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Using Picture Books K-12

Syllabus



Dr. Anne F. Goiran-Bevelhimer

USING PICTURE BOOKS, K-12

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Graduate Credit:	3.0 sem. hrs. graduate credits/ 4.5 CEU
Graduate Prefix:	See accrediting university for prefix and number
Course Schedule:	Asynchronous. 6-week minimum enrollment to one year maximum, from your date of registration.

COURSE DESCRIPTION:

Using Picture Books is a content-based course, focused on the power and sophistication of the literature of picture books. Choose and read 100 picture books to compliment your literacy and content curriculum. The high quality of literary craft of picture books and the wide variety and range of topics from simple to sophisticated can match any topic in any curriculum and engage readers of all ages. Literary and informational picture books provide a rich resource of short texts, highly crafted language, a variety of text structure and literary elements and exemplary art to use as mentor texts. Use picture books to introduce content, build background, establish a foundation of knowledge, create a rich resource of vocabulary, analyze text structure, word choice, and meaning, and offer a variety of curriculum opportunities for developing literacy skills to meet the Common Core State Standards in English Language Arts, and Literacy in History/Social Studies, Science, and Technical Subjects, K-12 .

*This course meets the **Common Core State Standards (CCSS)** for English Language Arts focusing on the Anchor Standards for Reading 2,4,5,6,7,9,10; and CCSS Anchor Standards for Speaking and Listening 1,2 and 6.*

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

STUDENT LEARNING OUTCOMES:

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

- Distinguish picture books from other genres of literature.
- Identify resources for choosing high quality picture books.
- Interpret how to use picture books across the curriculum, in any content area for any age group.
- Use literature circles or discussion groups to discuss and interpret the literature of picture books and to enhance enjoyment of reading picture books.
- Promote literacy, discussion, analysis and connection of picture books to other forms of literature.
- Demonstrate the art of oral story telling as a precursor to writing and reading.
- Analyze the sophistication of picture books.
- Apply the 6+1 Trait Writing schema to a picture book.
- Classify a variety of picture books, fiction and nonfiction across writing genres: narratives, poetry, and informational or expository texts.
- Synthesize how using picture books in the classroom enhances the literacy process and helps students meet the rigor of the CCSS for Reading, Writing, and Speaking and Listening.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Using Picture Books, K-12. Anne Goiran, Ed.D.

The 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, activities, outside reading and writing assignments to complete the following course requirements

- I. Text Exercises:** *Using Picture Books, K-12.* Anne Goiran, Ed.D. The written response to these exercises counts for 60 points of your grade.
 1. Review several print and electronic resources and reporting their findings in writing.
 2. Read and review Caldecott and other award winning picture books and document their findings in a written report defining characteristics of high quality picture books.
 3. Create a unit/ lesson plan for the classroom, creating a link to the Common Core State Standards.
 4. Report and evaluate a minimum of one literature circle or discussion group experience.

5. Prepare a list of picture books to read aloud that promote literacy, discussion, analysis and the connection of picture books to other forms of literature.
6. Read a minimum of 1 picture book aloud and evaluate the experience in writing using CCSS SL 2 as a guide.
7. Prepare and tell a story to an audience. Write an evaluation of oral storytelling.
8. Create a simple picture book. Write your own story. Illustrate with hand drawings, photos, collage or digital images.
9. Use a reading assessment leveling tool, such as the Fry Readability Scale, or any other leveling tool, to level at least 1 picture book and show your findings in a written report.
10. Apply the 6+1 Trait Writing schema to a picture book. Write a report on your findings.
11. Identify in writing characteristics of a variety of picture books, fiction and nonfiction across writing genres: narratives, poetry, and informational or expository texts; choose a picture book as a mentor text for each type of genre of writing.
12. Study the work of an author / illustrator of picture books. Write an author / illustrator study.
13. Examine the use of art or graphics as tools for literacy comprehension and writing skills. Evaluate your findings in writing.

II. Annotated Reading Log: Outside Reading – Create an annotated reading log showing the 100 picture books you selected and read for this course. At minimum, identify author, illustrator, title, short summary and curriculum application. You may also want to add connection to standards, essential questions, mentor text for writing craft and connection to other texts. This counts for 100 points of your grade.

III. Synthesis Paper: Writing and Research Assignment – Write an 8-10-page paper making connections between literacy standards and implementation. Explain your reasoning for using picture books as an effective tool for teaching literacy and meeting standards. Include a minimum of 3 outside sources to support your claims. This counts for 30 points of your grade.

IV. Reflective Essay: Written Assignment – Evaluate what you learned from this course that you could use in your classroom or teaching situation in a written 2- 3 page reflective essay. This counts for 10 points of your grade.

GRADE DISTRIBUTION AND SCALE:

Grade Distribution:

I.	Text Exercises	60 pts. possible
II.	Annotated Reading Log	100 pts. possible
III.	Synthesis Paper	30 pts. possible
IV.	Reflective Essay	10 pts. possible

Grade Scale:

A	181-200 points	91-100%
B	161-180 points	81-90%
C	141-160 points	71-80%
D	121-140 points	61-70%
F	Less than 120 points	Less than 60 %

If you register for graduate credit, you will earn a grade based on the grade scale and distribution described in the syllabus. If you register for Continuing Education Units you will be graded Pass/Fail based on the completion of your work. If you do not register for credit, you will receive a Certificate of Completion from College Courses Online.