilities;

Create a classroom library (print and digital resources) that reflects students' interests, backgrounds, and abilities;

Understand the connection between reader background knowledge, information in text, and purpose for reading in making meaning during reading, and techniques for activating and building students' background knowledge to enhance comprehension;

Understand the strategies that proficient readers employ as they make meaning of a variety of texts and genres;

Understand the role of literature in teaching about social justice and critical literacy.

- Understand, respect, and value cultural, linguistic, and ethnic diversity and know how these differences can influence literacy and language;
- Understand his or her own point of view and biases about diverse learners and their families and how this perspective can impact his or her own teaching;
- Understand factors in text difficulty (what makes texts hard to read and understand) and the importance of choosing just-right books for differentiated instruction;
- Understand literary text structure, including genre, elements of fiction, figurative language, poetic devices, and literary elements (e.g., folk tales, fairy tales, metaphor, simile, onomatopoeia, hyperbole, assonance, consonance, heroes/villains; quests/challenges);
- Understand informational text structure, including description, sequence, comparison, problem-solution, cause-effect and use of graphics (e.g., tables, charts, illustrations);
- Understand the role of digital literacy in the 21st century and knows techniques for helping students navigate online sources, including the importance of critically evaluating the information available online;
- Use literature to promote students' understanding of their lives and society, and as a means to discuss social justice and critical literacy issues;
- Recognize the influence of media (e.g., television, film) on language and reader's point of view with informational and fictional texts;
- Use a variety of text and research resources (written, visual, digital, auditory) to enhance student learning from reading, learning from writing, and learning from oral communication
- Know how, when, and why to use dictionaries, encyclopedias, thesauruses, and other references, including electronic or online versions;
- Know how to identify a topic for research/inquiry and how to gather information on that topic from print and digital sources; and
- Use techniques for evaluating and critiquing print and digital sources.

The School of Education's Conceptual Framework

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community service agencies to enhance life-long learning in the Chicago area. By using this conceptual framework as a guide to teaching, candidates will be able to broaden their commitment to quality literacy practices:

Knowledge – develop knowledge of research-based literature practices to enhance teaching and communication.

Skills – model effective reading, writing, speaking, and listening practices to refine literature instruction. Use these effective communication systems to build capacity for success in teaching a diverse population of learners.

Ethics – use knowledge and skill to make reasoned decisions about what is just while simultaneously developing a professional and ethical understanding of what students need.

Service – consider how your actions honor and serve others.

Diversity

Students will be exposed to literature reflecting cultural, racial, and personal forms of diversity and how they may be used to promote respect among students and faculty within a teaching context. Diversity will also be addressed by fostering respectful dialogue among course participants.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. For specific policies see http://www.luc.edu/education/academics_policies.shtml#honesty . For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Special Circumstances

Students who have any special needs or who may require considerations or modifications for any reason must contact the instructor personally during the first two weeks of the semester so that these issues may be addressed.

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Technology

Technology is used to enhance instruction whenever possible. Student will use internet-based resources and Blackboard features to complete class assignments and projects.

Required Reading

Course Text *****The Joy of Children's Literature, Second Edition*** by Denise Johnson is the required text for the class and is available in the bookstore.

*****Part of Me* by Kimberly Willis** Holt (2006) is required reading

Following is a list of children's books that will be read and discussed. **Additional children's books will be assigned during the course of the semester.** Any publication of the assigned children's books will be acceptable; however, the paperback edition is preferred. Assignments for each book will be posted to Blackboard.

Picture Books and Graphic Novels

Read one of the following graphic novels and complete the written assignment:

- *Artemis Fowl* by Eoin Colfer and Andrew Donkin (2007)
- *The Mozart Question* by Michael Morpurgo (2006)
- *To Dance* by Siena Cherson Siegel (2006)
- *The Babysitter Club: The Truth About Stacey* by Raina Telgemeier (2006)
- *The Arrival* by Shaun Tan (2007)
- *Adventures in Cartooning* by James Sturm (2009)
- *The Storm in the Barn* by Matt Phelan (2009)
- *Rapunzel's Revenge* by Shannon and Dean Hale (2008)

Realistic Fiction

Read one of the following books and complete written assignment:

