READ 4380: Children’s and Adolescents’ Literature
Fall 2016
T 4:20p-6:50p | ECDC 219C

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Office: ECDC 219-H

Office hours:
TBD
And by appointment

I attempt to reply to email and voicemails within 48 business hours.

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.

Required and Recommended Readings

Required texts:

40 books for children/adolescents based on the Literature Portfolio assignment described above. You may purchase these or check them out at your local library.

Recommended Resources:


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.

Student Learning Objectives
This course is designed to enable students to:
1. The student will determine the characteristics of high quality children’s literature.
2. The student will express ways to match books to children.
3. The student will utilize media to support the integration of children’s literature in the classroom.
4. The student will explain how to implement children’s literature in the classroom 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.

Points | Assignment
---|---
25 | **Web Search** – Conduct a search and find 3 quality web sites that deal with some aspect of this course (see class schedule). These sites may include: award-winning books, children’s literature newsletters, multicultural books, books that are grouped thematically, banned books, information about authors and illustrators, recommended books, or international books. Bring in printouts of the 3 sites you think are worthy of sharing with the class. Attach to each printout a short, critical review (one paragraph) that includes a summary of the site, what you like about it, and how you would use it.
**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 (or a passage from the text if it’s long).

**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.

**Book Talk**
Bring one book to class that you have been reading for your literature portfolio. along with a “brochure” for the book that includes: reference notation, short synopsis, ideas on how you might use the book in the classroom, and questions, comments, and/or issues you have about/with the book.
Prepare a book talk that peaks and sustains the class’s interest. It’s all about the presentation here! Sell us the book!

**Midterm and Final Exams** (100 points each)

**Literature Portfolio** – Complete an annotated bibliography of 40 books that represent 8 different genres (See below). The summaries and reactions should be written IN YOUR OWN WORDS.
Include: 12 picture storybooks, 7 realistic fiction chapter books, 3 folk narrative picture storybooks, 3 poetry books, 2 fantasy chapter books, 2 biography (short) books, 2 historical fiction chapter books, 5 informational picture books, 4 books of your choice

**Book List for Literature Portfolio Assignment**
- Picture storybooks (choose from LfC pp. 125-130)
- Realistic fiction chapter books (choose from LfC bottom of p. 245 – p. 250)
- Folk narrative picture storybooks (choose from LfC p. 174 – middle of p. 175))
- Poetry books (choose from LfC pp. 150-153)
- Fantasy chapter books (choose from LfC pp. 219-224)
- Biography (short) books (choose from LfC bottom of p. 276 – p. 280)
- Historical fiction chapter books (choose from LfC p. 243 – bottom of p. 245)
- Informational picture books (choose from LfC bottom of p. 268 – bottom of p. 272)

**Professionalism** – Due to the nature of this course, regular attendance and active participation is essential to overall successful class performance.

**Total Possible Points**
**Tentative Class Schedule**

Notes: Chapter readings and assignments are to be completed by class time. Assignments are due on the day they appear on the schedule. Topics may be added as dictated by the needs of the class.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading(s) Due Today</th>
<th>Assignment(s) Due Today</th>
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<tbody>
<tr>
<td>8-30</td>
<td>• Introductions&lt;br&gt; • Syllabus&lt;br&gt; • Introduction to the Course</td>
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<tr>
<td>9-6</td>
<td>• History of Children’s Literature</td>
<td>• Chapter 1</td>
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<td>9-13</td>
<td>• Literature and the Child&lt;br&gt; • Beginning Books</td>
<td>• Chapter 2&lt;br&gt; • Chapter 5</td>
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<tr>
<td>9-20</td>
<td>• Picture Storybooks</td>
<td>• Chapter 6</td>
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<td>9-27</td>
<td>• Poetry&lt;br&gt; • Share web searches</td>
<td>• Chapter 7</td>
<td>Web Search assignment due in class</td>
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<td>10-4</td>
<td>NO CLASS&lt;br&gt; Visit Libraries and Book Stores</td>
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<td>10-11</td>
<td>• Folk Narratives&lt;br&gt; • Review for midterm exam</td>
<td>• Chapter 8</td>
<td>Libraries and Bookstores assignment due on Blackboard by midnight</td>
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<td>10-18</td>
<td>Mid-term Exam</td>
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<td>10-25</td>
<td>• Fantasy</td>
<td>• Chapter 10</td>
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<td>11-1</td>
<td>• The Elements of Story</td>
<td>• Chapter 9</td>
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<td>11-8</td>
<td>• Realistic Fiction</td>
<td>• Chapter 11</td>
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<td>11-15</td>
<td>• Nonfiction&lt;br&gt; • The Literature Experience</td>
<td>• Chapter 12&lt;br&gt; • Chapter 3</td>
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<td>11-22</td>
<td>NO CLASS – Reading day</td>
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<td>11-29</td>
<td>• Diversity and Inclusion&lt;br&gt; • Review for final exam</td>
<td>• Chapter 4</td>
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<td>12-6</td>
<td><strong>Author Profile &amp; Read-Aloud presentations</strong>&lt;br&gt; (sub)</td>
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<td>Author Profile &amp; Read Aloud due in class</td>
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<td>12-9</td>
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<td>Literature Portfolio due on Blackboard by midnight</td>
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<td>12-13</td>
<td>Final Exam – 4:30p</td>
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**Evaluation and Grading Scale**

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. Please see rubrics for all assignments at the end of this syllabus and on Blackboard. 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%

University Policies and Procedures

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.

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.

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.

Preferred Method of Scholarly Citations
All papers submitted are to follow the Publication Manual of the American Psychological Association, (6th ed.). See Blackboard menu tab, Helpful Links, for a CASA resource.

Classroom/Professional Behavior
You have chosen the greatest profession, one where you will be charged with leading the learning of children. Your journey to a certificate for this profession starts with these courses. I, your instructor, expect you to enter class each day fully present and prepared, with a positive attitude and a readiness to learn. This may mean working on your own, with a partner, or in a
small group. I also expect that you communicate with me, your instructor, in a respectful manner as well.

**Cell Phone/Electronic Device Usage**

Unless we are using devices as class resources, mobile 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.

**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.

**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.

**Classroom Participation**

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 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 final examination, because test questions derive mostly from class activities. If you are absent, ask a classmate for their notes. However, if you have a question about course material, please feel free to ask me to clarify during office hours. I will be happy to meet with you at another time if necessary.

**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.