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# Boys And Literacy

**Syllabus**



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

## BOYS AND LITERACY

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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:**

Learn about boys and what motivates boys to read. Review the research literature about boys, their learning style, their brain growth development, the role of hormones and developmental differences between boys and girls to gain insights about the nature of boys. Verify the research through outside reading, interviews, observations, and writing exercises that will help you get to know boys and how they learn. Make a collection of boy-friendly literature and become familiar with it through reading and writing exercises. You will leave this class with the content and knowledge about boys to create a boy-friendly literacy environment, good for boys, and good for girls, too!

*This course meets **Common Core State Standards (CCSS)** for K-12 Anchor Standards for Reading Standards 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. Describe boys and literacy in the classroom.
2. Identify the problem with boys and literacy.
3. Analyze findings from research on boys and literacy.
4. Value the difference in learning styles between boys and girls.
5. Choose best practices for boys and literacy.
6. Review literacy texts for boys.

7. Categorize fiction, informational and visual literacy texts.
8. Apply findings from research to curricular and instructional literacy practices
9. Evaluate curriculum and instructional practices in literacy with boys and girls in mind.

### **TEXTS, READINGS, INSTRUCTIONAL RESOURCES:**

*Boys and Literacy* 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 may submit all work and complete the course anytime between 6 weeks to one year from your date of registration.

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

**I. TEXT: 70 pts. Please read the text and complete the 21 exercises. You will complete the following objectives.**

1. **Describe boys and literacy in the classroom**, using anecdotal experiences, analysis of boys' performance on literacy assessments, and your classroom experience. Respond to the exercises in the text.
2. **Identify the problem with boys and literacy.**
  - a. How do you perceive the problem of boys and literacy? What do you hope to gain from this course?
  - b. Complete the activities described in the text- observations, interviews, reviewing books in your library, and creating a collage showing what you believe about the nature of boys.
3. **Analyze findings from research on boys and literacy.**
  - a. Read and review current research about boys' performance in school literacy. Discuss your response in writing.
  - b. Read and review the current research, resources and information about boys in the areas of brain growth development, learning styles and psychology. Discuss your insights in writing.
4. **Value the difference in learning styles between boys and girls through reading and writing exercises.**
  - a. Identify the nature of boys, their psychology, and the developmental differences between boys and girls. Explore how this might affect a boy's learning, K-12.

- b. Learn about the biology of the brain, differences in brain development for boys and girls, how a boy's brain functions and is effected by hormones.
  - c. Create literacy instruction that integrates, values and supports boys' nature, development and brain growth.
  - d. Incorporate learning style preferences for boys, such as action, hands-on activities, and competition
  - e. Discuss implication for curriculum and instruction based on how boys think, behave and learn.
5. **Choose best practices for boys and literacy.**
- a. Extrapolate from the research about boys, the nature of boys and their brain growth development to create a list of priorities to address in reviewing existing curriculum and instructional practices in literacy. Collect ideas for creating a more boy-friendly literacy environment.
  - b. Make a list of priorities to guide your curricular and instructional practices.
6. **Review literacy texts for boys.**
- a. Identify boy-friendly literature in the genres of nonfiction literature and fiction literature that focus on archetypal literature, action literature, adventure and survival literature; humorous literature; short texts such as short stories, newspaper articles and magazines. Explore visual literature, such comic books, graphic novels and picture books.
  - b. Review your classroom library to assess a balance of boy-friendly reading material.
  - c. Collect paired texts, fiction and nonfiction on the same topic.
  - d. From what you have learned about boys, discuss ways of motivating boys to read and write required school texts and assignments.
  - e. Evaluate boy-friendly literature lists, web sites and resources. Create a list that will be useful to you.
7. **Categorize and collect fiction, informational and visual texts that match boy friendly criteria.** Identify boy-friendly literature for your library: nonfiction literature, focusing on topics that are of interest to the boys in your grade level; fiction literature by authors who appeal to boys that focus on archetypal literature, action literature, adventure and survival literature or series; literature that is humorous; short texts, such as short stories, newspaper articles, or magazines. Explore visual literature, such as the literature of comic books, graphic novels and picture books. Make lists of boy friendly literature.