- *Jeremy Fink and the Meaning of Life* by Wendy Mass (2006)
- *Extra Credit* by Andrew Clements (2009)
- *Waiting for Normal* by Leslie Connor (2008)
- *Scat* by Carl Hiaassen (2009)
- *The Truth About Truman School* by Dori Hillestad Butler (2009)

Modern Fantasy

Read one of the following books and complete written assignment

- *Whittington* by Alan Armstrong (2006)
- *Fablehaven* by Brandon Mull (2006)
- *The Invention of Hugo Cabret* by Brian Selznick (2007)
- *When You Reach Me* (2009) by Rebecca Stead

Non-fiction

Read one of the following books and complete written assignment:

- *Hitler Youth: Growing Up in Hitler's Shadow* by Susan Campbell Bartoletti (2005)
- *Let Me Play: The Story of Title IX: The Law That Changed the Future of Girls in America* by Karen Blumenthal (2005)
- *The Voice That Challenged a Nation* by Russell Freedman (2004)
- *Almost Astronauts: 13 Women Who Dared to Dream* (2009) by Tanya Lee Stone

Diverse Perspectives

Read one of the following books and complete written assignment:

- *Home of the Brave* by Katherine Applegate (2007)
- *Return to Sender* by Julia Alvarez (2010)
- *The Year of the Dog* by Grace Lin (2006)
- *Does My Head Look Big in This?* by Randa Abdel-Fattah (2007)
- *The Skin I'm In* by Sharon Flake (2007)

CIEP 206 COURSE SCHEDULE and WEEKLY ASSIGNMENTS

DATE	ASSIGNMENTS AND READING DUE
August 29 Introduction to Children's Literature and New Literacies	None due today
September 5 Labor Day NO CLASS	No Class
September 12 Children's Response to Literature And The New Literacies	Read Chapter 2: <i>How Children Respond to Literature</i> And Read Chapter 12: <i>The New Literacies: The World of Online Children's Literature</i> Create a literacy timeline that details your own reading history. What books influenced you at different points in your life? Think about why certain books have remained a part of your memory since childhood/adolescence. Why do certain books appeal to you today? Note: no specific format required for this assignment. See Blackboard for written reflection assignment.
September 19 Learning to Read vs. Becoming a Reader	Read Chapter 3: <i>Literacy: How Children Become Good Readers</i> and Chapter 13: <i>Reading to and with Children</i> Read <i>Part of Me</i> by Kimberly Willis Holt (2006) and complete assignment. Select one character – Rose, Merle Henry, Annabeth or Kyle – and complete a character map. See Blackboard for character map.

<p>September 26</p> <p>Using Picture Books Across the Curriculum and at All Grade Levels</p>	<p>Read Chapter 4: <i>Picturebooks: Beyond Words and Illustrations</i></p> <p>Select, read, and bring <u>two pictures books</u> to class: one you would use in a 1st/2nd grade class (topic of your choice), one that you would use in a 5th grade social studies class (i.e. Westward Expansion, Civil War, Reconstruction). NOTE: Select books from 2005 to the present.</p> <p>Picture Books and Graphic Novels</p> <p>Read one of the following graphic novels and complete the written assignment:</p> <ul style="list-style-type: none"> • <i>Artemis Fowl</i> by Eoin Colfer and Andrew Donkin (2007) • <i>The Mozart Question</i> by Michael Morpurgo (2006) • <i>To Dance</i> by Siena Cherson Siegel (2006) • <i>The Babysitter Club: The Truth About Stacey</i> by Raina Telgemeier (2006) • <i>The Arrival</i> by Shaun Tan (2007) • <i>Adventures in Cartooning</i> by James Sturm (2009) • <i>The Storm in the Barn</i> by Matt Phelan (2009) • <i>Rapunzel's Revenge</i> by Shannon and Dean Hale (2008)
<p>October 3</p> <p>People Now: Contemporary Realistic Fiction</p>	<p>Read Chapter 7: <i>Realistic Fiction</i></p> <p>Read one of the following books and complete written assignment:</p> <ul style="list-style-type: none"> • <i>Jeremy Fink and the Meaning of Life</i> by Wendy Mass (2006) • <i>Extra Credit</i> by Andrew Clements (2009) • <i>Waiting for Normal</i> by Leslie Connor (2008) • <i>Scat</i> by Carl Hiaassen (2009) <p>See Blackboard for written reflection assignment.</p>
<p>October 10</p> <p>Mid-semester Break – No Class</p>	<p style="text-align: center;">No Class</p>
<p>October 17</p> <p>Reading and Learning about the Past : Historical Fiction</p>	<p>Read Chapter 8: <i>Historical Fiction</i></p> <p>Read one of the following books and complete written assignment:</p> <ul style="list-style-type: none"> • <i>Chains</i> by Laurie Halse Anderson (2008) • <i>Code Talkers</i> by Joseph Bruchac • <i>Elephant Run</i> by Roland Smith • <i>Elijah of Buxton</i> by Christopher Paul Curtis • <i>Chains</i> by Laurie Halse Anderson (2008) • <i>Henry's Freedom Box- a true story of the underground railroad</i> by Kadir Nelson (2007) • <i>The Librarian of Basra: A True Story from Iraq</i> by Jeanette Winter (2005) • <i>Crossing Bok Chitto: A Choctaw Tale of Friendship and Freedom</i> by Tim Tingle (2006) <p>See Blackboard for written reflection assignment.</p>

