I. COURSE DESCRIPTION
This course provides students with an understanding of children’s and adolescent literature. Included in the class is the reading and study of literature and how to promote reading of literature in the schools. Extensive reading is required.

II. RATIONALE
This course acquaints teachers with a variety of literature for children and adolescents with the goal that teachers will include literature to enhance the curricular and instructional lessons in each subject and in each classroom.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS
   A. The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
   B. The teacher creates a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
   C. The teacher responds appropriately to diverse groups of learners.
   D. While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
   E. The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

IV. TExES COMPETENCIES
   A. EC-6—Oral Language, Literacy Development, Reading Comprehension

   Standard I. Oral Language: Teachers of young children understand the importance of oral language, know the development processes of oral language, and provide a variety of instructional opportunities for young children to develop listening and speaking skills.

   Teachers of young children through grade six:

   1.2s are able to strengthen vocabulary and narrative skills in spoken language by reading aloud to children and teaching them to recognize the connections between spoken and printed language.
   1.3s provide direct and indirect instruction, including modeling and reading aloud, in “classroom” English (e.g., language structures and pronunciations commonly associated
with written English) and support children’s learning and use of classroom English through meaningful and purposeful oral language activities.

**Standard IV. Literacy Development and Practice:** Teachers of young children understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young children’s literacy.

*Teachers of young children through grade six:*

4.4k recognize a wide range of children’s literature and other texts written for children.  
4.3s provide multiple opportunities for young children to listen to and respond to a wide variety of children’s literature, both fiction and non-fiction, and to recognize characteristics of various types of narrative and expository texts.  
4.4s talk with children about their favorite books.  
4.5s engage children in story reading experiences and encourage young children to interact with others about stories.  
4.7s assist young readers in selecting their own books for independent reading.  
4.8s teach children about authors and their purposes for writing.

**Standard VII. Reading Comprehension:** Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young children strategies for improving their comprehension.

*Teachers of young children through grade six:*

7.12k understand how comprehension can be improved through wide reading and understand the importance of allocating time to wide reading and developing and maintaining classroom libraries and “sending home” libraries.  
7.9s guide children to increase knowledge of their own culture and the cultures of others through reading.  
7.13s provide instruction in comprehension skills that support children’s transition from “learning to read” to “reading to learn,” (e.g. recognizing different types and functions of texts and matching comprehension strategies to the type of text) and teach students how to locate, retrieve, and retain information from a range of content-area and expository texts.

**B. English Language Arts and Reading (Grades 8-12) Standards**

**Standard I.** English language arts teachers in grades 8-12 know how to design and implement instruction that is appropriate for each student, that reflects knowledge of the Texas Essential Knowledge and Skills (TEKS), that integrates all components of the English language arts (i.e. writing, reading, listening/speaking, viewing/representing), and that is based on continuous assessment.
Standard III. English language arts teachers in grades 8-12 understand reading skills and strategies for various types of nonliterary texts and teach students to apply these skills and strategies to enhance their lifelong learning.

Standard IV. English language arts teachers in grades 8-12 understand an extensive body of literature and literary genres and provide students with opportunities to read diverse types of literature and to view literature as a source for exploring and interpreting human experiences.

Standard VIII. English language arts teachers in grades 8-12 understand oral communication and provide students with opportunities to develop listening and speaking skills.

V. COURSE OBJECTIVES AND OUTCOMES
This course is designed to enable students to:
- Create a product of literature to use in their classrooms.
- Demonstrate knowledge of the field of children’s and adolescent literature.
- Share books and activities with a young reader.
- Use technology to conduct a read aloud and write an analysis.
- Visit area businesses involved in literature and analyze the experience.
- Review the literature concerning literature for children and adolescents and report on it.
- Develop a work ethic with regard to attendance, punctuality, and professionalism.

