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Boys and Literacy

Syllabus



Dr. Anne F. Goiran-Bevelhimer

BOYS AND LITERACY

Instructor:	Anne F. Goiran-Bevelhimer, Ed.D.
Email:	annegoiran@collegecoursesonline.com
Web site:	http://www.collegecoursesonline.com/
Phone:	303-905-7332
Fax:	303-479-7420
Address:	P.O. Box 312, Galeton, CO 80622
Graduate Credit:	3.0 sem. hrs. graduate credits /45 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:

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 of course readings, interviews, observations, and writing exercises that will help you get to know more about boys, their literacy and how they learn. Make a collection of boy-friendly literature, using a variety of genres 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, K-12, 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.

This course meets the **Performance Based Standard for Colorado Teacher**, Standard 1: Knowledge of Literacy and Standard 6: Knowledge of Individualization of Instruction.

This course meets **Colorado State Standard Content Area: Reading, Writing, and Communicating**, Standard 2: Reading for all Purposes and Standard 4. Research and Reasoning.

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.
10. Synthesize learning about boys and literacy through research, reading and writing.

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:** There are 10 Units in this course. Each Unit offers an Instructor's lecture, and learning activities. You are asked to read each the Instructor's lecture, and complete the assignments in each Unit. The assignments include learning activities, written response to learning activities, journal entries and discussion posts. You will synthesize your work in 6 Outside Reading and Writing Assignments described in Unit 10. Evaluation rubrics are included in the Appendix of the text.

The course is designed to meet 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.
2. **Identify the problem with boys and literacy.**
 - a. How do you perceive the problem of boys and literacy?

- b. What do you hope to gain from this course?
 - c. Complete the learning activities described in the text- observations, interviews, reviewing books in your library, and creating a collage - to learn about the nature of boys and literacy
3. **Analyze findings from research on boys and literacy.**
- a. Read and review current research about boys' performance in school literacy.
 - b. Read and review the current research, resources and information about boys in the areas of brain growth development, learning styles and psychology.
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 from 6 to 18. Explore how these differences effect boys' learning, K-12, and its relevance to scores on assessment tests.
 - b. Learn about the biology of the brain, and differences in brain development for boys and girls, to understand how boys' brain functions from 6 to 18 years of age and how hormones effect boys' learning.
 - 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, and from this information 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 to address the needs and interests of boys.
6. **Read and review literacy texts for boys.**
- a. Identify boy-friendly literature in various genres of nonfiction literature and fiction literature. Focus on archetypal literature, action literature, adventure and survival literature, humorous literature, short texts - short stories, newspaper articles and magazines. Explore visual literature - 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 texts on the same topic.
 - d. Discuss ways of motivating boys to read and write required school texts and assignments using what you are learning about boys.

- e. Evaluate boy-friendly literature lists, web sites and resources. Create a list that will be useful to you and the boys you work with.
7. **Categorize and collect fiction, informational and visual texts that match boy-friendly criteria.** Identify boy-friendly literature for your classroom library-nonfiction literature, focusing on topics that are of interest to the boys you work with, and fiction literature, choosing topics and authors that appeal to boys. Collect archetypal literature, action literature, adventure and survival literature. Explore series that use the same characters from one book to the next. Find literature that is humorous. Boys like short texts, such as short stories, newspaper articles, or magazines. Explore visual literature; comic books, graphic novels and picture books. Read and make lists of boy friendly literature.

II. OUTSIDE READING AND WRITING ASSIGNMENTS:

There are 6 formal writing assignments embedded in the Units, and addressed specifically in Unit 10. Again, quality of thought, exceeds quantity in your response to each assignment. You may work on these assignments throughout the course, but please submit each by title of assignment and as separate documents. **Please see the Evaluation Rubric for Outside Reading and Writing Assignments.**

1. **Understanding Boys Essay:** Distinguish and recognize the nature of boys and their learning preferences. Read literature that describes the behavior of boys. **Read one fiction and one nonfiction text to learn about the nature of boys.** Write a 3-4 page essay (750-1,000 words) reporting the fiction and nonfiction you read, what you learned about boys, your findings and how this information will guide you in building a literacy environment that promotes boys and literacy. This essay is worth 100 points. **Please see Evaluation Rubric for Outside Reading and Writing Assignments.**
2. **Teacher-as-Researcher:** Review current research literature about boys and literacy. Choose scholarly journal articles, web sites, or books about boys. Compare your findings with the research cited in this course. Choose a minimum of 1 research study to read and evaluate. Share your findings in a 1-2 page essay (250-500 words). Cite your source(s). The review of the literature is worth 100 points. **Please see Evaluation Rubric for Outside Reading and Writing Assignments.**
3. **Annotated Reading Log: Boy-Friendly Literature:** Read and annotate 30* +3 = 33 literacy texts, choosing from a variety of genres that would appeal to boys. **Include an annotation for the fiction and nonfiction texts you read about boys (that's the +2) for Understanding Boys Essay as well as the research article you found and read for Unit 3 (+1).** Include image of the text (if available), title, author, and a meaningful annotation (150-250 words) focusing on analysis of key ideas and how this text will support boys and literacy. Each entry is worth 10 points. Read to recommend. **Please see Evaluation Rubric for Outside Reading and Writing Assignments: Annotated Reading Log.**

*“30” is to encourage a substantial number of texts that you could recommend to boys. Consider short texts, such as magazine articles, short stories, picture books, graphic novels, comics, as well as longer texts such as novels, informational texts and nonfiction texts.