<p>October 24</p> <p>Exploring Alternate Worlds with Science Fiction and Fantasy</p>	<p>Read Chapter 6: <i>Modern Fantasy</i></p> <p>Read one of the following books and complete written assignment</p> <ul style="list-style-type: none"> • <i>Whittington</i> by Alan Armstrong (2006) • <i>Fablehaven</i> by Brandon Mull (2006) • <i>The Invention of Hugo Cabret</i> by Brian Selnick (2007) • <i>When You Reach Me (2009)</i> by Rebecca Stead <p>See Blackboard for written reflection assignment.</p>
<p>October 31</p> <p>Reading to and with children. Reading by children.</p>	<p>Read Chapters 13. Reading to and with Children: Reading Aloud, Shared and Guiding Reading, and Writing and 14. Reading by Children: Independent Reading and Writing and Literature Circles.</p> <p>Read, select and bring to class <u>one children’s book</u> (chapter book or picture book, published since 2005), to share that specifically addresses the needs of a child with a physical, emotional, behavioral or learning challenge. This book should give insight to others and promote understanding of the challenge and tolerance. Be prepared to discuss the book and its impact.</p> <p>Below are some <u>examples</u> – you do not need to select one of these.</p> <ul style="list-style-type: none"> • <i>Rules</i> by Cynthia Lord (2006) • <i>Anything But Typical</i> by Nora Raleigh Baskin (2010) • <i>Sahara Special</i> by Esme Raji Codell (2005) • <i>Out of My Mind</i> by Sharon Draper (2010)
<p>November 7</p> <p>Don’t Forget About Non-Fiction</p>	<p>Read Chapter 10: <i>Nonfiction: Biographies and Informational Books</i></p> <p>Read one of the following books and complete written assignment:</p> <ul style="list-style-type: none"> • <i>Code Talkers</i> by Joseph Bruchac • <i>Elephant Run</i> by Roland Smith • <i>Elijah of Buxton</i> by Christopher Paul Curtis • <i>Chains</i> by Laurie Halse Anderson (2008) • <i>Henry’s Freedom Box- a true story of the underground railroad</i> by Kadir Nelson (2007) • <i>The Librarian of Basra: A True Story from Iraq</i> by Jeanette Winter • <i>Crossing Bok Chitto: A Choctaw Tale of Friendship and Freedom</i> by Tim Tingle (2006) <p>See Blackboard for written reflection assignment.</p>
<p>November 14</p> <p>How many ways can you use poetry in a classroom?</p>	<p>Read Chapter 9: <i>Poetry</i></p> <p>Bring three poems to class: one that can be used to teach a math concept, one to use in a social studies lesson, and one to use during a science unit. Find poetry published since 2000.</p> <p>See Blackboard for written reflection assignment.</p>

November 21	Read Chapter 11: <i>Diverse Perspectives in Children's Literature</i>
Literature About Kids in Many Cultures	Read one of the following books and complete written assignment: <ul style="list-style-type: none"> • <i>Home of the Brave</i> by Katherine Applegate (2007) • <i>Return to Sender</i> by Julia Alvarez (2010) • <i>The Year of the Dog</i> by Grace Lin (2006) • <i>Does My Head Look Big in This?</i> by Randa Abdel-Fattah (2007) • <i>The Skin I'm In</i> by Sharon Flake (2007) See Blackboard for written reflection assignment.
November 28 Presentations	Classroom Library Presentations
December 5 Presentations	Classroom Library Presentations
December 12	FINAL EXAM at 4:15 in regularly scheduled classroom