## II. OUTSIDE READING AND WRITING ASSIGNMENTS: 70 pts.

1. **Distinguish and recognize the nature of boys and their learning preferences.** Use literature that focuses on the behavior of boys. Read one fiction and one nonfiction text (book, movie, article) to learn about the nature of boys (Ex. You might choose the classic novel, *Lord of the Flies* (1954) by William Golding and the nonfiction, informational text, *Going with the Flow: How to Engage Boys*

(and Girls) in Their Literacy Learning (2006) by Michael Smith and Jeff Wilhelm.) Note the nature of boys, how they interact, and how they learn. Make a list. Use what you learn about boys in your literacy instruction. Write a short essay reporting your findings. 1-2 page essay. **20pts.**

2. **Teacher as researcher.** This text offers you a short history of the research about boys, gathered from a variety of sources. In this assignment you are asked to continue to update the research. Review current research about boys. Spend a minimum of 5 hours reading. Choose scholarly journal articles, web sites, or books about boys. Compare your findings with previous research. Evaluate your findings in a 1-2 page essay. Cite your source(s). **20 pts.**
3. **Explore literacy for boys. Choose two of the following exercises: 10 pts. Each**
  - a. Create a list of paired texts - fiction and nonfiction texts on a similar topic- to match interests of boys. Please see examples in Literacy for Boys: Some Ideas for lesson Plans for examples. Create a list of 20 pairs (minimum), documented in an annotated bibliography.
  - b. Use what you know and have learned about boys and what they like to read. Choose 5 texts that would be appealing to the boys you work with. Read with boys in mind. Document the texts in an annotated bibliography. Choose a variety of texts - fiction, non-fiction, humorous, a short text, and a comic book or graphic novel - that meets boy-friendly criteria.
  - c. Demonstrate your knowledge of literacy for boys and ways to motivate boys to read through creating a book talk or book teaser, appealing to boys' learning style preferences. Write 5 book talks or book teasers.
  - d. Develop 5- text sets, each set on a topic that is of interests to boys. Use a variety of genres to build each set, from print to web: fiction, nonfiction, picture books, magazine articles, newspaper articles, short texts, web sites, comic books, graphic novels, film. Create a minimum of 5 text sets. Choose a minimum of three genres for each text set. Document your text sets in an annotated bibliography.
4. **Literacy Lesson Plan: Apply findings from research to curricular and instructional literacy practices.** Creating a boy-friendly literacy lesson plan that you could use in your classroom. Show connections to the Common Core State Standards in ELA for your grade level and/or your State Standards. 1-2 pages. **10 pts.**

### III. REFLECTION PAPER: 10pts.

**Evaluate curriculum and instructional practices in literacy with boys, keeping girls in mind.** Synthesize what you have learned about the nature of boys and how they learn. Review what you learned from completing the exercises in the text, the outside readings you chose, the current research on boys you chose to read, the interviews you conducted, your observations about boys and literacy, and your selection of boy-friendly texts. Use the following questions or findings of your own to help you write a 3-4 page reflection paper:

- What did you learn about boys that will be helpful in your curricular and instructional practices?
- What will add to your boy-friendly literacy environment? Please be specific.
- How will you pass on information that is helpful to you to other teachers in your building to better support boys and literacy?
- How will you inform parents about information, literacy and activities they can do to support boys and literacy?

**GRADE DISTRIBUTION AND SCALE:**

Grade Distribution:

I. Text Exercises	70 pts.
II. Outside Reading and Writing Assignments	70 pts.
III. Reflection Paper	10 pts.

Grade Scale:

A	91-100%	137-150 pts.
B	81-90%	122-136 pts.
C	71-80%	107-121 pts.
D	61-70%	92-106 pts.
F	Less than 60 %	Less than 91 pts.

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