READ 4380: Children’s and Adolescents’ Literature
Summer 1 2015: June 1 – July 2
MTWR 2:00-3:55p | ECDC 219B

Dr. Bethanie C. Pletcher
Phone: 361.825.3892
Office email:
bethanie.pletcher@tamucc.edu
Office: ECDC 219-I

Office hours: TBD
Or by appointment

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. 3 Semester Hours

Rationale
This course is designed to provide undergraduate pre-service teachers an opportunity to: (1) analyze and synthesize information regarding children’s literature, and (2) demonstrate knowledge of various ways to help students succeed in reading.

State Adopted Proficiencies
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
The following TExES competencies are covered in this course:

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.
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.

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.

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 Objectives and Outcomes
This course is designed to enable students to:

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

Course Topics
The major topics to be considered are:
- Children’s Literature
- Adolescent Literature
- Historical Significance
• Literature and Child Development
• Genre/Text Structure

**Instructional Methods and Activities**
Methods and activities for instruction include:
• Lecture and discussion
• Teaching demonstrations
• Direct experience
• Student microteaching and presentations

**Evaluation and Grade Assignment**
The following course requirements will be explained in detail during class meetings.

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td><strong>Author Profile &amp; Read Aloud</strong> – Short presentation of your assigned author. This is to be a <em>highly interactive</em> presentation that will include author profile (see example and rubric), 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 a brief one of the author’s books for a read aloud (a selection if it’s long). <em>You must engage the students in the activity.</em></td>
</tr>
<tr>
<td>50</td>
<td><strong>Libraries and Bookstores</strong> – Visit the children’s and young adult’s sections of 2 public libraries and 2 bookstores. Submit a one-page summary of what you discovered for each site.</td>
</tr>
<tr>
<td>200</td>
<td><strong>Exams.</strong> The essay exams are based on student reading profiles.</td>
</tr>
<tr>
<td>100</td>
<td><strong>Literature Portfolio</strong> – Complete an annotated bibliography of 2 books in 9 different genres for a total of 18 annotations (See template). The summaries and reactions should be written IN YOUR OWN WORDS.</td>
</tr>
<tr>
<td>50</td>
<td><strong>Children’s Book</strong> – You will create a book and share with the class.</td>
</tr>
<tr>
<td>50</td>
<td><strong>Professionalism</strong> - Due to the nature of this course, active student participation is essential to overall successful class performance. You are required to participate in readers’ theater and book discussions. Failure to participate results in point deductions. There are several “surprise” performances and discussion that go directly into your participation grade.</td>
</tr>
<tr>
<td>500</td>
<td><strong>Total Possible Points</strong></td>
</tr>
</tbody>
</table>

Assignments are scored based on completion of assigned task, accuracy, content, grammar, and spelling mistakes. Grades are contingent upon the completion and quality of assigned work and are based on the subjective evaluation by the professor. Late assignments will automatically have points deducted at the discretion of the professor.
Final grades are calculated as a percent of total points earned:

A = 92-100%
B = 83-91%
C = 74-82%
D = 66-74%

Attendance/tardiness
Due to the nature of this course, active student participation is essential to overall successful class performance. Because this course is concerned primarily with helping prospective teachers develop early literacy and learning strategies, it is very important that students attend class regularly. It is not enough to rely on others’ notes to make up for class activities and experiences. Additionally, failure to attend class regularly may place students at a severe disadvantage on the exams, because test questions derive mostly from class activities. In addition, the assignments are based on the text and lectures. If you are absent, ask a classmate for his or her notes. However, if you have a question about course material, please feel free to ask me to clarify. I will be happy to meet with you during my office hours.

For each class missed after 2 classes, your grade will be lowered one letter grade.

Late work and Make-up Exams
- Assignments are due on the date required. Late assignments will be penalized one letter grade per week. I will accept assignments early.
- Absences on dates of major examinations require a formal excuse from the University nurse or your private physician. Evidence that the absence was necessary will be required before makeup exams are given.

Cell Phone/Electronic Device Usage
Cell phones, text messaging, and checking your cell phone, email, and text messages 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 rising emergency, then prior notification of such possibility must be made known to me **before** the start of class and the phone set on vibrate.

Course Readings:
**Required texts:**

**Recommended Resources:**


---

**Tentative Class Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading(s) Due Today</th>
<th>Assignment(s) Due Today</th>
</tr>
</thead>
</table>
| 6-1 M | Introductions  
Syllabus  
Introduction to the Course |  |  |
| 6-2 T | Chapter 1 History of  
Children’s Literature | Chapter 1 |  |
<p>| 6-3 W | Chapter 2 Study of Childhood | Chapter 2 |  |
| 6-4 Th | Chapter 6 First Books | Chapter 6 |  |
| 6-8 M | Chapter 7 The Art of Picture Books | Chapter 7 |  |
| 6-9 T | Chapter 8 Poetry | Chapter 8 |  |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-10 W</td>
<td>Chapter 9 Folk Literature</td>
</tr>
<tr>
<td>6-11 Th</td>
<td>Chapter 10 Fantasy and Science</td>
</tr>
<tr>
<td>6-15 M</td>
<td>Author Profile &amp; Read Aloud Mid-term Review</td>
</tr>
<tr>
<td>6-16 T</td>
<td>Mid-term Exam</td>
</tr>
<tr>
<td>6-17 W</td>
<td>No class on campus</td>
</tr>
<tr>
<td></td>
<td>Visit Libraries and Book Stores</td>
</tr>
<tr>
<td>6-18 Th</td>
<td>Chapter 11 Contemporary and Historical Realism</td>
</tr>
<tr>
<td>6-22 M</td>
<td>Chapter 12 Biography and Informational Books</td>
</tr>
<tr>
<td>6-23 T</td>
<td>Chapter 5 Cultural and Social Diversity</td>
</tr>
<tr>
<td>6-24 W</td>
<td>Chapter 3 Study of Literature</td>
</tr>
<tr>
<td>6-25 Th</td>
<td>Chapter 4 Experiencing Literature</td>
</tr>
<tr>
<td>6-29 M</td>
<td>Children’s Book Activity presentations</td>
</tr>
<tr>
<td>6-30 T</td>
<td>No class</td>
</tr>
<tr>
<td></td>
<td>Work on Literature Portfolio</td>
</tr>
<tr>
<td>7-1 W</td>
<td>Final Exam Review</td>
</tr>
<tr>
<td>7-2 Th</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

**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 failing grade.
**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.

**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. 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.

**Veterans**

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.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.