Assignments

Course Participation and in-class assignments (Individual)	120
Assigned readings and reading response assignments	150
Genre presentation (pair)	120
Classroom Library Project	150
Final Exam (Individual)	<u>60</u>
POINT TOTAL	600 points possible

***Dates of scheduled presentations can not be changed unless students are able to find class members willing to exchange presentation dates (with the course instructor's prior permission). Presentations may not be made up on a later date.

**Assignments turned in outside of class (via Internet, etc.) must accompany a note and request a receipt for the assignment. It is the student's responsibility to maintain the receipt as verification that an assignment was turned in.

***When submitting written assignments electronically, include your name, assignment, and date in the subject line of the email. Written assignments are to be word processed and edited using standard American English. Grammar and spelling will be considered when grading assignments.

Students are **required** to bring the assigned books to class on the date designated in the Course Schedule. ALL self-selected books (across ALL assignments) must be from 2005 to the present unless otherwise noted in the course schedule below.

Course Grading Scale

600 points possible	Percentage of points	Final Letter Grade
558-600 points	93-100	A
540-557 points	90-92	A-
522-539 points	87-89	B+
492-521 points	82-86	B
480-491 points	80-81	B-
462-474 points	77-79	C+
438-461 points	73-76	C
420-437 points	70-72	C-
402-419 points	67-69	D+
378-401 points	63-66	D
360-377 points	60-62	D-
0-359 points	0-59	F

Notes on Course Schedule and Assignments

The course schedule and assignment are subject to changes that may be announced during class. Assignments and readings **MUST** be completed by the date listed below and are due by 4:15pm on the assigned date. Late assignments submitted past 4:30 of the scheduled due date will lose 20% of points possible for each day late.

CIEP 206 COURSE REQUIREMENTS	DESCRIPTION/ EXPECTATION	% of GRADE
Class participation and in-class assignments	Participation is a key component in this course. Students are expected to be prepared for class and fully participate in class discussions and other in-class assignments. Students MUST bring assigned children's books and/or articles to class. See participation rubric for further explanation.	20% (120 points)
Assigned readings of children's books and reading response assignments	Complete assigned reading and weekly written assignments as outlined in the Course Schedule. Written assignments are due by 4:15pm on the assigned date. Assignments submitted late will lose 20% of the possible points for the assignment for each calendar day past the original due date. Written assignments are to be word-processed and edited using standard American English. Grammar and spelling will be considered when grading assignments. Check Blackboard for instructions about weekly assignments.	25% (150 points)
Genre presentation	Teams of two students will present on assigned topics. Presentations will include a short lecture on selected topic, read alouds, book talks, and an in-class activity. Presenters may facilitate a class discussion, use video and internet sources to support presentation; some groups may determine weekly written assignment. See presentation instructions and rubrics on Blackboard for further explanation.	20% (120 points)
Classroom Library Project	Teams of two students will visit an elementary or middle school and interview a classroom teacher to learn more about classroom literacy resources including the classroom library. Teams will share their experiences in a short presentation at our class meeting. Each team member will also write a reflection about the experience. See presentation instructions and rubrics on Blackboard for further explanation.	25% (150 points)
Final Exam	Each student will maintain notes from course presentations. The Final Exam will take place at 4:15pm on Monday December 12, 2011 in the regularly scheduled classroom based on information shared during course presentations.	10% (60 points)

CIEP 206 Classroom Library Project and Rubric for CTPP

In this project, students will work in pairs or small groups to review a classroom library, draw a schematic of and label literacy settings in the classroom, and interview a classroom teacher to learn about literacy instruction and resources available in the classroom. Students will present their projects using multimedia to describe the library and book inventory, and share their learning in relation to key points noted in the Classroom Library Position Statement

<http://www.reading.org/General/AboutIRA/PositionStatements/LibrariesPosition.aspx>

Key Data

Grade Level: _____

School: _____ urban _____ suburban _____ rural

Size of enrollment: _____

What is included in the classroom library?

Which materials (basal readers or other texts) represent the major text(s) used to teach literacy?

