Children’s Literature Institute: Poetry in the Classroom
EDUC 582(.02) - Summer 3, 2016 (July 18-22)
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A poem begins in delight and ends in wisdom — Robert Frost

COURSE DESCRIPTION:
This course offers an in-depth look at poetry written for children and young adolescents. Poetry’s place within literacy instruction will be explored with an emphasis on the benefits of reading, writing, sharing, and analyzing poetry. The Common Core Standards encourage students to develop deeper literacy skills. The depth and rigor found in the study of poetry can be a vehicle by which the CCSS grade level goals of complexity, quality, and range can be accomplished. Topics include evaluation and selection of books, models for student writing, cross-curricular connections, and student response to poetry.

OBJECTIVES:
The general purpose of this course is to familiarize you with some of the best and most recent poetry available for young people. This course is designed to build upon students’ previous experiences with children’s literature. Students should have completed a survey course in children’s literature at the undergraduate or graduate level and thus have a basic understanding of genres and issues of quality. In this class, students will explore how to incorporate poetry into the classroom, both in literacy instruction and across the content areas. Criticism and analysis of poetry will be conducted alongside explorations of best practices for teaching with poetry, including a focus on writing. Through this course, students will:

1. Become aware of the range of poetry available for young people and familiar with renowned poets, landmark poems and anthologies, and trends in the genre.

2. Recognize markers of quality in poetry for young people and select books and poems accordingly. Develop the ability to evaluate poetry for young people critically based on literary merit, knowledge of reader response theory, and standards of quality for children’s literature.

3. Read a wide variety of poems in order to identity poetic forms and elements. Read a variety of children’s books in order to develop a diversified and balanced collection.

5. Identify writing strategies for extending the appreciation and understanding of poetry and the poet’s craft.

6. Develop curricular approaches to the teaching of poetry with an emphasis on fluency, vocabulary development, close reading, and content area reading.

7. Discover and utilize research and resources related to the teaching of poetry.
Millersville University Professional Education Unit - Conceptual Framework
All members of the Millersville University’s Professional Education Unit will create learning communities of inquiry and action, focus on students, and demonstrate exemplary professional practices.
To view the full text of the Conceptual Framework, visit the School of Education web page linked to MU’s web page.

<table>
<thead>
<tr>
<th>Learning Communities of Inquiry and Action</th>
<th>We will engage in learning communities in which reflection, collaboration, lifelong learning, and habits of mind are developed and nurtured.</th>
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<tbody>
<tr>
<td>Focus on Students</td>
<td>We will balance knowledge and the principles and concepts delineated in professional and state standards with an appreciation of all students’ individuality, diversity, and cultures.</td>
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<tr>
<td>Exemplary Professional Practices</td>
<td>We will demonstrate the knowledge, skills and dispositions of exemplary professionals. We will have strong competence in our content knowledge, pedagogical content knowledge and skills as delineated in professional, state, and institutional standards. We will demonstrate professional dispositions or standards of conduct, will be supportive of students, families, and the school and community and will serve as catalysts for positive and responsible change.</td>
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COURSE/UNIVERSITY POLICIES:
• Students are expected to become familiar with Millersville University’s policy on academic honesty and dishonesty found in the Student Handbook and the Academic Honesty and Dishonesty brochure. Students should also be familiar with the Student Code of Conduct.

• Students who may need an accommodation based on the impact of a disability should contact me as soon as possible. The Office of Learning Services will provide documentation and assistance with accommodations.

COURSE ASSESSMENT
• Attendance. You must be on time and stay for the duration of class. Three tardies equals one absence. If you are unable to attend each day of the institute week, you will need to work with the director determine the penalty and/or arrange additional work as necessary.

• The assignments for this course have been designed to be both practical and meaningful. Major assignments will be reviewed in more depth in class and you will receive handouts describing the requirements for each, including grading rubrics. All written work should proofread, spell-checked, carefully edited and designed (especially with regard to digital submissions). Late assignments will be penalized and will only be accepted with prior permission from the instructor.

• Consider the following criteria before turning in any written work: a) accuracy and completeness of bibliographic information, b) accuracy of spelling and grammar, c) clarity of writing, d) demonstration of synthesis of information from class and texts, and e) the degree to which you followed directions for each assignment.
• Cell phones and other devices are tools that may be useful in class when appropriate. A technology policy will be developed in class but devices should not be out on tables unless deemed necessary for our class work. Due to the interactive and hands-on and interactive nature of this class, this includes laptops for note-taking. Penalties for unnecessary use of devices can include grade deductions and, in severe cases, recorded absences.

| Course Assignment               | Due Date                                  | Percent | obj
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<tbody>
<tr>
<td>Reflective Journal</td>
<td>Daily</td>
<td>15%</td>
<td>1-7</td>
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<tr>
<td>Sharing a Poem</td>
<td>Due: Any Class day</td>
<td>15%</td>
<td>1-3</td>
</tr>
<tr>
<td>Poet Study</td>
<td>Due: Friday 7/22</td>
<td>15%</td>
<td>2</td>
</tr>
<tr>
<td>Article Review</td>
<td>Due: 7/29 (or earlier)</td>
<td>15%</td>
<td>2 &amp; 7</td>
</tr>
<tr>
<td>Curriculum Project</td>
<td>Due: 8/5 (or earlier)</td>
<td>40%</td>
<td>5-7</td>
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**Grading Scale**

