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Office hours:
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Tuesdays and Thursdays 3:00p – 4:00p
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.

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
Standard I: Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.
1.8k listening skills for enjoying and appreciating spoken language;
1.3s strengthen students’ vocabulary and narrative skills in spoken language and teach students to recognize connections between spoken and printed language;
1.6s select and use instructional materials and strategies that promote students’ oral language development; that respond to students’ individual strengths, needs, and interests; and that reflect cultural diversity;
1.8s provide students with opportunities to engage in active, purposeful listening in a variety of contexts;

Standard II: Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.
2.6k a wide range of literature and other texts appropriate for students;
2.7s model and encourage reading for pleasure and lifelong learning;
2.4s provide multiple opportunities for students to listen to and respond to a wide variety of children’s and young people’s literature, both fiction and nonfiction, and to recognize characteristics of various types of narrative and expository texts;
2.9s teach students strategies for selecting their own books for independent reading;
2.10s select and use a variety of materials to teach students about authors and different purposes for writing;
Standard IV: Literature Development and Practice: Teachers of young students 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 students' literacy.
4.7k literary genres (e.g., historical fiction, poetry, myths, fables) and their characteristics;
4.2k reading comprehension as an active process of constructing meaning;
4.4k the role of visualization skills in reading comprehension;
4.5k the relationship between extensive reading, vocabulary development, and reading comprehension;
4.9k how to model and teach inferential comprehension skills (e.g., inferring main ideas, comparisons, unstated cause-and-effect relationships; summarizing; making predictions; drawing conclusions; making generalizations);
4.17k literary response and analysis and ways to promote students' development of literary response and analysis;
4.2s use a variety of instructional strategies to enhance students’ reading comprehension, including helping students link the content of texts to their lives and connect related ideas across different texts;
4.15s teach elements of literary analysis, such as story elements and features of different literary genres;

Standard VII: Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

English Language Arts and Reading (Grades 7–12) Standards
Standard I: Teachers of students in grades 7–12 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.
1.3s elicit and value students’ reactions and responses in the language arts classroom; Standard II: Teachers of students in grades 7–12 understand the processes of reading and teaching students to apply these processes.
2.2k reading as an active process of constructing meaning;
2.3k ways in which characteristics of texts (literary and nonliterary) and purposes for reading determine the selection of reading strategies;
2.15s guide students to increase knowledge of cultures through reading; and
2.7s provide students with learning experiences that promote vocabulary building;
2.8s foster social interaction (e.g., discussion among students reading at similar or different levels, literature groups) to enhance students’ reading comprehension;
2.12s provide students with reading experiences that acknowledge and respect diversity; 2.8k comprehension strategies to use before reading (e.g., predicting, recalling prior knowledge), during reading (e.g., note taking, mapping, paired reading), and after reading (e.g., retelling, summarizing, responding);
2.9k the role of visualization in reading comprehension;
2.10k the role of social interaction in reading;
2.11k the use of questioning strategies to enhance students’ comprehension of and response to texts;
2.12k the use of metacognition in reading comprehension;
Standard III: Teachers of students in grades 7–12 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.
3.2k purposes for reading nonliterary texts (e.g., for information, for pleasure) and reading strategies associated with different purposes;

Standard IV: Teachers of students in grades 7–12 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.
4.1k a substantial body of literature, both classic and contemporary, with emphasis on the rich cultural heritage reflected in American, British, and world literature;
4.4k literary elements and devices associated with various types of literature and ways in which they contribute to an author’s meaning and style;
4.2s engage students in exploring and discovering the personal and societal relevance of literature
Standard VIII: Teachers of students in grades 7–12 understand oral communication and provide students with opportunities to develop listening and speaking skills.
8.3k skills and procedures for preparing, organizing, and delivering different types of oral presentations, including informative and persuasive messages and literary interpretations
Standard IX: Teachers of students in grades 7–12 understand how to interpret, analyze, and produce visual images and messages in various media and provide students with opportunities to develop skills in this area.
9.2k the influence of the media and the power of visual images

Technology Competencies
1.1s design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics
1.2s use technical writing strategies to create products such as a technical instruction guide
2.2s participate in electronic communities as a learner, initiator, and contributor
2.3s employ technological collaboration such as sharing information through online communications to complete tasks
2.7s use productivity tools, such as slide shows, posters, multimedia presentations, newsletters, banners, brochures, or reports, to create effective document files for defined audiences
2.9s design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics for defined audiences
3.1k how to use strategies for acquiring information from electronic resources in a variety of formats
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 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.

