## Flex Course Request

**Academic Organization and Curriculum Handbook**

### Flex Course Request

- **College**: EHE  
- **Course Bulletin Listing**: EDU T&L  
  - EDUCATION: TEACHING & LEARNING

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- **Full Course Title**: Drama, Language Arts, Literature and Reading Education

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<th>Level</th>
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- **Previous term(s) of offering and enrollment**:  

### Flexibly Scheduled/Off-Campus/Workshop Course Information

- **Course Description**: This course introduces educators to using non-fiction picture/trade books in the curriculum. Using literature as a "learning tool" to improve literacy is the focus.

- **Offering Pattern**:  
  - ☑ This year
  - ☐ Every other year

- **General Course Information Statement**:  

- **Offered in Distance Learning Format?**: ☐
- **Service Learning?**: ☐

- **Date Range(s)**: 4/5-5/7/2012
Complete this section for off-campus courses

Off-campus ZIP code 43210

Explain differences in distribution of contact time with on-campus offerings

Instructor Susan Hayward  Rank Adjunct

Explain differences in instructor rank/qualifications with on-campus offerings

Explain differences in teaching arrangements from on-campus offerings

Explain how student services will be provided to off-campus students (registration, office hours, academic advising, etc.)

General Information

Expected Section Size 0

State the need and purpose of the course. Indicate how the course relates to the primary goals of the academic unit/school/college/university
This course is contracted through the office of Outreach and Engagement in the College of Education for the Columbus City School Teachers.

Describe any changes in library, equipment, or teaching aids needed

Expected Enrollment for Proposed Offering Term

Please complete and attach the form(s) on the following page before completing the package.

Scheduling Supplement Form

Course Contact Information

Faculty Name  Susan Hayward
Faculty Email  hayward.16@osu.edu
Contact Name  Sarah McNeill
Contact Dept  EDUTL
Contact Email  mcneill.27@osu.edu
Contact Phone  2-2476

THE OHIO STATE UNIVERSITY  WWW.OSU.EDU
The Ohio State University
College of Education and Human Ecology
Using Picture and Trade Books in the Classroom
EDUTL 727.56
3 graduate credit hours
Spring Quarter, 2012
Thursday: 5:30-8:30

Susan Hayward, Ph.D.  e-mail: hayward.16@osu.edu  office hours: by appointment

COURSE DESCRIPTION/RATIONALE: This is a hands-on course to introduce educators to using picture books and trade books in the curriculum. By using literature as a supplement to the traditional textbook used in the classroom, teachers may increase engagement, interest and motivation in content learning. Using literature as a “learning tool” to improve literacy and learning is the focus of this course.

Objectives: As a result of taking this course, students should be able to:
- Critically evaluate the quality of children’s informational books
- Display knowledge of using informational books to teach and enhance curriculum concepts
- Display knowledge of various teaching approaches and appropriate strategies with informational books
- Display and understanding of learning skills associated with interest, motivation, comprehension, and vocabulary development as it relates to using information books to teach content
- Display an expertise in using non-fiction text structures and features to support learning
- Develop lesson plans for using informational books in the curriculum

Diversity Statement: All students will be treated equally and all persons will be able to share freely and openly without judgment. The diversity that students bring to this class will be viewed as a resource, strength and benefit. It is my intent to present course materials, discussions, and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestion about how to improve the value of the diversity in this course is encouraged and appreciated.

Statement of Student Rights: Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations.
Topical Outline: This is a tentative schedule. You are required to read the articles listed under each class discussion.


**Week 2:** Building the Case for Using Informational Texts: Why use Non-fiction Books? Continue the discussion of challenges, research, and standards related to increasing the use of informational text in the classroom.


Bennett-Armistead, S. & Duke, N. K. (2004). Non-fiction reading in the intermediate grades. Scholastic. [handout will be provided] **Read only if MS or HS


Book Club meeting

**Week 3:** How to use Non-fiction Books: Understanding Form and Function of Informational Text


Visit the following website and look through the book lists and bring 7 books. Make sure you have read each book carefully.
National Council of the Social Studies: Notable trade books Each year the NCSS identifies exceptional trade books in the social studies. The annotated list is provided as a supplement to Social Education, the official journal of the National Council of the Social Studies. The books are listed alphabetically by title, in nine categories. This page provides access to lists from previous years, beginning in 2000.

Book Club meeting

**Week 4:**

**How to use Non-fiction Books: Understanding Form and Function of Informational Text**


Visit the following website and look through the book lists and bring 7 books. Make sure you have read each book carefully.

**National Science Teachers Association: Notable science trade books** Similarly, the National Science Teachers Association annually publishes a list of exemplary science trade books for students in K-12. These books are identified in eight categories. This page provides access to the 2010 list.