VI. COURSE TOPICS
The major topics to be considered are:
- TExES Competencies.
- Sharing literature with children and adolescents including components from Texas Essential Knowledge and Skills (TEKS).
- The role of literature in a modern public school.
- Resources from quality reviewers (PW, CBC, ALA, Wilson’s, Horn Book, IRA, NCTE)
- Authors and illustrators of literature for children and adolescents.
- Permitting difference and diversity in literature and in our lives.
- Developing an aesthetic stance toward narrative and expository text.

VII. INSTRUCTIONAL METHODS AND ACTIVITIES
This class will consist of fieldwork, lecture, video, internet demonstrations, read alouds, small group work, outside reading, portfolio creation, class discussions, and library work.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activity</th>
<th>% of Grade</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a literature portfolio of children’s and adolescents’ literature.</td>
<td>Include title, author, publisher, illustrator if applicable, and awards. Write a thorough, somewhat lengthy summary of the book suitable for a child. Write a personal well-written, somewhat lengthy reader-</td>
<td>30%</td>
<td>Submit this in a 2-inch, hard-cover notebook to my office in ECDC 219G on 5/1, by 4 pm.</td>
</tr>
</tbody>
</table>
response suitable for a child
(what does this book remind me of and how did this book make
me feel). Use the pronoun I
generously. Do not be
teacherish. Your personal
response MUST NOT BE
teacherish. This seems to be a
hard goal to accomplish. But
this is a critical requirement and
will result in a reduced grade if
not achieved. Include a graphic
featuring the book or related to
the book.

| Demonstrate knowledge of the field of children’s literature by reading and responding to *Literature for Children: A Short Introduction* (7th ed.) by David L. Russell. | Write four paragraphs for each of the ten chapters discussed in class. Of the four paragraphs, three of the paragraphs are to include important ideas and one paragraph will consist of your personal reaction to that chapter’s information. | All typed. 14 point font. Not cute. Professional and visually engaging. Details of the contents are located in the appendix at the end of the syllabus. |
| Share books and activities with a young reader as scheduled using a collection of themed books collected from a public library and enhanced with a representational learning activity. | Class will meet at the Boys & Girls Club on 3902 Greenwood Dr. for 4 consecutive weeks. You will bring with you 10-12 books checked out of a public library. Do not use personal books. You will choose a learning activity from my Dinah Zike book to do with the student each week after reading. These activities promote comprehension. | Each chapter summary is to be typed using 12 point Times New Roman font, will be double spaced, and will probably be two pages each for a total of 20 pages, approximately. Assignment is due 5/1 during class. |
| Present an Author profile and read aloud to the class. | Make a Powerpoint presentation of your author of choice. Make sure your author has been chosen from a list provided the first day of class. Sign up for author and date to present. | 10% Submit a one-page summary for each lesson including all books and authors plus the Dinah Zike activity and a response to how the lesson went. Also include components of the TEKS. Due 3/20. |

Presentation needs to be twenty minutes. Make it highly interactive, have a handout on the author, Venn Diagram comparing yourself to the
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visit 2 public libraries and Rainbow Book Store.</td>
<td>Find two public libraries to visit. Rainbow Books is at 3626 S. Alameda just past Doddridge.</td>
<td>10%</td>
</tr>
<tr>
<td>Develop a work ethic with regard to attendance,</td>
<td>Punctuality, presence, and participation are the expectations.</td>
<td>10%</td>
</tr>
<tr>
<td>punctuality, and professionalism.</td>
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<td></td>
<td>Submit a one-page summary of what you discovered. Due 02/07 in class.</td>
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<td></td>
<td>Attendance will be taken every single class meeting. Coming to class unprepared will count as an absence. No final for those with perfect attendance.</td>
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</table>

**BENCHMARK INFORMATION**

The benchmark is the completion of the literacy portfolio. The rubric for the literature portfolio is attached.

Grades will be assigned according to the professional level of the final submissions.