Please include information on series, publisher and copyright date.

Please list the supplementary texts/materials/resources used with the major text program.

What types of genre are included?

Which additional resources in the classroom library would enhance students' literacy learning?

Book Inventory

Diagram/photo of the classroom and areas designated for literacy instruction

Fiction texts:

Nonfiction texts:

Leveled readers:

Magazines:

Computer access:

Other resources:

Group Teacher Interview

1. How did you organize your classroom for optimal literature instruction?
2. What texts are required that you use at this grade level by your school?
3. What texts do you use to teach readers with varying reading abilities?
4. Do you provide special reading materials for English Language Learners?
5. How accessible is the school library for your students?
6. What digital or non-print materials are available for your students?
7. What outside resources support and advance the development of readers such as the school library, book clubs or book fairs?
8. Are community centers or families involved in helping students develop a love of literature and reading?

See below for project assessment rubric

Classroom Library Assessment Rubric

Classroom Library	Target	Acceptable	Developing
Candidates Diagram Schematic of Classroom Literature and Literacy Resources	Schematic clearly labels material locations, centers, reading and writing settings, and computer access.	Schematic labels some material locations, centers, reading and writing settings, and computer access.	Schematic labels materials in the classroom. Resource locations and/or centers or settings need to be added.
Candidates' Assessment of Materials	Project showcases a thorough analysis and presentation of materials are that are available for instructional and independent use that are intended to address both the aesthetic and efferent stance in reading. Included are examples of print and non-print media: basal readers, leveled readers, trade books, periodicals, online resources and other materials.	Project adequately shares information that presents an analysis and overview of classroom materials for instructional and independent use and recognizes materials intended to address both the aesthetic and efferent stance in reading. Included are examples of print and non-print media: basal readers, leveled readers, trade books, periodicals, online resources and other materials.	Project presents in a limited or incomplete manner the instructional materials for teaching literacy available to teachers and students in the classroom. Examples and analysis are weak or non-specific and may not include attention to all of the following print and non-print materials: basal readers, leveled readers, trade books, periodicals, online resources and other materials.
Candidates' assessment of genre	Project does a complete and thorough job of analyzing specific examples of genre available and accessible for students' instructional and independent classroom use : realistic fiction, fantasy, science fiction, historical fiction, biography, informational text, poetry, plays.	Project adequately presents and considers examples of genre available and accessible for students' instructional or independent classroom use: realistic fiction, fantasy, science fiction, historical fiction, biography, informational text, poetry, plays.	Project presents only limited examples or analysis of genre available for students' instructional or independent classroom use.
Candidates' assessment of multi-cultural texts	Project specifically identifies the examples and range of multi-cultural, intercultural or foreign language materials available in the classroom for instructional or independent use.	Project identifies some multi-cultural, intercultural or foreign language materials available in the classroom for instructional or independent use.	Project shares only a limited assessment or presentation of multi-cultural, intercultural or foreign language materials available in the classroom for instructional or independent use.
Analysis and Recommendations	Project insightfully highlights the strengths and limitations of the materials available to teachers and students in the classroom.	Project recognizes and presents the strengths and limitations of the materials available to teachers and students in the classroom.	Project shares only a limited analysis of the strengths and limitations of the materials available to teachers and students in the classroom.
Presentation includes: *synthesis of key data; *book inventory; and *teacher interview data	Candidates present all components of the project and clearly articulate the impact of a literate environment.	Candidates present some components of the project and explain the impact of a literate environment.	Candidates present minimal components of the project and need to further explain the impact of a literate environment.
Overall Quality of Project	Project is strategically organized and writing is error-free. Ideas are cohesive and aligned to capture the literature and literacy environment.	Project is organized and includes some written errors. Ideas are somewhat aligned to capture the literature and literacy environment.	Project needs reorganization and includes many written errors. Ideas are not well-aligned to capture the literature and literacy environment.

Class Participation scoring rubric

Score	Description
0	Did not attend class.
1	Attended class but did not participate or follow group norms. My comments were irrelevant.
3	Contributed substantively a few times in small and large group discussions. Listened attentively. Was late to class but followed all other class norms. I contributed too much and didn't give others a chance to talk.
5	Contributed frequently and substantively during small and large group discussions. My comments built off others ideas and were relevant to the topic. Listened attentively. I did not comment excessively. Followed all class norms.

