I. COURSE DESCRIPTION
This course will examine the historical, social, and pedagogical developments of the field of literature for children and adolescents.

II. RATIONALE
This course is designed for graduate students and teachers who are interested in pursuing their knowledge about the subject of literature for children and adolescents. The course meets specific requirements for the reading specialist certificate and the master’s degree in curriculum and instruction.

III. STATE ADOPTED PROFICIENCIES
1. 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.
2. To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
3. The teacher responds appropriately to diverse groups of learners.
4. While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
5. 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. Standards
TExES objectives—NA
International Reading Association Standards 2010
Element 1.2
Candidates understand the historically shared knowledge of the professional and changes over time in the perceptions of reading and writing development, process, and components.

Element 2.3
Candidates use a wide range of texts (e.g. narrative, expository, and poetry) from traditional print, digital, and online resources.

Element 4.1
Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

Element 6.2
Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.
IV. COURSE OBJECTIVES AND OUTCOMES
This course is designed to enable students to:

- **Use professional resources** that are available in the area of literature for children and adolescents.
- **Understand the historical and social development** of the field of literature for children and adolescents.
- **Increase knowledge about the role and value of** literature for children and adolescents.
- **Understand the role of research** in the area of literature for children and adolescents.

1. COURSE TOPICS
The major topics to be considered are:

- Professional resources: library, web-based, journals, awards.
- Historical and social development: origins of literature for young readers, purposes, development of the genre, uses of literature in today’s schools, developing young readers.
- Teacher research: questions related to school or classroom use of literature.
- Knowledge about the role and value of literature for children and adolescents: the literature and the literature about the literature.

2. INSTRUCTIONAL METHODS AND ACTIVITIES:
   A. Traditional experiences (lecture, discussion, demonstration)
   B. Reading, summarizing, and presenting to the class a research study on some aspect of literature for children and adolescents.

3. COURSE REQUIREMENTS
   A. **Class discussion/attendance**
      You are expected to be present in class and to participate in class discussion on a daily basis. This includes reactions to assigned chapter readings. Not being prepared is considered to be an absence. (10% of grade)
   B. **Use professional resources**
      You are expected to become proficient and effective with follett.com and library resources here at the university. (10% of grade)
   C. **Literature Portfolio**
      You will create a portfolio of literature, read and organized by genre. This will contain a graphic, a summary, and a reader response for each title in the portfolio. Your portfolio will include a TOC and an author section, which will be discussed later. More detail is in Appendix A of this syllabus. (20% of grade.)
   D. **WOW Portfolio**
      You will read Chapters 3-12 in *Literature and the Child* (7th ed.) and prepare a WOW portfolio of three significant ideas from each chapter of the text. Plus you will add a personal response to the chapter. Use paragraphs. More detail is in Appendix B of this syllabus. (20% of grade.)
   E. **Artist to Artist Paper**
      You will choose three artists/illustrators from your *Artist to Artist* textbook. Then you will choose one illustrator not included in the book and research these four people. Use one page for each illustrator explaining in paragraph form 1) why you chose this particular illustrator, 2) three important facts about the person you chose, 3) what you
found on the illustrator’s website that you could use in your classroom. If the artist does not have a website, what did you find on the internet about this person that you could use in your classroom, and 4) what professional response can you give to the works by these illustrators. (10% of grade.)

F. Research Project
You will work with two to three classmates or you may work alone on a project of research. During the second class meeting, instructions will be given about selecting a research report from ERIC, summarizing it, and presenting the research findings to the class in a PowerPoint presentation. The report you choose must be approved by Dr. Addison based on the quality of the author, the journal, and the relevance to the field of literature for children and adolescents. More detail is in Appendix C. (20% of grade.)

G. Individual Field Trip
You will choose two of the five public libraries in Corpus Christi to visit. You will also visit Rainbow Books Bookstore. After you have visited these three places, you will submit a one to two page summary of your impressions of the places you visited. (10% of grade.)

NOTE: All outside written assignments must be:
- Double-spaced
- Word processed using Times New Roman Font
- Written in APA style
- Free of mechanics, usage, grammatical, and spelling errors.

Evaluation and Grade Assignment

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<tr>
<th>PERCENTAGE</th>
<th>GRADE</th>
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<tr>
<td>94% - 100%</td>
<td>A</td>
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<tr>
<td>84% - 93%</td>
<td>B</td>
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<td>74% - 83%</td>
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<td>65% - 73%</td>
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<td>&lt; 65%</td>
<td>F</td>
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4. TENTATIVE SCHEDULE