75 Author Profile & Book Talk/Trailer
Five-minute PowerPoint or Prezi presentation of your assigned author. This is to be a highly enthusiastic presentation that will include the following:
- PowerPoint:
o **Slide 1:** name and photo of the author  
o **Slide 2:** No more than 5 bullet points about the author’s background to include – 1) where the author is from, 2) birthdate, 3) how and when the author became a writer, 4) why the author writes children’s books, 5) one interesting fact that about the author that you would like to share  
o **Slide 3:** images of 2-3 books written by the author (you need to have read at least TWO of the author’s books and have them available during your presentation)  

- **Book Talk/Trailer:** This is a 1 – 1 ½ minute talk about one of the books by your author that you have read. Think Reading Rainbow! You must video yourself doing the book talk/trailer and show it during your author presentation.

You will submit your PowerPoint prior to your day of presentation.

25

**Library and Bookstore**  
Visit the children’s and young adult’s sections of ONE public library and ONE bookstore. Submit a one-page summary of what you discovered for each site, for a total of TWO pages. APA style.

50

**Literature Circle**  
You will join a group of students and participate in a book club with a shared text (chapter book). You will meet with your group three times during the semester during class. More details to come in class.

200

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

100

**Literature Portfolio**  
Complete an annotated bibliography of 30 books that represent 8 different genres (See below). The summaries and reactions should be written IN YOUR OWN WORDS and in APA format. List books by genre. Number books 1-50. Include a small picture of each book cover. Included in this list can be the book you’re reading for your book club and up to 3 books you’re reading by your assigned author.  
Include:  
13 picture storybooks,  
3 realistic fiction chapter books (at least one of these needs to be a challenged or banned book – see ALA website [http://www.ala.org/bbooks/frequentlychallengedbooks/top10](http://www.ala.org/bbooks/frequentlychallengedbooks/top10)),  
3 folk narrative picture storybooks,  
2 poetry books,  
1 fantasy chapter book,  
2 biography (short) books,  
2 historical fiction chapter books,  
3 informational picture books,
1 graphic novel

**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)

### 25 Professionalism
Active participation is essential to overall successful class performance.

### 10 Extra Credit – Course Evaluations
If 100% of students submit course evaluations, everyone in the class receives extra credit.

### 500 Total Possible Points

**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%

**Required and Recommended Readings**

**Required texts:**


30 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:**


**Class Schedule TBA prior to the start of the semester**

**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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading(s) Due Today</th>
<th>Assignment(s) Due Today</th>
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<tr>
<td>May 29</td>
<td>Introductions</td>
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<tr>
<td>Date</td>
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<td>Introduction to the Course</td>
<td>History of Children’s Literature</td>
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<td>May 31 Th</td>
<td>History of Children’s Literature</td>
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<td>Author Profile – Bill Martin, Jr</td>
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<td>June 5 T</td>
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<td>History of Children’s Literature</td>
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| June 21 Th | • Author Profile – Ezra Jack Keats  
• Diversity and Inclusion  
• Author Profile – Pam Muñoz Ryan  
• Author Profile – Jacqueline Woodson |
| June 25 M | • Author Profile – Eve Bunting  
• Author Profile – Donald Crews  
• The Literature Experience  
• Author Profile – Laurie Halse Anderson  
• Author Profile – John Green |
| June 26 T | • Final Exam Review                                                  |
| June 27 W | • Final Exam - ONLINE                                                |
| June 28 Th | • NO CLASS                                                           |

**University Policies and Procedures**

**Classroom Attendance and Participation**
Due to the nature of this course, active student participation is essential to overall successful class performance. 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 course assignments. 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.

*Consequences for not attending class regularly:*
For classes that meet once per week, for each absence over two, your final grade in the course drops a letter.
One absence is defined as missing one complete class, arriving 15 minutes late, and leaving 15 minutes before completion of the class.
Please refer to The TAMUCC web page [http://catalog.tamucc.edu/content.php?catoid=6&navoid=177](http://catalog.tamucc.edu/content.php?catoid=6&navoid=177) for additional information.

**Late Work and Make-Up Exams**
Points will be deducted each day an assignment is late.
It is up to the discretion of the professor whether or not work may be made up for credit.

**Extra Credit**
See Course Assignments above.

**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.

**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.

**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.

**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.

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.