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. 3 Semester Hours

II. 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.

III. 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.

IV. TExES COMPETENCIES
The following TExES competencies are covered in this course:
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.

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.

V. COURSE OBJECTIVES AND OUTCOMES
This course is designed to enable students to:

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

- Children’s Literature
- Adolescent Literature
- Historical Significance
- Literature and Child Development
- Genre/Text Structure

VII. INSTRUCTIONAL METHODS AND ACTIVITIES
Methods and activities for instruction include:

- Lecture and discussion
- Teaching demonstrations
- Direct experience
- Student microteaching and presentations

VIII. EVALUATION AND GRADE ASSIGNMENT
The following course requirements will be explained in detail during class meetings.

Points

50  Author Profile & Read Aloud – Short presentation of your assigned author. This is to be a highly interactive 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). You must engage the students in the activity.

50  Libraries and Bookstores – 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.

200  Exams. The midterm is an essay exam based on student reading profiles. The final essay asks you demonstrate your ability to use your knowledge of genre to increase students’ reading comprehension.

50  Literature Portfolio – 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. If you join the Student Reading Council,
you may substitute two books for every meeting and event that you attend.

50  **Children’s Book** – You will create a book and share with the class.

500  **Total Possible Points**

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:

- **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.

**Attendance/tardiness**

1. Students are expected to attend class regularly. Every absence after 2 will result in a letter grade reduction to your final grade. There are no excused absences, an absence is an absence. Students are responsible for all work missed. Each student is expected to form a sharing agreement with another student in class for the purpose of obtaining notes, handouts, and information about the classes that are missed. **No repeat performances!**

**Late work and Make-up Exams**

1. Assignments are due on the date required. **Late assignments will be penalized one letter grade per week.** I will accept assignments early.
2. 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.

**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
Corpom Christi International Reading Association

**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

- 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. April 8 is the last day to drop a class with an automatic grade of “W” this term. The last day to withdraw from the University is May 2.

Preferred methods of scholarly citations

APA 6th Edition

Classroom/professional behavior

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 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 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.

IX. REQUIRED OR RECOMMENDED READINGS:

Required texts:

Resources:

X. TENTATIVE SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>Course Topics</th>
<th>Assignments due</th>
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<tbody>
<tr>
<td>1/26</td>
<td>Introductions</td>
<td>Read Chapter 1</td>
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<tr>
<td></td>
<td>Syllabus</td>
<td>Read Chapter 2</td>
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Chapter 1 History of Children’s Literature
Chapter 2 Study of Childhood

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<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Notes</th>
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<tr>
<td>2/2</td>
<td>Chapter 6 First Books Example Author Profile</td>
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<td>2/9</td>
<td>Author Profile &amp; Read Aloud Chapter 7 The Art of Picture Books Get Lit Circle Books</td>
<td>Read Chapter 7</td>
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<td>Author Profile &amp; Read Aloud Chapter 10 Fantasy and Science</td>
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<td>Online Midterm Exam</td>
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<td>3/15</td>
<td>SPRING BREAK</td>
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<td>3/22</td>
<td>Author Profile &amp; Read Aloud Chapter 11 Contemporary &amp; Historical Realism Chapter 12 Biography and Information Books</td>
<td>Read Chapter 11 Read Chapter 12</td>
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<td>3/29</td>
<td>Online Visit Library and Book Stores</td>
<td>Libraries and Bookstores Evaluation Due</td>
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<td>4/5</td>
<td>Online Complete Literature Portfolio</td>
<td>Literature Portfolio Due</td>
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<td>4/12</td>
<td>Author Profile &amp; Read Aloud Chapter 5 Cultural and Social Diversity Chapter 3 Study of Literature</td>
<td>Complete Children’s/Adolescent Book Activity Read Chapter 5 Read Chapter 3</td>
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<td>4/19</td>
<td>Author Profile &amp; Read Aloud Chapter 4 Experiencing Literature Children’s Adolescent Book Readings</td>
<td>Read Chapter 4</td>
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<td>4/26</td>
<td>Children’s Adolescent Book Readings Final Review</td>
<td>Work on Final</td>
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<td>5/3</td>
<td>Online Final Due for Revise and Resubmit Option</td>
<td>Revise and Resubmit Option for Final</td>
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<tr>
<td>5/10</td>
<td>Online Final Exam Due</td>
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XI. 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.tamu.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.