

Independent Study Course Syllabus

Course Number: LIT 909
Course Title: Fantasy Literature

Online Distance Learning

Instructor: Luetta Reimer
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Units: 3
Grade Level: 3-10

Course Description:

Fantasy literature has many unique uses for the classroom. Folktales, fairy tales and myths expose children to the storytelling heritage of a wide range of cultures. Fantasy literature also encourages creativity of expression, including presentation through visual and performing arts. It requires children to move beyond literal thinking, challenging them to interpret symbolism and make inferences. It models good writing and helps teachers stimulate creative writing. An added bonus is that students love it!

At its core, fantasy literature addresses issues of primary concern for children: good and evil, love and honor, ethics and morality. Children can relate to conflict in stories as well as identify with choices characters must make in response to difficult situations. This allows them to reflect on their own lives in the process of character development.

This course will introduce teachers to techniques and strategies for teaching fantasy literature in the classroom, and will help them deal with the unique challenges that come with reading "outside" the realistic boundaries. Teachers who enroll in this class will design activities and lessons based on selected fantasy literature. Participants will be asked to read and respond to the texts, as well as to develop ways of teaching important literary concepts.

The Common Core State Standards for Language Arts as well as the five core propositions of the National Board for Professional Teaching Standards have provided the guiding principles and philosophical basis for this course. Participants may be asked to make connections between course work and these standards or the standards of their own states.

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Course Dates:

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Course Materials:

The course includes selected chapters from *Fantasy Literature in the Elementary Classroom: Strategies for Reading, Writing, and Responding*, by Monica Edinger. The text is currently out of print; the enclosed excerpt is used with permission.

Because each participant is free to select fantasy texts of his or her choice and because the books are all readily available at bookstores and libraries, none are included in the materials. An annotated bibliography of fantasy literature may assist the participant in selecting texts.

Materials also include a booklet with instructions for completing this course, information about Fresno Pacific University, the Center for Professional Development, and the instructor, plus specifics on course policies and procedures.

Course Requirements:

The assignments in this course are designed to engage participants in understanding the scope and usefulness of fantasy literature, to teach or reinforce concepts related to the genre, and to encourage participants to develop effective lesson plans for teaching three fantasy texts. Participants are asked, therefore, to read, to think critically, and to respond thoughtfully to the readings.

To successfully complete this course, participants must submit

1. an approximately 250 word response to the Edinger reading
2. brief reviews of three websites that may be useful
3. three typed responses (250-500 words each) to the three fantasy texts read
4. three lesson plans for teaching the fantasy texts
5. three lesson evaluations

See the "Schedule of Topics and Assignments" for more details on these assignments.

All work should be typed and sent to the instructor at one time when the course is completed. Please keep a copy; work will not be returned. Students have one full year to finish the course but should not send completed work in less than three weeks from registration.

Send completed work by email attachments to: Lmreimer@fresno.edu

OR

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Mail all the above items to:

Luetta Reimer
1549 S. Lind Avenue
Fresno, California 93727

National Standards:

This course is designed to reinforce and support the English Language Arts Standards of the Common Core State Standards Initiative (CCSS). The Anchor Standards for Reading (Grades 3-10) are listed here:

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

**National Board for Professional Teaching Standards:
Five Core Propositions**

In addition to the content standards referenced above, this course supports the following core propositions that characterize National Board Certified Teachers (NBCTs).

Proposition I: Teachers are Committed to Students and Their Learning

- NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
- They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- NBCTs understand how students develop and learn.
- They respect the cultural and family differences students bring to their classroom.
- They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

- NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history structure and real-world applications of the subject.
- They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
- They are able to use diverse instructional strategies to teach for understanding.

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

- NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
- They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- NBCTs know how to assess the progress of individual students as well as the class as a whole.
- They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

- NBCTs model what it means to be an educated person—they read, they question, they create and they are willing to try new things.
- They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
- They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

Proposition 5: Teachers are Members of Learning Communities.

- NBCTs collaborate with others to improve student learning.
- They are leaders and actively know how to seek and build partnerships with community groups and businesses.
- They work with other professionals on instructional policy, curriculum development and staff development.
- They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.

Learning Outcomes:

Participants will be able to

- 1) describe and discuss a range of classic and contemporary fantasy literature. (CCSS 1-9; NBPTS Props. 1-4)
- 2) define the unique characteristics of the fantasy genre. (CCSS 1-9)
- 3) utilize a variety of techniques and strategies for teaching fantasy literature in the classroom. (CCSS 1-9; NBPTS Props. 1-4)
- 4) use fantasy literature to teach contemporary issues, character building, and human values. (NBPTS Prop. 1)
- 5) develop approaches to the unique challenges that come with reading outside “realistic boundaries.” (CCSS 1-9; NBPTS Props. 1-4)
- 6) design lesson plans to effectively share fantasy texts in their classrooms. (CCSS 1-9; NBPTS Props. 1-4)
- 7) connect lessons to state or national standards. (NBPTS Prop.5)

Schedule of Topics and Assignments

Fantasy Literature

A. Reading:

1. Read the enclosed selected chapters of *Fantasy Literature in the Elementary Classroom: Strategies for Reading, Writing, and Responding* by Monica Edinger. Briefly identify three (3) insights you gained from this reading in a typed response (approximately 250 words).

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2. Search for websites that discuss ideas for teaching fantasy literature. Briefly describe three sites that you would recommend (one paragraph each).
3. Select three or more texts appropriate for your grade level. When possible, choose books that are new to you. An annotated bibliography of suggested texts is enclosed; feel free to select other fantasy texts, as well.

After reading the texts, respond to the following prompts. Complete a type response (250-500 words) for each of the texts.

