READ 4380_002: Children’s and Adolescents’ Literature
Fall 2017
W7:00p-9:30p | ECDC 219A

Dr. Allison Schaum
Phone: 361.694.9781
Office email: amartinez16 @tamucc.edu
Office: ECDC 219-K
Office hours:
Wednesday 6:00p-7:00p
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.
1.4k skills for speaking to different audiences for various purposes
1.5s Help students learn how to adapt students’ spoken language to various audiences, purposes, and occasions
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.
2.2s Use instructional approaches, including language games, activities, materials, and direct teacher instruction, that promote students' phonological awareness
2.3s Select and use instructional materials that promote students’ phonological and phonemic awareness and build on students' current language skills
2.2s Use instructional approaches, including language games, activities, materials, and direct teacher instruction, that promote students' phonological awareness
2.3s Select and use instructional materials that promote students’ phonological and phonemic awareness and build on students' current language skills
Standard IV: Literacy 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.

4.3k that literacy development occurs in multiple contexts through reading, writing, and the use of oral language.

4.3s Provide multiple opportunities for young students to listen to and respond to a wide variety of student literature, both fiction and non-fiction, and to recognize characteristics of various types of narrative and expository texts.

4.5s Engage students in story reading experiences and encourage young students to interact with others about stories.

4.7s Assist young readers in selecting their own books for independent reading.

4.8s Teach students about authors and their purposes for writing.

Standard VI: Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

6.1k how students’ reading rate and fluency affect comprehension.

6.2k how young students develop reading fluency and that fluency involves rate, accuracy, and intonation.

6.4k instructional practices that enhance the development of fluency, including providing opportunities for students to read regularly, both orally and silently, in independent-level materials and to do repeated reading and partner reading.

6.6k differences in students’ development of word analysis skills and reading fluency, and instructional practices for meeting students’ individual needs in these areas.

6.1s Identify and monitor on an ongoing basis young students’ fluency levels by using leveled passages or reading materials on a daily basis.

6.2s Provide frequent opportunities for fluency development through reading in independent-level materials, reading orally from familiar text, repeated reading activities, and silent reading for increasingly longer periods.

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.

7.2k how to model and teach literal comprehension skills (e.g., identifying stated main idea, details, sequence, and cause-and-effect relationships).

7.4k reading comprehension as an active process of constructing meaning.

7.5k factors affecting students’ reading comprehension, such as oral language development, word analysis skills, prior knowledge, previous reading experiences, fluency, ability to monitor understanding, and the characteristics of specific texts (e.g., structure and vocabulary).

7.7k the relationship between extensive reading, vocabulary development, and reading comprehension.

7.10k how to model and teach inferential comprehension skills (e.g., inferring main ideas, comparisons, unstates and stated cause-and-effect relationships; summarizing; making predictions; drawing conclusions; making generalizations).

7.11k to model and teach evaluative comprehension skills (e.g., distinguishing between fact and opinion; detecting faulty reason reacting to a text’s content, characters, and use of language).

7.13k the importance of vocabulary development through wide reading and experiences, such as interpreting idioms, multiple-meaning words and analogies.

7.15k comprehension skills and strategies for understanding and interpreting different types of written materials, including narratives, expository texts, technical writing, and content-area textbooks.

7.16k different purposes for reading and associated reading strategies.

7.18k the importance of providing students with direct, explicit instruction in the use of comprehension strategies.

7.19k a range of strategies that students can use to facilitate comprehension before, during, and after reading (e.g., previewing, making predictions, questioning, self-monitoring, rereading, mapping, using reading journals, and discussing texts).

7.21k Literary response and analysis and ways to promote students’ development of literary response and analysis.

7.4s Model strategies for improving reading comprehension such as previewing texts, self-monitoring, and retelling.

7.6s Guide students to generate questions and apply research about topics introduced in reading selections, both fiction and nonfiction.

7.8s Use instructional strategies that help increase students’ reading vocabulary.

7.9s Provide instruction that increases knowledge of students’ own culture and the cultures of others through reading.

7.11s Provide opportunities for students to apply comprehension strategies to literature and to respond to literature in a variety of ways (e.g., using reading journals and discussions), including relating background knowledge to literary texts.

7.12s Teach elements of literary analysis, such as story elements and features of different literary genres.

7.14s Provide frequent opportunities for students to engage in silent reading at school and encourage opportunities for silent reading at home through the development and maintenance of classroom libraries and home libraries.

Standard X: Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

10.4k how to use assessment to determine when a student needs additional help or intervention to bring the student’s performance to grade level, based on state content and performance standards for reading, writing, listening, and speaking that comprise the Texas Essential Knowledge and Skills (TEKS).

10.8k how to determine students’ independent, instructional, and frustration reading levels and the importance of using this information when selecting materials for reading instruction for individual students and guiding selection of independent reading materials.

Standard XII: Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

12.1k characteristics and functions of different types of media (e.g., film, and print).

12.2k how different types of media influence and inform.

12.3k procedures and criteria for analyzing and evaluating visual images, messages, and meanings.

12.4s Teach students to analyze visual image makers’ choices (e.g., related to style, elements, and medium) and evaluate how these choices help to represent or extend meaning.

