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.

Standards for Reading Professionals—Revised 2010

Standard 1 Foundational Knowledge: Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Standard 2 Curriculum and Instruction: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

Standard 4 Diversity: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

Standard 5 Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

V. Course Objectives and Outcomes
This course is designed to enable students to

I. use professional resources that are available in the area of literature for children and adolescents;

II. understand the historical and social development of the field of literature for children and adolescents;

III. increase knowledge about the role and value of literature for children and adolescents

IV. understand the role of research in the area of literature for children and adolescents;

VI. Course Topics
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: question 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

VII. Instructional Methods and Activities

Methods and activities include:

Traditional experiences including lecture, discussion, demonstrations, guest speakers, and video.

Reading, summarizing, and presenting to the class a research study on some aspect of literature for children and adolescents.

VIII. Evaluation and Grade

Grades will be assigned according to the university rating system as published in the catalogue.

A: Excellent
B: Good
C: Average
D: Passing
F: Fail

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Percent of Grade</th>
<th>Documentation</th>
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</thead>
<tbody>
<tr>
<td>READ 5381</td>
<td></td>
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</tr>
<tr>
<td>I. use professional resources</td>
<td>10% Use the internet to identify 5 websites that are dedicated to children’s literature.</td>
<td></td>
</tr>
<tr>
<td>II. understand the historical and social development</td>
<td>20% Read ten chapters from the text and prepare a WOW portfolio of three significant ideas from each chapter of the text, plus add one personal response to the chapter. Use paragraphs.</td>
<td>submit on Blackboard</td>
</tr>
<tr>
<td>III. increase knowledge about the role and value of literature for children and adolescents</td>
<td>30% Identify a children’s book award. Provide information about the book award, eligibility for the award, how often awarded, who manages the award. In addition to the information about the award, you are to provide a list of past recipients of the award, and analyze 5 of the books.</td>
<td>Class presentation</td>
</tr>
<tr>
<td><strong>IV. understand the role of research</strong></td>
<td>30% Compile a literature portfolio of the touchstones in the history of children’s literature as identified by Galda, Cullinan, and Sipe. You will select 5 books from each decade presented in the book and complete a literary analysis along with a summary and personal reflection of each book read.</td>
<td>Literature Portfolio.</td>
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<tr>
<td><strong>attend all classes and be on time</strong></td>
<td>10% - Sign in each week</td>
<td>attendance record</td>
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</tbody>
</table>
The Specifics

Use professional resources.

Identify five (5) websites on the internet that are devoted to children’s literature. You are to prepare typed summaries for each of the websites detailing the purpose of the website, along with who developed the site. Include information about how the websites you selected for this assignment can assist teachers, parents, and students. In addition to submitting your summaries, you will provide a handout of your websites with a brief description for the class and select one website to present to the class. In order to prevent duplication of presentations, you must have instructor’s approval of your selection.

Understand the historical and social development.

Create typed summaries of the ten chapters of the text. 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. You will submit your summaries online via Blackboard. You can assume from this assignment that I am interested in quality ideas not a cute folder.

Literature Portfolio. Two Inch Binder with Plastic Sheets, TOC, and Proper Dividers.

Create a literature portfolio of children's and adolescents' literature using the touchstones in the history of children’s literature as identified by Galda, Cullinan, and Sipe. 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. When writing these, pretend you are a pharmacist from Detroit.

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 related to the book.

(Keep in mind that space for comments for future readers is in the future.)

All typed. 14 point font. Not cute. Professional and visually engaging.
More Specifics: Literature Portfolio – you are to select five (5) books from each decade to complete a literary analysis, summary and personal review. You are to include evidence from the story read to support your literary analysis of the story. You may not choose books you have previously read:

**Literary Elements**

**Theme** - a central message or insight into life revealed through a literary work.
- is NOT a condensed plot summary.
- can be directly stated in the piece or implied through the characters and action of the story.

**Genre** - a division or type of literature.
Examples: mystery, fiction, fantasy, poetry, essay

**Plot** - the sequence of events or happenings in a literary work. Use a plot chart to create a summary of a story.

**Exposition** – The beginning of a story that exposes or introduces the background. Includes the setting and the characters.
- Examples: Once upon a time is a land far far away…. There lived a man and his daughter.

**Character** - People in the story. Short stories do not have many different characters like a novel does. Characters do not have to be people; they can be animals or inanimate objects or forces of nature:
- Protagonist - the main character, usually the one the audience identifies with.
  Examples: Batman.
- Antagonist – the character who is opposed to (against) or competes with another. The opponent of the hero (the protagonist) in a literary work.
  Examples: The Joker.