Genre Presentation Requirements and Rubric

Planning with Team

- Contribute to planning the presentation
- Select appropriate read alouds and example books
- Develop an in-class activity related to team's assigned topic
- Complete planning template for presentation (see template on Blackboard)
- Document your presentation – use PowerPoint, Prezi, create a brochure or other hand-out

Presentation Components

- Read aloud by each team member (before/during/after presentation)
- Include a bibliography listing for each book/article/poem/short story read aloud
- Discuss how to evaluate genre being presented
- Bring examples of books that support your presentation – prepare book talks to make points during presentation – all books from year 2005 and beyond
- Review at least two on-line websites that represent topic discussed
- Provide information about awards for books of the genre being presented
- Include other information deemed important by team

During the Presentation – All Team Members

- Participate in presentation
- Read aloud selected book
- Engage classmates during presentation
- Oversee activity

Some miscellaneous things to consider when preparing for your presentation:

- Teams are responsible for creating an **imaginative way to engage** the class with the topic and actively participate in the presentation.
- PowerPoint or Prezi presentations can be effective. It is important not to include everything in a visual presentation. Focus on main points and give examples orally or with literature or

samples of literature you brought to class. Please refrain from reading Powerpoint presentations aloud to class members. You may want to ask students to discuss concepts, give examples or respond to scenarios within the PowerPoint.

- Games are frequently effective ways to engage class members. (i.e. BINGO, Jeopardy style games, etc.) Keep in mind that students are very serious about rules, points and fairness.
- The entire chapter does not have to be discussed. Select what you see as the most important concepts and work to engage the class with those concepts.
- Bring in examples of books that represent your topic for read alouds, book talks, for an in-class activity.
- If you ask students to do something on their own, you should circulate among them, making sure students are on track or that discussion is flowing well.
- Short YouTube videos or dramatizations can be effective ways to begin a class activity or presentation.
- Singing and music have very powerful effects on retaining and learning information.
- Make sure to have any materials necessary for students to complete in class activity – markers, scissors, large paper, etc.

Loyola University Chicago
Children's Literature CIEP 206 – Fall 2011
Presentation Rubric

	Excellent - 3	Good - 2	Satisfactory - 1	Unsatisfactory - 0
Presentation – Familiarity with Topic	Exhibits familiarity with topic leading class members to a more thorough understanding of the material	Exhibits familiarity with topic yet unable to answer all questions about topic.	Exhibits some understanding of the topic; lacks some knowledge that leads to misunderstanding of content.	Lacks knowledge of topic. Presentation does not lead to a thorough understanding of the material
Presentation – Required Components	All required components were appropriately included in presentation: read aloud by each team member with bibliography listing; how to evaluate genre; samples of books that support presentation (books from year 2005 and beyond) websites; book awards; presentation is documented.			One or more required components were not included in the presentation.
Presentation – Audience Response	Class members actively participate. Exhibits leadership and executes plan that engages the class. Presented in a creative way; held audience's attention.	Presented facts with some interesting "twists"; held audience attention most of the time. Directions presented in a disorganized manner or were unclear and difficult to carry out.	Some related facts but went off topic and lost the audience; presented facts with little or no imagination.	Audience lost interest and could not determine the point of the presentation.
Presentation – Read Aloud	Reader reflects familiarity with text, maintains eye contact with audience when reading, uses voice appropriately to enhance story understanding, ensures audience can see pictures if applicable.	Reader reflects familiarity with the text and ensures audience can see pictures if applicable but exhibits inconsistent vocal quality or eye contact.	Reader reflects familiarity with the text but exhibits poor vocal quality or eye contact with the audience or does not show pictures to audience if applicable.	Reader does not reflect familiarity with the text. Reader stumbles on words or rhythm of the text.
Presentation – Speaking Skills	Poised, clear articulation as well as enthusiastic and confident. Presented in a creative way that held audience's attention. Content was well-organized and thoughtfully presented.	Clear articulation but less polished. Presented some interesting information that held audience's attention most of the time. Content was organized.	Uneven presentation; presenter seemed uninterested. Little eye contact; uneven rate; little or no expression. Audience lost interest.	Did not present; presented minimal amount of information; or was not prepared. No eye contact; rate too fast or too slow; uninterested and used monotone.