Course Description
This course will examine the historical, social, and pedagogical developments of the field of literature for children and adolescents.

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.

Standards
TExES Objectives: N/A

International Reading Association Standards- Revised 2010

Element 1.2
Candidates understand the historically shared knowledge of the profession 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 4.2
Candidates use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with features of diversity.

Element 4.3
Candidates develop and implement strategies to advocate for equity.

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 & 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 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.

Student Learning Objectives
This course is designed to enable students to
1. Use professional resources that are available in the area of literature for children and adolescents.
2. Understand the historical and social development of the field of literature for children and adolescents
3. Increase knowledge about the role and value of literature for children and adolescents
4. Understand the role of research in the area of literature for children and adolescents

Course Topics
- 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
**Instructional Methods and Activities**

Methods and activities for instruction include:

- Online discussion
- Online instruction and materials

**Assignments**

Course assignments will be explained further in class. The following is a short explanation of each of the assignments.

- **Unit 1: Historical Foundations of Children’s Literature (Chapters 1 & 2)**
  - In this unit, you will read about historical views of childhood, and the early history of children’s and adolescent literature. Students will create a timeline of children’s literature, and analyze a text based on its historical context. 100 points total: 10 point online discussion, 30 point timeline, 30 point text analysis, 20 point quiz, 10 point shared journal entry.

- **Unit 2: Poetry & Fairy Tales (Chapters 3 & 4)**
  - This unit focuses on children’s poetry and fairy tales. You will analyze one children’s poem based on typical literary poetry literary elements, and interpret one fairy tale of your choice. 100 points total. 100 points total: 10 point online discussion, 30 point poetry analysis, 30 point fairy tale interpretation, 20 point quiz, 10 point shared journal entry.

- **Unit 3: Representations of Children Through Literature (Chapters 5 & 6)**
  - This unit focuses on depictions of children historically through children’s and adolescent literature, through both picture books and chapter books/ novels. You will analyze one picture book using the features discussed in Chapter 5, and analyze one chapter book/ novel for how the text represents children or childhood. 100 points total: 10 point online discussion, 30 picture book analysis, 30 childhood representation analysis, 20 point quiz, 10 point shared journal entry.

- **Unit 4: Fiction & Nonfiction Genres (Chapters 7, 8, & 9)**
  - Children’s and adolescent literature cross many genres. The chapters in this unit focus on a wide range of genres: nonfiction, historical fiction, science fiction, fantasy, and realistic fiction. Students will choose a genre of their choice. Using points addressed in Chapters 7, 8, & 9, students will critically analyze the text. 100 points total: 10 point online discussion, 60 point genre analysis, 20 point quiz, 10 point shared journal entry.

- **Unit 5: Depictions of Minority & Marginalized Populations (Chapters 10 & 11)**
  - In recent years, children’s and adolescent literature have focused increasingly on minority and marginalized populations. Students will choose a book that focuses on a marginalized or minority population in either a positive or negative light. 100 points total: 10 point online discussion, 60 point text analysis, 20 point quiz, 10 point shared journal entry.
- **Unit 6: Censorship Issues in Children’s Literature (Chapter 12)**
  - The issue of censorship of children’s and adolescent literature remains an important one for teachers to understand and address. As teachers and literary leaders, it is important to understand the larger social issues surrounding reasons behind the censorship of literature for school-aged children. Students will choose one book from a list of censored children’s books, and analyze the text for sensitive content as well as strategies for addressing this content with students. 100 points total: 10 point online discussion, 60 point censorship analysis, 20 point quiz, 10 point shared journal entry.

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Online Discussion (10 pts each)</td>
<td>60 pts</td>
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<tr>
<td>Quizzes (20 pts each)</td>
<td>120 pts</td>
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<tr>
<td>Shared Journal Entries (10 pts each)</td>
<td>60 pts</td>
</tr>
<tr>
<td>Timeline of Early Children’s Literature</td>
<td>30 pts</td>
</tr>
<tr>
<td>Text Analyses (30-60 pts each)</td>
<td>330 pts</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>600 pts</strong></td>
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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 drop one letter grade per week (10%). See blackboard for rubrics and grading criteria.

