

University of Pittsburgh
IL 1042: Language and Literature for the Young Child
Pitt at Florence Study Abroad
Summer 2018

Instructor: Patricia A. Crawford, Ph.D.

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Office Hours: By appointment

Catalog Description: An introduction to language development, literature, and literary experiences for children in Pre-K to grade 4.

Course Overview: The purpose of this course is to provide students with a wide range of information related to language and literature for young children. Attention will be given to applied theories and stages of oral language development, transitions from oral to written expression, and the selection and use of quality literature with children, birth through grade 4. Students will explore a variety of literature and investigate the pedagogical components that offer invitations for young readers to engage with texts and respond to them in different developmentally appropriate ways. Methods of instruction include, but are not limited to the following: lecture, discussions, exploration and deconstruction of student writing and drawing samples, literature study groups, pedagogical modeling, technology via use of the Internet, DVDs, and other appropriate media, and individual, small group, and whole class activities.

Audience: This course is intended for undergraduate students who are seeking PreK-Grade 4 teacher certification. Other interested students may also be admitted.

Expected Learning Outcomes:

- The student will be able to identify broad theories of language development.
- The student will be able to distinguish key stages in oral language development.
- The student will be able to articulate and implement a variety of techniques to support oral language development among young children in both home and school settings.
- The student will be familiar with language systems and be able to evaluate children's writing samples for these systems
- The student will begin to develop a personal philosophy of teaching and learning about the integrated language arts with young children.
- The student will have a working understanding of reader response theory and its application to literature for the young child
- The student will become competent in the identification, selection, and assessment of books in the various literacy genres and across a variety of picturebook formats
- The student will relate the selection of literature to the physical, emotional, social, intellectual, and aesthetic needs of students
- The student will identify contributions of notable authors and illustrators of books for young children

- The student will become accomplished in the selection and implementation of pedagogical techniques which will enhance children’s knowledge and appreciation of print materials
- The student will be able to successfully provide children with pleasurable experiences with books
- The student will demonstrate the ability utilize electronic and print resources to extend their understanding of language and literature study
- The student will demonstrate the ability to enhance other curricular areas through the selection of appropriate literature.
- The student will develop a sense of motivation to become a lifelong reader and writer as part of their professional work as a teacher of young children

Texts:

Required Texts:

Because of Winn-Dixie by Kate DiCamillo

El Deafo by Cece Bell

The One and Only Ivan by Katherine Applegate

Number the Stars by Lois Lowry

Other readings provided by the instructor

Assessment:

All assignments will be graded on a points basis. Final grades will be based on the percentage of total points received, according to the scale below:

A	94-100%
A-	91-93%
B+	88-90%
B-	81-83%
C+	78-80%
C	74-77%
C-	71-73%
D+	68-70%
D	64-67%
D-	60-64%
F	0-59%

Disability Services and Resources: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services, 216 William Pitt Union, (Phone: 412-648-7890, TTY: 412-383-7355) as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Course Policies:

- Attendance is required. Unexcused absences may result in a lowered final grade.
- In order to facilitate discussion and an open flow of ideas, students may not record the class, without explicit, written permission from the instructor.
- All work is expected to be original and in compliance with University standards for academic integrity.
- Students are expected to participate in all full group, small group, and individual activities.
- Students are expected to conduct themselves in a professional manner. It is assumed that students will not engage in off task, non-professional activities during class time. These activities include, but are not limited to the following: texting, surfing the net, phone calls, emailing, doing work for other classes, carrying on personal conversations, and engaging in other off task activities. In short, you are expected to be fully present and engaged in class.
- Work is expected to be submitted at the beginning of class on the day that it is due. Points will be deducted (10% for the first late class, 20% for the second, etc.). Students must complete all assignments in order to pass the course.

Assignments:

Readings: All course readings are to be done prior to class. Be prepared to discuss these readings in class.

Literature Reflections & Circles: Read each of the designated chapter books (*El Deafo*, *Because of Winn-Dixie*, and *Number the Stars*) on the dates indicated. Be prepared to come to class, ready to respond to a journal prompt, participate in a literature circle, and complete an activity for each book. Please, also consider the ways in which you might use the book as a basis for learning in the classroom. **(4 books @ 15 points each= 60 points)**

The One and Only Ivan—due May 10

Because of Winn-Dixie—due May 17

El Deafo—due May 22

Ivan, Number the Stars—due May 28

Read Aloud: Choose a picture book that would be appropriate for a read aloud in a preK-grade 4 setting. Develop a plan for sharing this book with children. Do a pilot read-aloud with this book with a small group in our class. Your presentation should include an introduction, an effective interactive read aloud, and a concluding discussion. **(20 points total---10 points for plan, 10 points for read aloud)**

Journal: Write journal responses for your observations and learning related to literacy and early childhood education. Include responses to readings, visits to the local library and schools, visiting lectures, class material, and other prompts. Some questions to think about:

Visits: In what ways has a rich literacy environment been forged. What physical and socio-emotional elements contribute to this environment? Are these elements specific to Italian

schools or is there a cultural crossover with implications for other domestic and international settings? What surprised you? What questions do you have?

Books: What are *your* thoughts about the reading? What important points do you see? What themes can you take away? How does this reading inform or connect with the learning of children?

(50 points) Journal due: May 23 after Teachers Panel

Digital Storytelling: Digital storytelling is an integrated language arts activity that provides an avenue for sharing stories using visual images, oral language, music, and other media. It can take many different forms. For this project, you will have an opportunity to share your own short story (four minutes or less) about your study abroad experience. This is not a travelogue or a mere collection of photos set to music. Rather, it is an opportunity to focus on some aspect of the travel and learning experience that is very important to you. Use language, images, and music to convey the story and share it with our group during the last week of class. This project includes the following components: reviewing online resources about digital storytelling. Resources for exploring digital storytelling are included below **(50 points) Due: June 30**

<https://www.youtube.com/watch?v=IXIEC2Tubho>

<http://seminar.net/75-frontpage/current-issue/149-digital-storytelling-in-study-abroad-toward-a-counter-catalogic-experience>

<http://www.schrockguide.net/digital-storytelling.html#tools>

<https://www.youtube.com/playlist?list=PL0QXBvewe8jLdIoFXV3m3SgjubCqdJGfm>

<http://www.educatorstechnology.com/2012/07/top-20-free-digital-stotyelling-apps.html>

Final Exam Activity-- Independent Reading Log: Read deeply and widely across a number of different genres and picture book formats. Chronicle your reading by including bibliographical information, a brief summary, a personal response, and pedagogical ideas. Specific information about genres and formats to structure your reading will be provided in class. **(50 points). Due: July 15**