- a. Name and author of text
- b. Have you read other fiction by this author? If so, what?
- c. What are the elements of fantasy found in the book?
- d. How does the author develop the characters? Are they credible?
- e. What is the problem or conflict in the story and how is it resolved? Does the author use an obvious protagonist or antagonist to represent this conflict?
- f. Does the author address the issue of good vs. evil?
- g. Describe the setting and discuss the specific ways in which it is imaginary or realistic.
- h. Discuss the use of symbolism in the text.
- i. Describe the values communicated in the story. What lessons did the characters learn?

Note: Teachers of K-3 students may need to read more texts (for an approximate total of 400 pages). List everything you read, but respond to the above prompts in regard to only three selected texts.

B. Classroom Integration: Using fantasy literature in the classroom.

1. **Design** three lesson plans, and **teach*** the lessons in your classroom. You should design lessons utilizing at least two of the texts you read. You may choose to develop an extended study (building two lessons on one text) or, if you prefer, you may design separate lessons on each of the three texts. You may follow the accepted lesson plan format for your district or a plan that is functional for your teaching situation. While it should be specific and detailed, it need not be more than one or two pages. Each plan should include the following elements:
 - a. Grade level
 - b. Fantasy text used
 - c. Lesson objectives
 - d. Outline of presentation procedures

- e. Methods for evaluating or assessing student progress and growth
 - f. State or national standards addressed
2. **Evaluate*** the effectiveness of each lesson. Write a short paragraph responding to each of these questions.
- a. How fully were your objectives met?
 - b. How did students respond?
 - c. How might you adjust the lesson or reinforce the concepts taught?
3. **Suggestions:** The list below offers examples or suggestions for building lessons. Consider adapting an idea from the Edinger readings. Experiment with a variety of activities.

Invite students to:

- a. Create and write about their own fantastic world.
- b. Choose a pair of characters from the text and write a dialogue between them.
- c. Identify the elements of the story that are "make believe."
- d. Dramatize a scene in the text.
- e. Select a favorite quote or event and paint or draw the scene in which it took place.
- f. Make a list of similarities and differences between themselves and the characters in the text.
- g. Identify the theme or moral presented in the text and write a short story demonstrating it in another setting.
- h. Create a Venn diagram comparing two or more characters in the story.
- i. Choose a problem faced by one of the characters, and have the student tell how he or she would have dealt with it.
- j. Create a poster describing how a character is influenced by good or evil.
- k. Compare the main character with one in another book. How are they similar and different?
- l. Create a compare/contrast chart for the differences between our world and the setting

- in the book.
- m. Create a storyboard of the main events leading up to the climax of the story.
 - n. Discuss the author's use of symbolism in the book.

***NOTE: If you are completing this course during summer break or if you are not teaching at this time, you may omit the teaching and evaluation of the lessons without penalty by preparing one additional lesson (for a total of four).**

Evidence of Learning:

- 1) Student demonstrated evidence of understanding of course objectives through reflective writing assignments. (Assignments A1 & A3)
- 2) Student demonstrated evidence of understanding of course objectives through presentation of lesson plans and projects. (Assignments A2 & B2)
- 3) Student demonstrated creative use of a variety of learning methodologies and strategies. (Assignment B1)
- 4) Student included the use of critical thinking skills and made connections to his or her state content and/or professional teaching standards. (Assignments A1, A3, & B1)

Grading Policies and Rubric:

Grades will be determined using the following percentages:

- Response to the Edinger reading: 10%
- Reviews of three websites: 10%
- Responses to three fantasy texts: 40%
- Three lesson plans for teaching fantasy texts: 30%
- Three lesson evaluations: 10%

Total scores determine the final grade:

- 90 - 100% = A
- 80 - 89% = B
- 79% or below = no credit

All coursework must reflect a minimum "B" quality to receive credit. The discernment between an A and a B is at the discretion of the instructor, based on the quality of work submitted (see assignment rubric). Participants may request either a letter grade (A or B) or credit (CR). Coursework falling short of a "B" or Credit grade will be returned with further instructions. Every person with a score of 80% or above will receive three semester units of credit.

Scoring Rubric Type of Assignment	90 – 100 points Exceptional	80 – 89 points Adequate	70 – 79 points Not Acceptable
Written responses	Student's written responses show an exceptional investment of time, energy and thoughtful reflection. The work submitted by the student is original and thorough. The student effectively organizes key insights and demonstrates evidence of interaction with the texts.	Student's written responses show an adequate investment of time, energy and thoughtful reflection. The work submitted by the student is complete, but lacks thoroughness and originality. The student sufficiently organizes insights and demonstrates evidence of interaction with the readings.	Student's written responses show little investment of time, energy and thoughtful reflection. The work submitted by the student does not show adequate thought or effort.
Lesson design	Lesson plans show an exceptional investment of time, energy and thoughtful reflection. Student consistently makes connections to local instructional goals/standards and implements research-based strategies and approaches.	Lesson plans show an adequate investment of time, energy and thoughtful reflection. Student makes some connections to local instructional goals/standards and research-based strategies and approaches.	Lesson plans submitted by the student do not show adequate thought or effort, and may not address specific goals.
Lesson evaluations	Student includes the use of critical thinking and reflection in the evaluation of lessons implemented.	Student includes the use of reflection in the evaluation of lessons implemented, but may lack sufficient detailed analysis.	Student does not demonstrate critical thinking or reflection in the evaluation of lessons implemented.
Presentation	Student effectively organizes key insights into a thoughtful and well-written presentation.	Student includes several key insights in an adequately written response.	Student response lacks key insights and is carelessly written.

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Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.