**Setting** – where and when a story takes place
- Examples: The setting of Cloudy with a Chance of Meatballs is at a house in the country during his time period.
Uses of Setting
1. to make the action of a narrative seem more realistic or believable
2. to teach readers about different ways of life
3. to create a mood
4. to be the source of central conflict in a literary source
5. to symbolize, or represent, some concept that the writer wishes to emphasize

Conflict - a struggle or problem of some kind. There are two types – external and internal.
- External - is the type of conflict that happens outside of the character.
- Man vs. Man - is a conflict when a character has to go against another character.
- Man vs. Society - is a conflict when a character has to go against the way the people around him or her (society) think, feel or believe.
- Man vs. Nature - is a conflict when a character has to go against a force of nature.
- Internal - is the type of conflict that happens inside a character.
- Man vs. Self - is a conflict that goes on inside a character’s mind.

Rising Action - when the character meets some opposition or problem – introduction of the conflict.
Examples: The man’s wife had died and he decided to remarry. His new wife did not like her new stepdaughter.

Climax - the point at which the intensity of the action rises to a high point. The problem or conflict comes to a head.
Examples: The step-daughter and step-mother get into a fight over the daughter not doing her chores fast enough.

Falling Action - details before the resolution, loose ends are tied up, usually very brief.
Examples: The step-daughter and step-mother talk out the issue.

Resolution - the end, the conflict is resolved and the story is brought to a close.
Examples: They decide to try to get along for the sake of the father, whom they both love.

Point of View - the perspective from which a story is told, who is telling the story.
• First Person Point of View - the point of view in which the narrator is a character and uses “I” to tell his or her story.
• Third Person Limited Point of View - the point of view in which the narrator relates the inner thoughts of only one person and everything is viewed from this character’s perspective and uses “he” or “she”.
• Third Person Omniscient Point of View - is when a narrator uses “he” or “she” to tell the story and follows all of the characters around.

**Mood** - the feeling that a literary work gives to readers. This can be any feeling, like happy or sad or angry. Writers use words, phrases and images to create mood.
Examples: It was a dark and stormy night when Casey came into our lives… (dark, scary mood)

**Tone** - The apparent emotional state, or “attitude,” of the speaker/narrator/narrative voice, as conveyed through the language of the piece. Tone refers only to the narrative voice; not to the author or characters.
Examples: The tone of Cloudy with a Chance of Meatballs is happy and exciting.

**IX. Course Schedule and Policies**

Your attendance, punctuality, and participation are required for each class period. Incompletes will only be given in the event of debilitating illness or catastrophic occurrence.

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. Thanks.

Late work accepted only with a reduced grade. On time, present, seated, and ready to go are the expectations.

**Calendar of Topics**

<p>| January 22  | Syllabus distribution. Review of course requirements. Introductions. 75 authors and illustrators everyone should know Cornel West |
| January 29  | Chapters 1 &amp; 2 |
| February 5  | Multicultural books for children Professional Resources Presentation |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>February 12</td>
<td>Post Chapters 1 &amp; 2 Wow Portfolio on Blackboard</td>
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<tr>
<td>February 19</td>
<td>Chapters 3 &amp; 4</td>
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<tr>
<td>February 26</td>
<td>Reality check. Bring in literature portfolio.</td>
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<tr>
<td>March 5</td>
<td>Post Chapters 3 &amp; 4 WOW Portfolio on Blackboard</td>
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<tr>
<td>March 12</td>
<td>Spring Break</td>
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<tr>
<td>March 19</td>
<td>Chapters 5 &amp; 6</td>
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<tr>
<td>March 26</td>
<td>Chapters 7 &amp; 8</td>
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<tr>
<td>April 2</td>
<td>Chapters 9 &amp; 10</td>
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<tr>
<td>April 9</td>
<td>Chapters 11 &amp; 12</td>
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<td></td>
<td>Submit Literature Portfolio</td>
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<td>April 16</td>
<td>International Reading Association in San Antonio</td>
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<td>Post Chapters 5 – 12 WOW Portfolio on Blackboard</td>
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<tr>
<td>April 23</td>
<td>Presentations</td>
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<td>Children’s Book Award Presentations</td>
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<td>May 30</td>
<td>Presentations</td>
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<td>Children’s Book Award Presentations</td>
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<td>May 7</td>
<td>Final Exam</td>
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Statements required by the university:

**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.

X. Required Textbooks

XI. Additional Resources