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<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-93%</td>
<td>A-</td>
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<tr>
<td>87-89%</td>
<td>B+</td>
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<tr>
<td>84-86%</td>
<td>B</td>
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<tr>
<td>80-83%</td>
<td>B-</td>
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<tr>
<td>77-79%</td>
<td>C+</td>
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<tr>
<td>74-76%</td>
<td>C</td>
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<tr>
<td>70-73%</td>
<td>C-</td>
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<tr>
<td>67-69%</td>
<td>D+</td>
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<tr>
<td>60-66%</td>
<td>D</td>
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**COURSE TEXTS**

**Required Texts**

- Scholarly articles available in D2L or through e-reserve (see bibliography)
- Selected Textbook (see below)
- Selected poetry anthology (see below)

**Selected Textbook – Pick ONE (choose Elementary or Secondary*)**


**Select ONE of the Following Anthologies**

- For Younger Readers: *Hip Hop Speaks to Children* (Giovanni, 2008), *Knock at a Star* (Kennedy, 2009), *Poems to Learn by Heart* (Kennedy, 2013)
COURSE EXPECTATIONS AND ASSIGNMENTS
You will receive assignment descriptions and rubrics for each of these.

1) Reflective Journal:
   Each day in class you will take notes, compile poems, brainstorm ideas, and synthesize the information presented. This journal serves as a way for you to document your own learning throughout the week. Some elements included will be directed (free-writes, tickets out the door, products from hands-on activities). This journal will also function as a resource as you work on our Poetry Compilation/Curriculum Project. This assignment can be turned in daily, at the end of the week, or submitted via D2L using a tool such as padlet or smore.

2) Sharing a Poem:
   You will select a poem to share with the class. You can choose to memorize or recite the poem. You need to convey the poem with meaning; you may want record yourself as a rehearsal. After sharing you will briefly explain your appreciation for the poem. You will need to develop a display for the poem as well (copy and mount it to be posted in the room) and also post it in D2L. You can complete this assignment beginning on Tuesday – let me know you are ready and I’ll make time for “sharing a poem.” Everyone will need to present by Friday afternoon.

3) Poet Study:
   You will create a brochure or flier highlighting the work of a favorite poet discovered during the class. The content will include some biographical information about the poet, but will focus on the poet’s characteristics style and topics. You should include a few poems and a list of fully cited books by the poet as well. You should be highly familiar with this poet and the flier should show your assessment of the poet’s overall quality and importance. Distribute any time during the week or post your flier online by Friday.

4) Article Review:
   As part of the online component of the course you will select (or find your own) research article related to poetry in the classroom. You may pick one from the course bibliography or use McNair library resources to locate an article on your own. You should select a piece that aligns with the goals of your Poetry Compilation/Curriculum Project. The article review should be submitted online in D2L by 7/29.

5) Poetry Compilation/Curriculum Project:
   This major assignment can be completed individually, in pairs, or small groups with ample time for collaboration provided in class. The bulk of the work will entail searching for books and writing critical annotations. Through this project you will develop a curriculum resource for the use of poetry in your classroom. You may choose to create a “poem a day” compilation or write a unit plan for poetry in the content areas. Due: 8/5.
<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Reading/Assignments</th>
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| Mon 7/18 | **Poetry Every Day: Rationale, Resources and Requirements**  
  Afternoon Speakers:  
  • Maggie Bokelman, Eagle View Middle School, Middletown PA  
  • Karla M. Schmit, PSU (LBH and Public Poetry Project)  
  • Elisa Hopkins, PSU |                                          |
| Tues 7/19 | **Poetry and the Common Core**  
  Speaker: Sylvia Vardell, Texas Women’s University | Read: PP ch. 1-2  
  Due: Share a Poem |
| Wed 7/20 | **Poetry and Teaching Writing**  
  Speaker: Janet Wong – poet and publisher | Read: PP ch. 3-4  
  Due: Share a Poem |
| Thurs 7/21 | **Beyond the Classroom**  
  Morning Session with Bernard Hall, WCU: Hiphop Curriculum  
  Afternoon Session with Teacher/Poets:  
  Heidi Mordhorst, Jacqueline Jules, Marjorie Maddix | Read: PP ch. 5  
  Due: Share a Poem |
| Fri 7/22 | **Publishing Poetry**  
  • Sandy Asher http://sandyasher.com  
  • Linda Oatman http://www.lindaoatmanhigh.com  
  • Linda Kulp Trout http://lindakulp.blogspot.com | Read: Brown Girl Dreaming  
  Due:  
  - Share a Poem  
  - Poet Study  
  - Article Review  
  - Compilation/Curriculum Project |
SELECTED BIBLIOGRAPHY


