

Teaching Social Studies with Children’s Literature
Longwood University

Professional Studies *Non-Credit* Class

Instructor:

Dr. Julie Mersiowsky
Longwood University

Contact information:
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Office Hours
By Appt.

Class Description:

Through this course learners will explore some great Children’s Literature while applying the content to their Social Studies curriculum to increase a love of learning, language, and social studies content. Learners will identify literature that enhances what they teach and integrate facets of the literature into their teaching.

This is a non-credit bearing class and will not be reflected on a Longwood transcript. We recommend that it is equivalent in content and scope to a one credit graduate class or 30 recertification points. Upon successful completion, you will receive separate written documentation of this. It is up to your school division and/or the VDOE to determine the number of actual recertification points assigned to the class.

Class Overview:

This class is designed to be self-paced and does not require participants complete the work at the same time or participate in activities or discussions at the same time. There are weekly due dates along the way. However, reviewing what your fellow participants posts and initiating discussions with them will greatly enhance your learning and overall experience.

Text:

No textbook is required for this class. Readings will be posted online within the Canvas shell. Students are encouraged to spend book funds on copies of books and resources for their classroom instruction.

Goals & Objectives:

Upon completion of this course the learner will be able to:

- Explain the importance and role of quality children’s literature in enhancing social studies instruction.
- Participate in course activities from the perspective of a learner to better understand
- Apply course resources and activities to their own lessons

SCHEDULE		
Dates	Topics	Assignments
Module 1 Week 1	What is Children’s Literature?	<ul style="list-style-type: none">• Readings & activities

		<ul style="list-style-type: none"> • Introduction Discussion Board – original post due by Friday at midnight, reply to others due by Monday at midnight
Module 2 Week 2	What makes a good instructional resource	<ul style="list-style-type: none"> • Readings & activities • Submit first 3 slides of your Text Set • Literature Talk
Module 3 Week 3	Children’s Lit. vs. Textbook resources in Social Studies	<ul style="list-style-type: none"> • Readings & activities • Lesson sketch
Module 4 Week 4	Putting it all together	<ul style="list-style-type: none"> • Readings & activities • Full Text Set due

Class Assignments: Detailed instructions are provided for all assignments within the online class modules located in Canvas. These are general descriptions of the expectations. A full rubric is supplied within each of the assignments on Canvas.

Participate in/Complete Class Activities:

Each module will have at least one activity that you will be asked to complete, post your results, and reflect upon.

- Complete all readings and viewings
- Introduce yourself through the discussion board
- Fully participate in all discussion boards by replying to at least 3 of your classmates’ posts
- Submission of sample text set slides

Text Set:

Learners will select a concept related to their grade level and Social Studies standards and create an annotated presentation of at least 10 different texts (children’s books). The texts will support that concept at the chosen grade level or range of grade levels. The set should include the title, author, concept, and 2-3 sentences explaining why each resource was selected and/or how you plan to use it in your instruction. Detailed instructions can be found in Canvas. Learners will be submitting the first 3 slides of the presentation during the 2nd module/week of the course, that will include a description of the set and one slide annotating a single text.

Literature Talk:

Learners will identify one piece of children’s literature and record a reading of it using their choice of video format. The Talk should be no longer than 10 minutes in length, can be a portion of the text or the entire text.

Lesson Sketch/Plan:

Learners will sketch out the details of one lesson using a piece of children’s literature of their own choice. The lesson sketch will:

- Include at least 1 day’s lesson integrating multiple subject areas
- Include related standards (such as SOL)

- Include at least 2 different levels of Bloom’s taxonomy
- Include the details of an assessment (formative)
- Include activity details, but does not have to include all resources such as presentations, videos, worksheets, or full assessments

Class Grading:

Participation in /completion of Class Activities	50 points
Literature Talk	50 points
Lesson Sketch	50 points
Text Set	100 points
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Total Points Possible	250 points

Grading Scale

Non-credit classes are Pass/Fail. If you earn 85% or 212.5 points, you receive a grade of Pass for the class.

CLASS POLICIES

Student Responsibility:

It is your responsibility to inform yourself of, and to observe, all regulations and procedures required by the university. In no case will a regulation be waived or an exception granted because students plead ignorance of the regulation or assert that they were not informed of the regulation by an advisor or other authority.

Communication Policy:

The instructor will respond to student messages within 24-48 hours, generally through email. For all assignments, feedback will be delivered within one week of the due date.

Professor Contact: It is easiest to contact your professor through her cell phone – 434-414-6082. Texting is acceptable, be sure to identify yourself the first time you text. Office hours are flexible. Appointments can be made for in person and telephone meetings as needed. Because this course goes into the Winter Break for Longwood, it may be difficult to get your instructor on her cell (she lives in the boonies) but if you send an email or text she will get back to you and call when possible if needed.

Attendance & Participation Policy:

Attendance for online courses is determined by how many times and for how long you access the Canvas course (this information is available for each student to the instructor), your participation in the assignments, and your timeliness in submitting requested work or response. Online courses can get away from you if not carefully scheduled. Take the time to review your online commitments, schedule regular and consistent time to be online, and stick to the schedule. You are expected to participate in all Canvas activities. Failure to participate in Canvas activities may impair academic performance and result in a lower grade. You must assume full responsibility for your online presence.

Technical Assistance:

Please contact your instructor directly for assistance with Canvas.

Netiquette: In a fully online course, students will interact with the professor and other students in various online forums. The professor expects that students will engage in online discussions, emails, and other forms of communication in a professional manner. It is important to treat all of these online interactions as if they are occurring within a classroom setting. Students should carefully edit their written responses and ensure that Standard English is used in all posts and discussions.

Technology Skill Requirements: Students will need basic technology skills to engage fully in this online course. Students should refer to Longwood University's *Technical Skills and Requirements* webpage to ensure that you are prepared to take this course in a virtual environment. This can be found at the following link: <http://www.longwood.edu/online/28310.htm>

Class Evaluation:

At the conclusion of the course, each student will have the opportunity to evaluate the class and instructor through Canvas. Your feedback is important to us. Please take the time to complete the online evaluation.