Final grades are calculated as a percent of total points earned:
- A=92-100%
- B=83-91%
- C=74-82%
- D= 66-73%

**Required and Recommended Readings**

**Required Textbook:**

**Recommended or Supplemental Reading:**

**TENTATIVE CLASS SCHEDULE**

<table>
<thead>
<tr>
<th>Unit/ Due date</th>
<th>Content</th>
<th>Readings</th>
<th>Assignments</th>
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| **Unit 1** Jan 29 | Introductions  
Syllabus Review  
Course Introduction | Chapters 1 & 2 | Discussion Question Unit 1  
Unit 1 Quiz  
Text Analysis: Early children’s literature  
Timeline  
Shared Journal 1 |
| **Unit 2** Feb 5 | Poetry & Fairy Tales | Chapters 3 & 4 | Discussion Question Unit 2  
Unit 2 Quiz  
Poetry Analysis  
Fairy Tale Interpretation  
Shared Journal 2 |
| **Unit 3** Feb 12 | Representations of children through literature | Chapters 5 & 6 | Discussion Question Unit 3  
Unit 3 Quiz  
Picture book analysis  
Depiction of children/childhood analysis  
Shared Journal 3 |
| **Unit 4** Feb 19 | Fiction & Nonfiction Genres | Chapters 7, 8, & 9 | Discussion Question Unit 4  
Unit 4 Quiz  
Genre analysis  
Shared Journal 4 |
| **Unit 5** Feb 26 | Depictions of minority and marginalized populations | Chapters 10 & 11 | Discussion Question Unit 5  
Unit 5 Quiz  
Minority/Marginalized text analysis  
Shared Journal 5 |
| **Unit 6** Mar 5 | Censorship issues in children’s literature | Chapter 12 | Discussion Question Unit 6  
Unit 6 Quiz  
Censorship text evaluation  
Shared Journal 6 |
Additional Course Policies

Attendance/tardiness
Online participation in this class is expected; your participation will be evaluated based on your contributions to asynchronous class discussions.

Late work and Make-up Exams
Full credit will not be given for late assignments. Assignments will be closed on BlackBoard at the deadline posted. If there is an unavoidable serious event that causes problems with meeting a course deadline, communicate with me via the Message tool in BlackBoard.

Extra Credit
Extra credit is not an option for this course.

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 them if the situation arises. These guidelines apply to any asynchronous or synchronous discussions online.

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.

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 stupid! 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. World Wide Web - Any work you find on the Web must be cited. Provide the URL and the name of the
website. Lessons found on the Web must be adapted and modified (using proper citations) for your personal use. In interpreting others' comments, we should be fair-minded and understanding.

**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 level of discipline appropriate to the misconduct. This may include a requirement to re-do work in question; requirement to submit additional work; lowering of grade on work in question; assigning grade of ‘F’ to work in question; assigning grade of ‘F’ for course; recommendation for more severe punishment, such as suspension or dismissal from the University. The procedure for Academic Misconduct cases is posted on BlackBoard.

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.

Plagiarism is wholly unacceptable and, for the purposes of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless specific credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the Internet and/or provided by classroom teachers, or found in any form of publication (e.g., books, magazines, Internet sites), book descriptions/reviews, course work done by previous students (or any other current or TAMU-CC student). Appropriate citation of resources is required.

**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. **November 11, 2016,** is the last day to drop a class with an automatic grade of “W” this term.

**Preferred methods of scholarly citations**
Scholarly paper organization and citations must follow the Association of American Psychologists (APA) Style Manual, 6th Edition. (See required textbook.)

**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](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.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, 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.