4. **Book Talks:** Write a book talk or book teaser for 5 books that you know will appeal to boys' interests. Choose a variety of texts. 1+ page or 250-300 words per book talk. Again, quality of thought exceeds quantity. Make each book talk sell the book! Each Book Talk is worth 20 points for a total of 100 points. **Please see Evaluation Rubric for Outside Reading and Writing Assignments: Book Talks.**

5. **Boy-Friendly Literacy Lesson:** Demonstrate your understanding of boys and literacy by developing a boy-friendly literacy lesson plan. Apply findings from research to curricular and instructional literacy practices. Choose objectives that match the Common Core State Standards or your State Standards for your grade level or the age of the boys you work with. Choose and name literacy materials that are boy-friendly. Create a lesson plan that involves several boy-friendly strategies. The Boy-Friendly lesson plan is worth 100 points. **Please see Evaluation Rubric for Outside Reading and Writing Assignments.**

6. **Reflection Essay: 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 this course, the learning activities, the readings, the research on boys, the interviews you conducted, your observations about boys and literacy, and your choice of reading and selection of boy-friendly texts. Use the following questions to help you write a 3-4 page (750-1000 words) reflection paper. Please be specific in your responses. Offer details and examples.
 - What did you learn about boys that will be helpful in your curricular and instructional practices?
 - What will you add to your boy-friendly literacy environment?
 - How will you share the information about boys and literacy with other teachers to better support boys and literacy?
 - What ideas can you offer parents to inform them about literacy and activities that support boys and literacy?

The Reflection Essay is worth 100 points. Please see **Evaluation Rubric for Outside Reading and Writing Assignments.**

GRADE DISTRIBUTION AND SCALE:

Grade Distribution:

I. Text Exercises	
a. 13 Written Response to Learning Activities @ 20 pts. each	260
b. 10 Journal Entries @ 10 pts. each	100
c. 10 Discussion posts @ 15 pts. each	150
II. Outside Reading and Writing Assignments	
a. Understanding Boys Essay @100pts.	100
b. Teacher-as-Researcher @100pts.	100
c. Annotated Reading Log- 33 Entries @ 10pts. each	330
d. 5 Book Talks @ 20pts. each	100
e. Boy-Friendly Literacy Lesson Plan	100
f. Final Reflection Essay	100

Grade Scale:

A	93-100%	2,586-1,340pts.
B	81-92%	1,085-2,585 pts.
C	71-80%	951-1,084 pts.
F	Less than 70 %	0- 950 pts.

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Texts about and for Boys

Picture Books

Learn about boys and their nature through picture books. Here are some suggestions. Some of them are classics, with enduring themes. These are also picture books that boys enjoy!

Alexander and the Terrible, Horrible, No Good, Very Bad Day (1967) by Judith Viorst.

Benjamin and Tulip (1973) by Rosemary Wells.

Nightmare in my Closet (1992) by Mercer Mayer

Where the Wild Things Are (1984) by Maurice Sendak

Black and White (1990) by David Macaulay

Leo, the Late Bloomer (1994) by Robert Kraus

The Mysterious Harris Burdick (1984) Chris Van Allsburg

No, David (1998) by David Shannon

The Boys who Harnessed the Wind (2012) by William Kamkwamba

The Boy Who Invented TV: The Story of Philo Farnsworth (2014) by Kathleen Krull

Don't Throw It to Mo! (2015) by David A. Adler.

Float (2015) by Daniel Miyares

Roger Is Reading a Book (2015) by Koen Van Biesen

Young Adult and Adult Fiction / Creative Nonfiction

Books where boys are the central characters offer opportunities to learn more about the nature of boys. Here is a short list of fiction and creative nonfiction. where the behavior of boys is the central theme.

Lord of the Flies (1954) by William Golding

Boy! Tales of Childhood (1984) by Roald Dahl

The Catcher in the Rye (1951) by J.D Salinger

The Adventures of Tom Sawyer (1876) by Mark Twain

Ironman (2004) by Chris Crutcher

Nothing but the Truth (2010) by Avi

The Chocolate War (2004) by Robert Corimer

The Graveyard Book (2010) by Neil Gaiman

Three Strikes for Rotten Ralph (2011) by Jack Gantos
The Curious Incident of the Dog in the Nighttime (2004) by Mark Haddon
Bearstone (2004) by Will Hobbs
The Summit (2012) by Gordon Korman
Life of Pi (2003) by Yann Martel
Monster (1999) by Walter Dean Myers
Touching Spirit Bear (2001) by Ben Mikaelson
Hatchet (1987) by Gary Paulsen
Holes (2000) by Louis Sachar
Charlie and the Chocolate Factory (1964) Roald Dahl
The Book Thief (2007) by Markus Zusak
About a Boy (1999) by Nick Hornby
The Boy in Striped Pajamas (2007) by John Boyne
The Boy who Saved Baseball (2005) by John Ritter
Woods Runner (2011) by Gary Paulsen
Handbook for Boys: A Novel (2003) by Walter Dean Myers
American Gods (2001) by Neil Gaiman
Lonesome Dove (1985) by Larry McMurtry
Sea Wolf (1904) by Jack London
The Old Man and the Sea (1951) by Ernest Hemingway
A River Runs through It (1976) by Norman McLean
A Walk in the Woods (1998) by Bill Bryson
The Boys in The Boat (2013) by Daniel James Brown
All Star! Honus Wagner and the Most Famous Baseball Card Ever (2010) by Jane Yolen
Into Thin Air (1999) by Jon Krakauer
The Climb (1999) by Anatoli Boukreev