However, in this rapidly changing world, national culture is fluid, ever changing and mixing with other cultures. Being a global citizen and a potential educator for children requires some level of familiarity with a diverse array of cultures. This course will introduce you to traditional Chinese culture and explore its representations in western children’s literature. The class will first delve into the works of Confucianism, Taoism, and Buddhism adapted for children. You will study the impact of these intellectual schools in Chinese society and develop a broad and coherent understanding of Chinese cultural values. From there, the class will examine western children’s literature, focusing on voices that echo with or differ from Chinese culture. For example, Ursula K Le Guin, author of the Earthsea fantasy series, claims that her work was inspired by the Taoist ideas of balance and equilibrium. Other western authors may not claim as fans of Chinese thinking, however, their works clearly echo with Chinese values and thus have been received by Chinese parents and children warmly. For instance, Winnie-the-Pooh is a model of a western Taoist, as observed by Benjamin Hoof, the author of The Dao of Pooh, for Pooh’s simplicity and non-action. The spider in Charlotte’s Web exemplifies the Confucian ideal of being faithful to friends. The Little Prince plays the mystery of Buddhist nirvana. Some western ideas may seem strange in traditional China such as the idea of the Savior. However, this idea has now become well-known through Aslan the Lion created by C. S. Lewis in The Lion, the Witch and the Wardrobe. Since the early 20th century, western literature has quietly entered and enriched Chinese culture. By expanding your knowledge of traditional Chinese values, you will develop new perspectives to western children’s literature. In the second half of the semester, you will write and illustrate a picture book embedded with your understanding of Chinese culture. You will design a curriculum appropriate for a preschool or early elementary classroom. Doing so, you learn how to help children appreciate different cultures, enhance their critical thinking through literature, and become aware of the connectedness among humans across the world.

International Cultures (IL)
General Education: Humanities (GH)
GenEd Learning Objective: Effective Communication
GenEd Learning Objective: Global Learning
GenEd Learning Objective: Integrative Thinking
GenEd Learning Objective: Key Literacies

LLED 296: Independent Studies
1-18 Credits/Maximum of 18
Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses.

LLED 297: Special Topics
1-9 Credits/Maximum of 9
Formal courses given infrequently to explore, in depth, a comparatively narrow subject that may be topical or of special interest.

LLED 400: Teaching Reading in the Elementary School
3 Credits
Introduction to the reading program; acquaintance with materials and techniques; observations of reading instruction; correlation with human growth and development. LLED 400 Teaching Reading in the Elementary School (3) LLED 400 is intended to help teacher candidates become knowledgeable users of theory and about language, literacy and culture; and to think through instructional problems thoroughly, using multiple sources of information to experiment with alternative solutions. Dealing
specifically with reading, we recognize that text goes beyond print texts to include multimodal visual, auditory, digital, movement, and artifactual texts. In LLED 400, candidates learn to understand how children develop as readers and users of literacies in and out of school. Candidates learn how to teach in ways that support children's successful development and uses of multiple kinds of literacy, including reading. Literacy teaching is both an intellectual and practical matter in which teachers work with students in ways that recognize the complexities of language and its social uses, learning and its cultural contexts, and schooling as organizational phenomena. Children enter schools with multiple types of literacy knowledge and cultural experiences. Coming to understand these complexities requires the coordination of both theoretical development and applied knowledge. Candidates' practice is developed as they learn to address the puzzles children present as they construct their knowledge of language, literacy, and literature in various social situations. Developing practical strategies to teach literacy requires a dedication of head, hand, and heart to treat all people with dignity, acknowledging the contributions of all cultural groups and respecting diversity as it honors ideals of social justice. In LLED 400, teacher candidates develop a repertoire of organizational, instructional, and evaluative strategies that are based on research and best professional practices. Candidates work on projects independently and in collaborative groups. Content is presented by the instructor through a combination of lectures, weekly readings and reflections on readings, class discussion, activities and demonstrations, and viewing and analyzing video. Projects include an analysis of children as readers and curriculum planning. A field experience connected to LLED 400 and LLED 401 affords teacher candidates the opportunity to inquire about children's encounters with literacy in elementary grade classrooms. LLED 400 is part of a block of courses in a PSU teacher education program that is unified by the basic set of principles supporting the development of a broader and more inclusive understanding of texts, children, and communities.

**Prerequisites:** 4th Semester standing Corequisites: LLED 401, LLED 402, CI 460

LLED 400H: Teaching Reading in the Elementary School

3 Credits

Introduction to the reading program; acquaintance with materials and techniques; observations of reading instruction; correlation with human growth and development.