- **A** = Excellent-All work is 100% completed in a professional manner and contains evidence of significant effort and accomplishment. The work is 100% professional in content and appearance.
- **B** = Good-All work is completed in a useful manner and contains evidence of effort and accomplishment. The work is complete in content and appearance but lacks professional polish.
- **C** = Average-The work is complete and contains all required parts but lacks evidence of time and effort.
- **D** = Passing-The work is not adequate in details, efforts, professionalism, or completeness.
- **F** = Failing-The work is inadequate or incomplete.

- 90%-100% = A
- 80%-89% = B
- 70%-79% = C
- 60%-69% = D
- 59% and below = F
### VIII. COURSE SCHEDULE AND POLICIES

#### A. Tentative Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS FOR DISCUSSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/17</td>
<td>Introductions</td>
</tr>
<tr>
<td></td>
<td>Syllabus</td>
</tr>
<tr>
<td></td>
<td>Chapter 1: History of Children’s Literature</td>
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<td></td>
<td>Chapter 2: Literature and Child Development</td>
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<tr>
<td>1/24</td>
<td>Chapter 6: Beginning Books (Have chapter read before class)</td>
</tr>
<tr>
<td></td>
<td>Sign Up for Author Profile/Read Aloud</td>
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<tr>
<td></td>
<td>Nonfiction Literature Circles (Harvey Daniels)</td>
</tr>
<tr>
<td>1/31</td>
<td>Chapter 7: Picture Books (Have chapter read before class)</td>
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<tr>
<td></td>
<td>Dinah Zike Book preview: Getting ready for the Boys &amp; Girls Club</td>
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<tr>
<td></td>
<td>Begin Small Group Interactive Stations</td>
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<td></td>
<td>Bring <em>Watson’s Go To Birmingham—1963</em></td>
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<tr>
<td>2/7</td>
<td>Turn in Summary of Libraries and Rainbow Books</td>
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<td></td>
<td>Chapter 8: Poetry (Have chapter read before class)</td>
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<tr>
<td></td>
<td>Chapter 9: Folk Narratives (Have chapter read before class)</td>
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<tr>
<td></td>
<td>Author Profile/Read Aloud begins</td>
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<tr>
<td></td>
<td>Small Groups</td>
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<tr>
<td>2/14</td>
<td><strong>Boys &amp; Girls Club</strong></td>
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<td></td>
<td>Themed Read Alouds and Representational Learning Activity</td>
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<td></td>
<td>Including TExES competencies and TEKS</td>
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<tr>
<td>2/21</td>
<td><strong>Boys &amp; Girls Club</strong></td>
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<td></td>
<td>Themed Read Alouds and Representational Learning Activity</td>
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<tr>
<td></td>
<td>Including TExES competencies and TEKS</td>
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<tr>
<td>2/28</td>
<td><strong>Boys &amp; Girls Club</strong></td>
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<tr>
<td></td>
<td>Themed Read Alouds and Representational Learning Activity</td>
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<tr>
<td></td>
<td>Including TExES competencies and TEKS</td>
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<tr>
<td>3/6</td>
<td><strong>Boys &amp; Girls Club</strong></td>
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<tr>
<td></td>
<td>Themed Read Alouds and Representational Learning Activity</td>
</tr>
<tr>
<td></td>
<td>Including TExES competencies and TEKS</td>
</tr>
<tr>
<td>3/13</td>
<td>SPRING BREAK WEEK</td>
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<tr>
<td>3/20</td>
<td>Turn in Boys &amp; Girls Club Activities Paper</td>
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<tr>
<td></td>
<td>Chapter 10: Fantasy (Have chapter read before class)</td>
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<td></td>
<td>Author Profile/Read Aloud</td>
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<td></td>
<td>Small Groups</td>
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<tr>
<td>3/27</td>
<td>Chapter 11: Realistic Fiction (Have chapter read before class)</td>
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<tr>
<td></td>
<td>Chapter 12: Non-Fiction (Have chapter read before class)</td>
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<td>Small Groups</td>
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<tr>
<td>4/3</td>
<td>Chapter 3: The Elements of Story (Have chapter read before class)</td>
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<td></td>
<td><em>Tequila Worm</em></td>
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<td></td>
<td>Small Groups</td>
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<td></td>
<td>Author Profile/Read Aloud</td>
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<tr>
<td>4/10</td>
<td>Chapter 4: Exploring Books (Have chapter read before class)</td>
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<td>Chapter 5: Reading the World (Have chapter read before class)</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>4/17</td>
<td>Small Groups</td>
</tr>
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<td></td>
<td>Author Profile/Read Aloud</td>
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<tr>
<td>4/24</td>
<td>Readers Theater Presentation</td>
</tr>
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<td></td>
<td>Reflection Sharing</td>
</tr>
<tr>
<td>5/1</td>
<td><strong>Literature Portfolios Due in ECDC 219G by 4:00 p.m.</strong></td>
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<tr>
<td></td>
<td><strong>Chapter Summary Due in Class</strong></td>
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<tr>
<td>5/8</td>
<td>Final Exam 4:20p.m.-7:00</td>
</tr>
<tr>
<td></td>
<td>ECDC 219B (no final for those with perfect attendance)</td>
</tr>
</tbody>
</table>

