Children’s and Adolescent Literature

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. Components of the course will include but not be limited to the five pillars of reading instruction identified by the National Reading Panel (2000): phonemic awareness, phonics, fluency, vocabulary, and comprehension. Emphasis is placed on the various stages of and approaches to literacy development. 3 Semester Hours

Learning Objectives

1. The student will demonstrate proficiency in determining the characteristics of good literature.
2. The student will demonstrate proficiency in relating literature to children.
3. The student will demonstrate proficiency in assessing children’s literature.
4. The student will demonstrate proficiency in effectively utilizing media to support children’s literature.
5. The student will demonstrate proficiency in implementing children’s literature through meaningful learning experiences for children.

Major Course Requirements

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<tr>
<th>Points</th>
<th>Author Profile &amp; Read Aloud</th>
<th>Libraries and Bookstores</th>
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<tbody>
<tr>
<td>100</td>
<td>Twenty minutes Powerpoint presentation of your assigned author. This is to be a highly interactive presentation that will include author profile (see handout), books written by the author (you need to have read several of the author’s books and have them for your presentation), teaching activity, and select one of the author’s books for a read aloud. Class handouts of your author profile will be required.</td>
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<tr>
<td>100</td>
<td>Visit the children’s and young adult’s sections of 2 public libraries and 3 bookstores. Submit a one-page summary of what you discovered for each site.</td>
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Exams. A midterm and final exams will cover information from text, lecture notes, weekly class activities, and assignments.

Literature Portfolio – Complete an annotated bibliography of 5 books per genre for a total of 45 books read (See template).

Professionalism - Due to the nature of this course, active student participation is essential to overall successful class performance. You must also be prepared with all assignments. Lack of preparation will be considered an absence. Additionally, 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.

Grades: A (100% - 90%); B (89% - 80%); C (79% - 70%); D (69% - 60%); F (59 and below)

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. The work contains all required parts. The work 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.

Required or Recommended Readings

Required texts:

Resources:


**Website:**
The Websites that could serve as good resources for this course are:
- [http://comminfo.rutgers.edu/professional-development/childlit/](http://comminfo.rutgers.edu/professional-development/childlit/)
- [http://www.oyate.org/](http://www.oyate.org/)
- [http://www.ala.org/](http://www.ala.org/)
- [http://follett.com/](http://follett.com/)
- [http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/belpremedal/index.cfm](http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/belpremedal/index.cfm)
- [http://www.education.txstate.edu/departments/Tomas-Rivera-Book-Award-Project-Link.html](http://www.education.txstate.edu/departments/Tomas-Rivera-Book-Award-Project-Link.html)

**State Adopted Proficiencies/TExES competencies (COE)**
A. The teacher possess 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.

**TEXES Competencies** 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.

**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.

**Course Policies**

**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.

**Late work and Make-up Exams**
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. Also, there are no make-up exams.

**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
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 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.

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, which includes:

- Written reprimand;
- Requirement to re-do work in questions;
- Requirement to submit additional work;
- Lowering of grade on work in questions;
- Assigning grade of “F” to work in questions;
- Assigning grade of “F” for course
- Recommendation for more severe punishment, such as dismissal from the program or 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 that you never find it necessary to drop this or any other class. 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, April 1, 2011 is the last day to drop a class with an automatic grade of “W” this term.


Classroom/professional behavior

1. Students are expected to bring a minimum of 3 children’s books per class. Refer to calendar for genre of books to bring.

2. All chapter assignments 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.

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 e-mail address. The new Islander e-mail 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 a 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). ----- 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 of 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 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.
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<thead>
<tr>
<th>DATE</th>
<th>Course Topics</th>
<th>Assignments due</th>
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<tr>
<td>7/09</td>
<td>Introductions</td>
<td>Syllabus</td>
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<tr>
<td>7/10</td>
<td>Chapter 1 History of Children’s Literature</td>
<td>Begin <em>Watson’s Go to Birmingham - 1963</em></td>
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<td>7/11</td>
<td>Chapter 2 Study of Childhood</td>
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<td>7/12</td>
<td>Chapter 6 First Books</td>
<td>Read Chapter 6 (pp. 111-133)</td>
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<td>7/16</td>
<td>Chapter 7 The Art of Picture Books</td>
<td>Read Chapter 7 (pp.134-164)</td>
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<td>7/17</td>
<td>Chapter 8 Poetry</td>
<td>Read Chapter 8 (pp.165-183)</td>
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<td>7/18</td>
<td>Author Profile &amp; Read Aloud Chapter 9 Folk Literature</td>
<td>Read Chapter 9 (pp. 184-212)</td>
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<td>7/19</td>
<td>Author Profile &amp; Read Aloud Chapter 10 Fantasy and Science Fiction</td>
<td>Read Chapter 10 (pp. 213-234)</td>
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<td>7/23</td>
<td><strong>Midterm Exam</strong></td>
<td>Chapter 11 (pp.235-264)</td>
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<td>7/24</td>
<td>Author Profile &amp; Read Aloud Chapter 11 Contemporary &amp; Historical Realism Begin <em>The Tequila Worm</em></td>
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<td>7/25</td>
<td>Author Profile &amp; Read Aloud Chapter 12 Biography and Information Books</td>
<td>Chapter 12(pp.265-300)</td>
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<td>7/26</td>
<td>Author Profile &amp; Read Aloud Chapter 3 Study of Literature</td>
<td>Chapter 3 (pp.42-60)</td>
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<td>7/30</td>
<td>Author Profile &amp; Read Aloud Chapter 5 Cultural and Social Diversity</td>
<td>Read Chapter 5 (pp. 84-108)</td>
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<td><strong>Literature Portfolio Due</strong></td>
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<td>7/31</td>
<td>Author Profile &amp; Read Aloud Chapter 4 Experiencing Literature Reader’s Theatre</td>
<td>Read Chapter 4 (pp. 61-83)</td>
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<td>8/01</td>
<td>Author Profile &amp; Read Aloud Chapter 4 Experiencing Literature</td>
<td>Read Chapter 4 (pp. 61-83)</td>
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<td>Date</td>
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<td>8/02</td>
<td>Author Profile &amp; Read Aloud Presentations/ Reading Day</td>
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<td>8/06</td>
<td>Libraries and Bookstores Evaluation</td>
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<td>8/07</td>
<td>Libraries and Bookstores Evaluation</td>
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<td>8/08</td>
<td>Libraries and Bookstores Evaluation Due</td>
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<tr>
<td>8/09</td>
<td>Final Exam 4:30 – 7:00 p.m.</td>
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