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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
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| 1/12 | Introductions  
Syllabus Distribution/Course Requirements  
Samples of the WOW and literature portfolios |
| 1/19 | Computer Lab (TBA)  
Show Command of Bell Library |
| 1/26 | Children’s and Adolescent Literature  
Eric Carle, Lois Ehlert  
GCS: Chapter 1  
Bring both books to class each week. |
| 2/2  | Literature in the Lives of Young Readers  
Jerry Pallotta, Christopher Paul Curtis  
Multicultural books for children  
GCS: Chapter 2  
Research Project Sign-up  
Field Trip Summary Due |
| 2/9  | Beatrix Potter  
Picture Books and Folklore  
GCS: Chapter 3, Chapter 5 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Reading Resources</th>
<th>Notes</th>
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<tbody>
<tr>
<td>2/16</td>
<td>Science Books for Children</td>
<td>Patricia Polacco, Chris Crutcher</td>
<td>GCS: Chapter 11, Chapter 12</td>
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<td>2/23</td>
<td>Research Project Presentations</td>
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<td>3/1</td>
<td>Research Project Presentations</td>
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<td>3/8</td>
<td>Research Project Presentations</td>
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<td>3/15</td>
<td>SPRING BREAK WEEK</td>
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<td>3/22</td>
<td>Reality Check. Bring in Portfolios</td>
<td>Non-fiction texts</td>
<td>GCS: Chapter 9, Chapter 10</td>
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<td>3/29</td>
<td>Poetry Speaks To Us</td>
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<td>4/5</td>
<td>No Class: Work on Portfolios</td>
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<td>4/12</td>
<td>Futuristic, Contemporary, Historical Fiction</td>
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<td>GCS: Chapter 6, Chapter 7, Chapter 8</td>
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<td>4/19</td>
<td>Shel Silverstein, Jane Goodall, Nikki Giovanni</td>
<td>Teacher Read-Aloud, quick-write, think-aloud</td>
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<td>4/26</td>
<td>Last Day of Class</td>
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<td>Show command of follet.com</td>
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<td>WOW Portfolio Due</td>
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<td>Literature Portfolio Due</td>
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<td>5/3</td>
<td>Final Exam</td>
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<td>ECDC 219A 4:30pm-7:00pm</td>
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<td>(no final for those with perfect attendance)</td>
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4. **Extra Credit**

**PROFESSIONAL MEMBERSHIP**

Student Reading Council/Corpus Christi International Reading Association: Join, attend meetings for the semester and participate in community service projects.

$10.00 annual membership fee for SRC; $5.00 annual membership for CCIRA for students

**Tentative Schedule for SRC Meetings:**

- **January 28th**: Vocabulary & Science? Oh Yes! (Vani Jaladanki & 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

**Tentative Schedule for CCIRA Meetings:**

- TBA
GROUND RULES FOR DISCUSSIONS AND ASSIGNMENTS:

1. **Statement of Civility:** Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the university, city, state, and federal government. We expect that you will behave in a manner that is dignified, respectful, and courteous to all people regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

   [http://sga.tamucc.edu/elections.html](http://sga.tamucc.edu/elections.html)

2. **Academic Honesty:** 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, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

   [http://catalog.tamucc.edu/content.php?catoid=2&navoid=11#Academic_Honesty](http://catalog.tamucc.edu/content.php?catoid=2&navoid=11#Academic_Honesty)

3. **Americans with Disabilities Act (ADA):** Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you need disability accommodations in this class, please see me as soon as possible. Please have your accommodation letter from Texas A&M University-Corpus Christi Disability Services (DS) Office with you when you come see me. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric, disability, etc.), please contact the Disability Services Office (located in Driftwood 101) at 825-5816. [http://disabilityservices.tamucc.edu/disability-services-brochure.php](http://disabilityservices.tamucc.edu/disability-services-brochure.php).

4. **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 Website at [http://www.tamucc.edu/provost/university_rules/index.html](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.

V. **REQUIRED TEXTS**


VI. BIBLIOGRAPHY OF SELECTED REFERENCES:


READ 5381: Appendix A

Literature Portfolio

Two Inch Binder with Plastic Sheets, TOC, and Proper Dividers

- Create a literature portfolio of children’s and adolescents’ literature. Include title, author; copyright; publisher; illustrator if applicable, and awards if any.
- Write a thorough, somewhat lengthy summary of the book suitable for a child to read.
- Then, write a personal well-written, somewhat lengthy reader-response suitable for a child to read (what does this book remind me of and how did this book make me feel). Use the pronoun I generously. Do not be teacherish.
- Include a graphic featuring the book or relating to the book.
- All must be typed, 14 pt. Times New Roman, not cute, but professional and visually engaging.
- Create a section in your literature portfolio of ten pages about ten authors for children and adolescents. Use your own words, type your findings, and include a photo of the author. Find out whatever you can about ten great writers for children and adolescents. Go deep.
- Focus on 49 books of the following thirteen genres:
  - Picture books, without words, that tell a story—include 4
  - Picture books, with words, that tell a story—include 4
  - Picture books of concepts, ABCs, or numbers—include 4
  - Folk tales (folk, fable, myth, legend)—include 4
  - Fantasy—include 2
  - Poetry—include 2
  - Realistic fiction (contemporary, as well as classical), chapter books—include 4
  - Historical fiction, chapter books—include 4
  - Multicultural literature—include 4
  - Biographies—include 4
  - True stories—include 2
  - How to—include 2
  - Informational—include 3 science; 3 math; and 3 social studies
  - Ten authors and/or illustrators Section
Create typed summaries of chapters 3-12 of the *Literature and the Child* (7th ed.). Each summary is to contain three important concepts (paragraphs) of the ideas you thought were of particular value in each chapter. Additionally, you will write one personal reaction to each chapter and include it with your three important concepts. Hence, WOW. Three-hole punch these, and put them in a ½ inch 3-ring binder. You can assume from this assignment that I am interested in quality ideas and not a cutsie folder.
This will be a PowerPoint presentation that can be done in pairs, trios, or individually. Make sure you can depend on the person you group with to do his/her part in the project. Each presentation needs to run no longer than 30 minutes in length. Each presentation must be printed out in handouts of two slides per page to turn into Dr. Addison before the presentation begins. All presentations must include:

1. Title of article, Authors, and something about the Authors
2. Review of the literature used in the article—not all, only the most interesting
3. Description of the study in the article—who, what when, where, and why
4. Results and author’s conclusions
5. Professional response from the presenting group and application to your classroom.