



ENERGIZING STUDENT READING SERIES

You Can't Make this Stuff Up

EDUO 9047, 9048 1 Semester Credit/Unit Each

Instructor - Kathy Vining

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Note: This is a Public syllabus of the course. For a fully detailed syllabus, please email the instructor.

Description:

After reading and annotating top rated student level **narrative non-fiction***, you will be able to enthusiastically endorse books that will turn on even your reluctant readers. You will read books, design book talks, and create a file of questions, topics of discussion, writing prompts, etc. to promote and assess your students' book experiences.

**Narrative nonfiction (also known as creative or literary nonfiction) books are informational books written in an engaging story-like format. The best of this genre is well-researched and contains extensive source notes, including a bibliography, an index, and authentic photographs that validate the author's work. This genre is uniquely capable of immersing readers in diverse cultures, periods of history, occupations, environments, ethical conflicts and other subjects worthy of study.*

Course Objectives

In this course, participants will have opportunity:

- To be immersed in the best Narrative/Creative/literary nonfiction for your students
- To determine what books are best for topics and themes that your class emphasizes
- To prepare classroom activities and materials that will help encourage enthusiasm for reading narrative nonfiction

Course Relation to CCS or other Professional Standards

TEACHERS ARE RESPONSIBLE FOR MANAGING AND MONITORING STUDENT LEARNING.

- a) Teachers Call on Multiple Methods to Meet Their Instructional Goals
- b) Teachers Value Student Engagement
- c) Teachers Engage Students in the Learning Process

TEACHERS ARE MEMBERS OF LEARNING COMMUNITIES

- a) Teachers Use Feedback and Research to Improve Their Practice and Positively Impact Student Learning.

This course aligns with National Student Standards

NL-Eng-K12.1 READING FOR PERSPECTIVE

- a) Students read a wide range of print and non-print texts to build an understanding of texts, themselves, and of the cultures of the US and the world.

NL-ENG-K12.2 UNDERSTANDING THE HUMAN EXPERIENCE

- a) Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g. philosophical, ethical, aesthetic) of the human experience.

How to Submit Coursework

Assignment Formatting:

All written assignments must be in standard 12 point font, single spaced with no more than 1" margins. Cite any resources not listed in the course.

How to Submit Coursework:

Your course requires one DropBox Submission of Evidence which may contain photos or other files and one Written Assignment entitled Takeaways.

Look through [How to Upload an Assignment](#) for help.

Name each file submitted with your last name and Course number (i.e. Brown9047). Make sure you place your full name and course number at the top of each document page. You will receive feedback from your instructor within 2-5 days.

Course Assignments

1. Read resources of your choice

<https://ppld.org/teens/booktalking-tips>
[Notes by Donalyn Miller author of the Book Whisperer](#)

2. Read books from the following lists or other quality NNF titles). **Note that the number of books required is a guideline. You may adjust your goal as you see fit, making sure that you spend 12 hours reading.

- Primary-20-30 books;
- Upper Elementary 10-20 books,
- Middle School-5-10 books,
- HS 3- 5 books.

- a. [Best Narrative Nonfiction Books for Kids](#)
- b. [Best Creative Nonfiction Titles for Teens](#)
- c. [Narrative Nonfiction for Middle Graders](#)
- d. [Excellence in Nonfiction for Young Adults - YALSA](#)
- e. [Best New Narrative Nonfiction for Kids](#)
- f. [A Review of the 37 Best Narrative Nonfiction Books for Kids](#)
- g. [Recommended Narrative Nonfiction for Young Adults-The Horn Book](#)

3. Make at least 3 posts on the **Book Forum** of your choice: **Primary, Elementary, Middle** or **HS** regarding the books and ideas for incorporating them into your curricula.

4. Prepare and submit a file (may include images, videos, notes) of your evidence about reading **each** book and informal plans for debriefing individual readers or lesson plans for whole class reading projects. The following articles may be helpful.

[BookTalking Tips](#)

Course Assessment Rubric

<p style="text-align: center;">EXCELLENT</p> <p style="text-align: center;">Meets or Exceeds Course Objectives: A to A-</p>	<p style="text-align: center;">ACCEPTABLE</p> <p style="text-align: center;">Majority of Work Meets Course Objectives; B+ to B-</p>	<p style="text-align: center;">NOT ACCEPTABLE</p> <p style="text-align: center;">Needs Considerable Improvement: Resubmit Work Suggested: C or below</p>
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses show evidence of new knowledge evidenced by thoughtful and in-depth Forum posts and plentiful and relevant evidence submitted.	Most responses show evidence of new knowledge evidenced by thoughtful Forum posts and relevant evidence submitted.	Responses show little to no evidence of new knowledge evidenced by brief or off topic Forum posts and minimal evidence submitted.
Work submitted was organized and clearly articulated.	Most work submitted was organized and clearly articulated.	Work submitted was not organized or not clearly articulated.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

Resources:

[Booktalking Tips](#)

[What Teachers Need to Know About the “New” Nonfiction](#) by Sharon Rusth Gill

[What is Creative Non Fiction](#) by Lee Gutlind