LLED 5: College Reading Improvement I
3 Credits
Improvement of basic reading skills: vocabulary development; literal and interpretative comprehension; application of these skills more efficiently to college work.

LLED 10: College Reading Improvement II
3 Credits
Development of higher level comprehension, vocabulary, and study skills incorporated into content area reading.

LLED 215N: Children's Picture Books as Multimodal Texts
3 Credits
Children's picture books are often described as fundamental in nurturing the development of young children into engaged readers and fearless writers. Many adults have a special place in their hearts for picture books they loved as children; books they read over and over again, books that spoke to their hearts and minds, and books that helped them figure out the mystery of written language. In this inter-domain course, we will take a close look at children's picture books and explore their magic though integrating humanities and the arts. We will read many, many books of different genres to examine how the written text and illustration work together to compose a work of art that we read, understand, enjoy and connect to. We will explore the criteria by which we judge the literary and artistic quality of picture books and will become acquainted with resources that can help us find exceptional books. We will also consider the significance of children's literature representing diverse perspectives and will work to deconstruct the values and biases implicit in texts written for young children. Much of the course will be organized in a workshop format through which we will learn about the authoring and illustrating techniques and processes used by notable authors and illustrators of modern children's picture books, while also experimenting with the same techniques through drafting and developing our own picture books. Our end goal will be to thoughtfully weave linguistic and visual composition elements to craft original multimodal texts for children.

GenEd Learning Objective: Key Literacies
General Education: Humanities (GH)
General Education: Arts (GA)

LLED 227: Understanding Childhood through Children's Literature: Books, Media, Toys
3 Credits
This course is transdisciplinary in nature, looking at the multiple ways children's cultures are constructed in contemporary and canonical literature for children, transmitted through films, games, and toys. It blends approaches that consider art, history, politics, popular culture, and technology, as bases of inquiry into children's cultures and childhood. It also considers other classic and contemporary texts for young people. The course opens with students' initial understanding of childhood in their unique cultural spaces and settings. It then proceeds to discuss the dominant perceptions of childhood and their possible implications for how society considers the roles of children and their cultures. It recommends critical multiculturalism as a possible theoretical lens to examine how creators of children's texts construct and imagine children, children's cultures and/or childhood. The course also offers a brief history of children's literature. The last half of the semester explores other texts side-by-side children's books from various cultures to enable students to ponder myriad childhood and children's cultures under exploration in the different texts. What patterns do they notice? How might this enable them to further understand the complex nature of children's cultures? Course assignments include designing an artifact that is representative of an aspect of children's culture from course materials.

GenEd Learning Objective: Key Literacies
GenEd Learning Objective: Effective Communication

LLED 235: Chinese Culture in Child Lit
3 Credits
Children's literature reveals how a culture imagines itself and offers a window into other cultures for young readers. What a child reads and what is read to the child shows the values the child's nation holds dearly. 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 Guinn, 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 awareness
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 experiences 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, LL ED 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

**LL ED 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

**LL ED412W:** 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  
3 Credits  
Exploration of adolescent literacy and curricular designs for teaching adolescent literature and literacy in secondary schools. LL ED 420 is designed to provide the personal experiences and inquiry with adolescent literature and literacy patterns essential for pre-service teachers. Participants reflect upon personal experiences with adolescent literature, examine critical education perspectives in pedagogical and philosophical terms, build supportive relationships with colleagues to develop the best curricular and instructional decisions, explore the literary character of adolescent literature, the representation of cultural diversity in the voices of adolescent literature, and the curricular design of experiences with adolescent literature in secondary schools. 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 a better understanding of using adolescent literature in secondary schools. Course work involves extensive reading, written documents of a variety of types (journals, reviews, reports, original research) done by individuals and small groups to pursue the course objectives.

**Prerequisites:** 5th Semester standing Recommended Preparation: Entrance for SECED major or graduate level certification pathway.

**LL ED 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 -Distinguish 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
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 using 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; (f) Make and support claims about the use of YA lit in the ELA classroom; (f) Design lessons in the context of a reader's workshop approach; (g) Explore, evaluate, and select instructional materials and professional resources for teaching with YA literature; and (h) Demonstrate an awareness of culturally responsive literature teaching and an understanding of how cultural, linguistic, and ethnic diversity impact teaching and learning as these ideas connect to YA literature. This course engages essential questions in the teaching of young adult literature and to provide a rationale and basis for literacy education. This course provides opportunities to extend knowledge about picturebooks and the artists who create them, and to consider ways to help children become more sophisticated readers of picturebooks. While picturebooks are often emphasized as integral to the literacy development of young children, they can be engaging and desirable for older children as well. Course topics include picturebooks for the very young, as well as picturebooks that could appeal to elementary and middle school children. Whether picturebooks...
appear relatively simple and straightforward or contain innovatively complex or metafictive design elements, close readings of them with an understanding of terminology offer opportunities to express and discuss reactions and interpretations. The Art of the Picturebook provides students a forum for exploring preferences, ideas, insights, and questions about selected picturebooks, along with curricular and pedagogical considerations. Course readings include interviews with illustrators, selections about creating picture compositions, and scholarly essays presenting theoretical perspectives and ideas about picturebooks as literature and art for children's literacy development. This course emphasizes that reading and interpreting picturebooks is an active, creative process that is socially, culturally, and historically situated. Authors and illustrators are influenced by culture, so their art reflects values of that culture, consciously or unconsciously. A reader's experience with a picturebook is also influenced by cultural and social contexts in a given moment. Because engaging in aesthetic experiences is an active, creative process, reading picturebooks is, as Jane Doonan (1993), author of Looking at Pictures in Picture Books, asserts, a form of play. The Art of the Picturebook approaches picturebooks as sources of deep play. The course also provides opportunities to research selected illustrators, both for class discussions and an illustrator study project (e.g., a Wiki page). The culminating illustrator study project involves an in-depth investigation of a key children's book illustrator and a process of sharing works-in-progress with classmates for collaborative editing.

**Prerequisites:** 5th Semester standing

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 lifelong 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 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 youth, 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:** LLED 411, LLED 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:** LLED 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 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.