Book Club meeting

**Week 5:**

**Increasing Motivation Through the Use of Informational Books**


Visit the following ALA website and look through the book lists and bring 4 books. Make sure you have read each book carefully.

**Robert F. Sibert Informational Book Medal** The Sibert Medal is an annual award that recognizes exemplary informational books targeted for students in intermediate and middle-school grades. This page presents the most recent medal winners and honor books.

Book Club meeting
Week 6: Increasing Engagement Through the Use of Informational Books


Book Club meeting

Week 7: Expanding Student Comprehension and Vocabulary


Book Club meeting

Week 8: Creating a Classroom Environment Where Informational Books are Used Effectively


Book Club meeting

Week 9: Creating a Classroom Environment Where Informational Books are Used Effectively


Book Club meeting
Week 10/11: Student Presentations of Assignments


Course Requirements:

1. Expectations (10%): You will be expected to attend class regularly and on time, prepare for discussions as indicated on the syllabus and noted in class, show evidence that you have read as fully as possible in the texts/handouts and to participate in informal group activities.

2. Reflective Journal (30%): A reflective journal should be maintained throughout the course on the weekly readings, topics, and class discussions. In addition, reflections on one's current practices, changing paradigms, new understandings, and "wonderings" should be included in the journal as it relates to the course content. Journals are on the day of class. These may be submitted as a hard copy or via email. Each journal entry should be two pages in length, double spaced, and a 12 point font.

3. Book Club (25%): During the first week of class, you will pick a book and form a book club group. You will then organize the readings for the quarter. You will keep a handwritten journal for the weekly discussions. We will reflect on the book club journals throughout the quarter as a whole class.

4. Project (35): Choose one of the following:

   A. Unit Study: Choose a topic of study from your current grade level curriculum. Read a wide selection of information books appropriate to the unit of study. Revise the unit of study by incorporating 15-20 information books and redesigning the lesson plans. Provide the class with a bibliography of the books selected for the given unit.

   B. Position Paper: You will write a paper explaining your position on the integration of informational books into the classroom as part of the curriculum. You will need to have a bibliography of the 5 or more sources from peer reviewed journals or books. The paper should be 5-7 pages in length, double spaced, and a 12 point font.

   C. Information Book Collection: Create a current collection (within the last five years) of information books for your classroom. You are required to include 25 books with an annotated bibliography.

****Additional details and examples on these assignments will be given in class.
Grading: ALL ASSIGNMENTS ARE DUE ON OR BEFORE THE EXAM DATE

Grading Scale:
Satisfactory:
Completion of all course requirements and expectations.
A passing grade is 80% or more on class assignments.
You may miss no more than one class to pass this course.

Unsatisfactory:
Failure to fulfill all course requirements and expectations
80% or below in points for class assignments
Two or more missed classes (professor has the right to approve missed classes for extenuating circumstances)

Texts/Readings: You are required to read from the handouts assigned for each class session. In addition, you are required to read a book club selection and participate in a small group discussion each week.

Pick One for Book Clubs:


Bibliography


Hedin, L. R., & Conderman, G. (2010). Teaching students to comprehend informational text through rereading. The Reading Teacher, 63(7), 556-565.


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Flex Course Request Form

College: EDU  Course Bulletin Listing: EDUTL

Course Number: 727  Generic course or decimal subdivision:  Course Decimal: .52

Level: Graduate  Grade Option: S/U  Credit Hours: 3

Proposed Effective Year: 2012  Proposed Effective Term: Spring, 2012  Previous Terms of Offering: no

Flexibly Scheduled / Off-Campus / Workshop Course Information

Course Description: This is a hands-on course designed to introduce educators to using picture books and trade books in the curriculum. By using literature as a supplement to the traditional textbook used in the classroom, teachers may increase engagement, interest and motivation in content learning. Using literature as a “learning tool” to improve literacy and learning is the focus of this course.

25 word limit

Course offered less than term length: N  Distribution of Class Time: 2.45 hours/ 10 weeks

Offering Pattern: N  Section Size: 30  Date Range: April 5-June 7, 2012

Off-Campus Offering: Y  Off-Campus ZIP code: 43210  Off-Campus Location: Ft. Hayes

Hours Out-of Class Preparation: 90  Total Class Meeting Hours: 30  Length of each Class: 3.00

Advertised Course Title: Using Picture and Trade Books in the Classroom

Faculty Name: Susan Hayward, Ph.D.  Faculty Rank: adjunct

Faculty Phone: 740-463-9150  Faculty E-mail: hayward.16

Secondary Instructor:  Desired Access:  

SI Phone:  SI E-mail:  

Academic Advising Opportunity: by appointment, before and after class

Approved by the Graduate Studies Committee Chair:  Date: 1-17-2012

Approved by the School Director:  Date: 1-18-2012