

## LIT-908 – Poetry for Children

### Independent Study Correspondence Course Syllabus

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**Number of Graduate Semester Units:** 3 units  
**Target Audience:** K - 8<sup>th</sup> grade teachers

#### Course Description

Children naturally love poetry. As toddlers, they thrill to the predictability of nursery rhymes and repeated phrases in simple stories. In kindergarten, they love to do finger plays to "Itsy-Bitsy Spider," and easily memorize the words. As children mature, so does the potential for poetry. It may enrich their lives with its vivid imagery and sound experience. It may complement their learning in almost every subject area. And it may enhance their understanding of complex intellectual and emotional concepts.

This course is designed to help teachers gain confidence in the teaching of poetry--both reading and writing. It introduces rationale, techniques and strategies for sharing poems with children. Teachers will discover the potential of poetry to enrich their classrooms plus practical ideas to inspire and encourage children to enjoy reading and writing poetry themselves.

This course is built on a balance of reading and classroom experience. The texts present both theoretical justification (why it is important to share poems with children, what happens to children when they read poetry, how poems work) and pedagogical suggestions (how to help children enjoy reading poetry, how to encourage children to write poetry, how to choose poetry for the classroom).

In addition to reading and responding to the texts, teachers may select from a series of classroom activities designed to help them create settings and opportunities for their students to both read and write poetry in a positive, affirming learning atmosphere.

**Note:** Required textbooks must be acquired separately.

#### Required Texts and Course Materials

##### Textbooks:

- Heard, Georgia. *Awakening the Heart: Exploring Poetry in Elementary And Middle School*. Portsmouth, NH: Heinemann, 1999.
- Prelutsky, Jack, ed. *The Random House Book of Poetry for Children*. New York: Random House, 1983.

**Note:** Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You can order the book directly from the publisher or from one of several discount aggregators (for example): <http://books.nettop20.com/>

## Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

## National Standards Addressed in This Course

### National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [\*What Teachers Should Know and Be Able to Do\*](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

### Common Core State Standards (CCSS) ([www.corestandards.org](http://www.corestandards.org))

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 K12) are listed here:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

## 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.

### Student Learning Outcomes (SLOs) for This Course

Student Learning Outcomes for This Course By the end of this course student will be able to:	National Standards Addressed in This Course*	Continuing Education Program Student Learning Outcomes Addressed**
1. define and discuss poetic forms and devices.	CCSS 4, 5 & 6; NBPTS 2, 3 & 4	CE 2, 6
2. utilize a range of techniques and strategies for teaching poetry with confidence	CCSS 3 & 7; NBPTS 1-4	CE 1, 2, 4, 6
3. increase enthusiasm for poetry and its role in the classroom.	NBPTS 2-4	CE 1, 2, 4, 6
4. integrate poetry throughout the curriculum.	CCSS 1, 2, 3, 7 & 9; NBPTS 1-4	CE 1, 2, 4, 6
5. select appropriate resources and materials for teaching poetry	CCSS 1, 2, 3 & 9; NBPTS 4	CE 2, 6
6. prepare lesson plans to effectively share poetry in the classroom	NBPTS 2-4	CE 1, 2, 4, 5, 6
7. connect lessons to state or national standards.	NBPTS Prop 5	CE 2, 3, 4, 5

\* Please refer to the section on **National Standards Addressed in This Course**

\*\* Please refer to the section on **Continuing Education Program Student Learning Outcomes**

### Topics, Assignments, and Activities

**Note:** Upon registration, students will receive more specific instructions concerning the assignments. Please consult these before beginning the coursework.

Module	Module Assignments and Activities	Passing Score for Each Assignment
<b>Module 1</b>	<ul style="list-style-type: none"> <li>Read the entire text, <i>Awakening the Heart: Exploring Poetry in Elementary And Middle School</i>, by Georgia Heard.</li> </ul>	Pass
<b>Module 2</b>	<ul style="list-style-type: none"> <li>Read the introduction to <i>The Random House Book of Poetry for Children</i></li> <li>Scan the rest of the book, noting poems by a wide range of writers; notice the useful organizational structure of the text.</li> </ul>	Pass

<b>Module 3</b>	<ul style="list-style-type: none"> <li>On pages 7-15 of <i>Awakening the Heart: Exploring Poetry in Elementary And Middle School</i>, Heard describes ten possible poetry "centers."</li> <li>Select one to replicate in your own classroom.</li> <li>One-page reflection.</li> </ul>	Pass
<b>Module 4</b>	<ul style="list-style-type: none"> <li>Consider the "A Poem as Unfolding Bud" format illustrated on pages 30-34 in Heard. The example shows a five-day unit using a Langston Hughes poem.</li> <li>Select any poem appropriate for your class and design a similar unit.</li> <li>Evaluate the success of this lesson.</li> </ul>	Pass
<b>Module 5</b>	<ul style="list-style-type: none"> <li>Select and try two of the other activities in Chapter Two.</li> <li>Consider "Performing Poetry," "Poetry Rituals," "Poem as Gifts," "Poems on Desks," "Self-Portrait Anthology," and "Craft Groups."</li> <li>In a one or two-page report, describe the activities selected and the procedures followed.</li> </ul>	Pass
<b>Module 6</b>	<ul style="list-style-type: none"> <li>Which of the "doors" discussed in Chapter Three might work best for your class? Why? Write a one-page analysis of your choice.</li> </ul>	Pass
<b>Module 7</b>	<ul style="list-style-type: none"> <li>Select five of the "tools" listed by Heard on page 65 in the "Poetry Toolboxes" section.</li> <li>Develop and use activities or mini-lessons to help your students understand and utilize these five "tools."</li> <li>Identify each activity selected, describe how each was presented, and report on student responses.</li> </ul>	Pass

## Grading Policies, Rubrics, and Requirements for Assignments

### Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

### Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course/assignment requirements, significant evidence of subject mastery – excellent demonstration of graduate level professional development scholarship.
B	80-89%	Very good	Adequately meets the criteria for all course/assignment requirements -

			demonstrates subject competency and very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

### Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

### Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

### Instructor/Student Contact Information

While this is an Independent Study course, collaboration between student and instructor is encouraged throughout the course. Upon registration, the instructor will initiate conversation with a welcome e-mail. Within this e-mail, the instructor will provide an overview of the course, material, assignments, and expectations for successful completion of the course. This initial interaction establishes a foundation for future interactions. At any point during the course, the instructor is available to provide feedback and support to students. At the completion of the course, the instructor will comment on the student's work and make suggestions, if needed.

### Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework

offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

## **Services for Students with Disabilities**

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Students with disabilities should contact the Academic Support Center to discuss academic and other needs as soon as they are diagnosed with a disability. Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/students/academic-support/services-students-disabilities>.

## **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 per the procedures set forth in the Fresno Pacific University Catalogue - <https://www.fresno.edu/students/registrar-office/academic-catalogs>

## **Technology Requirements**

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

## **Final Course Grade and Transcripts**

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and "Request Final Grade". Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

## **University Policies and Procedures**

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/students/registrar-office/academic-catalogs>.

## Fresno Pacific University Student Learning Outcomes

<b>Student Learning Outcomes Oral Communication:</b> 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.
<b>Written Communication:</b> 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.
<b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
<b>Reflection:</b> 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.
<b>Critical Thinking:</b> 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.
<b>Moral Reasoning:</b> 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.
<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
<b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
<b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
<b>Information Literacy:</b> 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.