Originating Course Information

Offering of Education: Teaching & Learning 6892: Special Topics in Education
Fiscal Unit/Academic Org School of Teaching & Learning - D1275
Requirement/Elective Designation Not A General Education course

General Information

Type of Request Off Campus
Term of Offering Summer 2012 - Seven Week Summer Session
Level/Career Graduate
Rationale for proposing this offering Contract course with Columbus City Schools being offered on the Fr. Hayes Campus in workshop format.
Description for this offering This is a hands-on course to introduce educators to using picture books and trade books in the curriculum. Using literature as a "learning tool" to improve literacy and learning is the focus of this course.

Attachments

• 6892 Flex Form, Picture and trade books[1].docx
  (One Time Form Supplement. Owner: Mercerhill,Jessica Leigh)
• 6892 Using Picture and Trade Books Syllabus.docx
  (Syllabus. Owner: Mercerhill,Jessica Leigh)

Comments

• Approved by GSC 4/2/12 (by Mercerhill,Jessica Leigh on 04/02/2012 11:25 AM)

Workflow Information

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<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<td>04/02/2012 11:25 AM</td>
<td>Submitted for Approval</td>
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<tr>
<td>Approved</td>
<td>Mercerhill,Jessica Leigh</td>
<td>04/02/2012 11:26 AM</td>
<td>Unit Approval</td>
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<td>Pending Approval</td>
<td>Achterberg, Cheryl L Blount, Jackie Marie Zircher, Andrew Paul</td>
<td>04/02/2012 11:26 AM</td>
<td>College Approval</td>
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Flex Course Request Form

College: EDU    Course Bulletin Listing: EDUTL

Course Number: _6892____    Generic course or decimal subdivision:    Course Decimal: ____

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


Flexibly Scheduled / Off-Campus / Workshop Course Information

Course Description: 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.

25 word limit

Course offered less than term length: Y    Distribution of Class Time: 8 hours per day/ 5 days

Offering Pattern: N    Section Size: 30    Date Range: July 9-18, 2012

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

Hours Out-of Class Preparation: 1540 minutes    Total Class Meeting Hours: 40 hours    Length of each Class: 8:00-5:00

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: ____________________________

Approved by the School Director: ____________________________  Date: ____________________________
The Ohio State University
College of Education and Human Ecology
Using Picture and Trade Books in the Classroom
EDUTL 6892
3 graduate credit hours
Summer Semester, 2012

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

July 9, 11, 13, 16, and 18th
8:00-5:00

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.

**July 9: a.m.**  **Building the Case for Using Informational Texts: Why use Non-fiction Books?**  
Review of the challenges, research, and standards related to increasing the use of informational text in the classroom.  
- Overview of the syllabus  
- Sharing of the best "informational" books  
- Detailed overview of the Huck criteria for the evaluation of quality informational books: example: accuracy and authenticity

**July 9: p.m.**  **Building the Case for Using Informational Texts: Why use Non-fiction Books?**  
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**  
- Planning of project and book collection  
- Librarian visit/presentation  
- Small group activities related to article

**July 11: a.m.**  **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 to share. Make sure you have read each book carefully and be prepared to share strengths, weaknesses, connections to the curriculum, and strategies.

**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

**July 11: p.m.**  **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 to share. Make sure you have read each book carefully and be prepared to share strengths, weaknesses, connections to the curriculum, and strategies.

**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 and Unit planning

**July 13: a.m.**  **Increasing Motivation Through the Use of Informational Books**


Bring two articles of choice.
- Visit the following ALA website and look through the book lists and bring 4 books. Make sure you have read each book carefully and be prepared to share strengths, weaknesses, connections to the curriculum, and strategies.

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.

July 13: p.m.  **Increasing Engagement Through the Use of Informational Books**


- Book Club meeting and Unit planning

July 16: a.m.  **Expanding Student Comprehension and Vocabulary**


- Bring 3 books of choice from 2011-2012 and be prepared to share lesson ideas/strategies
- Small group discussion/work on ways your teaching might change next year based on new learning from this class. Prepare to present at next class meeting.

July 16: p.m.  **Creating a Classroom Environment Where Informational Books are Used Effectively**


- Bring two series books for sharing
- Book Club meeting and Unit planning

July 18: a.m./p.m.  Mazza Museum Field Trip to Findlay, Ohio
Sharing 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 due 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 semester. You will keep a hand written journal for the weekly discussions. We will reflect on the book club journals throughout the semester 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. **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.
   
   C. **Other** (proposal must be approved by professor)
****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**


Brozo, W. & Sutton Flynt, E. (2008). Motivating Students to Read in the Content
Classroom: Six Evidence-Based Principles. *The Reading Teacher*.


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