12.8s Provide students with opportunities to use technology to produce various types of communications (e.g., class newspapers, multimedia reports, and video reports) and help student assess how language, medium, and presentation contribute to the message.

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.

Technology Competencies
1.1s design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics
2.2k how to deliver a product electronically in a variety of media
2.1s 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
3.3k how to access and use online help
3.1s use strategies to locate and acquire desired information from collaborative software and online resources
3.3s use online help and other documentation

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.

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 (or a passage from the text if it’s long).

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

100 **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. Format:
- List books by genre.
- Number books 1-40.
- Include a small picture of each book cover.

Include: 12 picture storybooks, 6 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), 4 folk narrative picture storybooks, 4 poetry books, 3 fantasy chapter books, 3 biography (short) books, 3 historical fiction chapter books, 5 informational picture books

**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)

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

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:**


**Class Schedule (TBD)**

**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.

**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. 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.

**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.

For classes that meet twice per week, for each absence over four, your final grade in the course drops one letter grade.

For classes that meet four times per week during a two-week summer session, you may have NO absences.
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 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**
Extra credit is given for students who attend Student Reading Council (SRC) meetings. You must sign in and attend the *entire* meeting. Dates of meetings will be provided in class.

**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 for the course.

**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.
### Appendices

**Appendix A**  
**Author Profile rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Achievement</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>0 to 5 points</td>
<td>6 to 10 points</td>
<td>11 to 15 points</td>
</tr>
<tr>
<td></td>
<td>The information was lacking</td>
<td>Could have used more information</td>
<td>You taught us about the author and discussed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>some of the books s/he authored</td>
</tr>
<tr>
<td>Read-Aloud</td>
<td>0 to 4 points</td>
<td>5 to 7 points</td>
<td>8 to 10 points</td>
</tr>
<tr>
<td></td>
<td>You read to us</td>
<td>Good reading!</td>
<td>You read to us in a way that makes us want</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>to read more books by this author</td>
</tr>
<tr>
<td>Knowledge</td>
<td>0 to 5 points</td>
<td>6 to 10 points</td>
<td>11 to 15 points</td>
</tr>
<tr>
<td></td>
<td>I don’t know if you learned as much</td>
<td>You did some good research about your author</td>
<td>It is clear that you researched, read shall</td>
</tr>
<tr>
<td></td>
<td>as you could have about your author</td>
<td></td>
<td>several books, and got to know your author</td>
</tr>
<tr>
<td>Creativity</td>
<td>0 to 4 points</td>
<td>6 to 7 points</td>
<td>8 to 10 points</td>
</tr>
<tr>
<td></td>
<td>Not a very creative presentation</td>
<td>Creative presentation</td>
<td>Very creative presentation</td>
</tr>
</tbody>
</table>
Appendix B
Libraries and Bookstores rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Achievement</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Novice</td>
<td>10 Points</td>
<td>20 Points</td>
</tr>
<tr>
<td>Library Summary</td>
<td>0 Points Missing summary</td>
<td>One summary</td>
<td>Two summaries</td>
</tr>
<tr>
<td>Bookstore Summary</td>
<td>0 Points Missing summary</td>
<td>One summary</td>
<td>Two summaries</td>
</tr>
<tr>
<td>Quality</td>
<td>0 Points Summaries were not helpful or insightful</td>
<td>5 Points Summaries were helpful</td>
<td>10 Points Summaries were helpful and insightful</td>
</tr>
</tbody>
</table>
# Appendix C

## Literature Portfolio rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of books</td>
<td>0 to 20 points, 0 - 25% of the books needed for the assignment</td>
<td>21 to 30 points, 26% - 50% of books needed for the assignment</td>
<td>31 to 45 points, 51% - 75% of books needed for the assignment</td>
<td>46 to 60 points, 76% - 100% of books needed for the assignment</td>
</tr>
<tr>
<td>Summaries</td>
<td>0 to 5 points, your summaries lacked a lot of information</td>
<td>6 to 10 points, your summaries were missing some important information</td>
<td>11 to 15 points, your summaries were well-written with all of the necessary elements</td>
<td>16 to 20 points, your summaries were well-written, detailed, and included story elements</td>
</tr>
<tr>
<td>Personal Reviews</td>
<td>0 to 5 points, it is clear you didn't read the book(s) carefully</td>
<td>6 to 10 points, your reviews were a bit superficial</td>
<td>11 to 15 points, your reviews were insightful and thoughtful</td>
<td>16 to 20 points, your reviews were insightful, helpful, and well-explained</td>
</tr>
</tbody>
</table>
### Appendix D
Web Search rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Achievement</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formatting</td>
<td>4 Points</td>
<td>7 Points</td>
<td>10 Points</td>
</tr>
<tr>
<td></td>
<td>Included 1 website</td>
<td>Included 2 websites</td>
<td>Included 3 websites</td>
</tr>
<tr>
<td>Organization</td>
<td>5 Points</td>
<td>10 Points</td>
<td>15 Points</td>
</tr>
<tr>
<td></td>
<td>Included 1 summary paragraph</td>
<td>Included 2 summary paragraphs</td>
<td>Included 3 summary paragraphs</td>
</tr>
</tbody>
</table>

Name: Web Search assignment

Description:

Rubric Detail: