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# Good Books, Good Authors

## Syllabus



**Dr. Anne F. Goiran-Bevelhimer**

## GOOD BOOKS, GOOD AUTHORS

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<b>Graduate Credit:</b>	3.0 sem. hrs. graduate credits/ 4.5 CEU
<b>Graduate Prefix:</b>	See accrediting university for prefix and number
<b>Course Schedule:</b>	Asynchronous.

6-week minimum enrollment to one year maximum, from your date of registration.

### COURSE DESCRIPTION:

Explore what makes a text “good” and what constitutes a “good” author to create authentic reading and writing curriculum for your students that marries the reading and writing anchor standards for Common Core State Standards. Choose good books and good authors to read and study. Read biographical works about authors. Study how authors choose ideas, develop content, how they craft and structure their writing, organize and communicate ideas and stories in a way that engages readers. A close study of good books and good authors develops the opportunities to create authentic reading and writing curriculum; what do authors write about and why, how do authors develop key ideas and details, how do authors craft, style and organize information or story to capture their audience’s attention? Use good books as mentor texts and use good authors as co-teachers of writing.

*This course meets **Common Core State Standards (CCSS)** for K-12 Anchor Standards for Reading 1,2,3,4,5,6, and 10, and Anchor Standards for Reading Standards for Informational Texts 6-12, Standards RI, 2,3,4,5,6, and10, and supports the work for Anchor Standards for Writing 1-10.*

*Teachers taking this course will focus on their grade level or content area expectations of the CCSS and their State Standards.*

## STUDENT LEARNING OUTCOMES:

Upon completion of the course, the student will be able to:

1. Define: “What is a good book?” and “What is a good author?”
2. Identify resources to find “good books” and “good authors” from a wide variety of text complexity and genre, from fiction and informational texts and literature for children, young adults and adults.
3. Distinguish characteristics about good authors and their writing that set them apart from others. Support claims with evidence.
4. Explore connections between an author’s life and body of work.
5. Integrate an author’s life with their bibliography through an author study and annotated reading log.
6. Analyze an author’s writing to identify writer’s craft, key ideas, topics, structure and style, text types and purposes, organization and style.
7. Prepare a reading and writing curriculum application using good books, good authors as mentor texts and co-teachers of writing.
8. Evaluate the close study of good books and good authors as mentor texts and co-teachers of reading and writing to meet the reading and writing goals of the Common Core State Standards or your State Standards.

## TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

*Good Books, Good Authors* by Anne Goiran-Bevelhimer, Ed.D.  
This text will be sent upon registration.

## COURSE REQUIREMENTS:

This course is delivered asynchronously; you may start anytime and will work one-on-one with the instructor. You are expected to invest 90 hours of independent study to this course. You can submit all work and complete the course anytime between 6 weeks to one year from date of registration.

Use the text, outside readings, activities and writing assignments to complete the following course requirements:

## TEXT EXERCISES: Written completion of the text exercises is worth 20% of your grade.

**Note:** Though there are exercises in the text about author study, curriculum applications and reflection questions, the formal written evidence of those activities has their own point value.

1. **Define:** Through analysis of anecdotal experience, review of critics and best sellers and lists of “what every person should read” define what is a “good book” and what is a “good author”.
2. **Identify Resources:** Review and identify resources to find “good books” and “good authors”. Use your personal reading library, reading curriculum, literature anthologies such as those by Charlotte Huck or Anita Silvey, award winners and literary critics selections. Research good books and authors on the web, in book form or journals. Create a list of good books and good authors. Choose from a wide variety of text

complexity and genre, fiction and informational texts, and literature for children, young adults and adults. Please choose trade texts to read and review rather than excerpts or selections in a textbook.

3. **Distinguish** characteristics about good authors and their writing that set them apart from others. Support claims with evidence.
4. As you read and review good books and good authors, keep an **annotated reading log**. Aim for a minimum of 5 entries.

**AUTHOR STUDY: This project represents 50% of your grade.**

1. **Explore** connections between an author's life and body of work by choosing a minimum of one author to study. Annotate a minimum of 1 biography or autobiographical work that you read about the author. Write a biographical sketch using information gained from biographical or autobiographical information about the author. Make connections between the life of the author and their body of work.
2. **Integrate** an author's life with their bibliography through an author study and annotated reading log. Read and annotate a minimum of 5\* texts written by the author you choose to study.
3. **Analyze** the author's craft of writing. Focus on key ideas, topics, structure and style, text types, purposes, organization and style.
4. Include a complete chronological bibliography of the author's work.

\*Text complexity matters. Reading rates vary. It is expected that you will spend about 50 hours of your course time reading good books by good authors, analyzing, writing and documenting what makes a good book, and what constitutes a good author. If you choose to study an author who writes picture books, your log should represent a minimum of 50 titles, whereas if you study an author such as Vladimir Nabokov, you might spend 50 hours reading and documenting 2 of his 50 works! Make this a memorable and profitable experience for you.

**CURRICULUM APPLICATION PROJECT: This is worth 20% of your grade.**

1. **Prepare a reading and writing curriculum application** using good books and good authors as mentor texts and co-teachers of writing. Connect your curriculum application to meet a Common Core State Standard or State Standard in reading and/ or writing for your grade level. 2-3 pages.

**REFLECTION PAPER: This is worth 10% of your grade.**

1. **Evaluate the close study** of good books and good authors as mentor texts and co-teachers of reading and writing to help you meet the goals of the Common Core State Standards or your State Standards in reading and writing. Include in your reflection what you learned about good books and good authors, how you can use what you learned in your classroom and what good book and good author you are going to read next. 4-5 page paper.

## **GRADE DISTRIBUTION AND SCALE:**

### Grade Distribution:

1. Text Exercises	20pts	20%
2. Author Study and Annotated Reading Log	50pts	50%
3. Curriculum Application Project	20pts	20%
4. Reflection Paper	10pts	10%

### Grade Scale:

A	91-100%	91-100 pts.
B	81-90%	81-90 pts.
C	71-80%	71- 80 pts.
D	61-70%	61- 70 pts.
F	Less than 60 %	Less than 60 pts.