B. Class Policies

Extra Credit:

PROFESSIONAL MEMBERSHIP

Student Reading Council: Join, attend all three meetings for the semester and participate in community service projects.

$10.00 annual membership fee

**Tentative Schedule for SRC Meetings:**

January 28th: Vocabulary & Science? Oh Yes! (Vani Jadadanki & Bethany Tipton) In UC 320 at 1:00pm.

February 18th: Get Grant Money for Your Classroom (TBA) In UC 320 at 1:00pm.

March 24th: Annual Literacy Award Luncheon 1:00pm.

April 21st: Book Drive Collection/Officer Installation/Planning Session for upcoming year in UC 320 at 1:00pm.

Attendance/Tardiness

Students are expected to attend each class. Punctuality is expected. Students are responsible for attending each class on time and staying until class is over. If you come to class unprepared, it counts as an absence. Absences will reduce your grade.

Late Work

Assignments are due on the date required. No late work will be accepted. I will accept assignments early. Arriving to class late will result in the assignment being late and communicating an excuse for a late assignment does not constitute a waiver of the deadline. *Please do not use class time to discuss your personal grade. Your grade is a private discussion between you and me. You are to schedule an appointment during office hours if you have any questions. All work is due at the beginning of class unless otherwise stated in the tentative schedule.

Cell Phone/Electronic Device Usage

Cell phones, text messaging, and checking your cell phone, email, and text messages or any other form of social networking which do not support course instruction during class are all **strictly prohibited.** Come to class prepared to focus on class. Violations may
result in being asked to withdraw from the course and/or failure of the course. If there is a potential emergency, then prior notification of such possibility must be made known to me before the start of class and phone set on vibrate. During the Boys & Girls Club meetings, all attention needs to be given to the student with whom you are working. To keep that going, it is advisable to shut your phone completely off.

**Academic Integrity/Plagiarism**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in “a penalty or penalties as stated in the TAMUCC Undergraduate Handbook, page 40, which includes:

- Written reprimand,
- Requirement to re-do work in question,
- Requirement to submit additional work,
- Lowering of grade on work in question,
- Assigning grade of “F” to work in question,
- Assigning grade of “F” for course,
- Recommendation for more severe punishment, such as dismissal from the program of from the university.

**NOTE:** If a grade of “F” to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping the courses, the student forfeits his/her right to drop the course in question.

**Dropping a Class**

I hope you never find it necessary to drop this or any other course. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. *Friday, November 4, 2011* is the last day to drop a class.