Honors

LLED 401: Teaching Language arts in Elementary School

3 Credits

Principles, problems, materials, and techniques involved in teaching speaking, listening, writing, and reading in the elementary school. LLED 401 Teaching Language Arts in Elementary School (3) The purpose of LLED 401 is to acquaint teacher candidates with theories and practices of teaching writing. Candidates are immersed in the study and experience of workshop and strategic models of writing instruction. Basic goals of this course are to help candidates to use language well and thoughtfully concerning writing instruction, literacy, literature and culture; and to think through instructional problems thoroughly, using multiple sources of information to experiment with alternative solutions. We also expect candidates to understand the roles which culture plays in literacy practices, literature, identifications of "ability," and schooling; to learn how people function effectively in groups; and to develop a repertoire of organizational, instructional, and evaluative strategies. A field experience connected to LLED 400 and LLED 401 affords teacher candidates the opportunity to inquire about children's encounters with literacy while learning alongside children and teachers in elementary grade classrooms. LLED 401 is part of a block of courses in a PSU teacher education program that is unified by the basic set of principles supporting the development of a broader and more inclusive understanding of texts, children, and communities.

**Prerequisites:** 4th Semester standing Corequisites: LLED 400, LLED 402, CI 460

LLED 402: Teaching Children's Literature

3 Credits

The purpose of LLED 402 is to familiarize teacher candidates with different theories and practices of teaching literature. Candidates are immersed in the study and experience of literature and strategic models of literature instruction. Understanding that belief systems inadvertently determine the models of literature instruction educators adopt. LLED 402 asks candidates to be mindful of the diverse nature of our communities, and encourages them to strive to create literary communities that respect, value, and encourage multiple modes of expressions. The basic course goals are to help candidates to understand the importance of story in all human lives; to exhibit a wide repertoire of flexible strategies for interpreting literature; to understand socio-cultural influences upon writing and literature; to know and be able to use basic reference tools and selection guides for research; to become familiar with different genres, diverse texts, and styles; to read for sequence and for secrets; to articulate responses to literature across a variety of media; to weave into the exploration of each of these goals a struggle to understand and to accept human difference; and to understand the role that literature plays in the school curriculum. The course presents theories of teaching literature and models of literature instruction that place at the center socio-cultural practices typical of democratic literary communities. This requires knowledge of how literature and texts work in real life and in a variety of social and cultural contexts. Informed by research, standards and current practices, LLED 402 exhibits the power of literature, the complexities of students' learning and experiences with texts, and the problem solving character of teaching.

**Prerequisite:** 4th Semester Standing Concurrent: LL ED400, LL ED401 for CEAED majors

LLED 411: Teaching Language Arts In Secondary Schools I

3 Credits

Exploration of language, literacy, and culture and development of curricular designs for teaching language arts in secondary schools. LL ED 411 is designed to provide pre-service secondary English and communications teachers with the foundational experiences for inquiry into the relationships between language, literacy, and culture. Participants reflect upon personal experiences with language and school, examine secondary education perspectives in pedagogical and philosophical terms, build supportive relationships with colleagues to develop the best curricular and instructional decisions, explore the social, psychological, political, and economic aspects of language use and literacy practices in a country with diverse cultures, explore the construction of meaning and knowledge by the use of language and other symbolic systems of representing and sharing experience. A strong emphasis is placed upon the teacher as collaborator, risk-taker, and researcher, who tries new ideas, documents the classroom experience that results, and shares reflections with colleagues to help construct the
best understanding for teaching language arts in secondary schools. Course work involves extensive reading, the production of artifacts of a variety of types (written, performed, multi-media) such as journals, reviews, viewpoints, and original research, all done by both individuals and small groups to pursue the course objectives.

**Prerequisites:** 5th Semester standing Recommended Preparation: Entrance to SECED major or graduate certification program

LLED 412W: Teaching Language Arts in Secondary Schools II

3 Credits

Exploration of language, literacy, and culture and development of curricular designs for teaching language arts in secondary schools. LL ED 412W Teaching Language Arts in Secondary Schools II (3)This three-credit course addresses the theory, practice, and implications of teaching the English language arts at the secondary level. The course is the discipline-specific component of the Secondary Education block taken by majors in Secondary Education prior to student teaching. In this course, students explore issues in language, literacy, and culture and development of curricular designs for teaching language arts in secondary schools. Through in-class and out-of-class activities completed both independently and in collaboration, students read about, talk about, and practice teaching all of the language arts-reading, writing, speaking, listening, and thinking. Activities highlight ways of planning for instruction and ways of assessing student learning as teachers implement those plans. In addition, students will take up the professional issues facing beginning teachers of the English language arts-issues of professionalism and the teaching role, relationships with students, and how teaching can fit into a life. The course builds upon content developed in other courses in the major, including theories of reading, composition, media literacy, and pedagogy. Students engage in a variety of writing tasks both in support of developing course content and as a means of making their work public. This writing includes (but is not limited to) lesson planning, reflective writing on experiences both in the course and in related field experience, and the development of a professional portfolio. During class sessions, informal writing is used for a variety of purposes such as brainstorming, facilitating collaborative work, or framing discussion. Throughout the semester, students draft and receive feedback on a variety of portfolio components, which are revised and incorporated into a final version of the portfolio due at the end of the course. Portfolio contents vary according to instructor, but examples might include statements of educational philosophy, analysis of student writing from field experience, commentary on unit and lesson materials, reflective writing on reading and writing processes, and professional documents such as lesson plans and letters to mentors and potential employers.

**Prerequisite:** LL ED411 or LL ED400; Concurrent: C I 412W

Writing Across the Curriculum

LLED 421: Teaching Writing in Secondary Schools

3 Credits

This course will provide preparation for teaching writing in the secondary school context. Students completing this course will meet the following objectives: -Understand one’s own history as a writer and as a student in relation to the student’s current and future practice in the teaching of writing -Articulate principles of a process approach to writing instruction and a workshop learning environment for writing, grounded in research and theory -Know and use strategies for supporting student writers as they work through writing processes -Differentiate writing instruction for students with varying backgrounds and needs -Access, evaluate, and use professional resources for writing instruction in ways that are consistent with principles grounded in research and theory Course content will include an orientation to writing processes, the social contexts of written genres, classroom environments for teaching writing, overcoming barriers to writing in adolescents, conferring and feedback, teaching the conventions of written English, and writing assessment. In addition, students in the course will engage in professional activities appropriate to a teacher of writing at the secondary level. To achieve these aims, students will engage in significant in-class and out-of-class writing activities. They will study examples of teaching practice and student writing from real secondary school classrooms. They will read and apply research on effective writing instruction. They will develop instructional plans and classroom resources for writing instruction. Finally, they will articulate stances for practice as teachers of writing as they begin their professional careers as teachers

**Prerequisites:** 5th Semester standing

LLED 422: Teaching the Young Adult Literature Workshop

3 Credits

This course will provide preparation for teaching writing in the secondary school context. Students completing this course will meet the following objectives: -Understand one’s own history as a writer and as a student in relation to the student’s current and future practice in the teaching of writing -Articulate principles of a process approach to writing instruction and a workshop learning environment for writing, grounded in research and theory -Know and use strategies for supporting student writers as they work through writing processes -Differentiate writing instruction for students with varying backgrounds and needs -Access, evaluate, and use professional resources for writing instruction in ways that are consistent with principles grounded in research and theory Course content will include an orientation to writing processes, the social contexts of written genres, classroom environments for teaching writing, overcoming barriers to writing in adolescents, conferring and feedback, teaching the conventions of written English, and writing assessment. In addition, students in the course will engage in professional activities appropriate to a teacher of writing at the secondary level. To achieve these aims, students will engage in significant in-class and out-of-class writing activities. They will study examples of teaching practice and student writing from real secondary school classrooms. They will read and apply research on effective writing instruction. They will develop instructional plans and classroom resources for writing instruction. Finally, they will articulate stances for practice as teachers of writing as they begin their professional careers as teachers

**Prerequisites:** LL ED411 or LL ED400; Concurrent: C I 412W

Writing Across the Curriculum

LLED 421: Teaching Writing in Secondary Schools

3 Credits

This course will provide preparation for teaching writing in the secondary school context. Students completing this course will meet the following objectives: -Understand one’s own history as a writer and as a student in relation to the student’s current and future practice in the teaching of writing -Articulate principles of a process approach to writing instruction and a workshop learning environment for writing, grounded in research and theory -Know and use strategies for supporting student writers as they work through writing processes -Differentiate writing instruction for students with varying backgrounds and needs -Access, evaluate, and use professional resources for writing instruction in ways that are consistent with principles grounded in research and theory Course content will include an orientation to writing processes, the social contexts of written genres, classroom environments for teaching writing, overcoming barriers to writing in adolescents, conferring and feedback, teaching the conventions of written English, and writing assessment. In addition, students in the course will engage in professional activities appropriate to a teacher of writing at the secondary level. To achieve these aims, students will engage in significant in-class and out-of-class writing activities. They will study examples of teaching practice and student writing from real secondary school classrooms. They will read and apply research on effective writing instruction. They will develop instructional plans and classroom resources for writing instruction. Finally, they will articulate stances for practice as teachers of writing as they begin their professional careers as teachers

**Prerequisites:** 5th Semester standing

LLED 422: Teaching the Young Adult Literature Workshop

3 Credits

This course is designed to familiarize students with the genre and field of young adult (YA) literature and to provide a rationale and basis for practice for teaching adolescent literature in English Language Arts (ELA) courses utilizing a Reader’s Workshop format. By the end of this course, students will be able to (a) Articulate a working definition of adolescent/ YA literature; (b) Respond to a variety of YA literature texts individually and in a group to increase understanding, appreciation, and enjoyment of this literary genre; (c) Describe some of the trends and dominant concerns in the field of YA literature, including: multiculturalism, new/digital literacies, critical literacy, and censorship; (d) Choose YA texts appropriate for classroom use by gaining familiarity with a range of popular and/or award-winning YA literature titles; (e) Select YA texts that will stimulate interest, foster appreciation for the written word, and increase motivation of learners to read independently for pleasure and for personal growth; (e) Make and support claims about the use of YA
LLED 464: Nonfiction Literature for Children and Adolescents

3 Credits/Maximum of 3

Nonfiction Literature for Children and Adolescents explores a wide range of nonfiction literature in a variety of subject areas including social studies, math, science, and the arts. This course takes the position that reading nonfiction literature can inspire curiosity and a life-long love of learning, shape inquiry, nourish empathy and compassion, and inform agency. Topics include nonfiction as literature, resources for locating nonfiction literature, nonfiction literature in different subject areas, nonfiction literature as a catalyst for inquiry, creative nonfiction and
hybrid texts, biographies and autobiographies, and nonfiction literature for agency. This course also examines techniques of writing nonfiction literature to develop an understanding of strategies that published authors use to create engaging works to inform readers and provide pleasurable reading experiences. This understanding can help adults who work with children and adolescents recognize and identify the qualities that they find desirable for selecting and sharing nonfiction literature with children and youths, whether shared for reading or serving specifically as mentor texts for writing.

**Prerequisites:** 5th Semester standing

**LLED 465: Fantasy Literature for Children**
3 Credits

Fantasy Literature for Children explores a range of fantasy literature including literary fairy tales, toy fantasies, ghosts/horror/suspense, science fiction, reworked fairy tales, low fantasy, and high fantasy. This course will consider different rationalizations for fantasy literature and will examine some of the key stories that illustrate fantasy from different perspectives, such as literary, social, and psychological angles. This course will look at, first, the beginnings of modern fantasy with the fairy tales of Hans Christian Andersen and Carlo Collodi’s classic, Pinocchio. Then the course reading will include ghosts and other supernatural fantasy stories, and “reworked” fairy tales, a current trend in fantasy literature. Despite of some scholarly debates on science fiction, that is, whether it should be categorized into fantasy or not, this course will consider science fiction as being similar enough to fantasy for it to be included. The course will also include a study of fantasy books currently popular with school-age readers. Fantasy can be divided into two main groups: low fantasy and high fantasy. Several of the stories to be read in the course are perhaps best categorized as low fantasies, not because of what they are, but because they are not high fantasy, which has a mythic quality to it. High fantasy seems to go beyond the particulars of its story to explore the nature of good and of evil. Though high fantasies can be humorous at times, the overall tone is serious. Often characters are on quests and the stakes of success or failure usually involve saving the world from some great evil or preventing the tyranny of some powerful and evil ruler. Reading the different types of fantasy literature and the literary critiques and analyses of those works, this course will be wrestling with the overall importance of those books in the lives of children by pondering imagination and its role in the lives of children.

**Prerequisites:** 5th Semester standing

**LLED 467: Children’s Literature in the Classroom**
3 Credits

Study of the theory and practice of using children’s literature in the elementary school classroom.

**LLED 480: Media Literacy in the Classroom**
3 Credits

Exploration of media languages and literacy in classrooms, learning in an electronic age; issues, ideas, and teaching strategies.

**Concurrent:** LL ED 411, LL ED 420

**LLED 495: School Practicum in Reading**
1-18 Credits/Maximum of 18

Supervised practicum providing field experiences at any grade level, with opportunities to assume various teaching roles.

**Prerequisite:** LL ED 400

**LLED 496: Independent Studies**
1-18 Credits/Maximum of 18

Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses.

**LLED 496H: Independent Studies**
1-18 Credits/Maximum of 18

Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses.

**Honors**

**LLED 497: Special Topics**
1-9 Credits/Maximum of 9

Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.

**LLED 498: Special Topics**
1-9 Credits/Maximum of 9

Formal courses given infrequently to explore, in depth, a comparatively narrow subject that may be topical or of special interest.