

Syllabus: EDUC285 Literature Across the Curriculum

Summer 2007 – Monday and Wednesday 5:00 to 8:30 p.m., Bannan 307

Instructor: Tim Myers

E-mail: tmyers@scu.edu (the best way to get in touch with me is by e-mail).

Office: Reading and Learning Center 755 Franklin Street (just north of campus from the Mission Church; just east of Henry's. Appointment only; there's no administrative assistant, and the Center is generally locked. BUT WE CAN ONLY USE IT ON FRIDAYS, SO OTHER VENUES PERFERRABLE. (Please don't call me at home unless it's an emergency).

Office Hours: After class, in classroom, or by appointment.

Course description : An exploration of various genres of literature from an author/teacher perspective. Emphasis on use of literature for teaching children and adolescents.

Objectives: The student will

- experience children's literature in a number of genres, including oral storytelling
- analyze this literature for its applicability to children's and adolescents' developmental needs and for effective teaching
- create practical applications of the course material for classroom use
- enjoy experiencing and sharing children's and adolescent literature and personal responses to that literature
- appreciate through example, and apply, the principle that joy in and celebration of literature is intrinsic to literacy instruction

Requirements:

- Each student will read/engage in various pieces of children's or adolescent literature in four categories (short fiction, non-fiction, longer fiction, and oral literature)
- Each student will do **one five-minute presentation to the class for each of the four categories (a total of four (4) presentations)**. Each of these presentations is worth 22 and 1/2 points out of the 100- point total.
(See class presentation sheets for specifics on these assignments)

Attendance:

There are **10 points for attendance**. For each class you miss – whatever the reason – you automatically lose one point from your 100-point total for the course. This way I don't have to make decisions about your reasons for missing class; you know best whether you should "spend" that point or not. And since it only costs a single point to miss a class, the effect on your grade is minimal. However, since we only meet 9 times, you can't miss more than 1 class and pass the course (unless there are some very unusual circumstances). **YOU ARE REQUIRED TO GET ANY NOTES, HANDOUTS, ETC. THAT YOU MISS.** Tardies later than 20 minutes count as absences; this also applies to leaving class early. (Please note: You can't leave class early, even 20 minutes, unless I've approved your reason for doing so).

Participation:

Note-taking is required; I reserve the right to take up anyone's notes for inspection at any time. I expect you to take notes continually. During class you must be attentive and "on-task," and I expect you to make serious efforts to learn, both in class and out.

These are my requirements for your participation. Since I expect, of course, that you'll participate fully, I don't award points for this. But I will take points from your total—up to 10— if you don't follow these participation requirements. Please don't ask to be let out of class early, complain to me about being tired, tell me you're "just not into it today," etc.

(Please note: Because of our large class, a few students may be presenting during the class following the due date— BUT ALL MUST BE PREPARED TO PRESENT ON THE ASSIGNED NIGHT or lose points from the grade. And I'll probably be asking for a few volunteers to do the Oral Literature presentation on June 7, the week before it's due).

Assignment due dates:

July 2 (Monday) --five-minute presentations on short fiction (22 and 1/2 points)

July 11 (Wednesday) --five-minute presentations on non-fiction (22 and 1/2 points)

July 18 (Wednesday) --five-minute presentations on longer fiction (22 and 1/2 points)

July 25 (Wednesday) --five-minute presentations on oral literature (22 and 1/2 points)

Nature of the assignments:

In each of your presentations, you'll:

--choose readings from a variety of types of literature within that genre; your choices should reflect your own interests and professional needs, especially those of your current or future students

--organize your presentation around these readings and particular points or themes concerning literacy, literature and education

--work up your presentation to share your findings with your classmates (if time allows, teacher and student response and questions will follow the presentations)

--present your findings effectively to the class, using principles of good pedagogy and student-centered oral-presentation skills to both inform and motivate your classmates

Grading scale:

A = 93-100 points

A- = 90-92 points

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79

C = 73-76

C- = 70-72

D+ = 67-69

D = 60-66

Grading criteria for class presentations:

1. *Effectiveness of presentation:* How well did you get your material into the hearts and minds of your audience?
2. *Content of presentation:* Was your content fair, accurate, balanced, informed, and insightful? And in particular, was it SPECIFIC?
3. *Student-centeredness:* Did your presentation reflect both dedication to and knowledge of the needs of children and their unique qualities as human beings? AND DID YOU GET ALL STUDENTS ACTIVELY INVOLVED, MENTALLY AND PHYSICALLY?
4. *Educational value:* Did your presentation include material that could be applied to effective teaching and/or other interaction with children/adolescents? Did your presentation reflect something that will actually work with real kids in a classroom or other setting?
5. *Professionalism in details:* Was your presentation well-planned, well-organized and well-timed? Was your use of language accurate and effective? Were you clear in communicating? Were all props, posters, etc. clear, easy to see, and helpful to your audience? (For example, were any posters or writing on the board LARGE ENOUGH?)
6. *Motivation:* Was your presentation interesting and fun for your audience? Did your presentation help us find a way to “get into” the material?
7. *Quality of your reading:* Did you show full knowledge of what you read, etc.?
8. If you presented material for actual classroom use, did you show sufficient knowledge of Bloom’s taxonomy, include student-oriented, measurable, relevant, worthwhile objectives, worthy rationales, and a close fit between your objectives and activities?

Please note:

DISABILITY ACCOMMODATION POLICY:

To request academic accommodations for a disability, students must contact Disability Resources located in The Drahnann Center in Benson, room 214, (408) 554-4111; TTY (408) 554-5445. Students must provide documentation of a disability to Disability Resources prior to receiving accommodations.

UNIVERSITY POLICY ON ACADEMIC INTEGRITY:

Santa Clara University has a strong commitment to academic integrity. Failure to acknowledge sources of borrowed ideas and/or wording of ideas according to established academic conventions can result in an F in the course and a written record of your dishonesty filed in the Dean’s office—even, in some cases, expulsion from the University.

THE SCHOOL OF EDUCATION’S E-PLACE:

Be sure to check out our own “cyber commons” at

<http://epl.scu.edu:8080/>

This is a wonderful digital gathering place for all education faculty and students, and can be useful to you in any number of ways. Go take a look!