**Classroom/Professional Behavior**

1. Students are expected to bring 2-3 children’s books with them per class in the genre to be discussed at class time.
2. All chapters should be read prior to class. A student who has to be reminded/cautioned for demonstrating lack of attentiveness and respect for
student presentations will be penalized 10 points on his/her presentation. Non-preparation will result in being marked as an absence.

3. The instructor reserves the right to add, delete, and/or reorder assignments with ample notification to students. Students will be expected to comply with changes as directed.

4. In order to expand our knowledge of children’s literature, fairy tales, and stories by Dr. Seuss, Disney, Golden Books, and any cartoon character books may not be used in class presentations.

5. All A&M-Corpus Christi students will be assigned an Islander email address. This email address will be the official manner in which the University and I will communicate with students. Always include READ 4380 in the subject when contacting me.

PLEASE NOTE: **Ground rules for discussions and assignments:** Although I am certain most of us are clear about what democratic deliberation and civil discussion entails, I want to spell out in writing how I expect our discussions to proceed, so that we may refer directly to my requirements if the situation arises.

- **Respect**
  - We are not always going to agree or see everything the same way; each person has the right to and responsibility for his/her own feelings, thoughts and beliefs.
  - When speaking of an occurrence or relaying one’s experience outside the class refrain from disclosing identities of those involved.
  - Show courtesy and listen when others speak.

- **Comfort**
  - Students and professor should work together to make a safe, respectful and comfortable atmosphere for associating.
  - I will not ask you to take any risks in class (such as sharing your own experiences) that I am not willing to make myself. We are all in this together!
  - No question is unintelligent! We all learn at different paces and by asking questions.

- **Honesty**
  - You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas, and opinions.
  - All work you submit must be your own. If you use someone’s words or work other than your own please use the appropriate citation (APA 6th edition) even if found on the Internet.
  - World Wide Web—Any work you find on the web must be cited. Provide the URL and the name on the website and the date it was accessed. Lessons found on the Web **must be adapted and modified (using proper citations)** for your personal use.
  - Academic Honesty Statement: Learning and teaching take place in an atmosphere of intellectual freedom and openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic
dishonesty undermine the very purpose of the university and diminish the value of an education.

GRADE APPEALS
As stated in the University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

DISABILITIES ACCOMMODATIONS
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

IX. TEXTS

X. BIBLIOGRAPHY


APPENDIX A
LITERATURE PORTFOLIO

Focus on 45 books of the following eleven genres:

1) Picture books without words, that tell a story, include 4
2) Picture books, with words, that tell a story, include 4
3) Picture books of concepts, ABCs, or numbers, include 4
4) Folk tales (folk, fable, myth, legend), include 4
5) Fantasy, include 2
6) Poetry, include 2
7) Realistic fiction (contemporary as well as classical), chapter books, include 4
8) Historical fiction, chapter books, include 4
9) Multicultural literature, include 4
10) Biographies, include 4
11) Informational, include 3 science; 3 math; 3 social studies

Samples will be shown in class.

Do NOT rely on the books you have in your home. Visit the public libraries and bookstores.
APPENDIX B
BENCHMARK INFORMATION

The benchmark for successful completion of READ 4380 is the Literacy Portfolio. Criteria for successful completion of this benchmark is below:

The basic requirements of the portfolio were

- Met with all 11 genres accounted for
- Met with all bibliographic information accounted for throughout

The visual invitation represented by the portfolio was

- Exceptionally inviting
- Well done
- Moving in the right direction

Summaries of each book were

- Thorough and inviting to read with a personalized touch added to most if not all
- Through summaries well written
- Summaries were a bit too brief to get a sense of the book

Readers responses were

- Exceptionally well written in terms of content and personalization
- Thoughtful and well written throughout
- A bit brief

Quality of Author Information:

- Thorough information, well written, and very inviting to read
- All information present and accounted for
- Rather brief and somewhat impersonal

Comments: